

Unit Title: The More We Know

March 21- March 25, 2022

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Big Ideas:

- Manipulation of sounds in words and understanding patterns in words will help us encode, decode, and read more fluently.
- We will continue to learn and apply syllable knowledge for decoding and encoding.
- Knowing and using complete sentences with correct verb tenses will help us communicate our ideas effectively.
- Reading a variety of genres helps us use the author's craft to refine our own writing skills.
- Using the writing process helps us have well developed writing.
- Creative story writing allows us to use our imagination and senses to engage our readers.
- We can write about our own opinions and provide reasons for these opinions.

Essential Questions:

- How can we use our senses to add detail to our writing?
- How does paying attention to details help us understand texts better?

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
- Students will demonstrate progression of foundational reading skills through:
 - demonstrating their understanding of proper letter formation
 - decoding and encoding closed syllable words
 - blending and segmenting one syllable words
 - demonstrate one-to-one correspondence when reading by pointing to each word as they read
- Students begin to develop metacognitive skills to deepen understanding by:
 - making connections to personal experiences
 - asking and answering questions about a variety of texts read aloud
 - visualizing a story read aloud

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:

My Five Senses Poster Students will work in small groups to use their senses to take a closer look at the world around them.

Week 1: Students will work collaboratively to generate and share ideas to create a Five Senses poster.

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P, N, S	Unit 04 Week 01 Unpacked TEKS			
	Student Expectation	Skill	Content	Context
Priority				
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.2A demonstrate phonological awareness by:	demonstrate	phonological awareness	by:
P, S	K.2Ai identifying and producing rhyming words			identifying and producing rhyming words
P, S	K.2Aiii identifying the individual words in a spoken sentence			identifying the individual words in a spoken sentence
P, S	K.2Aiv identifying syllables in spoken words			identifying syllables in spoken words
P, S	K.2Av blending syllables to form multisyllabic words			blending syllables to form multisyllabic words
P, S	K.2Avi segmenting multisyllabic words into syllables			segmenting multisyllabic words into syllables
P, S	K.2Aviii blending spoken phonemes to form one-syllable words			blending spoken phonemes to form one-syllable words
P, S	K.2Ax segmenting spoken one-syllable words into individual phonemes			segmenting spoken one-syllable words into individual phonemes
P, S	K.2B demonstrate and apply phonemic knowledge by	demonstrate apply	phonemic knowledge	by:
P, S	K.2Bi identifying and matching the common sounds that letters represent			identifying and matching the common sounds that letters represent
P, S	K.2Bii using letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words			using letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words
P, S	K.2Biii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap			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			identifying and reading at least 25 high-frequency words from a researched-based list
P, S	K.2E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	develop	handwriting	by accurately forming all uppercase and lowercase letters using appropriately directionality

DV 2021-2022 Grade K English Language Arts and Reading Unit 04

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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, S	K.8D recognize characteristics and structures of informational text, including:	recognize	characteristics and structures of informational text	including:
P, S	K.9A discuss with adult assistance the author's purpose for writing text	discuss-with adult assistance	the author's purpose	for writing text
P, S	K.10Dvii capitalization of the first letter in a sentence and name			capitalizations of the first letter in a sentence and name
P, S	K.10Dviii punctuation marks at the end of declarative sentences			punctuation marks at the end of declarative sentences
New to Grade Level				
N	K.5H synthesize information to create new understanding with adult assistance	synthesize	information	to create new understanding with adult assistance
N	K.9D discuss with adult assistance how the author uses words that help the reader visualize; and	discuss-with adult assistance	how the author uses words that help the reader visualize	
Spiraled				
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
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.1E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	develop	social communication	by introducing self using common greetings expressing needs and wants
S	K.2Ci spelling words with VC, CVC, and CCVC	demonstrate	spelling knowledge	spelling words with VC, CVC, and CCVC
S	K.2Cii spelling words using sound-spelling patterns	apply		spelling words using sound-spelling patterns
S	K.2Ciii spelling high-frequency words from a research-based list			spelling high-frequency words from a research-based list
S	K.2D demonstrate print awareness by	demonstrate	print awareness	by:
S	K.2Diii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries			recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries
S	K.3A use a resource such as a picture dictionary or digital resource to find words	use	a resource -picture dictionary	to find words

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				-digital resource	
S	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	
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.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	
S	K.6B provide an oral, pictorial, or written response to text	provide	response -oral, pictorial or written	to text	
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.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	
S	K.7D describe the setting	describe	the setting		
S	K.8Di the central idea and supporting evidence with adult assistance			central idea supporting with adult assistance	
S	K.8Diii the steps in a sequence with adult assistance			the steps in a sequence with adult assistance	
S	K.8F recognize characteristics of multimodal and digital texts	recognize	characteristics	of multimodal and digital texts	
S	K.9C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	discuss-with adult assistance	the author's use of print and graphic features to achieve specific purposes		
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	
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.10D edit drafts with adult assistance using standard English conventions including:	edit drafts with adult assistance	using standard English conventions	including:	
S	K.10Dii verbs			verbs	
S	K.10Dix correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and			correct spelling of words with -grade-appropriate orthographic patterns and rules -high frequency words	

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s	K.10E share writing	share	writing	
s	K.12E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	use	appropriate mode of delivery (written, oral or multimodal	to present results

Unit 04 Week 01 Primary Resources location: Module 7 (M7)					
	Day 1	Day 2	Day 3	Day 4	Day 5
Concept and Language Development	Intro to the Theme: Zoom In! (M7 T26-27) <i>"When we look more closely, we can discover things we have never noticed before."</i> Play "I Spy" with Module 7 Poster Big Idea Words: (with picture cards) watch, wonder, world Video: A Closer Look Structured Conversation: "What is something that you want to watch closely to learn more about? I want to watch ____."				
Foundational Skills Heggerty Week 28 Foundations Unit 5 Week 1	Phonemic Awareness				
	Letter Naming- Add R Blends Rhyming- Rhyme Recognition and Rhyme Production/R Blends Onset Fluency- R Blends Blending- R Blends Final and Medial Sounds- Final Sound Segmenting- R Blends Substituting- Initial Consonant Blends: R Blends Adding- Initial Consonant Blends: R Blends Deleting- Initial Consonant Blends: R Blends Language Awareness- Repeating sentences from nursery rhymes and separating into individual spoken words.				
	Phonics Foundations/HMH Correlated Decodables				
	Drill Sounds/Warm-Up, Drill Trick Word Flashcards, Word Play: Make Words for Decoding, Introduce New Concepts: Review Sentence Reading	Drill Sounds/Warm-Up, Word Play: Make Words for Decoding, Teach Trick Words: or, for Introduce New Concepts: Begin Sentence Dictation	Drill Sounds/Warm-Up, Drill Trick Word Flashcards, Word Play: Make Words for Decoding, Read Sentences	Drill Sounds/Warm-Up, Trick Word Practice, Make It Fun: Change the Sentence	Drill Sounds/Warm-Up, Drill Trick Word Flashcards, Storytime: Need Informational Book about fish
	Word Work				

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	Magnetic Letter Boards: Echo/Find Letters & Words	--		Dry Erase Tablet: Echo/Letter Formation, Dictation: 3 words	Dry Erase Tablet: Dictation: 3 sounds, 3 words	Journal: Reminder! All students have a My Foundations Journal. Use several times a week!												
1. See the word 2. Say the word. 3. Spell the word. 4. Write the word 5. Find the word.	High Frequency Words																	
	HMH: cut down, off, must, said, so, when, will Foundations: <i>or, for</i>																	
Vocabulary Routine 1. Say the word. 2. Explain the meaning. 3. Glve examples.	Word Study																	
	M7 T27 Big Idea Words: watch, wonder, world Use vocabulary cards and routine to introduce words	M7 T38 Power Words: familiar, free, witness Use vocabulary cards and routine to teach words	M7 T40 Reader’s Vocabulary: fiction, informational text, characters, setting Pre-read story to identify unfamiliar words you will need to explain		M7 T71 Review: Power Words Structured Conversation: <table><tr><th>POWER WORD</th><th>SENTENCE FRAME</th></tr><tr><td>familiar</td><td>One place that is familiar to me is ____.</td></tr><tr><td>free</td><td>When I’m at the park, I am free to ____.</td></tr><tr><td>witness</td><td>I was a witness when I saw ____.</td></tr></table>	POWER WORD	SENTENCE FRAME	familiar	One place that is familiar to me is ____.	free	When I’m at the park, I am free to ____.	witness	I was a witness when I saw ____.					
POWER WORD	SENTENCE FRAME																	
familiar	One place that is familiar to me is ____.																	
free	When I’m at the park, I am free to ____.																	
witness	I was a witness when I saw ____.																	
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.	Interactive Read Aloud																	
	M7 T28 Last Stop on Market Street  Explain: We all know the verb stop, like to stop doing something. In the title, stop is a noun that means a place where a bus lets people off and picks people up.	M6 T39 Last Stop on Market Street Structured Conversation: <table><tr><th>PAGE</th><th>QUESTION</th></tr><tr><td>5</td><td>What do you think “the outside air smelled like freedom” means? (W)</td></tr><tr><td>6</td><td>Do you see the straw? What is it and how can you tell? (W)</td></tr><tr><td>10</td><td>What words does the author use to describe the bus? (R) How does that make the bus sound? (O)</td></tr><tr><td>15</td><td>Does CJ want to go wherever they are going? (R) How can you tell? (O)</td></tr><tr><td>18</td><td>What does Nana say when CJ wishes for the boys’ music player? (R)</td></tr><tr><td>27</td><td>What is CJ learning from his nana? (O)</td></tr></table>	PAGE	QUESTION	5	What do you think “the outside air smelled like freedom” means? (W)	6	Do you see the straw? What is it and how can you tell? (W)	10	What words does the author use to describe the bus? (R) How does that make the bus sound? (O)	15	Does CJ want to go wherever they are going? (R) How can you tell? (O)	18	What does Nana say when CJ wishes for the boys’ music player? (R)	27	What is CJ learning from his nana? (O)	M7 T48-49 Not A Box  Intro to Big Book: Read aloud title & author/illustrator. Have students turn and talk about if the book will be fiction or informational text. Set Purpose: Listen carefully and enjoy! Read-Aloud: Stop and	M7 T60-61 Not A Box Choral reading: Remind students that we can use illustrations to help us predict the text. “The pictures in a book give us information about what the text says.” Use the text and end punctuation to have the students chorally read the predictable text. Point out that they are making connections within the book. Application of Words to
PAGE	QUESTION																	
5	What do you think “the outside air smelled like freedom” means? (W)																	
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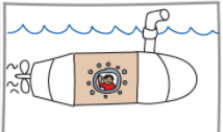
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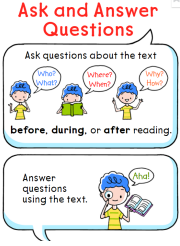
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	Model: I see that a boy and a woman are waiting for the bus together. I wonder where they are going! I can ask the question, “Where are the boy and the woman going on the bus?”		explain unfamiliar words. Have students turn and share their prediction of what they think the rabbit will answer on each page. <table><tr><th>QUESTION</th><th>POSSIBLE RESPONSES</th></tr><tr><td>What does the rabbit say the box is?</td><td>The rabbit says it is his Not-a-Box.</td></tr><tr><td>Why do you think the rabbit says that?</td><td>He uses his imagination to make the box whatever he wants. It's never just a box.</td></tr></table>	QUESTION	POSSIBLE RESPONSES	What does the rabbit say the box is?	The rabbit says it is his Not-a-Box.	Why do you think the rabbit says that?	He uses his imagination to make the box whatever he wants. It's never just a box.	Know in Context: <i>a, are, I, not, of, on, said, that.</i> Also have thnm search for words with <i>consonant blend -st</i> and <i>double final consonant -ll</i>.	What can you make the box into?  It's not a box! It's a submarine.
QUESTION	POSSIBLE RESPONSES										
What does the rabbit say the box is?	The rabbit says it is his Not-a-Box.										
Why do you think the rabbit says that?	He uses his imagination to make the box whatever he wants. It's never just a box.										
Mini-Lesson											
	M7 T28 Ask & Answer Questions Last Stop on Market Street Explain: We can ask questions about a text if we are curious or confused before, during, or after reading. Then, we use the text to answer the questions. When you ask a question, you start with a question word. What are the questions words we learned? (who, what, where, when, why, how) Model: I see that a boy and a woman are waiting for the bus together. I wonder where they are going! I can ask the question, “Where are the boy and the woman going on the bus?”	M7 T39 Retell Last Stop on Market Street Explain: We can retell a story to make sure we understand it, or to tell someone all about the great story we have just read! When we retell a story, we include the characters, setting, and the main events in the order that they happened. 	M7 T48 Setting Last Stop on Market Street Review: We identify the setting by thinking about where and when the story takes place. Sometimes the setting changes throughout a story. Model: Think aloud to identify and describe the setting. <i>I see a street with tall buildings and lots of people—it looks like the setting is a city street. In the pictures, I see people have umbrellas, so it must be a rainy day. The text says how it smells—like rain. And it says the rain dripped down CJ's nose—it feels wet!</i> Critical Reading/Writing: Repeat the above process for the middle and end setting. Have students note in their myBook. Middle p12-19: on a city bus, later in the day End p24-31:	M7 T60 Print Concept: End Punctuation Explain: End marks are like stop signs at the end of sentences! They tell us where the sentence ends. But they are also special because they can give us clues about how to read the sentence. Model reading sentences with a variety of end punctuation pointing out how your voice changes based on which end mark you reading with.							

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	Ask and Answer Questions  Ask questions about the text before, during, or after reading. Answer questions using the text.		another part of the city and a soup kitchen, later that day. Stems: <i>In the (beginning/middle/end), the setting is ____ . It (looks/smells/sounds/feels) like ____ .</i> Describe Setting: Last Stop on Market Street 		
Writer's Workshop Writing Prompt: Use creative writing to write a made-up story about going somewhere new. Teacher Rubric Student Friendly Rubric	Writing Lesson - Narrative Writing (creative story)				
	Writing Prompt: Use creative writing to write a made-up story about going somewhere new. .				
	Parts of a Narrative M7 T34 Mentor Text: <i>Last Stop on Market Street</i> Intro to Creative Writing: We've already written true stories about ourselves. Now we're going to use creative writing to write made-up stories. With creative writing, you can write about anything you think of—even talking animals or aliens from outer space! Review vocab.-narrative, characters, setting	Creative Writing M7 T44 Review: Vocabulary for creative writing. Say, "We are going to work together for the next few days. In creative writing, the author can make up new worlds!" Display: Story Writing Model 7.1 and read aloud. Structured Conversation: <i>Who are the characters in the story? The characters in this story are ____ . Where does the story take place? Holli goes to ____ .</i>	Use Your Senses M7 T56-57 Review: Sensory words are words that tell about our five senses—what we smell, see, hear, feel, or taste. Apply: Using mentor text, read aloud sentences on p8 highlighting sensory words. Using sticky notes, have students write a sensory word and create an anchor sorted by sense.	Grammar: Are you In or Out? M7 T66-67 Explain: Writers use the words in and out to connect nouns (or pronouns) to other words in the sentence. Using In or Out - My sister walked out of the room. - The flowers are in the vase. - They rode in the car. - The toys are ____ the closet. - Tina's cat jumped ____ of the box. - The car is ____ the driveway. Drafting a Creative Story: Display "A Trip to the Amusement Park" and guide them through the process of drafting their own creative story.	Grammar: Right On! M7 T76-77 Explain: Using prepositions on, off, or by to tell where something is located. Using On, Off, or By - The plate is on the table. - The cat jumped off the chair. - My bike is by the fence. - Andy put his toy truck ____ top of the box. - Gene took ____ his jacket because it was hot. - My family lives ____ the park. Revising a Creative Story: <i>Good writers look for ways to make their stories more interesting and easier to read. We can revise our story to make it come to life! Walk students through revising your creative</i>

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STORY WRITING has <u>characters</u> has a <u>setting</u> Beginning <u>What...</u> One <u>step...</u> Middle <u>What...</u> <u>Then...</u> <u>Next...</u> End <u>What...</u> <u>Then...</u> <u>In the end...</u> Write a Story Map: As a class, complete a story map using The Little Red Hen (Makes a Pizza). Story Map Read: The Little Red Hen (Makes a Pizza) Beginning Little Red Hen wants to make pizza, lives in city Middle Little Red Hen needs ingredients, other animals will not help End Little Red Hen shares pizza, animals help clean up		Sensory Words sweet sour bitter spicy bland burnt soft wet cold rough smooth hard shining big round dirty small clean yummy stinky smokey tasty fresh fishy low loud silent high quiet noisy		writing story.
Independent Writing				
Provide sentence stems as you work through the Little Red Hen story map. Allow students to turn and talk through the stems and complete their map. Circulate, monitor, and prompt students while they write. Students will share their writing.	Provide a blank Story Map for each pair of students. Provide sentence stems for the story, A Trip to the Earth Museum. Have students complete the story map with adult assistance. Circulate, monitor, and prompt students while they write. Students will share their writing.	Revisit story maps from earlier in the week. Explain that, with your support, they will come up with ideas and titles for a creative writing narrative that they will write. Circulate, monitor, and prompt students while they write. Students will share their writing.	Continue process of adding sensory words to their own writing. Have them circle Circulate, monitor, and prompt students while they write. Students will share their writing.	• Show children how to use a checklist to check for errors. ☐ We used the words in, out, on, off, and by correctly. ☐ We used uppercase letters. ☐ We ended each sentence with an end mark. ☐ We spelled words correctly. Circulate, monitor, and prompt students while they write. Students will share their writing.
Research Class Project: <i>My Five Senses Poster</i>	Students will work in small groups to use their senses to “zoom” in and take a closer look at the world around them by using their senses. Week 1: Work collaboratively to generate and share ideas to create a Five Senses poster. • Review each sense and share examples of how they can be used to “zoom in”. • Pair students: Ask “What do you see that you haven’t noticed before? What do you hear? Taste? Smell? Feel?” • Record responses on a chart.			

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Literacy Stations	Phonological Awareness	Phonics	Fluency	Self-Selected Reading Choices w/ Accountability	Vocabulary