

Copy of ELA Grade K Module 1

Subject	Grade	Module	Suggested Timeline
English Language Arts	Kindergarten	1	6 weeks

Grade Level Summary

Students in kindergarten transition from oral to written literacy. They demonstrate their understanding of the features of print as they learn to track print and develop a sense of letters, words, and sentences. Students develop their phonological awareness skills through activities such as rhyming, counting syllables, and isolating beginning, middle, and ending sounds. Students connect letters with their corresponding sounds as well as develop other grade level phonics skills. They develop comprehension strategies that enable them to read grade-level texts, including both story books and informational texts, with purpose and understanding. Students identify characters, setting, and major events in stories as well as retell details in informational books.

Students write sentences and stories using their letter sound knowledge to spell phonetically (Kid Writing). As writers, they focus their writing on one specific topic, use descriptive words and create illustrations rich with details. Students write stories in which they describe experiences and events or form an opinion as they choose between two topics. They use grade appropriate conventions in their writing such as capital letters and end punctuation.

Kindergarten students participate in collaborative conversations with peers and adults in small and larger groups, sharing stories, familiar experiences, and interests. Students ask and answer questions in order to seek help, gain information, or clarify something that is not understood.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Title

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module Overview

In this module, students demonstrate text comprehension through identification of the main idea and key details of informational text and demonstrate text comprehension of literature through story retelling to include character, setting, and major events. Students use a combination of drawing and writing to compose informative and narrative writing focused on one topic. Students engage in collaborative conversations.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Utilize book handling skills
- With prompting and support, demonstrate understanding of the organization and basic features of print
- With prompting and support, identify the main idea and retell key details of informational text
- With prompting and support, retell familiar stories including key details
- With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- With prompting and support, identify characters, settings, and major events in a story
- Compose informative/ explanatory texts using a combination of drawing, dictating, and writing
- Compose narratives that describe real or imagined experiences or events using a combination of drawing, dictating, and writing

Focus Standards Addressed in this Module

[CC.1.1.K.A](#)

Utilize book handling skills.

[CC.1.1.K.B](#)

Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written

language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lower case letters of the alphabet.

CC.1.2.K.A

With prompting and support, identify the main idea and retell key details of text.

CC.1.2.K.C

With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.

CC.1.3.K.A

With prompting and support, retell familiar stories including key details.

CC.1.3.K.B

Answer questions about key details in a text.

CC.1.3.K.C

With prompting and support, identify characters, settings, and major events in a story.

CC.1.4.K.A

Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.

CC.1.4.K.B

Use a combination of drawing, dictating, and writing to focus on one specific topic.

CC.1.4.K.E

With prompting and support, illustrate using details and dictate/write using descriptive words.

CC.1.4.K.M

Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

CC.1.4.K.O

Describe experiences and events.

CC.1.5.K.B

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Important Standards Addressed in this Module

CC.1.1.K.D

Know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. • Read grade-level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.K](#)

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.

[CC.1.2.K.L](#)

Actively engage in group reading activities with purpose and understanding.

[CC.1.3.K.A](#)

With prompting and support, retell familiar stories including key details.

[CC.1.3.K.B](#)

Answer questions about key details in a text.

[CC.1.4.K.D](#)

Make logical connections between drawing and dictation/writing.

[CC.1.4.K.F](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

[CC.1.4.K.N](#)

Establish who and what the narrative will be about.

[CC.1.4.K.R](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

[CC.1.4.K.T](#)

With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CC.1.4.K.X](#)

Write routinely over short time frames.

[CC.1.5.K.B](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Misconceptions

Students may struggle with purpose for reading.

Students tend to respond to questions with single word answers.

Proper Conceptions

Before reading a text, provide a main idea to set the stage for reading.

Encourage students to extend their responses (e.g. state “Tell me more

Sudents may have difficulty identifying similarities and differences in story elements.

about...”). Ask “how” and “why” questions.

Model and provide examples of similarities and differences among characters, events, or ideas.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> Text Analysis Main Idea Theme Focus for Writing 	<ul style="list-style-type: none"> With prompting and support, identify characters, settings, and major events in a story. With prompting and support, retell familiar stories including key details. With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. Informative: Use a combination of drawing, dictating, and writing to focus on one specific topic. Opinion: Form an opinion by choosing between two given topics. Narrative: Establish “who” and “what” the narrative will be about. 	<p>Main Idea Events Connection Character Setting Retell Story Sequence Picture Details Topic</p>

Assessment(s)

The assessments are gathered from the Harcourt Storytown reading series and are given at the conclusion of each theme. Students are also assessed orally on the phonemic awareness skills and high-frequency words.

Writing (CC.1.4.K.A, - CC.1.4.K.B, - CC.1.4.K.M)

Teacher provides prompt and students respond with drawings and/or sentences as able.

Suggested Strategies to Support Design of Coherent Instruction

Book Handling (CC.1.K.A, CC.1.1.K.B)

Use any big book to have students demonstrate the basic features of print (author, illustrator, title page, etc.). Use sticky notes to label or resource page:

[parts-of-a-book-worksheet.pdf](#)

Informational Text (CC.1.2.K.A, CC1.2.K.B, CC1.2.K.C, CC.1.5.K.B)

Teacher creates an anchor chart similar to the assessment graphic organizer to demonstrate main idea and details using a variety of text.

Literary Text (CC.1.3.K.A, CC.1.3.K.B, CC.1.3.K.C, CC. 1.5.K.B)

Teacher demonstrates how to use a retelling rope to teach the characters, setting, and major events in a story. <http://iss.schoolwires.com/cms/lib4/NC01000579/Centricity/Domain/53/Retelling%20a%20Story.pdf>

Writing (CC.1.4.K.A, CC.1.4.K.B, CC.1.4.K.M)

Teacher provides prompts and students respond with pictures and kid writing sentences.

Suggested Book Titles for Kindergarten Preparation

The Night Before Kindergarten by Natasha Wing

Countdown to Kindergarten by Alison McGhee

Kindergarten Rocks! by Katie Davis

First Day Jitters by Julie Danneberg

Welcome to Kindergarten by Anne Rockwell

Lookout Kindergarten, Here I Come by Nancy Carlson

Differentiation

Ability-level grouping

Title reading support

Visual aids

Interdisciplinary Connections

Mathematical concepts like counting, more, less, etc.

Books that tie into our Science and Social Studies themes

Additional Resources

To access strategies for learning, go

to http://www.isbe.net/common_core/htmls/resources.htm and select ELA Educator Resources, Grades K-5. Choose either Informational Text or Reading Literature.

Additional kindergarten hands on ELA/reading activities may be accessed at www.education.com/activity/kindergarten/#grade:kindergarten/topic:reading.

Harcourt Storytown reading series and supplemental materials (i.e. Big books, decodable mini-books, Leveled readers, Phonics workbook, and Practice workbook pages)

Thinkcentral- online resources for Storytown

Printable emergent reading books, syllable activities writing prompts, and phonics activities are accessible at www.abcteach.com

Created By

Rachel Algoe, Jennifer Beach, Deb Gawne, and Alexis Starheim

Copy of ELA Grade K Module 2

Subject	Grade	Module	Suggested Timeline
English Language Arts	Kindergarten	2	6 weeks

Grade Level Summary

Students in kindergarten transition from oral to written literacy. They demonstrate their understanding of the features of print as they learn to track print and develop a sense of letters, words, and sentences. Students develop their phonological awareness skills through activities such as rhyming, counting syllables, and isolating beginning sounds. Students connect letters with their corresponding sounds as well as develop other grade level phonics skills. They develop comprehension strategies that enable them to read grade-level texts, including both story books and informational texts, with purpose and understanding. Students identify characters, setting, and major events in stories as well as retell details in informational books.

Students write sentences and stories using their letter sound knowledge to spell phonetically (Kid Writing). As writers, they focus their writing on one specific topic, use descriptive words and create illustrations rich with details. Students write stories in which they describe experiences and events or form an opinion as they choose between two topics. They use grade appropriate conventions in their writing such as capital letters and end punctuation.

Kindergarten students participate in collaborative conversations with peers and adults in small and larger groups, sharing stories, familiar experiences, and interests. Students ask and answer questions in order to seek help, gain information, or clarify something that is not understood.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts,

Part 2

Module Title

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module Overview

Module 2 focuses on developing an understanding of how an author develops ideas, concepts, characters, and experiences using texts across a range of types and disciplines. Students produce writing to address task, purpose, perspective, and intended audience. They research and gather evidence to create a clear and coherent message.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- **Demonstrate understanding of spoken words, syllables, and sounds**
- **Identify the parts of a book and parts of a text**
- **Know that the details of a text can be used to support a main topic or idea**
- **Understand that an author writes the story**
- **Understand that different types of texts are used for different purposes**
- **Understand that a storybook has character, setting, and actions associated with words and, most often, illustrations**
- **Understand a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration)**
- **Tell if a text is storybook or poem**
- **Differentiate between real and make-believe**

Focus Standards Addressed in this Module

CC.1.1.K.C

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.2.K.E

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.3.K.E

Recognize common types of text.

CC.1.4.K.B

Use a combination of drawing, dictating, and writing to focus on one specific topic.

CC.1.4.K.E

With prompting and support, illustrate using details and dictate/write using descriptive words.

CC.1.4.K.O

Describe experiences and events.

Important Standards Addressed in this Module

CC.1.1.K.B

Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lower case letters of the alphabet.

CC.1.4.K.A

Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.

CC.1.4.K.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

CC.1.4.K.M

Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

CC.1.4.K.N

Establish who and what the narrative will be about.

CC.1.4.K.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

CC.1.4.K.T

With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CC.1.4.K.X

Write routinely over short time frames.

CC.1.5.K.A

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.K.B

Ask and answer questions about key details in a text read aloud or information presented orally or

through other media.

CC.1.5.K.C

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CC.1.5.K.E

Speak audibly and express thoughts, feelings, and ideas clearly.

CC.1.5.K.G

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Misconceptions

Students illustrate using details and dictate/write using descriptive words not related to the topic.

Students confuse parts of a text (beginning, end, details).

Students confuse syllables for single words or individual sounds.

Proper Conceptions

Teacher provides a copy of the story or pictures related to the student to keep them on task.

Teacher asks questions during the story. (e.g., What happened at the beginning, middle, and end of the story?)

Teacher will model the correct way to clap out syllables (ie.clapping)

Concepts

- Phonological Awareness
- Text Structure
- Focus for Writing
- Content for Writing

Competencies

- Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rhymes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final

Vocabulary

Syllables

Character

Setting

Illustrations

Title

- | | |
|---|---|
| <ul style="list-style-type: none"> • sound in CVC words. • Identify parts of a book (title, author) and parts of a text (beginning, end, details). • Recognize common types of text. • Informative: Use a combination of drawing, dictating, and writing to focus on one specific topic. Opinion: Form an opinion by choosing between two given topics. Narrative: Establish “who” and “what” the narrative will be about. • Informative: With prompting and support, generate ideas and details to convey information that relates to the chosen topic. Opinion: Support the opinion with reasons. Narrative: Describe experiences and events. • With prompting and support, illustrate using details and dictate/write using descriptive words. | <p>Author</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Topic</p> <p>Texts</p> <p>Details</p> |
|---|---|

Assessment(s)

Assessments are from the Harcourt Storytown reading series

Teacher-made oral assessments (Share Sheet)

Teacher-made assessments

Suggested Strategies to Support Design of Coherent Instruction

Spoken Words, Syllables, and Sounds (CC.1.1.K.C)

Teacher reads several nursery rhymes such as *Humpty Dumpty* or *Twinkle, Twinkle, Little Star* and asks students to identify rhyming words.

Teacher reads a rhyming book such as *Rhyming Dust Bunnies* by Jan Thomas. Teacher asks students to identify words that rhyme and do not rhyme.

Teacher models phoneme segmenting by using [Say and Slide.pdf](#) from www.fcrr.org and has students practice phoneme segmentation.

Teacher models phoneme isolation by using [Sound Quest.pdf](#) from www.fcrr.org. Students practice phoneme isolation.

Teacher models syllables by showing picture cards, saying the word, and clapping out the syllables. Students can practice syllables by using [Syllable Sort.pdf](#)

and or [Syllable Color.pdf](#)

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Identify parts of a book/ Text (CC.1.2.K.E)

Teacher reads a story with clear beginning, middle, and end such as *The Three Little Pigs*. Students will be able draw, dictate, or write the beginning, middle, and end using the [Beginning, Middle, End Graphic Organizer](#).

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Recognize Types of Text (CC.1.3.K.E)

Teacher reads a rhyming poem such as *My Neighbor's Dog is Purple* by Jack Prelutsky, a non-fiction story such as *Bats* by Lily Wood, and a fictional text such as *Stellaluna* by Janell Cannon. Teacher explains the difference between each type of text. Students would be able to use pictures of a text and a pocket chart to sort the different types of text.

Writing (CC. 1.4.K. B, CC. 1.4.K.E, CC.1.4.O)

Using a seasonal topic such as Fall, students will be able to draw, dictate, or write about one specific topic.

Differentiation

Ability-level grouping

Title Reading support

Interdisciplinary Connections

Math

Stories about Social Studies and Science themes

Additional Resources

Harcourt Storytown Reading series and supplemental materials

Think Central website (part of Storytown)

Possible texts to read for Syllables and Sounds

- Mother Goose Nursery Rhymes
- *There Was A Lady Who Swallowed A Leaf* by Lucille Colandro:
poetry4kids.com

Possible Websites

- www.fcrr.org: This site can be used for additional syllable and sound activities.
- www.poetry4kids.com: This site has poetry that could be displayed on a smartboard for students to see.

Created By

Rachel Algee, Jennifer Beach, Deb Gawne, and Alexis Starheim

Copy of ELA Grade K Module 3

Subject	Grade	Module	Suggested Timeline
English Language Arts	Kindergarten	3	6 weeks

Grade Level Summary

Students in kindergarten transition from oral to written literacy. They demonstrate their understanding of the features of print as they learn to track print and develop a sense of letters, words, and sentences. Students develop their phonological awareness skills through activities such as rhyming, counting syllables, and isolating beginning sounds. Students connect letters with their corresponding sounds as well as develop other grade level phonics skills. They develop comprehension strategies that enable them to read grade-level texts, including both story books and informational texts, with purpose and understanding. Students identify characters, setting, and major events in stories as well as retell details in informational books.

Students write sentences and stories using their letter sound knowledge to spell phonetically. As writers, they focus their writing on one specific topic, use descriptive words and create illustrations rich with details. Students write stories in which they describe experiences and events or form an opinion as they choose between two topics. They use grade appropriate conventions in their writing such as capital letters and end punctuation.

Kindergarten students participate in collaborative conversations with peers and adults in small and larger groups, sharing stories, familiar experiences, and interests. Students ask and answer questions in order to seek help, gain information, or clarify something that is not understood.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Title

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module Overview

In this module, students connect ideas within one text and engage in the comprehension and evaluation of texts across a range of types and disciplines. As active listeners, students will make meaning from what they hear by questioning, reflecting, responding, and evaluating. They will make predictions about text based on illustrations and describe pictures in a text in detail to answer specific questions. Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Make predictions about text based on illustrations
- Describe pictures in a text in detail to answer specific questions about the text
- Communicate using detail related to topic being discussed
- Pose questions related to topic being discussed and allow wait time before responding
- Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about topics)
- Continue a conversation through multiple exchanges
- Respond to a question with an answer or details related to the topic being discussed
- Talk about stories, experiences, and interests using some detail
- Provide details through descriptive words, feelings or thoughts of the character
- Use illustration/dictation to convey meaning about a particular topic
- Create a picture or story about a nonfiction topic and talk about it

Focus Standards Addressed in this Module

CC.1.2.K.H

With prompting and support, identify the reasons an author gives to support points in a text.

CC.1.4.K.B

Use a combination of drawing, dictating, and writing to focus on one specific topic.

[CC.1.4.K.E](#)

With prompting and support, illustrate using details and dictate/write using descriptive words.

[CC.1.4.K.O](#)

Describe experiences and events.

Important Standards Addressed in this Module

[CC.1.2.K.B](#)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.G](#)

Answers questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.3.K.B](#)

Answer questions about key details in a text.

[CC.1.3.K.G](#)

Make connections between the illustrations and the text in a story (read or read aloud).

[CC.1.4.K.A](#)

Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.

[CC.1.4.K.C](#)

With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

[CC.1.4.K.D](#)

Make logical connections between drawing and dictation/writing.

[CC.1.4.K.F](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

[CC.1.4.K.M](#)

Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

[CC.1.4.K.N](#)

Establish who and what the narrative will be about.

[CC.1.4.K.P](#)

Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

[CC.1.4.K.R](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage,

capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

CC.1.4.K.T

With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CC.1.4.K.X

Write routinely over short time frames.

CC.1.5.K.A

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.K.B

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CC.1.5.K.C

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CC.1.5.K.D

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.

CC.1.5.K.E

Speak audibly and express thoughts, feelings, and ideas clearly.

CC.1.5.K.G

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Misconceptions

Students confuse questions about the text with illustrations.

Students make predictions about a story that are irrelevant to text.

Students confuse connections between two texts.

Students do not understand a connection between spoken words and print.

Proper Conceptions

Students should be encouraged to use illustrations to predict what will happen next.

Asking students questions encourages connections between illustrations and text.

Asking students questions regarding similarities and differences after reading two or more texts on the same topic will help to establish text connections.

Writing the child's words on the picture

and reading the words back to them will help establish the connection.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none">Textual features inform meaningResponsive listening promotes the understanding of directions, stories, and conversationsWords work together to express ideas.	<ul style="list-style-type: none">Respond orally to text with relevant questions and commentsRecognize that pictures in text convey meaningGroup words, pictures and/or objects by categoryExpress and translate ideas in graphic forms (e.g. pictures/illustrations)	Informational text Non-fiction Details Labels Title Illustrator Illustration

Assessment(s)

The assessments are taken from the Harcourt Storytown Reading Series with additional teacher-made assessments and quizzes.

Suggested Strategies to Support Design of Coherent Instruction

Reading Informational Text: (CC.1.2.K.B, CC.1.2.K.G)

Using an informational magazine on animals such as *Weekly Reader* or *Time for Kids*, discuss the topic of the magazine (authors' purpose). Also discuss the features of the text such as title, headings, illustrations, captions, and labels. Teacher can also create anchor chart (such as can, have, are chart) to help students visualize information given in text about the topic. (Example: [Anchor Chart.pdf](#))

Informational Writing (CC1.4.K.B, CC1.4.K.E, CC.1.4.K.O)

Using an informational magazine on animals such as *Weekly Reader* or *Time for Kids*, students select a topic to illustrate and/or write about. With prompting and support, students generate details in writing and illustrations on the selected topic.

Speaking and Listening (CC1.5.K.A, CC1.5.K.B, CC1.5.K.C, CC1.5.K. D, CC.1.5.K.E, CC. 1.5.K.G)

Students share their illustrations and writing in a small or whole group. Students ask and answer questions about the topic.

Differentiation

Ability-level grouping

Title Reading Support

Interdisciplinary Connections

Math

Books about Science and Social Studies Themes

Additional Resources

Harcourt Storytown reading series and supplemental materials

Thinkcentral website (Storytown)

www.readworks.org- This site provides literary and informational text on the kindergarten level.

<http://www.readingrockets.org/article/33920> This site provides an article on teaching informational text.

<http://www.discoveryeducation.com/> This site provides video clips and lessons.

Created By

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Copy of ELA Grade K Module 4

Subject	Grade	Module	Suggested Timeline
English Language Arts	Kindergarten	4	6 weeks

Grade Level Summary

Students in kindergarten transition from oral to written literacy. They demonstrate their understanding of the features of print as they learn to track print and develop a sense of letters, words, and sentences. Students develop their phonological awareness skills through activities such as rhyming, counting syllables, and isolating beginning sounds. Students connect letters with their corresponding sounds as well as develop other grade level phonics skills. They develop comprehension strategies that enable them to read grade-level texts, including both story books and informational texts, with purpose and understanding. Students identify characters, setting, and major events in stories as well as retell details in informational books.

Students write sentences and stories using their letter sound knowledge to spell phonetically. As writers, they focus their writing on one specific topic, use descriptive words and create illustrations rich with details. Students write stories in which they describe experiences and events or form an opinion as they choose between two topics. They use grade appropriate conventions in their writing such as capital letters and end punctuation.

Kindergarten students participate in collaborative conversations with peers and adults in small and larger groups, sharing stories, familiar experiences, and interests. Students ask and answer questions in order to seek help, gain information, or clarify something that is not understood.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text: Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Title

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module Overview

The focus of Module 4 is understanding what the text says explicitly. Students comprehend and evaluate complex texts across a range of types and disciplines. They produce writing to address task, purpose, and perspective, intended audience; they research and gather evidence to create a clear and coherent message. Students listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Know that the details of a text can be used to support a main topic or idea and state the main idea of a text and provide relevant detail to support the main idea
- Compare and contrast characters as well as find similarities and differences among characters, events or ideas
- Answer “how” and/or “why” questions using specifics from the text and respond when asked “who” or “what” their story is about, and follow through when drawing about or dictating their story
- Describe the people, places and things in a story and respond to questions and prompts about characters, settings and events during a read aloud
- Retell a story in sequential order using various materials
- Generate ideas for writing and provide details (e.g. descriptive words, feelings and thoughts of the character) for/of their story
- Ask a series of questions to gather additional information
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)
- Demonstrate understanding that "setting" is where a story takes place
- Demonstrate understanding that characters are people or animals who have a role in the story
- Use vocabulary in spoken and written language
- Form an opinion by choosing between two given topics
- Capitalize first word in sentence and pronoun "I"
- Recognize and use punctuation as well as spell simple words phonetically

Focus Standards Addressed in this Module

[CC.1.1.K.B](#)

Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lower case letters of the alphabet.

[CC.1.1.K.C](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.2.K.A](#)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.C](#)

With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.

[CC.1.3.K.C](#)

With prompting and support, identify characters, settings, and major events in a story.

[CC.1.3.K.J](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.4.K.H](#)

Form an opinion by choosing between two given topics.

[CC.1.4.K.L](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

Important Standards Addressed in this Module

[CC.1.2.K.B](#)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.J](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K](#)

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.

[CC.1.3.K.A](#)

With prompting and support, retell familiar stories including key details.

[CC.1.3.K.B](#)

Answer questions about key details in a text.

[CC.1.3.K.F](#)

Ask and answer questions about unknown words in a text.

[CC.1.3.K.G](#)

Make connections between the illustrations and the text in a story (read or read aloud).

[CC.1.3.K.H](#)

Compare and contrast the adventures and experiences of characters in familiar stories.

[CC.1.3.K.I](#)

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.

[CC.1.3.K.K](#)

Actively engage in group reading activities with purpose and understanding.

[CC.1.4.K.G](#)

Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

[CC.1.4.K.I](#)

Support the opinion with reasons.

[CC.1.4.K.J](#)

Make logical connections between drawing and writing.

[CC.1.4.K.T](#)

With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CC.1.4.K.X](#)

Write routinely over short time frames.

[CC.1.5.K.A](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.K.B](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CC.1.5.K.C](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[CC.1.5.K.D](#)

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all

audiences using appropriate volume.

CC.1.5.K.E

Speak audibly and express thoughts, feelings, and ideas clearly.

CC.1.5.K.G

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Misconceptions	Proper Conceptions
Students describe a main idea for a text or story that is not relevant to the text provided.	Before reading a text, provide a main idea to set the stage for reading.
Students are unable to identify differences and/or similarities in characters.	Create graphs and charts showing similarities and differences of text elements.
Students are unable to ask appropriate questions to understand the text.	
Students use familiar vocabulary rather than new vocabulary.	Explicitly use terms like "character" and "setting" along with verbal or visual prompts (e.g. "Who is this story about?" or "Look at this picture. Where do you think this story takes place?") when asking questions about text.
Students identify punctuation incorrectly.	
	Encourage students to use new vocabulary words or phrases when discussing pictures or real objects.
	Provide a variety of materials and opportunities for children to write daily.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none">Essential ideas in text inform meaningTextual features inform meaningAcquire and apply a	<ul style="list-style-type: none">Respond orally to text with relevant questions and commentsRecognize that pictures in text convey meaning	<p>Opinion</p> <p>Character</p>

- robust vocabulary repertoire to construct meaning
- Writing is a skill that involves fine-motor ability and language skills.
- Various types of writing are distinguished by their characteristics

- Use contextual cues to establish meaning of unfamiliar vocabulary
- Use new vocabulary in oral language
- Listen actively to increase one's own understanding by asking questions and/or retelling information

Setting

Main Idea

Assessment(s)

The assessments are taken from the Harcourt Storytown Reading Series with additional teacher-made assessments and quizzes.

Suggested Strategies to Support Design of Coherent Instruction

Concepts of Print (CC.1.1.K.B)

- Teacher continues to model these skills through reading with students in whole group and/or small group.

Responding to Text (CC.1.2.K.B, CC.1.2.K.J, CC.1.3.K.B, CC.1.3.K.J, CC.1.3.K.K, CC.1.5.K.A, CC.1.5.K.E, CC.1.5.K.G)

- Through the use of an anchor chart, teacher models comparing and contrasting two different texts for students
 - Below is a link to an example of an anchor chart
 - [Anchor Chart for Comparing~1.jpg](#)
 - Teacher and students use a Venn Diagram to compare and contrast story characters
 - Below is a link to an example (pg. 4-5)
 - [Fiction retelling rubric.pdf](#)

Literary Elements (CC.1.3.K.A, CC.1.5.K.B, CC1.3.K.C)

- Using an anchor chart, the teacher and students identify literary elements
- Below is the link to an example of an anchor chart for story elements
- [Anchor chart for story elements.jpg](#)

Informational Text (CC.1.2.K.A, CC.1.2.K.C, CC.1.5.K.B, CC.1.5.K.C)

- Teacher creates an anchor chart with students using a nonfiction text
- Additional resources can be found at the following link
- [redir.html \(National Geographic\)](#)
- Below is an example of an anchor chart
- [Main Idea and Details Anchor Chart. jpg](#)

Differentiation

Ability-level grouping

Title Reading Support

Interdisciplinary Connections

Math

Books about our Science and Social Studies weekly themes

Additional Resources

Harcourt Storytown reading series and supplemental materials

Thinkcentral website (Storytown)

Read, Write, Think

This site provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials. www.readwritethink.org

Created By

Rachel Algoe, Jen Beach, Deb Gawne, and Alexis Starheim

Copy of ELA Grade K Module 5

Subject	Grade	Module	Suggested Timeline
English Language Arts	Kindergarten	5	6 weeks

Grade Level Summary

Students in kindergarten transition from oral to written literacy. They demonstrate their understanding of the features of print as they learn to track print and develop a sense of letters, words, and sentences. Students develop their phonological awareness skills through activities such as rhyming, counting syllables, and isolating beginning sounds. Students connect letters with their corresponding sounds as well as develop other grade level phonics skills. They develop comprehension strategies that enable them to read grade-level texts, including both story books and informational texts, with purpose and understanding. Students identify characters, setting, and major events in stories as well as retell details in informational books.

Students write sentences and stories using their letter sound knowledge to spell phonetically. As writers, they focus their writing on one specific topic, use descriptive words and create illustrations rich with details. Students write stories in which they describe experiences and events or form an opinion as they choose between two topics. They use grade appropriate conventions in their writing such as capital letters and end punctuation.

Kindergarten students participate in collaborative conversations with peers and adults in small and larger groups, sharing stories, familiar experiences, and interests. Students ask and answer questions in order to seek help, gain information, or clarify something that is not understood.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Title

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module Overview

Students learn how an author develops ideas, characters, and experiences. Students comprehend and evaluate texts across a range of types and disciplines. They retell details that support a provided main idea. Students retell familiar stories in sequence with support and answer who, what, when, where, why, and how questions about stories. Students make connections between text and self. With prompting and support, students answer questions to identify characters, settings, and major events in a story. Students dictate narratives to describe real or imagined experiences or events. Students establish who/what the narrative is about. They describe experiences and events and engage in writing process to add details. With guidance and support, they recall information from experiences or books.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- **Identify title, author and illustrator**
- **Relate that texts are organized in a predictable format**
- **Participate in discussions about unfamiliar words**
- **Connect prior understandings to unfamiliar words**
- **Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details)**
- **Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts)**
- **Understand that an author writes the story**
- **Understand that the illustrator draws the pictures**
- **Understand that different types of texts are used for different purposes**
- **Understand that storybooks have character, setting, and actions associated with words and most often, illustrations**
- **Ask and answer questions about a story or poem being read aloud**
- **Respond to and build on comments from other students**
- **Create a picture or a story about a nonfiction topic and talk about it**
- **Use detailed illustration and descriptive dictation to convey meaning about a particular topic**
- **Understand that their stories may have to be changed to make meaning more clear**

- **Share their work with others**
- **When prompted, make changes to their work based on feedback**

Focus Standards Addressed in this Module

CC.1.2.K.E

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.K.F

With prompting and support, ask and answer questions about unknown words in a text.

CC.1.3.K.D

Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.E

Recognize common types of text.

CC.1.3.K.K

Actively engage in group reading activities with purpose and understanding.

CC.1.4.K.B

Use a combination of drawing, dictating, and writing to focus on one specific topic.

CC.1.4.K.E

With prompting and support, illustrate using details and dictate/write using descriptive words.

CC.1.4.K.T

With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Important Standards Addressed in this Module

CC.1.2.K.C

With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.

CC.1.2.K.G

Answers questions to describe the relationship between illustrations and the text in which they appear.

CC.1.2.K.J

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

CC.1.3.K.F

Ask and answer questions about unknown words in a text.

CC.1.3.K.J

Use words and phrases acquired through conversations, reading, and being read to, and responding

to texts.

[CC.1.4.K.A](#)

Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.

[CC.1.4.K.C](#)

With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

[CC.1.4.K.D](#)

Make logical connections between drawing and dictation/writing.

[CC.1.4.K.U](#)

With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.

[CC.1.4.K.V](#)

Participate in individual or shared research projects on a topic of interest.

[CC.1.4.K.W](#)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

[CC.1.4.K.X](#)

Write routinely over short time frames.

[CC.1.5.K.A](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.K.C](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[CC.1.5.K.E](#)

Speak audibly and express thoughts, feelings, and ideas clearly.

[CC.1.5.K.G](#)

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Misconceptions

Students confuse who writes the story or draws the pictures in a book.

Students confuse different types of texts (e.g., realistic with non-fiction).

Students are unable to describe pictures they have created to tell a

Proper Conceptions

Explicitly use the terms "author" and "illustrator" along with their definitions.

Explicitly define characteristics of different types of texts (fables, folklore, fairy tales, nursery rhymes, and informational text) and provide

story.

numerous examples.

Students may confuse the difference between what they know and what they have learned.

Prompt students to describe pictures and stories with detail, using literary terms (e.g., characters, setting)

With teacher support, students use the text as a reference to support new knowledge.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none">Text StructureText AnalysisContent for Writing	<ul style="list-style-type: none">Recognize common types of text.Answer questions about key details in a text.With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.Informative: With prompting and support, generate ideas and details to convey information that relates to the chosen topic. Opinion: Support the opinion with reasons. Narrative: Describe experiences and events.Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<p>Non-fiction</p> <p>Fiction (Fantasy)</p> <p>Title</p> <p>Author</p> <p>Illustrator</p> <p>Text</p> <p>Poem</p> <p>Predict</p> <p>Details</p> <p>Main Ideas</p>

Assessment(s)

The assessments are taken from the Harcourt Storytown Reading series with additional teacher-made tests and quizzes.

Suggested Strategies to Support Design of Coherent Instruction

Parts of a Book (CC. 1.2.K.E, CC.1.3.K.D, CC.1.5.K.E, CC.1.5.K.G)

Through use of anchor charts and songs, teacher models parts of a book

- See link below for resources
- [Author and illustrator song.htm](#)
- [Author illustrator anchor.jpg](#)

Vocabulary (CC.1.2.K.F, CC.1.2.K.J, CC.1.3.K.F, CC.1.3.K.J, CC.1.5.K.A, CC.1.5.K.C)

Teacher prompts and uses “think-alouds” to model understanding

- See link below
- [Think alouds.Htm](#)

Types of Text (CC.1.2.K.C, CC.1.2.K.G, CC.1.3.K.E, CC.1.3.K.K)

Teacher uses Venn Diagrams and T charts to compare and contrast types of texts and text components

- See the link below for an example of a Venn Diagram
- [Venn.gif](#)
- [T chart.png](#)

Differentiation

Ability-level grouping

Title Reading support

Interdisciplinary Connections

Math

Books about Science and Social Studies themes

Additional Resources

Harcourt Storytown Reading Series and supplemental materials

Thinkcentral Website (Storytown)

Fiction/Nonfiction Kindergarten Writing Response Template:

<http://www.teacherspayteachers.com/Product/FictionNon-fiction-Kindergarten-Writing-Response-Template-202436>

Readwritethink: Comparing Fiction and Nonfiction with Little Red Riding Hood Text:

<http://www.readwritethink.org/classroom-resources/lesson-plans/comparing-fiction-nonfiction-with-889.html>

Created By

Rachel Algoe, Jen Beach, Deb Gawne, and Alexis Starheim

Copy of ELA Grade K Module 6

Subject	Grade	Module	Suggested Timeline
English Language Arts	Kindergarten	6	6 weeks

Grade Level Summary

Students in kindergarten transition from oral to written literacy. They demonstrate their understanding of the features of print as they learn to track print and develop a sense of letters, words, and sentences. Students develop their phonological awareness skills through activities such as rhyming, counting syllables, and isolating beginning sounds. Students connect letters with their corresponding sounds as well as develop other grade level phonics skills. They develop comprehension strategies that enable them to read grade-level texts, including both story books and informational texts, with purpose and understanding. Students identify characters, setting, and major events in stories as well as retell details in informational books.

Students write sentences and stories using their letter sound knowledge to spell phonetically. As writers, they focus their writing on one specific topic, use descriptive words and create illustrations rich with details. Students write stories in which they describe experiences and events or form an opinion as they choose between two topics. They use grade appropriate conventions in their writing such as capital letters and end punctuation.

Kindergarten students participate in collaborative conversations with peers and adults in small and larger groups, sharing stories, familiar experiences, and interests. Students ask and answer questions in order to seek help, gain information, or clarify something that is not understood.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Title

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Overview

Students engage in the writing process to add details using their own experiences and events. Students follow directions, seek help, and gather information. They answer questions to compare and contrast experiences of characters. Students make logical connections with drawings and dictations; they follow directions, seek help, and gather information. Students demonstrate the command of the English language when speaking, based on kindergarten level and content.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Identify the evidence an author gives to support points in a text
- Recognize that texts have similar components that can be compared and contrasted (e.g., main ideas, details)
- Create a detailed picture or story about a nonfiction topic and talk in detail about it
- Use detailed illustration and descriptive dictation to convey meaning about a particular topic
- Spell simple words phonetically and recognize and use punctuation
- Use illustration/dictation to convey likes and dislikes about a familiar topic
- Use a combination of drawing, dictating, and writing to compose opinion pieces and state an opinion or preference (e.g., *My favorite book is...*)
- Participate in discussions about their work
- Understand that their drawings and dictations can convey meaning to an audience

Focus Standards Addressed in this Module

[CC.1.2.K.H](#)

With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.2.K.I](#)

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

[CC.1.4.K.B](#)

Use a combination of drawing, dictating, and writing to focus on one specific topic.

[CC.1.4.K.E](#)

With prompting and support, illustrate using details and dictate/write using descriptive words.

[CC.1.4.K.F](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

[CC.1.4.K.H](#)

Form an opinion by choosing between two given topics.

[CC.1.4.K.L](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

[CC.1.4.K.T](#)

With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Important Standards Addressed in this Module

[CC.1.2.K.J](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K](#)

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.

[CC.1.2.K.L](#)

Actively engage in group reading activities with purpose and understanding.

[CC.1.3.K.G](#)

Make connections between the illustrations and the text in a story (read or read aloud).

[CC.1.3.K.H](#)

Compare and contrast the adventures and experiences of characters in familiar stories.

[CC.1.3.K.I](#)

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.

[CC.1.3.K.J](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.3.K.K](#)

Actively engage in group reading activities with purpose and understanding.

[CC.1.4.K.A](#)

Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.

[CC.1.4.K.C](#)

With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

[CC.1.4.K.D](#)

Make logical connections between drawing and dictation/writing.

[CC.1.4.K.G](#)

Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

[CC.1.4.K.I](#)

Support the opinion with reasons.

[CC.1.4.K.J](#)

Make logical connections between drawing and writing.

[CC.1.4.K.U](#)

With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.

[CC.1.4.K.V](#)

Participate in individual or shared research projects on a topic of interest.

[CC.1.4.K.W](#)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

[CC.1.4.K.X](#)

Write routinely over short time frames.

[CC.1.5.K.A](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.K.B](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CC.1.5.K.C](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[CC.1.5.K.D](#)

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.

[CC.1.5.K.E](#)

Speak audibly and express thoughts, feelings, and ideas clearly.

CC.1.5.K.G

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Misconceptions

Students are unable to identify reasons an author gives to support a fact in the text.

Students may confuse the difference between what they know and what they have learned.

Proper Conceptions

With teacher support, students use text as a reference to support new knowledge.

Concepts

- Textual features inform meaning
- Research is an inquiry based process.
- Informational sources have unique purposes.
- Purpose, context and audience influence the content and delivery in speaking situations
- Letters are used to represent sounds and are combined to form words that convey meaning.

Competencies

- Respond orally to text with relevant questions and comments
- Recognize different types of genre (e.g. fiction, nonfiction, poetry)
- Recognize the characteristics of various types of text
- Group words, pictures and/or objects by category
- Make connections and form a personal response to the speaker's message
- Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.
- Select from a limited set of resources that provide information.
- Demonstrate conventional penmanship, including using upper and lower-case letters, spacing and punctuation
- Identify and write about one specific topic (focus).
- Write using illustrations and descriptive words. (style)
- Write using illustrations

Vocabulary

- Fiction (Fantasy)**
- Nonfiction**
- Poem**
- Punctuation**
- Opinion**
- Fact**
- Compare**
- Contrast**

and descriptive words.
(style)

- Apply knowledge of letter sound correspondence to read and spell simple words.
- Recognize and identify upper and lower case letters.

Assessment(s)

The assessments are taken from the Harcourt Storytown Reading Series with additional teacher-made tests and quizzes.

Suggested Strategies to Support Design of Coherent Instruction

Opinion Writing

(CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.G, CC.1.3.K.I, CC.1.3.K.J, CC.1.3.K.K, CC.1.4.K.B, CC.1.4.K.D, CC.1.4.K.E, CC.1.4.K.F, CC.1.4.K.G, CC.1.4.K.H, CC.1.4.K.I, CC.1.4.K.L, CC.1.4.K.X, CC.1.5.K.D, CC.1.5.K.E, CC.1.5.K.G)

Following listening to and discussing a teacher read-a-loud (e.g., *What Would You Do If You Had Animal Teeth?* By Sandra Markle) students form an opinion (based on facts) about which animal teeth they would like to have and why.

Compare and Contrast:

(CC.1.2.K.H, CC.1.2.K.I, C.C.1.2.K.K, CC.1.5.K.A, CC.1.5.K.B)

- After listening to a teacher read-a-loud two different non-fiction texts on the same topic, students will compare and contrast text features (e.g., “This author used a glossary and pictures with captions. This author used drawings and diagrams to show the same kind of information.”)
- (e.g. *Tornadoes!* By Gail Gibbons and *Tornadoes* by Seymour Simon)
- Below is an example of a venn diagram that can be used to compare and contrast with the whole group
- [venn_gif.mht](#) (The Venn Diagram may need enlarged after opening the file.)

Informational Writing:

(CC.1.4.K.A, CC.1.4.K.B, CC.1.4.K.C, CC.1.4.K.D, CC.1.4.K.J, CC.1.4.K.T, CC.1.4.K.W, CC.1.5.K.C, CC.1.5.K.G)

- Prior to listening to and comparing two nonfiction texts on the same topic, students will complete the first section (What I Think I Know) of the R.A.N. chart.
- After reading both nonfiction texts separately, students will confirm what they thought they knew and complete the “New Information” part of the R.A.N. chart.

- Students will then complete the compare and contrast activity listed above with teacher guidance
- Students will use the R.A.N. chart (the confirmed and new information columns) to construct their informational writing piece
- Through teacher conferencing, students will revise or add details to strengthen their writing as needed

[R A N Strategy Explained.pdf](#)

Differentiation

Ability-level grouping

Title Reading Support

Interdisciplinary Connections

Math

Books about Science and Social Studies weekly themes

Additional Resources

Harcourt Storytown Reading Series and supplemental materials

Thinkcentral website (Storytown)

Kindergarten Writing

Worksheets: <http://www.education.com/worksheets/kindergarten/writing/>

Kindergarten Writing Activities:

<http://www.education.com/activity/kindergarten/writing/>

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