



2021-2022 Grade K English Language Arts and Reading Unit 02

Unit Title: Investigating People in My School Community

November 8- November 12, 2021

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Big Ideas:

- It is important to listen carefully and ask questions to better understand our world.
- Writing neatly shows that we care about our message we are communicating.
- Knowing how to solve problems helps us work together.
- Playing with sounds in words helps us learn to read.
- Brainstorming helps me to decide what to write about.
- Asking and answering questions as we read helps us better understand a text or learn new information.
- Text features help us find information in the book quickly.
- We read from left to right and top to bottom.

Essential Questions:

Week 4:

- Why do we need to organize our writing?
- Why do we point to each word as we read?
- How do the pictures help us understand a story?
- Why is it important to ask and answer questions as we read?
- What are text features and how do they help us?

Core Competencies:

Formative:

- Students will develop oral language through listening, speaking and discussion by:
 - demonstrate active listening during read alouds by sitting and keeping a calm body
 - actively participating in structured conversations
 - asking and answering questions in complete sentences
 - identifying rhythm and rhyme in a poem or nursery rhyme read aloud
- Students will demonstrate progression of foundational reading skills through:
 - demonstrating their understanding of proper letter formation
 - orally identifying and producing rhyming words and non-rhyming words
 - identification of initial, middle and final sounds in words
 - letter/sound recognition increasing in accuracy and fluency
 - orally blend onset and rime
 - demonstrate one-to-one correspondence when reading by pointing to each word as they read
 - recognizing that words are made up of groups of strategically placed letters
- Students begin to develop metacognitive skills to deepen understanding by:
 - making connections to personal experiences
 - making predictions and using text evidence to confirm by identifying a photograph or detail in a book



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- ask and answer questions about a variety of texts read aloud
- identifying the topic, central idea, and supporting details in a text
- identify and use text features in text to learn new information.

Summative:

- The class will orally create and write a research presentation following the writing process with adult assistance.
- Students will demonstrate progress towards mastery of unit content on end of Module Assessments and Inventories

Culminating Projects: Students will research different careers and occupations in the school. Students will create a poster and an oral presentation about their favorite career or occupation.

Week 4: Students will work collaboratively to create a poster about their favorite occupation.

P, N, S	Unit 02 Week 04 Unpacked TEKS			
	Student Expectation	Skill	Content	Context
Priority Standards				
P, S	K.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	listen ask answer	actively relevant questions questions	to clarify information using multi-word responses
P, S	K.1C share information and ideas by speaking audibly and clearly using the conventions of language	share	information ideas	by speaking -audibly -clearly -using conventions of language
P, S	K.2A demonstrate phonological awareness by:	demonstrate	phonological awareness	by:
P, S	K.2Ai identifying and producing rhyming words	demonstrate	phonological awareness	identifying and producing rhyming words
P, S	K.2Aii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	demonstrate	phonological awareness	recognizing spoken alliteration or group of words that begin with the same spoken onset or initial sound
P, N	K.2Aiii identifying the individual words in a spoken sentence	demonstrate	phonological awareness	by recognizing spoken alliteration or group of words that begin with the same spoken onset or initial sound
P, S	K.2Avii blending spoken onsets and rimes to form simple words	demonstrate	phonological awareness	blending spoken onsets and rimes to form simple words
P, N	K.2Aviii blending spoken phonemes to form one-syllable words	demonstrate	phonological awareness	blending spoken phonemes to form one-syllable words



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P, S	K.2Aix manipulating syllables within a multisyllabic word	demonstrate	phonological awareness	manipulating syllables within a multisyllabic word
P, S	K.2Bi identifying and matching the common sounds that letters represent	demonstrate apply	phonemic knowledge	identifying and matching the common sounds that letters represent
P, N	K.2Bii using letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words	demonstrate apply	phonemic knowledge	using letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words
P, N	K.2Biii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	demonstrate apply	phonemic knowledge	recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap
P, S	K.2Biv identifying and reading at least 25 high-frequency words from a researched-based list	demonstrate apply	phonemic knowledge	identifying and reading at least 25 high-frequency words from a researched-based list
P, S	K.2C demonstrate and apply spelling knowledge by2c,	Demonstrate Apply	Spelling knowledge	by:
P, S	K.3C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	identify use	words that name -actions;directions; positions; sequences; categories	such as: colors, colors, textures and locations
P, N	K.5F make inferences and use evidence to support understanding with adult assistance	make use	inferences evidence	to support understanding with adult assistance
P, S	K.7C describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	describe	elements of plot development including: main events, problem, resolution	for texts read aloud with adult assistance
P, S	K.10Dvii capitalization of the first letter in a sentence and name	edit drafts with adult assistance	using standard English conventions	capitalizations of the first letter in a sentence and name
New to Grade Level				
N	K.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings	use	illustrations text that the student is able to read or hear	to learn or clarify word meanings
N	K.12E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	use	appropriate mode of delivery (written, oral or	to present results



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			multimodal	
Spiraled				
S	K.1D work collaboratively with others by following agreed-upon rules for discussion, including taking turns	work follow	collaboratively with others	-by following agreed-upon rules for discussion -taking turns
S	K.2Ciii spelling high-frequency words from a research-based list	Demonstrate Apply	Spelling knowledge	spelling high-frequency words from a research-based list
S	K.2D demonstrate print awareness by	demonstrate	print awareness	by:
S	K.2Div recognizing the difference between a letter and a printed word	demonstrate	print awareness	recognizing the difference between a letter and a printed word
S	K.2Dv identifying all uppercase and lowercase letters	demonstrate	print awareness	identifying all uppercase and lowercase letters
S	K.4A self-select text and interact independently with text for increasing periods of time	self-select interact independently	text with text	for increasing periods of time
S	K.5C make and confirm predictions using text features and structures with adult assistance	make confirm	predictions	using text features and structures with adult assistance
S	K.5E make connections to personal experiences, ideas in other texts, and society with adult assistance	make	connections	to personal experiences, ideas in other texts, and society with adult assistance
	K.5H synthesize information to create new understanding with adult assistance	synthesize	information	to create new understanding with adult assistance
S	K.6B provide an oral, pictorial, or written response to text	provide	response -oral, pictorial or written	to text
S	K.6C use text evidence to support an appropriate response	use	text evidence	to support an appropriate response
S	K.6E interact with sources in meaningful ways such as illustrating or writing	interact	with sources	in meaningful ways such as illustrating or writing
S	K.7B identify and describe the main character(s)	identify describe	main character(s)	
S	K.7D describe the setting	describe	the setting	
S	K.8B discuss rhyme and rhythm in nursery rhymes and a variety of poems	discuss	rhyme and rhythm	in nursery rhymes and a variety of poems
S	K.8F recognize characteristics of multimodal and digital texts	recognize	characteristics	of multimodal and digital texts
S	K.10A plan by generating ideas for writing through class discussions and drawings	plan by generating ideas	for writing	through class discussions and drawings



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s	K.10B develop drafts in oral, pictorial, or written form by organizing ideas	develop	drafts in oral, pictorial or written form	by organizing ideas
s	K.10C revise drafts by adding details in pictures or words	revise	drafts	by adding details in pictures or words
s	K.10Div adjectives, including articles	edit drafts with adult assistance	using standard English conventions	adjectives-including articles
s	K.10Dix correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	edit drafts with adult assistance	using standard English conventions	correct spelling of words with -grade-appropriate orthographic patterns and rules -high frequency words
s	K.10E share writing	Share	writing	
s	K.11B dictate or compose informational texts	dictate or compose		informational texts

Unit 02 Week 04 Primary location of resources: Module 3 (M3)					
	Day 1	Day 2	Day 3	Day 4	Day 5
Concept and Language Development	<p>Oral discussion: M3T206-207 Engage students in a collaborative discussion routine with the following question: <i>How can you make a new classmate feel welcome? I can make a new classmate feel welcome by ____.</i></p> <p>Continue modeling the conversation routine setting expectations for the use of complete sentences when you speak. Explain how sentences have two parts: <i>subject (who?) and action (does what?)</i></p> <p>Word Relationships: Remind children that sorting and grouping words means looking for what each word has in common. Review: There are many ways to sort objects and words into groups and categories: color, shape, or texture. Use concrete objects to sort and explain categories with the class. Divide class in groups and provide objects for students to categorize and explain characteristics.</p>				
Foundational Skills	Phonemic Awareness				
Heggerty Week Foundations Unit Week	<p>Letter Naming- Consonants and Vowels Rhyming- Self Production of Rhyming Words Onset Fluency- Short a Blending- Two Phoneme Words Final and Medial Sounds- Medial Sound Segmenting- Two Phoneme Words Substituting- Initial Sounds</p>				



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	Adding- Initial Sounds Deleting- Initial Sounds Language Awareness- Repeating sentences from nursery rhymes and separating into individual spoken words.				
	Phonics Foundations/HMH Skill Correlated Decodables				
	Letter-Keyword-Sound: Introduce z, qu Drill Sounds/Warm-Up, Vowel Extension, Sky Write/Letter Form: z,qu	Drill Sounds/Warm-Up Vowel Extension, Sky Write/Letter Form: Review z, q, +	Drill Sounds/Warm-Up, Vowel Extension, Make It Fun: Guess the Letter Activity	Drill Sounds/Warm-Up Vowel Extension, Word Play: Word Awareness, Sky Write/Letter Form: Review z, q, +	Drill Sounds/Warm-Up Vowel Extension, Storytime: Rhyming Books Activity
	Word Work				
	Student Notebook: Trace and color: z	Student Notebook: Trace and say: L-KW-S (all previously taught letters) Trace and Color: qu Echo/Letter Formation Dry Erase Tablet: z, qu, +	Echo/Find Letters Letter Boards: Magnetic Letter Tiles: z, qu, + Student Notebook: Practice Tracing Letters	Echo/Letter Formation Dry Erase Tablet: z, qu, +	Unit Test: STUDENTS MUST BE TESTED INDIVIDUALLY. (Follow Instructions) Journal: Reminder! All students have a My Foundations Journal. Use several times a week!
1. <i>See the word</i> 2. <i>Say the word.</i> 3. <i>Spell the word.</i> 4. <i>Write the word.</i> 5. <i>Find the word.</i>	High Frequency Words				
	me, sits, with				
Vocabulary Routine 1. <i>Say the word.</i> 2. <i>Explain the meaning.</i> 3. <i>Glve examples.</i>	Word Study				
	Review vocabulary using anchor chart: M3 T208 <ul style="list-style-type: none"> prediction characters setting main events 	Introduce vocabulary using picture cards: M3 T218-219 <ul style="list-style-type: none"> brave expect ordinary 	Review vocabulary: M3 T228 <ul style="list-style-type: none"> characters 	Review vocabulary: M3 T240 <ul style="list-style-type: none"> rhythm rhyme 	Oral Language Review: M3 T251 <ul style="list-style-type: none"> brave expect ordinary

Comprehension and Accountability Talk Routine:

1. **Question:** Listen to a question and think about your answer.
2. **Signal:** Give a signal that you are ready.
3. **Stem**
4. **Share:** Turn and Talk
5. **Assessment:** Randomly choose students to share out.

Book: A Piece of Home
M3 T208-09



Explain: “A Piece of Home” could mean an actual piece of a home, like a brick from a house, but it could also mean something that reminds you of your home.

Engage students in conversation through the text:

PAGE	QUESTION
10-11	What is Hee Jun's family doing?
15	How does Hee Jun feel at his new school in West Virginia?
23	Now how does Hee Jun feel about living in West Virginia?

Make Connections to characters and setting in the story: *Who are the characters in the story? What is the setting?*

Interactive Read Aloud: A Piece of Home **M3**
T218-219

Set purpose: Describe character traits: how they act, speak, think, and feel using evidence from the text.

Review with students the plot elements: characters, setting, problem/solution.

Engage students through structured conversations:

PAGE	QUESTION
9	What do you see in the pictures or hear in the text that tells how Hee Jun feels about moving to West Virginia? (R)
	How does everyone else in his family feel about moving? (R)
15	Why does Hee Jun say, “Their names sit like stones on my tongue”? (W)
18	What is Hee Jun's teacher doing and saying? (R)
21	The text says Grandmother will go to school with Se Ra “to give her a bit of ordinary.” What does this mean? (W)
25	How does Grandmother feel about her new home now? What do you see in the pictures or hear in the text? (R)
29	Why are the flowers important to Hee Jun and his grandmother? (O)

Book- A Piece of Home
M3 T228-229

Students make predictions about the book looking at the cover. *What does the cover of the story remind you of?*

Set purpose for reading-Describe the characters in a story by looking at picture and text clues to notice the things they say, think, and do.

Engage students in structured conversations through the study to discuss changes in the characters using text evidence:

What is Hee Jun saying and doing in the picture? What do you hear in the text that tells what he is thinking?

What do you hear in the text that tells what Hee Jun says and thinks? What is he doing in the picture?

Book- Where We Live (Poems) **M3** T240-241



Modeling concepts of print: one-on-one correspondence, engage students in shared /eco reading with the whole class, and review concept of words in sentences and spaces between them.

Foundational Skills Review:

- Rhyming words/ rhythm
- One-on-one correspondence
- Find vocabulary: *can, is, my, the, to, you*
- Find words with /f/.

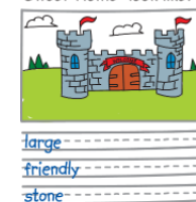
Response to Text: **M3**
T250-251

Review central idea of “A Piece of Home.” Ask students to use their imaginations to create and describe their “Home Sweet Home” if they could “build” it and make it look however they wanted.

Model: Use a think aloud to use your imagination about your perfect home, draw a picture and describe it in writing.


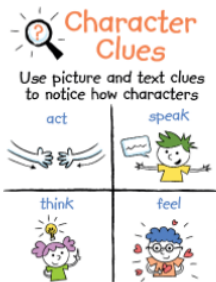
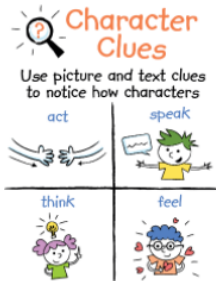

Refer to example to help students visualize their own homes.

What does your “Home Sweet Home” look like?



Response: Students will respond to the text orally and in writing.

Mini-Lesson

	<p>Making Predictions M3 T208</p> <p>Review: <i>When we make a prediction before reading, we look at the pictures on the cover and think about the text type to make our best guess about what will happen in the story.</i></p>  <p><i>What do you think the story will be about? What do you think will happen now? How do the images or text show that your prediction was correct or incorrect?</i></p>	<p>Characters: M3 T219</p> <p>Review: When we read a story, we can look at clues in pictures and text to learn about the characters: how they act, speak, and think.</p>  <p>Set a purpose for rereading- Character Clues</p> <p>Discuss the story with questions on T219 to guide students and ask to support their responses finding evidence in the text.</p>	<p>Character Traits: M3 T228-229</p> <p>Explain: We can describe the characters in a story by looking at picture and text clues to notice the things they say, think, and do.</p> <p>Apply skill to interactive read aloud.</p> 	<p>Poetry Review: M3 T240-241</p> <p>Review poetry structure discussing anchor chart, focusing on these two: rhyme and rhythm identifying examples in the text.</p> <p>Explain: rhythm: <i>the beat or pattern of sounds in a poem</i> rhyme: <i>words that end with the same sound</i></p> 	<p>Skills Review: -Making Predictions -Character Traits</p> <p>Engage students in a review of main skills taught this week. Ask students to retell/ summarize texts they have read this week.</p> <p>Students will complete the weekly assessment of the skills with a new piece of text/ fresh read.</p>
	<p>Reading Response</p> <p>T250 and myBook p. 38</p> <ul style="list-style-type: none"> Draw a picture of your “Home Sweet Home.” Write words that describe your “Home Sweet Home.” 				
<p>Writer’s Workshop</p> <p>Writing Prompt: How can you welcome new neighbors?</p>	<p>Writing Lesson - Informational Writing</p> <p>Writing Prompt: How can you welcome new neighbors?</p>				
	<p>Writing Process: Review Planning M3 T214-215</p>	<p>Writing Process: M3 T224-225</p>	<p>Writing Process: Draft M3 T236-237</p>	<p>Writing Process: Revise M3 T246-247</p>	<p>Writing Process: Publish M3T256-257</p>

[Kindergarten Writing Rubric](#)



Explain: Good writers plan by thinking about the information they want to share with readers. Tell children that they will work to write their own informational text.

Review features of informational text. Present prompt: *How can you welcome new neighbors?*

Model: Decide on your audience, and model how to brainstorm your ideas using pictures and words in an anchor chart.

Organize informational text

Explain: Remind children that an informational text includes a central idea and key details.

Read Sample Text/

Model: Guide students to find the central idea of the paragraph through question:

How does John say to welcome neighbors?

Provide a sentence frame:

John says to welcome neighbors by _____.



Use a graphic organizer to think aloud how you would welcome new neighbors.

**Make connections to "central idea" chart-
*review language in the chart for vertical alignment.**

Explain: Now that students have organized their notes, they are ready to draft their informational text.

Model: Using an anchor chart, use think aloud to show how the paragraph explains how to welcome a new neighbor.

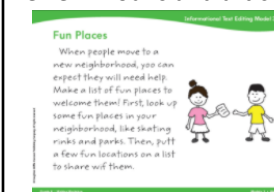
Fun Places

When people move to a new neighborhood, you can expect they will need help. Make a list of fun places to welcome them! First, look up some fun places in your neighborhood, like skating rinks and parks. Then, put a few fun locations on a list to share with them.

Use a think aloud to create your draft using your ideas. Allow students to interact with the text. Model how to answer these questions:
How does my text tell you to welcome new neighbors? What examples does it give?

Model: Review that the purpose of revising a draft is to make writing easier and more enjoyable to read.

Read sample text and discuss with students changes you can make integrating a grammar review: nouns and articles.



Revise your paragraph describing ways to welcome a neighbor looking for places to add nouns and adjectives to improve your writing.

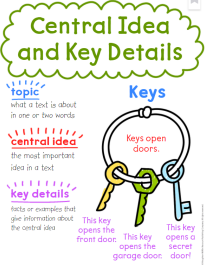
What descriptive words could you add?

Explain: Present to students how illustrations enhance their writing.

Model: Using anchor chart, explain how adding a map with fun places in the community can be a good addition to their writing about how to welcome a neighbor.

Create an example using the anchor chart.



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	Independent Writing				
	<p>Students will draw a picture of how they would welcome a new neighbor.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students will individually complete a graphic organizer with pictures and words about how they would welcome neighbors.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students will talk with peers about their notes and write their draft.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students will read and revise their ideas with a partner asking: <i>What descriptive words could your partner add?</i></p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students will complete their illustrations and writing and present their work.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>
<p>Research Class Project: Heroes and Helpers in My School Community</p>	<p>Culminating Project: Students will research different careers and occupations in the school of people who help them stay healthy and safe. Students will create a poster and an oral presentation about their favorite career or occupation.</p> <p>Week 4-5: Students will work collaboratively helping each other write about their favorite occupation.</p> <ul style="list-style-type: none"> Allow students to continue to work in collaborative groups as needed based on their topics to facilitate conversation and writing. Encourage bilingual products and provide sentence stems to support students speaking and writing about their topic, such as: <i>My favorite _____ is _____. A _____ is someone who _____. In our school, _____'s job is to _____. _____ keeps us safe and healthy by _____. I like that _____ because I would like to _____.</i> Circulate, monitor, and prompt students to elicit participation while they work on their projects. 				
Literacy Stations	Phonological Awareness	Phonics	Fluency	Self-Selected Reading Choices w/ Accountability	Vocabulary