

ELA UNIT PLAN #1: Kindergarten

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	30 Days, 29 Instructional Days

<u>KY STANDARDS DOCUMENT</u>	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
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UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text. (10 Days)
RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate an understanding of the lesson learned in the story. (10 Days)
RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development. (9 Days)

L.K.1c Demonstrate appropriate use of interrogative sentences using who, what, where, when, why and how.
L.K.2a Capitalize the first word in a sentence and the pronoun I.
L.K.2b Recognize and name end punctuation.
RF.K.1a Follow words from left to right, top to bottom and page by page.
RF.K.1c Recognize that words are separated by spaces in print.
RF.K.2a Recognize and orally produce rhyming words.

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Reading helps me understand myself, other people, and new ideas. I can write to help others understand me.	Moving toward the 1st grade knowledge of: • RL.K.1- RL.1.1: Ask and answer questions about key details in a text. • RL.K.2- RL.1.2: Retell stories, including key details, and demonstrating understanding of their central message or lesson. • RL.K.3- RL.1.3: Describe characters, settings, and major events in a story, using key details.
Concepts: What do students need to know?	Skills: What do students need to do?
Why do we ask questions? How can we find out what we need or want to know? How does knowing the characters, setting, and events help us understand the story better? How does knowing the characters, settings, and events help us enjoy the story more? Why do people write?	RL.K.1 - ☐ Identify key details of a text. Ask questions about key details in a text. ☐ Answer questions about key details in a text. RL.K.2- ☐ Identify key details of a story. ☐ Retell a familiar story including key details. RL.K.3- ☐ Define character, setting and major events. ☐ Identify the characters, setting, and major events.
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RL.K.1 details questions ask answer text information where know partner RL.K.2 retell details main events story problem character beginning, middle, end resolution solve sequence RL.K.3 identify characters setting/place time problem solution conclusion events happened	Instruction: Student Toolbox: Assessment:

Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms
Anchor Chart(s):

Interdisciplinary Literacy Practices

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| ☐ LP. 1. Recognize that text is anything that communicates a message.
☐ LP. 2. Employ, develop, and refine schema to understand and create text.
☐ LP.3. Review literacy experiences as transitional, interdisciplinary and transformational.
☐ LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world.
☐ LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks. | ☐ LP.6. Collaborate with others to create new meaning.
☐ LP.7. Utilize digital resources to learn and share with others.
☐ LP.8. Engage in specialized, discipline-specific literacy practices.
☐ LP.9. Apply high level cognitive processes to think deeply and critically about text.
☐ LP.10. Develop a literacy identity that promotes lifelong learning. |
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PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	I am learning to... - answer questions about key details - ask questions about key details - make logical inferences.	So I am able to... - form meaning of what I'm reading - form meaning of what I'm reading - show understanding of what I'm reading	I ... -can respond (answer) to a question -know my answer matches the text/story -can answer in a complete sentence -ask a question to get an answer -can ask a question that is about the topic/picture -ask a question using a complete thought -can answer in a complete sentence - am going to think about what I see -am going to think about what I know -use clues to find the answer	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
☐				
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
15 Days	☐ Who, what, where, when questions ☐ Who was is in the story? ☐ What was this about? ☐ What happened next? ☐ Can you ask your neighbor/partner about...? ☐ Talk to your partner about...			

	• ☐ Where did it say that? • ☐ How did you know that?
Additional Practice/Reteaching Resources	
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate an understanding of the lesson learned in the story.	I am learning to... • tell key details in a story • tell the lesson learned in a story using key details	So I am able to... • find the important parts of the story • tell the important parts of the story	I... • can tell the most important parts of a story • can tell the most important parts of a story
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐			•

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
10 Days	• ☐ Can you tell me what happened in the story? • ☐ Using these pictures/cards can you tell what happened in the story? • ☐ What happened first? • ☐ What was the story about? • ☐ What did the character do to solve the problem? • ☐ What happened at the end of the story? • ☐ Can you draw a picture of what happened in the story and then tell me about it?
	Additional Practice/Reteaching Resources
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	I am learning to... • identify the character in a story • identify the setting in a story • identify the major events in a story	So I am able to... • tell who the story is about • tell where and when the story takes place • tell what happens in the story	I ... • can tell the person, animal, or thing that the story is about • can tell where or when the story takes place • can tell what the character did in the story
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
9 Days	• ☐ Who are the characters in this story? • ☐ Who is the story about? • ☐ What happened in the story? • ☐ When did the story happen? • ☐ Where did the story take place? • ☐ What was the problem in the story? • ☐ How was the problem solved? • ☐ Are the characters alike? • ☐ How are they different? • ☐ Can you look at the picture and tell me about...?	
	Additional Practice/Reteaching Resources	
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5

Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24	Day 25	
Day 26	Day 27	Day 28	Day 29	Day 30	

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Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN #2: Kindergarten

Subject	ELA	School/Teachers:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length: (Link the current instructional calendar here):	27 Days, 26 Instructional Days,

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text. (10 Days)

RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate an understanding of the central idea of a text. (10 Days)

RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text. (6 Days)

L.K.1a Demonstrate appropriate use of common nouns.

L.K.1b Demonstrate appropriate use of regular plural nouns by orally adding /s/ or /es/.

L.K.1c Demonstrate appropriate use of interrogative sentences using who, what, where, when, why and how.

RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.2b Count, pronounce, blend and segment syllables in spoken words.

RF.K.3c Read common high-frequency words by sight.

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Reading helps me understand myself, other people, and new ideas. People read to gain new information. I can write to help others understand me.	Moving toward the 1st grade knowledge of: - RI.K.1- RI.1.1: Ask and answer questions about key details in a text. - RI.K.2- RI.1.2: Identify the main topic, and retell key details in a text. - RI.K.3- RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Concepts: What do students need to know?	Skills: What do students need to do?
Why do we ask questions? How can we find out what we need or want to know? What do readers think about when they read? What connections do readers make while they are reading? Why is it important to share information with others? Why do people write?	- RI.K.1- Identify key details in an informational text. ☐ Ask questions about the key details in an informational text. ☐ Answer questions about key ideas in informational text. - RI.K.2- ☐ Identify the main topic of a text. ☐ Retell key details of a text. Identify the key details of a text. - RI.K.3- ☐ Identify key details about an individual in an informational text. ☐ Identify details about events or ideas in an informational text. ☐ Discuss the connection between two individuals, events, ideal or pieces of information. ☐ Identify the relationship between elements in an informational piece.
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: (Complete along with the Assessment Planning Tool & Planning for Clarity Section) What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RI.K.1 question answer important detail text RI.K.2 details identify main topic retell key RI.K.3 support individual events ideas information connection cause happen	Instruction: Student Toolbox: Assessment:

Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?	
A link to our unit assessment(s)	
A link to our scoring agreement(s)	
A link to proctoring norms	
Anchor Chart(s):	

Interdisciplinary Literacy Practices	
☐ LP. 1. Recognize that text is anything that communicates a message. ☐ LP. 2. Employ, develop, and refine schema to understand and create text. ☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. ☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. ☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	☐ LP. 6. Collaborate with others to create new meaning. ☐ LP. 7. Utilize digital resources to learn and share with others. ☐ LP. 8. Engage in specialized, discipline-specific literacy practices. ☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text. ☐ LP. 10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text	I am learning to... - answer questions about key details - ask questions about key details - ask and answer questions about key details	So I am able to... - form meaning about what I'm reading - form meaning about what I'm reading - show understanding of what I'm reading	I... - can respond to a question - will ask a question that matches the text/story - can answer in a complete sentence - can ask a question -know my answer matches the text/story -can answer in a complete sentence -can ask a question -know my answer matches the text/story -can answer in a complete sentence
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
15 Days	☐ What do you think was the most important thing you learned? ☐ Can you ask your partner to tell you what happened when ... ☐ After modeling: Can you ask your partner how ...? ☐ What details are the most important to the story?		

	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions •
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate an understanding of the central idea of a text.	I am learning to... • tell key details in a story	So I am able to... • find the important parts of a story	I ... • -can tell the most important parts
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results •
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		

10 Days	• ☐ What was this book/page about • ☐ Can you tell me what you learned? • ☐ Can you tell me what came first? • ☐ Which sentence tells what this was mostly about? • ☐ What is the main topic of the text? • ☐ Can you tell me some key details of the story?
Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	I am learning to... • tell key details in a text and identify ideas/pieces of information in a text	So I am able to... • find the important parts of a story	I ... • -can tell the most important parts • -can use the key details to identify ideas and information
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

☐		(link to proficiency scale)	•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
6 Days	• ☐ How are and _____ connected to each other? • ☐ What was his/her idea? ☐ What caused this to happen? • ☐ Support your answer with events from the text. • ☐ What did they do to make this happen • ☐ Can you tell what happened after ...? • ☐ What information is most important?		
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions		
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15

Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23	Day 24	Day 25
Day 26	Day 27			

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary

Term:	Definition:	Additional Information:

ELA UNIT PLAN #3: Kindergarten

Subject	ELA	School/Teachers:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length: (Link the current instructional calendar here):	17 Days, 16 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
(6 Days)

RL.K.5 Recognize common structures of poems, stories and dramas.(5 Days)

RL.K.6 With prompting and support, **identify** the author and illustrator of a story and **explain how each tells the story**. (5 Days)

L.K.1d Demonstrate appropriate use of sentences using common prepositions.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds.

L.K.5b Demonstrate an understanding of verbs and adjectives and their antonyms.

RF.K.2c Blend and segment onsets and rimes of single syllable spoken words.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3c Read common high-frequency words by sight.

Critical Areas	Progressions												
What must be the focus of instructional time during this unit?	What is the students' prior knowledge? What are the next steps?												
When people share about what they are reading or watching, they tell about the important parts in the right order so their listener can understand. Writers share their writing with others.	Moving toward the 1st grade knowledge of: - RL.K.4- RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses - RL.K.5- RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. - RL.K.6- RL.1.6: Identify who is telling the story at various points in a text.												
Concepts:	Skills:												
What do students need to know?	What do students need to do?												
How can understanding about parts of a story help us when we are reading? Why is it important to be able to retell a text to someone else? Why do authors write different kinds of texts? Why do writers share their writing with others?	- RL.K.4- ☐ Identify unknown words in a text. ☐ Recognize that a question requires an answer. ☐ Formulate a question about unknown words in a text. ☐ Use resources/strategies to answer questions about unknown words in text. - RL.K.5- ☐ Recognize common types of text such as storybooks. ☐ Recognize common types of text such as poems. - RL.K.6- ☐ Name the author and the illustrator. ☐ Define author's purpose. ☐ Define illustrator purpose												
Vocabulary and Notations:	Tools & Technology:												
What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	(Complete along with the Assessment Planning Tool & Planning for Clarity Section) What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?												
<table><tr><th>RL.K.4</th><th>RL.K.5</th><th>RL.K.6</th></tr><tr><td>answer question text</td><td>fiction story poem fable narrative purpose information text storybooks rhyme recognize</td><td>author illustrator illustration drawing written by illustrated by book story name front cover title page</td></tr></table>	RL.K.4	RL.K.5	RL.K.6	answer question text	fiction story poem fable narrative purpose information text storybooks rhyme recognize	author illustrator illustration drawing written by illustrated by book story name front cover title page	<table><tr><th>Instruction:</th><th>Student Toolbox:</th><th>Assessment:</th></tr><tr><td></td><td></td><td></td></tr></table>	Instruction:	Student Toolbox:	Assessment:			
RL.K.4	RL.K.5	RL.K.6											
answer question text	fiction story poem fable narrative purpose information text storybooks rhyme recognize	author illustrator illustration drawing written by illustrated by book story name front cover title page											
Instruction:	Student Toolbox:	Assessment:											

Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?	A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms
Anchor Chart(s):	

Interdisciplinary Literacy Practices	
☐ LP. 1. Recognize that text is anything that communicates a message. ☐ LP. 2. Employ, develop, and refine schema to understand and create text. ☐ LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. ☐ LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. ☐ LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	☐ LP.6. Collaborate with others to create new meaning. ☐ LP.7. Utilize digital resources to learn and share with others. ☐ LP.8. Engage in specialized, discipline-specific literacy practices. ☐ LP.9. Apply high level cognitive processes to think deeply and critically about text. ☐ LP.10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	I am learning to... identify words and phrases to show feelings or senses	So I am able to... understand stories and poems.	I can... -tell words the author uses to describe feelings	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
☐				•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
6 Days	☐ Point to an unknown word on the page ☐ What was hard about that word? ☐ Is there a chunk in that word that you know? ☐ Do you know a word like that? ☐ Can you get your mouth ready? ☐ Is there something in the picture that can help you?			
	Additional Practice/Reteaching Resources			

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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.K.5 Recognize common structures of poems, stories and dramas.	I am learning to... recognize different text structures	So I am able to... identify poems, stories, and dramas	I Can... recognize the difference between a poem, a story, and a drama based on the text structure
☐	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	☐ What is this book about? ☐ Will this book tell us a story or help us learn something new? ☐ What helps us know that this book is a _ _ ? ☐ Is this story real or not real?		

	☐ Is this a __ or a __?
	Additional Practice/Reteaching Resources

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	I am learning to... - identify the author of a story - identify the illustrator of a story	So I am able to... - explain how they tell the story . - explain how they tell the story .	I Can... - find the author's name on the cover of the book - tell that the author writes the words in the story - find the illustrator's name on the cover of the book - tell that the illustrator draws the pictures in the story
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

☐		
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
5 Days	• ☐ Who wrote this story? • ☐ Who drew the pictures? • ☐ Can you point to the name of the author? • ☐ Where can I find the name of the person who wrote this story? • ☐ What does the author do? • ☐ What does the illustrator do?	
	Additional Practice/Reteaching Resources	
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17			

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary

Term:	Definition:	Additional Information:

ELA UNIT PLAN #4: Kindergarten

Subject	ELA	School/Teachers:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length: (Link the current instructional calendar here):	16 Days, 15 Instructional Days, 1 Unit Assessment

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. (10 Days)

RI.K.5 Identify the front cover, back cover and title page of a book. (5 Days)

RI.K.6 **With prompting and support**, **identify** the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text. (5 Days)

*Combine RI K.5 and RI K.6

L.K.2c Write a letter or letters for most consonant and short-vowel sounds.

L.K.4b Identify common affixes and how they change the meaning of a word (s, es).

L.K.5b Demonstrate an understanding of verbs and adjectives and their antonyms.

RF.K.2d Isolate and produce the initial and final sounds (phonemes) in three phoneme words.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3b Associate the long and short sounds with common spellings for the five major vowels.

RF.K.3c Read common high-frequency words by sight.

Critical Areas	Progressions						
What must be the focus of instructional time during this unit?	What is the students' prior knowledge? What are the next steps?						
Each part of a book gives us important information. Writers share their writing with others. Illustrators help writers make their texts easier to understand.	Moving toward the ___ grade knowledge of: - RI.K.4- RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. - RI.K.5- RI.1.5: Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. - RI.K.6- RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.						
Concepts:	Skills:						
What do students need to know?	What do students need to do?						
Why do we ask questions? How can we find out what we need or want to know? Why do authors write different kinds of texts? Why do writers share their writing with others?	- RI.K.4- ☐ Identify unknown words. ☐ Recognize that a question requires an answer. ☐ Formulate a question about unknown words in a text. ☐ Answer questions about unknown words in a text. - RI.K.5- ☐ Identify front cover, back cover, and title page. - RI.K.6- ☐ Name the author and the illustrator. ☐ Define what an author and an illustrator do.						
Vocabulary and Notations:	Tools & Technology:						
What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	(Complete along with the Assessment Planning Tool & Planning for Clarity Section) What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?						
<table><tr><td>RI.K.4 ask answer question pictures known unknown help word(s)</td><td>RI.K.5 front back identify title book page cover different</td><td>RI.K.6 written by illustrated by drawings identify book ideas information author</td></tr></table>	RI.K.4 ask answer question pictures known unknown help word(s)	RI.K.5 front back identify title book page cover different	RI.K.6 written by illustrated by drawings identify book ideas information author	<table><tr><td>Instruction:</td><td>Student Toolbox:</td><td>Assessment:</td></tr></table>	Instruction:	Student Toolbox:	Assessment:
RI.K.4 ask answer question pictures known unknown help word(s)	RI.K.5 front back identify title book page cover different	RI.K.6 written by illustrated by drawings identify book ideas information author					
Instruction:	Student Toolbox:	Assessment:					

text context clues	illustrator define	
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?		
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms		
Anchor Chart(s):		

Interdisciplinary Literacy Practices

☐ LP. 1. Recognize that text is anything that communicates a message. ☐ LP. 2. Employ, develop, and refine schema to understand and create text. ☐ LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. ☐ LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. ☐ LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	☐ LP.6. Collaborate with others to create new meaning. ☐ LP.7. Utilize digital resources to learn and share with others. ☐ LP.8. Engage in specialized, discipline-specific literacy practices. ☐ LP.9. Apply high level cognitive processes to think deeply and critically about text. ☐ LP.10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	I am learning to... ask and answer questions about unknown words in text	So I am able to... - understand what I am reading - expand my existing vocabulary	I can...	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
☐				
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
10 Days	☐ Do you know something about that word that will help you? ☐ What can you do to get help? ☐ Is there someone you can ask who might be able to help you? ☐ Is there something in the picture that can help you figure out what the word is?			
	Additional Practice/Reteaching Resources			

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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.K.5 (Combine with RI.K.6) Identify the front cover, back cover and title page of a book	I am learning to... identify the parts of a book and tell the role of the author and illustrator	So I am able to... understand how a book works	I Can... - show the front cover - show the back cover - show the title page - choose the front cover, back cover, or title page when shown pictures depicting parts of a book
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	☐ Show me the... ☐ Identify the ... ☐ Open your book to the title page. ☐ How would you hold this book to read it to the class? ☐ Can you identify the different parts of this book?		

Additional Practice/Reteaching Resources	
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.K.6 (Combine with RI.K.5) With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	I am learning to... identify the parts of a book and tell the role of the author and illustrator	So I am able to... understand how a book works	I Can... - read/listen to story - show the author/illustrator's name on the front cover - explain that the author writes the words and illustrator draws the pictures
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		

5 Days	• ☐ Point to the name of the ... • ☐ Show me the name of ... • ☐ Identify the ... • ☐ What does the author do? • ☐ What does the illustrator do? • ☐ What is the author telling us? • ☐ How do the pictures/illustrations help us learn about...
Additional Practice/Releaching Resources	
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16				

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN #5: Kindergarten

Subject	ELA	School/Teachers:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length: (Link the current instructional calendar here):	19 Days, 18 Instructional Days, 1 Unit Assessment

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. (8 Days)
RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories. (10 Days)

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4b Identify common affixes and how they change the meaning of a word (d, ed).

L.K.5c Demonstrate an understanding of verbs and adjectives and their synonyms.

RF.K.2d Isolate and produce the initial, medial vowel and final sounds (phonemes) in three phoneme words.

RF.K.3c Read common high-frequency words by sight.

Critical Areas	Progressions
What must be the focus of instructional time during this unit?	What is the students' prior knowledge? What are the next steps?
Readers understand when they take time to think about a text. Writers have different purposes when they write.	Moving toward the 1st grade knowledge of: - RL.K.7- RL.1.7: Use illustrations and details in a story to describe its characters, settings, or events. - RL.K.9- RL.1.9: Compare and contrast the adventures and experiences of characters in stories.
Concepts:	Skills:
What do students need to know?	What do students need to do?
What connections do readers make while they are reading? What kinds of connections can readers make? Why is it important to make connections in a text? How can understanding about parts of a story help us when we are reading? How can knowing how characters and stories are alike and different help us to understand what we are reading? What are the different reasons that writers write?	- RL.K.7- ☐ Describe a moment in a story using the illustrations. ☐ Describe how the illustrations and story are related. - RL.K.9- ☐ Recognize characters in familiar stories. ☐ Determine similarities and differences of adventures and experiences in familiar stories. ☐ Compare adventures and experiences. ☐ Contrast adventures and experiences.
Vocabulary and Notations:	Tools & Technology:
What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	(Complete along with the Assessment Planning Tool & Planning for Clarity Section) What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RL.K.7 illustration illustrator drawing picture story tell happening character	RL.K.9 character story adventures experiences compare contrast similar different
Instruction:	Student Toolbox:
Assessment:	

Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms
Anchor Chart(s):

Interdisciplinary Literacy Practices	
☐ LP. 1. Recognize that text is anything that communicates a message. ☐ LP. 2. Employ, develop, and refine schema to understand and create text. ☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. ☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. ☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	☐ LP. 6. Collaborate with others to create new meaning. ☐ LP. 7. Utilize digital resources to learn and share with others. ☐ LP. 8. Engage in specialized, discipline-specific literacy practices. ☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text. ☐ LP. 10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	I am learning to... describe relationships between illustrations and a story.	So I am able to... - tell how pictures tell a story - better understand the story	I can... - talk about the pictures seen in the story - explain the connection between the pictures and the words in a story
☐	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		
☐	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results		
☐	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
Estimated Time on Standard: 4 Days	☐ After looking at the picture, what do you think will happen next? ☐ Why do you think the illustrator drew this picture? ☐ What can you learn about character's name by looking at the pictures? ☐ Is there anything in the picture that helps you understand the story better? ☐ Point to the picture. Say: "Tell me what is happening in the story?" ☐ Picture walk through the book, before and after reading the story to help students understand what they will be reading or hearing.		

	Additional Practice/Reteaching Resources
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories.	I am learning to... - compare the adventures and experiences of characters in stories - contrast the adventures and experiences of characters in stories	So I am able to... - tell how characters in a story are alike - tell how characters in a story are different	I Can... - use the words "alike" or "same as" to compare characters adventures/experiences in stories - use evidence from the text to support my answer - use the word "different" to contrast characters adventures/experiences in stories - use evidence from the text to support my answer
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐			

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
10 Days	•
	Additional Practice/Reteaching Resources
	• ☐ What adventure did character's name have in this story? • ☐ How is this like another story we read? • ☐ Did the same things happen to character's name? • ☐ How were the stories different? • ☐ Can you think of another story that is like this one?

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15

Day 16	Day 17	Day 18	Day 19	

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN #6: Kindergarten

Subject	ELA	School/Teachers:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length: (Link the current instructional calendar here):	26 Days, 25 Instructional Days,

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.K.7 With prompting and support, describe the relationship between visuals and the text. (10 Days)

RI.K.8 With prompting and support, **identify the claim and the reasons an author gives to support claims in a text.** (5 Days)

RI.K.9 With prompting and support, identify **information from two or more texts on similar themes or topics.** (10 Days)

***RI.K.10** **With prompting and support, flexibility use a variety of comprehension strategies** (i.e., questioning, monitoring, visualizing, inference, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational text. (8 Days)

L.K.1e Demonstrate appropriate use of complete sentences.

L.K.4a Identify homophones.

L.K.5c Demonstrate an understanding of verbs and adjectives and their synonyms.

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3c Read common high-frequency words by sight.

RF.K.3d Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Critical Areas	Progressions												
What must be the focus of instructional time during this unit?	What is the students' prior knowledge? What are the next steps?												
Reading helps me understand myself, other people, and new ideas. Authors use visual information to help the reader understand their message more clearly. Authors have to give details to support what they say. There are many different texts available on any single topic. I can combine what I learn in different texts to help me better understand a topic.	Moving toward the 1st grade knowledge of: - RI.K.7- RI 1.7: Use the illustrations and details in a text to describe its key ideas. - RI.K.8- RI 1.8: Identify the reasons an author gives to support points in a text. - RI.K.9- RI 1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).												
Concepts:	Skills:												
What do students need to know?	What do students need to do?												
How do the different text features that authors use help me to better understand a text? Why is it important to read more than one text on a topic or subject? How are texts that I read on a topic the same and different?	- RI.K.7- ☐ Identify illustrations and text. ☐ Describe people, places and things illustrations depict. ☐ Describe ideas illustrations depict. Describe the relationship between illustrations and a text. - RI.K.8- ☐ Identify the reasons an author gives to support point(s). - RI.K.9- ☐ Identify basic similarities between two texts on the same topic. ☐ Identify differences between two texts on the same topic.												
Vocabulary and Notations:	Tools & Technology:												
What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	(Complete along with the Assessment Planning Tool & Planning for Clarity Section) What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?												
<table><tr><td>RI.K.7</td><td>RI.K.8</td><td>RI.K.9</td></tr><tr><td>illustration describe relationship text person place idea thing depicts</td><td>reasons author explains tells writing text support points</td><td>picture illustrations procedure steps first, then, next text topic differences similarities</td></tr></table>	RI.K.7	RI.K.8	RI.K.9	illustration describe relationship text person place idea thing depicts	reasons author explains tells writing text support points	picture illustrations procedure steps first, then, next text topic differences similarities	<table><tr><td>Instruction:</td><td>Student Toolbox:</td><td>Assessment:</td></tr><tr><td></td><td></td><td></td></tr></table>	Instruction:	Student Toolbox:	Assessment:			
RI.K.7	RI.K.8	RI.K.9											
illustration describe relationship text person place idea thing depicts	reasons author explains tells writing text support points	picture illustrations procedure steps first, then, next text topic differences similarities											
Instruction:	Student Toolbox:	Assessment:											

shows	same	
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?		
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms		
Anchor Chart(s):		

Interdisciplinary Literacy Practices

☐ LP. 1. Recognize that text is anything that communicates a message. ☐ LP. 2. Employ, develop, and refine schema to understand and create text. ☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. ☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. ☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	☐ LP. 6. Collaborate with others to create new meaning. ☐ LP. 7. Utilize digital resources to learn and share with others. ☐ LP. 8. Engage in specialized, discipline-specific literacy practices. ☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text. ☐ LP. 10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RI.K.7 With prompting and support, describe the relationship between visuals and the text.	I am learning to... describe relationships between visuals and the text	So I am able to... - tell how visuals give information - better understand the text	I can... - identify visuals such as illustrations, graphs, diagrams, photographs, captions - identify a visual and describe how the information helps me understand the text	
☐			Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
10 Days	☐ What can you learn from the illustrations? ☐ What do you think the writer is trying to say? What in the picture helps you think that? ☐ Why do you think the illustrator put in that picture? ☐ Does the illustration match what the writer is trying to say? ☐ Do you think the story and the picture are connected? ☐ Describe how the picture helps you understand what the author has written.			
	Additional Practice/Reteaching Resources			

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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.K.8 With prompting and support, identify the claim and the reasons an author gives to support claims in a text	I am learning to... identify the claim in a text and the reasons an author gives	So I am able to... - support claims in a text (reasons) - better comprehend the text	I Can... - listen for the author's claim (opinion) - identify the reason(s) the author gives to support the claim based on evidence from the text
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
☐			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		

5 Days	• ☐ What does the writer think about this problem? • ☐ Why do you think the author wrote that? • ☐ Were there any reasons why you think the author like ... • ☐ What in the writing made you think that?
Additional Practice/Reteaching Resources	
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics.	I am learning to... • identify information from two or more texts on the same topics	So I am able to... • understand that I can get information from more than one source	I Can... • identify and explain information from different sources relating to a topic • compare information from multiple sources on a given topic • contrast information from multiple sources on a given topic
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

☐		•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
10 Days	• ☐ Can you tell me what this text is about? • ☐ Can you tell me how this picture is the same as this one? • ☐ We read two books, what was different about them? • ☐ We are going to compare these two books. How were they the same? • ☐ We are going to fill in this chart; can you tell me how the two texts we read were different? • ☐ What happened first? What happened next? Was this the same order as what we read in the other book?	
	Additional Practice/Reteaching Resources	
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

Day 11	Day 12	Day 13	Day 14	Day 15		
Day 16	Day 17	Day 18	Day 19	Day 20		
Day 21	Day 22	Day 23	Day 24	Day 25		
Day 26						

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

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Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information: