



INSTRUCTIONAL EXCELLENCE

# Unit Overview

**Grade K: English/Language Arts**

**Unit 1: Caring About Myself and Others**

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## Using This Resource




The Unit Overview provides all the standards and learning targets that should be taught over the course of the unit. It is designed to be used in conjunction with the Unit-at-a-Glance. Teachers should refer to the Overview to locate specific standards and their corresponding learning targets when designing lesson plans and assessments. \*While Text Suggestions are provided throughout the unit, they are intended as suggestions only. We recognize that elements of these texts are controversial; however, we intentionally left them in this unit for their educational value and the teaching moments they present. Individual teachers should use their discretion when selecting texts to meet their students' needs. The additional resources included in the Overview promote the most effective research-based teaching practices and should be considered when planning and assessing students.

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## Unit Overview

The unifying theme of this unit develops concepts of orienting the kindergartener to his/her world. It begins with the “Off We Go”<sup>\*</sup> concept of starting kindergarten and acknowledging the feelings about being in a new place with new rules and new responsibilities and addresses the concepts of “Let’s Be Friends”<sup>\*</sup> with new people, children and adults.

The unit evolves to help students acknowledge and value their own unique characteristics, and then looks at their unique families to illustrate that “We Are Family.”<sup>\*</sup> Instruction also orients students to their school and the local community. This unit develops students’ understanding that caring about feelings, rules and routines, family supports and responsibilities, and location of important people and places within the school helps them feel safe and successful. Finally, the focus expands to look at students’ community and how it connects to “My World and Others: Who’s My Neighbor.”<sup>\*</sup>

Benchmark assessments should be administered in the first few weeks of school to assess students’ skills in basic foundational areas. Based on assessments, Guided Reading groups should be slowly formed where students can be taught on their instructional reading levels. (See the “Gr K ELA Suggested Schedule” and “Guided Reading” handouts for more information.) Center rotations provide opportunities for kindergarteners to practice and synthesize language through a variety of senses such as seeing, hearing (e.g., on the computer), touching (e.g., magnet letters, sand writing), and often smelling and tasting. Through creative means, kindergarteners make connections as they practice phonics, writing and other literacy skills previously taught.

English/Language Arts Lessons introduce books, poems, maps, references and songs that connect these concepts with literacy skills. The teacher models beginning reading skills and reading fluently through Interactive Read-Alouds and mini-lessons. Critical thinking and problem solving skills are emphasized as students engage in interactive reading, writing, speaking and listening while building concepts of fiction and nonfiction texts.

Model Lessons and Lesson Seeds are provided to model approaches for teaching to the Learning Targets and Common Core State Standards. Pre-Assessments, as well as formative and summative assessments, should be used to plan instruction and monitor student progress. Kindergarteners learn collaboration skills as they work together in a mix of whole-group, small-group and peer-paired activities. Additionally, the importance of communicating effectively is emphasized as the teacher models and students practice their speaking and listening skills.

Text suggestions are provided in this Overview; however, it is up to the teacher to assess and monitor students’ reading levels and to select texts based on individual needs.

<sup>\*</sup>*Kindergarten Stepping Stones – A Journey to Excellence through Discovery* – Adventist Education, 2012

## Essential Questions:

- How does being in kindergarten help me take care of myself, my classmates and my family?
- How do we help ourselves, our family, our friends, our school and our community?
- What are qualities of reading fiction?
- What are the features of reading nonfiction text?
- How does understanding words help me communicate better?

## Standards and Learning Targets

### Reading Foundational Skills (RF)

Code	Standard	Learning Targets
RF.1	Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"><li>• See RF.1.a, 1.b, 1.c and 1.d below.</li></ul>
RF.1.a	Follow words from left to right, top to bottom, and page by page.	<ul style="list-style-type: none"><li>• With prompting and support:<ul style="list-style-type: none"><li>▶ Demonstrates interest/attention to print.</li><li>▶ Follow words from left to right, top to bottom, front to back and page by page.</li><li>▶ Make return sweep to next line of text.</li></ul></li></ul>
RF.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"><li>• With prompting and support:<ul style="list-style-type: none"><li>▶ Engage in a variety of literacy experiences (e.g., shared reading and writing, Interactive Read-Alouds, language experience stories, etc.) using a wide selection of texts (e.g., a variety of structures and/or genres representing a wide variety of cultures).</li><li>▶ Recognize that words can be written, spoken and read.</li><li>▶ Know the difference between letters and words.</li><li>▶ Recognize that letters go together to make words.</li><li>▶ Identify words in text.</li></ul></li></ul>

Code	Standard	Learning Targets
RF.1.c	Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Engage in a wide variety of literacy experiences involving writing that focuses on spaces in print (e.g., Interactive Read-Alouds, shared reading and writing, language experience stories, small-group instruction, etc.).</li> <li>▶ Know the difference between a letter and a word.</li> <li>▶ Recognize that letters build words and words build sentences.</li> <li>▶ Recognize that printed words are separated by spaces.</li> </ul> </li> </ul>
RF.1.d	Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Differentiate between numerals, letters and words.</li> <li>▶ Engage in a wide variety of literacy experiences involving writing that focuses on upper- and lowercase letters in print (e.g., Interactive Read-Alouds, shared reading and writing, language experience stories, small-group instruction, etc.).</li> <li>▶ Attend to print in order to learn letter names.</li> <li>▶ Identify and name upper- and lowercase letters out of context and in isolation.</li> </ul> </li> </ul>
RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> <li>● Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Recognize and read high-frequency words with increasing automaticity.</li> <li>▶ Read name in isolation with automaticity.</li> </ul> </li> </ul>
RF.4	Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Listen to Interactive Read-Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.</li> <li>▶ Engage in imitative reading at an appropriate rate.</li> <li>▶ Recognize that the pictures help to explain the text.</li> <li>▶ Use the first letter sound and the picture to determine the meaning of an unknown word.</li> </ul> </li> </ul>

## Reading Literature (RL)

Code	Standard	Learning Targets
RL.1	With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>● With prompting and support, apply appropriate strategies before reading, viewing or listening to a text:               <ul style="list-style-type: none"> <li>▶ Use prior knowledge and experiences to make connections to the text.</li> <li>▶ Make predictions or ask questions about the text by examining the title, cover and illustrations.</li> <li>▶ Set a purpose for reading and identify the text.</li> </ul> </li> <li>● With prompting and support, apply appropriate strategies to monitor understanding during reading, viewing or listening to a text:               <ul style="list-style-type: none"> <li>▶ Recall and discuss what is understood.</li> <li>▶ Identify and question what did not make sense.</li> <li>▶ Make, confirm or adjust predictions.</li> <li>▶ Look back through the text for connections between topics, events, characters and actions in stories to specific life experience.</li> </ul> </li> <li>● With prompting and support, demonstrate understanding after reading, viewing or listening to a text:               <ul style="list-style-type: none"> <li>▶ Retell and discuss the text.</li> <li>▶ Engage in conversation to understand the text.</li> <li>▶ Determine the main idea of a text.</li> </ul> </li> <li>● With prompting and support, participate actively and appropriately in discussions about literary text.</li> <li>● With prompting and support, respond to questions about text by speaking, dramatizing or writing, including the use of technology.</li> </ul>
RL.2	With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> <li>● With prompting and support, listen to, read and discuss a variety of literary text (narrative text structure, both fiction and nonfiction) representing diverse cultures, perspectives and ethnicities:               <ul style="list-style-type: none"> <li>▶ Identify the elements of a story (e.g., characters, setting, problem and solution).</li> <li>▶ Identify key details in literary text, retell story events in a logical sequence.</li> </ul> </li> </ul>

Code	Standard	Learning Targets
RL.3	With prompting and support, identify characters, settings and major events in the story.	<ul style="list-style-type: none"> <li>● With prompting and support, understand the terms character, setting and major events.</li> <li>● Identify characters, setting and major events in a story through use of dramatization, puppets, discussion, developmentally appropriate writing, drawing, etc.</li> </ul>
RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none"> <li>● With prompting and support, identify the role of (and use of the terms) authors and illustrators.</li> </ul>
RL.10	Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>● With prompting and support, use a variety of strategies to determine and clarify the meaning of unknown and multiple-meaning words and phrases: <ul style="list-style-type: none"> <li>▶ Apply before-, during- and after-reading strategies for a variety of literary texts.</li> <li>▶ Participate in collaborative conversations with peers about grade-level complex text.</li> </ul> </li> </ul>

## Reading Informational Text (RI)

Code	Standard	Learning Targets
RI.1	With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>● With prompting and support, apply appropriate strategies <b>before</b> reading, viewing or listening to increasingly complex informational text (a wide variety including expository and narrative structures and types): <ul style="list-style-type: none"> <li>▶ Access prior knowledge and hands-on experiences.</li> <li>▶ Examine the title, cover, illustration photographs/text.</li> <li>▶ Make predictions or ask question.</li> <li>▶ Set a purpose for reading, identifying type of text.</li> </ul> </li> <li>● With prompting and support, apply appropriate strategies to monitor understanding <b>during</b> reading, viewing or listening to informational text: <ul style="list-style-type: none"> <li>▶ Use text features and graphic aids to facilitate understanding.</li> <li>▶ Recall and discuss what is understood.</li> <li>▶ Identify and question what did not make sense.</li> <li>▶ Make, confirm and/or modify predictions.</li> <li>▶ Make connections.</li> </ul> </li> </ul>



Code	Standard	Learning Targets
		<ul style="list-style-type: none"> <li>● With prompting and support, demonstrate understand orally or in developmentally appropriate writing <b>after</b> reading, viewing or listening to a text:               <ul style="list-style-type: none"> <li>▶ Engage in conversations to retell details in the text.</li> <li>▶ Describe what is directly stated in the text.</li> </ul> </li> </ul>
RI.2	With prompting and support, identify the main topic and retell the key details of a text.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Listen to a wide variety of complex informational texts.</li> <li>▶ Use text and graphic features as sources to identify the main topic.</li> <li>▶ Determine the key details from the text.</li> <li>▶ Connect the key details to determine the main topic in order to recall one or more details from the text and to respond to questions about the topic and details.</li> <li>▶ Demonstrate command of the conventions of standard English when speaking and writing.</li> </ul> </li> </ul>
RI.3	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Access prior knowledge and experiences in order to identify and discuss how personal experiences, events and individuals in their own lives are similar and different from the text.</li> <li>▶ Demonstrate an understanding of sequential order.</li> <li>▶ Retell two events, ideas or pieces of information, or identify two individuals in a text.</li> <li>▶ Explain the relationship between two individuals, events, ideas or pieces of information (compare/contrast, cause/effect).</li> <li>▶ Explain how someone might use the text.</li> </ul> </li> <li>● Demonstrate command of the conventions of standard English when writing or speaking.</li> </ul>
RI.4	With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Identify unfamiliar words.</li> <li>▶ Activate prior knowledge and experience to determine the meaning of unknown words.</li> <li>▶ Use text, illustrations, graphic aids (e.g., print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words.</li> </ul> </li> </ul>

Code	Standard	Learning Targets
RI.5	Identify the front cover, back cover and title page of a book.	<ul style="list-style-type: none"> <li>● With prompting and support, identify information appropriate for the front cover, back cover and title page.</li> </ul>
RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> <li>● With prompting and support, name the author and illustrator/photographer, and describe the roles of and use the terms for authors and illustrators/photographers.</li> </ul>
RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	<ul style="list-style-type: none"> <li>● With prompting and support: <ul style="list-style-type: none"> <li>▶ Describe the illustrations in a text.</li> <li>▶ Identify commonalities between text and illustrations/photographs or text features; explain how they support each other.</li> <li>▶ Participate in discussions about the information derived from details in the illustrations/photographs in an informational text.</li> </ul> </li> </ul>
RI.10	Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>● With prompting and support: <ul style="list-style-type: none"> <li>▶ Use text features, graphic aids and organizational structures to facilitate understanding.</li> <li>▶ Apply before-, during- and after-reading strategies for a variety of informational texts.</li> <li>▶ Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</li> </ul> </li> </ul>

## Writing (W)

Code	Standard	Learning Targets
W.1	Use a combination of drawing, dictating and writing to compose <b>opinion pieces</b> in which they tell a reader the topic or the name that they are writing about and introduce the topic or name the book they are writing about.	<ul style="list-style-type: none"> <li>● With modeling and support, apply the prewriting and planning stages of the writing process:               <ul style="list-style-type: none"> <li>▶ Identify the topic or book.</li> <li>▶ Establish or build upon a personal schema of a topic or book via attending to a learning experience (e.g., reading of text or hands-on experience) to gain knowledge about a topic or story.</li> <li>▶ Develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing.</li> </ul> </li> </ul>
W.2	Use a combination of drawing, dictating and writing to compose <b>informative/explanatory text</b> in which they tell a reader the topic or the name of the book they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> <li>● With prompting and support, apply the prewriting stage of the writing process:               <ul style="list-style-type: none"> <li>▶ Identify the topic or book.</li> <li>▶ Establish or build upon a personal schema of a topic or book via attending to a learning experience (e.g., reading of text or hands-on experience) to gain knowledge about a topic or story.</li> <li>▶ Develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing.</li> </ul> </li> </ul>

## Speaking and Listening (SL)

Code	Standard	Learning Targets
SL.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> <li>● Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Participate in a variety of group activities (e.g., morning meeting, center time).</li> <li>▶ Create/understand basic rules for group discussions (e.g., raise hand to talk, take turns, listen quietly, respond appropriately, etc.).</li> <li>▶ Develop knowledge/understanding of consequences of not following the rules.</li> </ul> </li> <li>● Continue a conversation through multiple exchanges:</li> </ul>

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> <li>▶ Participate in conversations with adults and peers.</li> <li>▶ Demonstrate active listening strategies.</li> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Stay on topic through multiple exchanges.</li> <li>▶ Add appropriate ideas to support or extend a conversation.</li> <li>▶ Ask and answer questions to clarify understanding.</li> </ul> </li> </ul>
SL.2	Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Answer questions (who, what, where, why).</li> <li>▶ Ask questions to clarify meaning.</li> <li>▶ Keep questions on task/topic.</li> </ul> </li> </ul>
SL.3	Ask and answer questions in order to seek help, get information or clarify something that is not understood.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Connect prior knowledge to new learning.</li> <li>▶ Demonstrate ability to formulate question targeted to specific need.</li> </ul> </li> </ul>
SL.4	Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Connect to personal/prior knowledge.</li> <li>▶ Speak clearly enough to be heard and understood.</li> <li>▶ Add relevant descriptive details to a familiar topic.</li> </ul> </li> </ul>
SL.5	Add drawings or visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>● With prompting and support, choose appropriate visuals to match oral presentation.</li> <li>● With prompting and support, organize information for oral delivery.</li> </ul>
SL.6	Speak audibly and express thoughts, feelings and ideas clearly.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Speak clearly enough to be understood in a variety of settings.</li> <li>▶ Convey ideas effectively.</li> </ul> </li> </ul>

## Language (L)

Code	Standard	Learning Targets
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>● See L.1.a, 1.b, 1.d and 1.e. below.</li> </ul>
L.1.a	Print many upper- and lowercase letters.	<ul style="list-style-type: none"> <li>● With prompting and support:           <ul style="list-style-type: none"> <li>▶ Explicitly and sequentially strengthen fine motor skills that support letter formation using a variety of activities.</li> <li>▶ Via direct instruction of letter formation, correctly form many upper- and lowercase letters on various sizes and styles of paper, and other mediums in a developmentally appropriate manner.</li> <li>▶ Correctly form upper- and lowercase letters in first and last name.</li> </ul> </li> </ul>
L.1.b	Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> <li>● With prompting and support:           <ul style="list-style-type: none"> <li>▶ Demonstrate the use of nouns as naming words when speaking and writing.</li> <li>▶ Demonstrate the use of verbs as action words when speaking and writing.</li> </ul> </li> </ul>
L.1.d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>● With prompting and support, participate in oral language activities that foster questioning skills.</li> </ul>
L.1.e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> <li>● With prompting and support, demonstrate the use of prepositions when speaking and writing.</li> </ul>
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> <li>● Capitalize the first word in a sentence and the pronoun "I."</li> <li>● Recognize and name end punctuation.</li> <li>● Write a letter or letters for most consonant and short vowel sounds (phonemes).</li> </ul>

Code	Standard	Learning Targets
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Access prior knowledge and experiences to determine the meaning of words and phrases.</li> <li>▶ Discuss words and word meanings as they are encountered in texts, instruction and conversations.</li> </ul> </li> </ul>
L.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>● With prompting and support:               <ul style="list-style-type: none"> <li>▶ Access prior knowledge and experiences to identify connections between words and their application to real life.</li> <li>▶ Discuss words and word meanings as they are encountered in texts, instruction and conversations.</li> </ul> </li> </ul>
L.6	Use words and phrases acquired through conversation, reading and being read to, and responding to text.	<ul style="list-style-type: none"> <li>● With modeling and exposure to a variety of texts, develop rich oral language and writing.</li> <li>● With prompting and support, participate in collaborative conversations about kindergarten topics and text read aloud, written or presented in other multimedia formats with diverse peers.</li> </ul>

## Unit Assessments and Rubrics

Benchmark Assessments of Foundational Skills are needed for kindergarteners. While there are many to choose from, the Fountas & Pinnell Benchmark Assessment System offers quick sub-tests that can be used to gain knowledge of students' current abilities. Also see the Foundational Skills Pre-Assessment included.

### Pre-Assessments and Formative Assessments

- Writing samples
- Student observations
- Turn and Talk discussions
- Exit Tickets
- Gr K "I Can" Self-Assessment (included)
- Random responses (e.g., equity stick question/answers)
- All Grades Class Observation Checklist (included)
- Learning Targets Checklist

During whole class instruction, the teacher can track individual student progress by using a class checklist. By calling on individual students, the teacher notes when each student is able to:

- Make a personal connection to a story they hear.
- Make a prediction of what a story might be about.
- Name two characters in the story.
- State the role of author and illustrator.
- State two details from informational text.
- Identify two text features.
- State role of author and photographer.

## Summative Assessments

- K U1 ML1 Rubric (this may be adapted for other learning targets)

## Vocabulary

High-frequency “Tier 2” words and academic vocabulary should be taught explicitly as students need to understand and apply these words across all content areas in various situations. For more information on how to teach vocabulary while using standards, visit the following websites:

- [www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger](http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger)
- [achievethecore.org/aligned/including-tier-2-vocabulary-instruction-in-curricular-materials/](http://achievethecore.org/aligned/including-tier-2-vocabulary-instruction-in-curricular-materials/)
- [www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx](http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx)

### General Terms

- Connections
- Predictions
- Text features
- Graphic aids (maps, graphs, size of print)
- Fiction (not real)/nonfiction (real)
- Title
- Author
- Illustrator
- Photographer
- Retell (beginning, middle and end)
- Characters (who)

- Rhyme
- Opinion
- Nouns (naming parts)
- Verbs (action parts)
- Community

## Text Suggestions

The following texts have been chosen for their Lexile levels, interest levels and ease for planning to multiple standards. To find an up-to-date list of vetted texts — which clearly center diversity, equity and inclusion — visit our list of [Culturally Responsive Text Suggestions](#).

See *Appendix A: Text Complexity Considerations* for information on how to select complex text. Some Lexile (L) levels are listed below for reference.

### First Week

*Biscuit Goes to School* by Alyssa Satin Capucilli (100L)

*Boomer Goes to School* by Constance W. McGeorge

*First Day Jitters* by Julie Danneberg

*Your Name is a Song* by Jamilah Thomkins-Bigelow

*Kindergarten Diary* by Antoinette Portis

*The Kissing Hand* by Audrey Penn

*Look Out Kindergarten, Here I Come* by Nancy Carlson

*Off to Kindergarten* by Tony Johnston

*The King of Kindergarten* by Derrick Barnes

### Second Week

*Hands Are Not for Hitting* by Martine Agassi (370L)

*It's My Turn, Smudge!* by Miriam Moss

*Know and Follow School Rules* by Cheri Meiners

*Let's Be Friends* by Amanda Miller (**Stepping Stones**)

*Talk and Work It Out* by Cheri Meiners

*Tony Baloney School Rules* by Pam Munoz Ryan

### Third Week

*And Here's to You* by David Elliot

*Arthur's Friendship Treasury* by Marc Brown (3 stories)

*Bear Feels Scared* by Karma Wilson

*Best Friend on Wheels* by Debra Shirley

*Best Friends* by Miriam Cohen

*Horace and Morris but Mostly Dolores* by James Howe

*Big Dog...Little Dog* by P.D. Eastman

*A Friend Like You* by Tanja Askani

*Friends, My School* (Set 3 of Nonfiction – Big Books and student books) – Newbridge

*How Kids Grow* by Jean Marzollo

*I Like Myself* by Karen Bates

*I'm Gonna Like Me* by Jamie Lee Curtis

*We Are Different We're the Same* by Bobbi Kates



#### **Fourth Week**

*All Families Are Special* by Norma Simon

*When Mama Braids My Hair* by Monique Duncan

*Grandmas Are for Giving Tickles* by Harriet Ziefert

*Drawn Together* by Minh Le

*Me and My Family Tree* by Joan Sweeney

*Sam and the Lucky Money* by Karen Chinn (**Stepping Stones**)

*Sisters* by David McPhail

*We All Have Different Families* (Celebrating Differences) by Melissa Higgins

*We Are Family* (**Stepping Stones**)

#### **Fifth Week**

*Berenstain Bears Lend a Hand* by Stan Berenstain

*Car Wash Kid* by Cathy Goldberg Fishman

*Dust for Dinner* by Ann Turner

*Helping Mom and Dad* by Sonja Fehlmann (nonfiction)

*Just Helping My Dad* by Mercer Mayer

*Keep the Lights Burning, Abby* by Peter and Connie Roop

#### **Sixth–Eighth Weeks**

*Adele and Simon* by Barbara McClintock (**Stepping Stones**)

*Be My Neighbor* by Maya Ajmera and John D Ivanko (**Stepping Stones**)

*The Berenstain Bears Go to School* by Stan Berenstain

*The Best Teacher Ever* by Mercer Mayer

*Career Day* by Anne Rockwell (**Stepping Stones**)

*Dentists (People in My Community)* by Jacqueline Laks Gorman

*Helpers in my Community* by Bobbie Kalman

*Me on the Map* by Joan Sweeney (280L)

*Whose Hands Are These?* By Miranda Paul

*Places in My Neighborhood* by Shelly Lyons

*Where Do I Live* by Neil Chesanow

## **Teacher Resources: Educator Websites**

(Websites change frequently. Check sites ahead of time for content and accuracy.)

- [www.pinterest.com/TheEducatorsHelper](http://www.pinterest.com/TheEducatorsHelper) The Educators' Helper was created on Pinterest to provide resources that support the Instructional Framework best practices such as planning to multiple standards and creating plans that are equitable and inclusive.
- <https://info.flipgrid.com/> FlipGrid is a free video discussion platform where teachers can post questions and students of ages can respond via short videos. It's excellent for students who have challenges with written expression but excel through oral communication; however, all students can benefit from this creative form of expression.
- <https://www.peardeck.com/> Pear Deck is an add-on feature for Google Slides or PowerPoint which allows slides to become interactive. Teachers can leave audio instructions for independent work, post surveys or questions for real-time assessment, etc. These features allow for differentiation among students such as drawing responses, dragging answers, leaving video recordings, etc.

- <https://nearpod.com/> Nearpod is a platform that combines the most popular applications in one place, making teaching easier and more effective. It has interactive lessons, interactive videos, games and activities that allow for differentiation and real-time assessment of learning.
- [www.padlet.com](http://www.padlet.com) Padlet is a collaborative learning tool that visually organizes information (e.g., words, pictures, videos/links). Users can add comments, rate/score information, and/or respond to questions.
- [askatechteacher.wordpress.com/2012/02/03/59-kindergarten-websites-that-tie-into-classroom-lessons/](http://askatechteacher.wordpress.com/2012/02/03/59-kindergarten-websites-that-tie-into-classroom-lessons/) Sixty-two websites are listed here that specifically align with kindergarten concepts and skills.
- [www.starfall.com](http://www.starfall.com) Offers free games for students to practice reading foundational skills.
- [busyteacher.org/](http://busyteacher.org/) Free printables and ideas for the K-6 grade teacher.
- [www.readwritethink.org/search/?grade=12&resource\\_type\\_filtering=6-16-18-20-126&resource\\_type=18](http://www.readwritethink.org/search/?grade=12&resource_type_filtering=6-16-18-20-126&resource_type=18) ReadWriteThink offers free printables (graphic organizers, assessments, writing starters, etc.).
- [www.discoveryeducation.com/search/page/k-5/english-language-arts/-/-/index.cfm?campaign=flyout\\_teachers\\_k5\\_la](http://www.discoveryeducation.com/search/page/k-5/english-language-arts/-/-/index.cfm?campaign=flyout_teachers_k5_la) This Discovery Education site has free lesson plans, videos and whiteboard lessons.
- [mnrussbaum.com/langcode/](http://mnrussbaum.com/langcode/) Activities and games for grades K-8.

## Lesson Sequence — Unit Progression

The Unit Progression gives weekly examples of how to teach to the unit-specific learning targets over the course of nine weeks. Teachers should adjust the pace as needed for their individual classes.

The theme for this unit, Caring About Myself and Others, starts with feelings about starting a new event—kindergarten. The first week of school is an important time to establish classroom rules and responsibilities. The teacher takes time to explain and model expectations for students as they are now kindergarteners. Additionally, this is the time to get to know each member of the class by conducting student inventories (likes/dislikes) and basic informal assessments.

The second week focuses on how we grow and change. Through Read-Alouds, students learn that when they become responsible for their own belongings and when they show respect to the teacher and peers, everyone benefits. This is a time to “cement” the rules and responsibilities for each child to become more independent so the teacher can begin to work with students individually or with small groups.

By the third week of school, the majority of informal assessments should be concluded so small groups can be formed for Guided Reading. Students start to explore how they are special during this week. In many ways we are the same, but our differences add interest and valuable experiences for everyone. During this week, students develop an understanding that being different is neither good nor bad, but it brings together diversity and strength to the class.

In Weeks 4 and 5, students examine family characteristics. Students can identify how families are different and the same. They identify the roles that family members have and how that helps them. Students also determine how they help their families as they grow and become more independent. There are plenty of opportunities for students to turn and talk or share their thoughts and feelings in small groups.

In the final weeks of the unit, students go beyond their home and school experiences to explore what is in their community. During these weeks, students expand their awareness of professionals in the community who help them and keep them safe. It should be made clear that there are consistent people and places in all communities.

Throughout this unit, students demonstrate an understanding of literary structures such as fiction and nonfiction characteristics. They begin to demonstrate their comprehension of Read-Alouds on these topics by answering questions and conveying their understanding in pictures or independent activities. As this unit progresses, students should be well established in the routines of the class for optimal classroom functioning.

## Appendix A: Text Complexity Considerations

When selecting books, text complexity matters. According to the Common Core State Standards Initiative, three factors should be considered when the teacher is choosing texts: 1) Qualitative Measures, 2) Quantitative Measures, and 3) Reader and Task Considerations. For more information on these measures, see the following website: [www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/measuring-text-complexity-three-factors/](http://www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/measuring-text-complexity-three-factors/).

As a result of research conducted in 2013 on text complexity, updated information was added to Appendix A of the CCSS to reflect the new expectations required of students in order to meet College and Career Readiness (CCR) by high school graduation. The table below shows the six different measures found reliable for measuring text complexity and their corresponding grade levels.

Common Core Band	ATOS (Accelerated Reader)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	Text Evaluator
2nd-3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4th-5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6th-8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9th-10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11th-CCR	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	890 – 1360

Table 1: Updated Text Complexity Grade Bands and Associated Ranges From Multiple Measures, taken from [www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity-revised.pdf](http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity-revised.pdf), which can be found on the website [www.corestandards.org/other-resources/](http://www.corestandards.org/other-resources/).

# Appendix B: Instructional Strategies for Diverse Learners

When choosing instructional strategies, teachers should consider the multiple learning styles, backgrounds and abilities of all students. Research shows that to promote ELA/literacy skills, teachers should incorporate a mix of whole-group, peer-paired and independent activities into instructional procedures. Below is a list of research-based strategies recommended to promote literacy skills in the five essential areas of reading (comprehension, vocabulary, fluency, phonics and phonemic awareness).

## Comprehension Strategies

- KWL Charts, Venn Diagrams, T-charts, etc.
- Interactive Read-Alouds, Think-Alouds, etc.
- Story Boards, Sketch to Stretch, etc.
- Question-Answer-Relationship (QAR) (e.g., [www.youtube.com/watch?v=wsud7AQWva8](http://www.youtube.com/watch?v=wsud7AQWva8))
- Focus Questions

## Comprehension Strategies with Cooperative Learning (Collaboration)

- Guided Reading, Literature Circles, Book Talks, etc.
- Readers Theater, Role Play, Reciprocal Reading, etc.
- Shared/Buddy/Paired Reading
- Think-Pair-Share, Turn-and-Talk, etc.
- Jigsaw (e.g., [www.ascd.org/publications/educational-leadership/nov18/vol76/num03/Let's-Get-Jigsaw-Right.aspx](http://www.ascd.org/publications/educational-leadership/nov18/vol76/num03/Let's-Get-Jigsaw-Right.aspx))
- Socratic Seminar (grade 2: [www.youtube.com/watch?v=zBfH\\_fhAme0](http://www.youtube.com/watch?v=zBfH_fhAme0); for older students: [www.youtube.com/watch?v=69Qv3l0nuNg](http://www.youtube.com/watch?v=69Qv3l0nuNg))
- Fishbowl
- Four Corners (e.g., [www.youtube.com/watch?v=M2XmJQ9FL5A](http://www.youtube.com/watch?v=M2XmJQ9FL5A))
- Gallery Walk (e.g., [www.youtube.com/watch?v=nNT3PZP2obU](http://www.youtube.com/watch?v=nNT3PZP2obU))

## Vocabulary Strategies

- Word Walls
- Word Analysis, Word Sorts (e.g., Making Words), Word Games (e.g., UpWords, BINGO)
- Word Ladders
- Concept Mapping (great for ELL students/differentiation), Concept Circles, Frayer Model, etc.

- Alpha Boxes (e.g., [www.youtube.com/watch?v=iBGB7CiN0bQ](https://www.youtube.com/watch?v=iBGB7CiN0bQ))
- List-Group-Label (e.g., [www.youtube.com/watch?v=K731qicwYcY](https://www.youtube.com/watch?v=K731qicwYcY))
- Non-Linguistic Strategies (visuals)
- Analogies, Connect-Two, etc.

## **Fluency Strategies**

- Daily Read-Alouds, Think-Alouds, etc.
- Record Self/Listen to Self
- Listen to Stories Using Technology
- Repeated Readings
- Choral Reading

## **Phonemic Awareness/Phonics Strategies**

- Making Words
- Word Ladders
- Centers/Literacy Stations
- Guided Reading
- Interactive Writing

