

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Grade K

English Language Arts

2025

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**Grade K English Language Arts
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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write** effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present **problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 25-30 minutes should be spent daily on Word Study (based on the Foundations program).

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a module of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their writing folders and writing supplies.
- they will increase their stamina and volume of writing as the year progresses.
- they will write every day and view themselves as writers.

- they will develop a repertoire of revising and editing strategies.
- they will confer with a partner or partners to reflect on their writing.
- they can utilize craft moves demonstrated in mentor texts and other books they read.
- they will learn to value the celebration of their writing pieces.

COURSE ESSENTIAL QUESTIONS

- Who am I as a writer?
- What are my writing tools?
- How do I get writing ideas that matter to me?
- How do I become a narrative story writer?
- How do I become a persuasive writer?
- How do I become an informational writer?
- Who is my writing audience?
- How do I revise my writing to add details?
- How do I hook my reader?
- How do I edit my writing pieces?
- How do I work with others to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- generate ideas for writing.
- write a narrative, informational, and opinion piece.
- provide a reason and/or detail to support a main idea in writing.
- use transitional and linking words in writing.
- compose a beginning, middle, and end to a written piece.
- use capitalization and punctuation.

Grade K English Language Arts YEAR AT A GLANCE

September- mid November	Bookworms ELA Module 1 Module 1 will include three units: Listening to Stories, Learning New Information, and Coping with Problems. - Unit 1: Listening to Stories will introduce students to narrative elements and ask them to begin matching subjects and predicates to construct opinion sentences about module texts. - Unit 2: Learning New Information will introduce students to informative text elements and ask them to construct descriptive sentences by matching subjects and predicates. - Unit 3: Coping with Problems will introduce students to characters coping with problems and how solving problems relates to narrative structure. At the end of Unit 3, students will use text information and sentence construction skills to complete a culminating narrative writing task with teacher support.	Module 1 Grammar Basic Print Concepts & Sentence Awareness Early Sentence Skills Sentence Imitation & Expansion, Oral Language Development, Exposure to Rich Language, Informal Writing Activities
mid November – January	Bookworms ELA Module 2 Module 2 will include four units: Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave - Unit 1: Our Changing Environment includes informational texts that include facts and information about the ever-changing environment around us. - Unit 2: Learning About America allows students to learn about American symbols and history by reading four informational books and writing about what they have learned during genre writing lessons. - Unit 3: Funny Animal Characters will help students learn how authors use fantasy characters to create humor and funny situations by reading fantasy texts and writing a narrative featuring a silly animal character. - Unit 4: Being Brave will allow students to learn how bravery is depicted in stories and demonstrated in real life.	Module 2 Grammar Nouns & Plurality (Intro) More with Nouns Sentence Imitation & Expansion, Oral Language Development, Exposure to Rich Language, Informal Writing Activities
February --March	Bookworms ELA Module 3 Module 3 includes four units: Learning Together, Learning About Our Past, Our Families, and Life Cycles. - Unit 1: Learning Together will include three narrative books where the characters learn about something new together and three narrative writing tasks relating to the content and structure of each book. - Unit 2: Learning About Our Past will include two texts that teach about important people and events from the past and build on what students learned by composing two writing pieces. - Unit 3: Our Families will include two realistic fiction books where the characters are family members. - Unit 4: Life Cycles students will present two books that will teach about the life cycle of plants.	Module 3 Grammar Verbs (Action Words - Intro) Present Tense & Subject-Verb (Informal) Sentence Imitation & Expansion, Oral Language Development, Exposure to

		Rich Language, Informal Writing Activities
April -June	Bookworms ELA Module 4 Module 4 includes two Units: Describing Our World and Wonderful You! • Unit 1: Describing Our World includes books about our environment. • Unit 2: Wonderful You, students will read five books that will help them think about all of their wonderful traits and all of the wonderful things they could do in the future. The lessons in this unit help students learn that authors and illustrators design books that can help them learn important lessons about themselves.	Module 4 Grammar Descriptive Words (Adjectives - Intro) More Descriptive Words Sentence Imitation & Expansion, Oral Language Development, Exposure to Rich Language, Informal Writing Activities

ELA Module 1:
Telling Our Stories, Ways Our World Works, Animals in the Wild

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

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

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate 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.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.b Use frequently occurring nouns and verbs.

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SUBJECT

Grade K ELA

MODULE 1:

Telling Our Stories, Ways Our World Works, Animals in the Wild

Unwrapped Performance Standards

Concepts:

Need to know about:

- Narrative Elements
- Informative Text Elements
- Coping with Problems
- Subject-Predicate
- Opinion Sentences
- Descriptive Sentences
- Sentence Construction
- Story Comprehension
- Retell

Skills

Need to be able to:

- Understand the basic parts of a story.
- Identify features of texts that provide information.
- Recognize how characters deal with challenges and how this relates to story structure.
- Learn to combine subjects and predicates to form complete sentences.
- Express personal likes or dislikes about texts.
- Create sentences that provide details about something.
- Build grammatically correct sentences.
- Understand the content of books read.
- Be able to recount the events of a narrative.

SUBJECT

Grade K ELA

MODULE 1:

Listening to Stories, Learning New Information, and Coping with Problems.

Big Ideas*Student's statements of enduring ideas*

1. I can tell what a story is about, even the parts that solve problems.
2. I can make complete sentences to share my ideas about what I read.
3. I can learn new things from books and share what I know.

Essential Questions*Teacher's guiding questions*

1. How can I help students understand and talk about the different parts of a story and what information a text shares?
2. What strategies will best support students in forming complete and meaningful sentences to express their ideas about texts?
3. How can I assess and foster students' ability to retell stories and demonstrate their understanding through writing and drawing?

SUBJECT

Grade K ELA

MODULE 1:

Listening to Stories, Learning New Information, and Coping with Problems.

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. identify basic narrative elements in stories.
2. identify basic informative text elements in books.
3. recognize how characters cope with problems in a story.
4. match subjects and predicates to form complete sentences.
5. construct opinion sentences about books they have read.
6. construct descriptive sentences about information they have learned.
7. demonstrate comprehension of sentences by drawing matching pictures.
8. create sentences that express whether they liked or disliked a book.
9. use text information and sentence construction skills to retell a narrative with teacher support.
10. demonstrate knowledge of story elements.
11. demonstrate early sentence formation skills.
12. Apply the Vision of the Graduate by:
 - a. demonstrating **Self-Efficacy** by confidently sharing their opinions about texts through writing and drawing.
 - b. applying **Critical Thinking & Problem Solving** skills by matching subjects and predicates to form grammatically correct sentences.

SUBJECT

Grade K ELA

MODULE 1:

Listening to Stories, Learning New Information, and Coping with Problems.

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***Dialogic Reading**

A strategy for introducing and discussing books like "Lola at the Library" and "My Trip to the Hospital."

Modeling and Guided Practice

Teachers will model skills and guide students through practice, particularly for the culminating task and matching subjects with predicates.

Direct Instruction

Concepts such as "narrative elements," "informative text elements," and "coping with problems" will be introduced through direct instruction.

Opinion Writing Tasks

Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing.

Sentence Formation and Composing Activities

Instruction will involve activities focused on matching subjects and predicates to form sentences, building on previous lessons.

Drawing to Demonstrate Comprehension

Students will be asked to draw pictures that match sentences, serving as a visual demonstration of their understanding.

Review and Reinforcement

The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts.

Formative Feedback

While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

SUBJECT

Grade K ELA

MODULE 1:

Listening to Stories, Learning New Information, and Coping with Problems.

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Narrative Writing: Beach Day Retelling (ELA, Module 1, Unit 3 Lessons 44-45)

This culminating task will take two days to complete. During Lesson 44, students will practice linking subjects with predicates to create sentences that retell My Trip to the Hospital with teacher support. Students will then illustrate the sentences to demonstrate their understanding. During Lesson 45, students will match different subjects and predicates from My Trip to the Hospital and illustrate their sentences. However, they will complete the task independently, creating their own two-sentence story.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade K ELA	
MODULE 1: Listening to Stories, Learning New Information, and Coping with Problems.	
Pacing & Resources 45 Days Time Allotment: September- mid November	
- Unit 1: Listening to Stories will introduce students to narrative elements and ask them to begin matching subjects and predicates to construct opinion sentences about module texts. - Unit 2: Learning New Information will introduce students to informative text elements and ask them to construct descriptive sentences by matching subjects and predicates. - Unit 3: Coping with Problems will introduce students to characters coping with problems and how solving problems relates to narrative structure. At the end of Unit 3, students will use text information and sentence construction skills to complete a culminating narrative writing task with teacher support.	
Unit 1 Listening to Stories	
Caps for Sale Lessons 1-2	<i>Caps for Sale</i> is a folktale about how a group of monkeys played a trick on an unsuspecting peddler. This fiction text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
The Most Magnificent Thing Lessons 3-4	<i>The Most Magnificent Thing</i> is a narrative story about the struggles a little girl faces when she tries to build something magnificent. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
Sentence Formation Lesson 5	In these lessons, we will help students make connections to what they have learned so far. In Lesson 5, we will connect to the three books we read this week: <i>Miss Bindergarten Gets Ready for Kindergarten</i> , <i>Caps for Sale</i> , and <i>The Most Magnificent Thing</i> by explaining that authors wrote the words in those books and illustrators drew the pictures. We will also explain that the authors used sentences with subjects and predicates to write their books. We will then ask students to become authors and illustrators who construct sentences and create illustrations about them.
Frederick Lessons 6-7	<i>Frederick</i> is a narrative story of a little mouse who helps his family prepare for winter in an unusual way. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
Opinion Writing Lessons 8-10	Lessons 8-10 will have students engage with the books <i>Frederick</i> and <i>Rosie's Walk</i> , focusing on expressing opinions and practicing sentence formation by matching subjects

	and predicates. Students will also illustrate their comprehension by drawing pictures that align with their created sentences.
The Doorbell Rang Lessons 11-12	<i>The Doorbell Rang</i> is a story about two children who have to share some delicious cookies with each other, and then they have to share them with more and more people. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
Charlie Needs a Cloak Lessons 13-15	<i>Charlie Needs a Cloak</i> is the story of a shepherd named Charlie whose cloak has become tattered and worn. The book follows Charlie as he goes through the long process of making a cloak—from shearing the sheep for wool to sewing a beautiful new cloak. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
The Full Belly Bowl Lessons 16-18	<i>The Full Belly Bowl</i> is a fantasy about an old man who receives a magical bowl that always refills itself. He soon finds out that the bowl is both a blessing and a curse. This fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map anchor chart to identify key elements of narrative structure.
Book Review Sentences Lessons 19-20	Lessons 19 and 20 will engage students in expressing their opinions about <i>The Full Belly Bowl</i> and <i>Lola at the Library</i> , respectively. These lessons will reinforce sentence formation and comprehension through activities like matching subjects and predicates and illustrating sentences.
Unit 2 Learning New Information	
A Tree For All Seasons Lessons 21-22	<i>A Tree for All Seasons</i> is an informational text that follows the changes in a maple tree throughout the four seasons of the year. This informational text is a picture book with a cycle structure. Students will suggest content as the teacher creates a cycle diagram to list changes in the tree throughout the seasons.
Forest Bright, Forest Night Lessons 23-25	<i>Forest Bright, Forest Night</i> is an informational text that tells about the different animals found in the forest during the day and night. It is a cleverly designed book that almost defies classification. There are two books in one, each accessed by flipping the book. Students will suggest content as the teacher makes a list of animals active in the day and night.
What Lives in a Shell? Lessons 21-25	<i>What Lives in a Shell?</i> is an informational text about creatures that make shells their home. Students will suggest content as the teacher makes a list of shelled animals living on land and in the water.
Informative Writing Lessons 29-30	Lessons 29 and 30 focus on developing sentence formation skills, connecting to the books <i>What Lives in a Shell?</i> and <i>Paddington Sets Sail</i> . Students will create informational and explanatory sentences, match subjects and predicates, and illustrate their sentences to demonstrate comprehension.

What Magnets Can Do Lessons 31-33	<i>What Magnets Can Do</i> provides interesting information about magnets, including some metals that a magnet will pull or attract. Students will suggest content as the teacher makes both a simple semantic feature analysis and a semantic map to document concepts learned about magnets.
Informative Writing Lessons 34-35	Lessons 34 and 35 will build on students' understanding of informational texts and sentence structure. Students will review how authors use subjects and predicates to convey information, applying this knowledge to create and illustrate sentences based on the book <i>What Magnets Can Do</i> .
Unit 3 Coping with Problems	
The Ugly Pumpkin Lessons 36-37	<i>The Ugly Pumpkin</i> tells the story of a misshapen pumpkin who does not get chosen from the patch. With the help of some friends, he realizes that he is a perfect squash. You may want to find internet photos or bring in a real pumpkin and squash to show the students how they are the same and different.
Pumpkin Day Event Lessons 38-40	Lessons 38-40 focus on narrative story elements and sentence structure, using <i>The Ugly Pumpkin</i> and <i>Pumpkin Day!</i> as core texts. Students will practice matching subjects and predicates to form and sequence sentences about events from <i>Pumpkin Day!</i> , then illustrate their sentences to demonstrate comprehension.
Owen Lessons 41-43	<i>Owen</i> is a narrative story about a young mouse who is not ready to let go of his fuzzy yellow security blanket. In Lesson 41, we will connect to <i>Owen</i> and <i>The Ugly Pumpkin</i> by asking students to think about how other characters contribute to the main character's problem and how they may also contribute to the solution. In Lesson 43, we will connect to sentence formation lessons by discussing subjects and predicates during sentence composing activities.
Culminating Task: Narrative Writing Lessons 44-45	During Lesson 44, students will practice linking subjects with predicates to create sentences that retell <i>My Trip to the Hospital</i> with teacher support. Students will then illustrate the sentences to demonstrate their understanding. During Lesson 45, students will match different subjects and predicates from <i>My Trip to the Hospital</i> and illustrate their sentences. However, they will complete the task independently, creating their own two-sentence story.

MODULE 2:

Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

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

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

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

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate 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.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.b Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.b Use frequently occurring nouns and verbs.

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2d D

L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SUBJECT

Grade K ELA

MODULE 2:

Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

Unwrapped Performance Standards**Concepts**

Need to know about:

- Informational texts
- Writing about what they have learned during genre writing lessons.
- Subject-Predicate
- Opinion Sentences
- Descriptive Sentences
- Sentence Construction
- Story Comprehension
- Retell

Skills

Need to be able to:

- Understand that informational texts include facts and information about the ever-changing environment around us.
- Identify how authors convey information in books and how to convey information in their writing.
- Understand that authors convey facts about a topic in books.
- Convey and retell information in their writing.
- Write about what they have learned during genre writing lessons.
- Understand the traits and behavior of funny animal characters that authors use to create humor in books, and create humor in their writing by including funny characters.
- Identify how bravery is depicted in stories and demonstrated in real life.
- Analyze the attributes of characters and people, form an opinion based on them, and write about their views with teacher support.

SUBJECT

Grade K ELA

MODULE 2:

Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

Big Ideas

Student's statements of enduring ideas

1. I can learn information from books and convey the information in my writing.
2. I can read facts about a topic in books and retell the information in my writing.
3. I can identify traits and behavior of funny animal characters to create humor in writing.
4. With teacher support, I can form an opinion and write about it.

Essential Questions

Teacher's guiding questions

1. How do authors convey information in books and convey information in their writing?
2. How can authors convey facts about a topic in books and retell information in their writing?
3. How can authors and writers create humor in their writing by including funny characters?
4. How do writers generate sentences that convey an opinion?

SUBJECT

Grade K ELA

MODULE 2:

Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

LEARNING OBJECTIVES*The students will be able to:*

1. Identify that authors convey information in books and to convey that information in their writing.
2. Identify American symbols in informational writing.
3. Retell facts about a topic in their writing.
4. Identify traits and behavior of funny animal characters to create humor in books and use it to convey humor in writing.
5. Understand the meaning of bravery, analyze the attributes of characters and people, form an opinion based on them, and write about their views with teacher support.
6. Generate a sentence that forms an opinion.
7. Apply the Vision of the Graduate by:
 - a. demonstrating **Self-Efficacy** by confidently sharing their opinions about texts through writing and drawing.
 - b. applying **Critical Thinking & Problem Solving** skills by matching subjects and predicates to form grammatically correct sentences.

SUBJECT

Grade K ELA

MODULE 2:

Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***Dialogic Reading**

A strategy for introducing and discussing books.

Modeling and Guided Practice

Teachers will model skills and guide students through practice, particularly for the culminating task and matching subjects with predicates.

Direct Instruction

Concepts such as "narrative elements," "informative text elements," and "coping with problems" will be introduced through direct instruction.

Opinion Writing Tasks

Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing.

Sentence Formation and Composing Activities

Instruction will involve activities focused on matching subjects and predicates to form sentences, building on previous lessons.

Drawing to Demonstrate Comprehension

Students will be asked to draw pictures that match sentences, serving as a visual demonstration of their understanding.

Review and Reinforcement

The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts.

Formative Feedback

While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

SUBJECT

Grade K ELA

MODULE 2:

Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Narrative Writing: What's Your Opinion? (ELA, Module 2, Unit 4 Lessons 44-45)

This culminating task will take two days to complete. During Lesson 44, students will create an opinion sentence based on Happy Birthday, Martin Luther King with the teacher modeling how to use sounds to write words and a sentence containing a subject and predicate. Students will then illustrate their writing pieces to demonstrate their understanding. During Lesson 45, students will write sentences to convey an opinion about Bill "Bojangles" Robinson from our Rap a Tap Tap book.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT

Grade K ELA

MODULE 2:

Our Changing Environment, Learning About America, Funny Animal Characters, and Being Brave

Pacing & Resources

45 Days

Time Allotment: mid November - January

- Unit 1: Our Changing Environment will introduce students to investigate environmental changes by reading two informational books. Both books include facts and information about the ever-changing environment around us.
- Unit 2: Learning About America will introduce students to American symbols and history by reading four informational books.
- Unit 3: Funny Animal Characters will introduce students to fantasy characters to create humor and funny situations. Students will also compare and contrast the books included in the unit, pointing out similarities and differences in settings, characters, and events.
- Unit 4: Being Brave students will learn how bravery is presented in stories and demonstrated in real life. Students will discuss how he had to be brave to stand up for what was right, even though he knew it would make some people angry.

Unit 1 Our Changing Environment

A Log's Life Lessons 1-3	<i>A Log's Life</i> is an informational tale about a log from a fallen oak tree in the forest. Students will learn that a log can be home to many animals and plants in the natural environment. This informational text is a picture book with a sequence of events structure. Students will collaboratively create a sequence of events chart.
Bee Facts Lessons 4-5	In Lesson 4, we will connect to the unit theme by reminding students that they read two books about things in the natural environment: <i>A Bee's Life</i> and <i>A Log's Life</i> . We will also connect to previous sentence formation lessons by reminding students that sentences must include a subject and predicate. In Lesson 5, we will connect to <i>A Bee's Life</i> again by asking students to write sentences that inform someone else about a fact they learned about bees from the book.
Building With Dad Lessons 6-8	In these lessons, we will help students make connections to what they have learned so far. In Lesson 6, we will connect to the Our Changing Environment theme by discussing how construction machines change our natural environment.

How to Build a School Lessons 9-10	In Lesson 9, we will connect to the Our Changing Environment theme and the text <i>Building with Dad</i> by reminding students that people sometimes use machines to change their environment by building things they need, like schools. Additionally, we will connect to previous writing lessons by reminding students how to construct sentences and reviewing how to write in the informative genre.
Unit 2: Learning About America	
Can We Ring the Liberty Bell? Lessons 11-13	<i>Can We Ring the Liberty Bell?</i> describes the events that happen on a fictional school field trip to see the Liberty Bell. It provides information about the Liberty Bell in the narrative and in the text boxes included in the illustrations.
Fry Bread Lessons 14-15	In these lessons, we will help students make connections to what they have learned so far. In Lesson 14, we will connect to the unit theme and to <i>Can We Ring the Liberty Bell?</i> by explaining that fry bread is also an American symbol. It is a symbol of Native American culture in the past and today. Students will also explore how fry bread is a symbol of Native American life in their Text Connection discussion response.
Of Thee I Sing Lessons 16-19	In <i>Of Thee I Sing: A Letter to My Daughters</i> , former President Barack Obama writes a letter to his daughters, including thirteen Americans who he believes demonstrate the United States' best virtues. The author explains how he sees those virtues reflected in his daughters and all of the nation's children. Although the book is written partially in verse, we have chosen to approach it as informational text because its primary purpose is to convey information about how thirteen famous Americans reflect important virtues for our nation's children. Students will collaboratively complete a chart listing famous Americans and the virtues they exemplify.
Famous American Facts Lesson 20	In these lessons, we will help students make connections to what they have learned so far. In Lesson 20, we will connect to our Learning about America unit and previous informative genre writing lessons by working with students to compose informative sentences that teach someone about a famous American from the <i>Of Thee I Sing</i> book.
America Is Lessons 21-22	<i>America is...</i> describes our country's geography and important characteristics. Students will suggest content as the teacher makes a concept of definition diagram to organize information and concepts about America.
Unit 2 Learning About America	
Sequence of Events Lessons 23-25	In these lessons, we will help students make connections to what they have learned so far. In Lesson 23, we will connect to the Dialogic Reading book, <i>Sarah Morton's Day</i> , and narrative text structure by discussing the sequence of events included in the book. Additionally, we will connect to the Learning About America unit by reminding students that the Pilgrims lived in America in the 1600s.
What Lives in a Shell?	<i>What Lives in a Shell?</i> is an informational text about creatures that make shells their home. Students will suggest content as the teacher makes a list of shelled animals living on land and in the water.

Lessons 21-25	
Unit 3 Funny Animal Characters	
Giggle, Giggle, Quack Lessons 26-27	<i>Giggle, Giggle, Quack</i> tells the story of how some clever farm animals outsmart a man who is left in charge of the farm while the farmer is gone. This fantasy text is a picture book with a narrative structure. Students will suggest content as the teacher makes a story map to identify key elements of narrative structure. Students will write words to describe their illustrations instead of only drawing a picture. You may choose to model how to complete the response initially and then work collaboratively with students to complete them.
Sammy the Seal Lessons 28-30	In these lessons, we will help students make connections to what they have learned so far. In Lesson 28, we will connect to the Funny Animal Characters unit theme by reminding students that we read two narrative texts with a silly animal as the main character: <i>Giggle, Giggle, Quack</i> , from ELA and <i>Sammy the Seal</i> from Shared Reading. Students will build on their knowledge of sentence construction and the narrative writing genre to write a fantasy story about <i>Sammy the Seal</i> coming to their school.
Make Way For Ducklings Lessons 31-35	<i>Make Way for Ducklings</i> is based on the true story of a Boston policeman who stopped traffic to allow a gaggle of ducklings to reach the Public Garden. You can quickly locate pictures of the places the ducks visit online. You may also wish to share a U.S. map showing the location of Boston.
Sheila Rae, the Brave Lessons 36-38	<i>Sheila Rae, the Brave</i> is about a mouse who thinks she is very brave but learns the true meaning of bravery. This fantasy text is a picture book with a narrative structure.
My Favorite Character Lessons 39-40	In Lessons 39 and 40, we will connect to previous lessons about the attributes of characters in <i>Sheila Rae, the Brave</i> by asking students to write an opinion piece about their favorite character. We will make specific connections to the character compare and contrast chart created in Lesson 38 to help students choose their favorite and create a reason why that character is their favorite based on a specific quality or attribute listed on the chart. Additionally, we will connect to previous sentence composing and opinion writing lessons by asking students to write opinion and reason sentences that include a subject and predicate.
Happy Birthday, Martin Luther King Lessons 41-43	<i>Happy Birthday, Martin Luther King</i> tells about the important events in the life of Dr. Martin Luther King, Jr. This nonfiction text is a biography with a sequence of events structure. Students will collaboratively create a list of events in Dr. King's life.
Culminating Task: Opinion Writing Lessons 44-45	They will demonstrate their comprehension of the information learned about the character traits of the famous Americans in the <i>Happy Birthday, Martin Luther King</i> , and <i>Rap a Tap Tap</i> texts by creating an opinion sentence and illustration that corresponds based on information learned. Students will demonstrate their knowledge of the opinion genre by generating sentences that convey an opinion. They will show their understanding of sentence construction by creating sentences that include subjects

	and predicates and demonstrate their handwriting and spelling skills by writing words to construct sentences. Students will have the opportunity to demonstrate their knowledge of Module 2 texts and their developing letter sound, sentence construction, and genre writing skills.
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MODULE 3:

Learning Together, Learning About Our Past, Our Families, and Life Cycles

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

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

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate 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.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.b Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.b Use frequently occurring nouns and verbs.

L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SUBJECT

Grade K ELA

MODULE 3:

Learning Together, Learning About Our Past, Our Families, and Life Cycles

Unwrapped Performance Standards

Concepts:

Need to know about:

- Working Independently
- Narrative Text Features
- Invented Spellings; letter sounds
- Sentence Structure and construction: Subject/Predicate
- Reading for concept comprehension (life cycles; science)
- Elements of conveying learned information in an informative (genre) writing piece

Skills

Need to be able to:

- Understand basic Narrative Text Structure
- Illustrate comprehension of text
- Use text as a model to write Narrative Text
- Write words based on phonemes
- Independently write sentences with a subject and predicate
- Compose an informative writing piece
- Compose a Book Review
- Understand that authors write to teach us
- Understand the content of books read.
- Express personal likes or dislikes about texts.
- Independently write Opinion Text
- Understand how characters interact in stories
- Understand basic concepts of Realistic Fiction
- Infer/connect with characters, their problems in a realistic fiction story
- Use learned concepts to write an informational piece

SUBJECT

Grade K ELA

MODULE 3:

Learning Together, Learning About Our Past, Our Families, and Life Cycles

Big Ideas*Student's statements of enduring ideas*

1. I can talk about different text structure elements; narrative, opinion and informative.
2. I can use letter sounds to help me write words in a complete sentence.
3. I can write a complete sentence in narrative, opinion and informative structures.

Essential Questions*Teacher's guiding questions*

1. How can I help students understand text structures; narrative, opinion and informative?
2. What strategies will best support students' inventive spelling? A complete sentence?
3. How can I assess and foster students' ability to write complete sentences in different genres; narrative, opinion, informative?

SUBJECT

Grade K ELA

MODULE 3:

Learning Together, Learning About Our Past, Our Families, and Life Cycles

LEARNING OBJECTIVES*The students will be able to:*

1. Explain differences between narrative, opinion, informative texts.
2. Use letter sounds for inventive spelling to write narrative, opinion and informative texts in a complete sentence.
3. Use learned concepts to write an informative text.
4. Apply the Vision of the Graduate by:
 - a. demonstrating **Self-Efficacy** by confidently sharing their opinions about texts through writing and drawing.
 - b. applying **Critical Thinking & Problem Solving** skills by using inventive spelling to write complete sentences.
 - c. applying **Innovation** skills by developing curiosity and the desire to create explanations with their imagination.

SUBJECT Grade K ELA
MODULE 3: Learning Together, Learning About Our Past, Our Families, and Life Cycles
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
Dialogic Reading A strategy for specific comprehension (life cycles) via books; <i>How a Seed Grows</i> and <i>In a Nutshell</i> Modeling and Guided Practice Teachers will model skills and guide students through practice, particularly for the culminating task, using inventive spelling and creating complete sentences with subjects with predicates. Direct Instruction Concepts about comprehension (life cycles) will be introduced through direct instruction. Opinion Writing Tasks Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. Sentence Formation and Composing Activities Building on previous lessons, instruction will provide modeling and support for students' independent writing (complete sentences with subject/predicate). Drawing to Demonstrate Comprehension Students will be asked to draw pictures that match sentences, serving as a visual demonstration of their understanding. Review and Reinforcement The module plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. Formative Feedback While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

MODULE 3:

Learning Together, Learning About Our Past, Our Families, and Life Cycles

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Culminating Tasks

Informative Writing: All About Plants

This culminating task will take two days to complete. It asks students to write an informative piece based on information learned about the plant life cycle in Dialogic Reading (*How a Seed Grows*, *In a Nutshell*, and *How Plants Grow*). During Lesson 44, students will create a topic sentence with a subject and predicate based on information they learned about the plant life cycle. The lesson will include some teacher modeling for how to use sounds to spell longer words. Students will then illustrate their writing pieces to demonstrate their understanding. During Lesson 45, students will add another sentence that tells a fact about the plant life cycle.

SUBJECT Grade K ELA	
MODULE 3: Learning Together, Learning About Our Past, Our Families, and Life Cycles	
Pacing & Resources 45 Days Time Allotment: February - March	
- Unit 1: Learning Together introduces books where the characters learn about something new: <i>Nothing Sticks Like a Shadow</i>, <i>Chrysanthemum</i>, and <i>Miss Bindergarten Celebrates the 100th Day</i>. After reading each book, students will write in the narrative genre. - Unit 2: Learning About Our Past will teach students about events from the past including important people. These books are <i>George Washington: Our First President</i> and <i>Wind Flyers</i> (about Tuskegee Airmen). Inspired by the books, students will compose an informative writing piece about a person they know well, as well as a book review. - Unit 3: Our Families includes books where the characters are family members: <i>Grandfather's Wrinkles</i> and <i>The Pain and the Great One</i>. They are both realistic fiction stories. These stories include lessons that help students examine how characters interact within their families. Students will write book reviews about realistic fiction text. - Unit 4: Life Cycles. Students will read and learn about the life cycle of plants in two books: <i>How a Seed Grows</i> and <i>In a Nutshell</i>. Students will first compose an informative piece, sharing facts about a topic. They will then write what they learned about the Plant Life Cycle in the culminating task.	
Unit 1 - Learning Together	
Nothing Sticks Like a Shadow Lessons 1-2	<i>Nothing Sticks Like a Shadow</i> is about some friends who try to help a rabbit learn about why his shadow follows him all of the time. This fantasy text is a picture book with a narrative structure. Students will suggest content as the teacher makes a story map to identify key elements of narrative structure.

Narrative Writing, My Day Lessons 3-5	In these lessons, we will help students make connections to what they have learned so far. Lessons 3–5 will connect to <i>Bunny Cakes</i> (from Dialogic Reading), and <i>Nothing Sticks Like a Shadow</i> by reminding students that they are both written in narrative text structure. Students will practice retelling the sequence of events in <i>Bunny Cakes</i> to help them think about composing their event sequences in their narrative writing pieces. Additionally, students will apply letter sound and transcription skills learned during Word Study lessons to help them spell words in their writing. They will also build on previous sentence construction lessons by writing sentences with a subject and predicate.
Chrysanthemum Lessons 6-8	<i>Chrysanthemum</i> is the story of a young mouse who is teased because of her unusual name. In the end, she learns to appreciate her name, and the other children learn the value of celebrating differences. This fantasy text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.
Narrative Writing, A Sad Event Lessons 9-10	In these lessons, we will help students make connections to what they have learned so far. In Lessons 9 and 10, we will connect to <i>Good Night, Wind!</i> (from Dialogic Reading), and <i>Chrysanthemum</i> by reminding students that they are both written in narrative text structure. Students will practice retelling the sequence of events in both books to help them compose their event sequences in their narrative writing pieces. We will also connect to students' written responses from <i>Chrysanthemum</i> (Lesson 8) by asking them to refer to it to help find a topic for their writing.
Miss Bindergarten Celebrates the 100th Day Lessons 11-13	<i>Miss Bindergarten Celebrates the 100th Day</i> tells about the collections of 100 items the students bring to school on the 100th day. This fantasy text is a picture book with a narrative structure. Students will collaboratively create a story map to identify key elements of narrative structure.

Narrative Writing, A Weather Story Lessons 14-15	In these lessons, we will help students make connections to what they have learned so far. In Lessons 14 and 15, we will connect to <i>Snowmen at Night</i> from Dialogic Reading and <i>Miss Bindergarten Celebrates the 100th Day</i> by reminding students that they are both written in narrative text structure. Students will practice retelling the sequence of events in both books to help them think about composing their event sequences in their narrative writing pieces. We will also connect to the setting of <i>Snowmen at Night</i> and <i>Nothing Sticks Like a Shadow</i> again to help students brainstorm story ideas about an event that happened when they were outside experiencing interesting weather conditions.
Unit 2 - Learning About our Past	
George Washington: Our First President Lessons 16-18	<i>George Washington: Our First President</i> is an informational book that tells about the life of our very first president. Students will suggest content as the teacher creates a schematic map and a timeline to chart the important events in Washington's life.
Informative Writing, A Special Person Lessons 19, 20	In these lessons, we will help students make connections to what they have learned so far. In Lessons 19–20, we will connect to <i>George Washington</i> by reminding students that the book is a biography that tells facts about George Washington. Students will then think about a person they know well and write informative pieces that share facts about that person.
Wind Flyers Lessons 21, 22	In these lessons, we will help students make connections to what they have learned so far. In Lesson 21, we will connect to the Learning About Our Past unit theme by reminding students that George Washington and the Tuskegee Airmen were important figures in American history and asking them to think of similarities and differences between the historical figures.
Opinion Writing: Wind Flyers Book Review Lessons 23-25	In these lessons, we will help students make connections to what they have learned so far. In Lessons 23–25, we will connect to <i>Wind Flyers</i> by asking students to write a book review about it. Students will build on knowledge from earlier sentence composing and opinion writing lessons to help them complete their book reviews.
Unit 3 - Our Families	

Grandfather's Wrinkles Lessons 26-28	<i>Grandfather's Wrinkles</i> is a story about a grandfather explaining the origin of his wrinkles to his granddaughter. This realistic fiction text is a picture book with a narrative structure. Students will suggest content as the teacher creates a story map to identify key elements of narrative structure.
Opinion Writing: Book Reviews Lessons 29-30	In these lessons, we will help students make connections to what they have learned so far. In Lessons 29 and 30, we will connect to <i>Peter's Chair</i> from Shared Reading and <i>Grandfather's Wrinkles</i> by asking students to choose which book is their favorite and then write a book review about it.
The Pain and the Great One Lessons 31-33	In these lessons, we will help students make connections to what they have learned so far. In Lessons 34 and 35, we will connect to <i>The Pain and the Great One</i> by asking students to write a book review about it. Students will brainstorm adjectives that support their opinion about the book and its characters to write their book reviews.
Opinion Writing: Book Review Lessons 34-35	In these lessons, we will help students make connections to what they have learned so far. In Lessons 34 and 35, we will connect to <i>The Pain and the Great One</i> by asking students to write a book review about it. Students will brainstorm adjectives that support their opinion about the book and its characters to write their book reviews.
Unit 4 - Life Cycles	
How a Seed Grows Lessons 36-37	<i>How a Seed Grows</i> is an informational text that explains the steps for growing a plant from a seed. Students will collaboratively review the steps for growing seeds before rereading the book.
Informative Writing: Have You Ever Wondered? Lessons 38 - 40	In these lessons, we will help students make connections to what they have learned so far. Lessons 38–40 will connect to <i>How a Seed Grows</i> and <i>Caterpillar to Butterfly</i> by reminding students that they are informative texts designed to teach the reader about a topic. We will then explain that they will be writing in the informative genre about a topic they know a lot about. We will discuss techniques authors use to spark the reader's interest and convey facts in their books. Students will use these examples to help them compose exciting topic sentences and important facts in their writing pieces.

Read Aloud: In a Nutshell Lessons 41-43	<i>In a Nutshell</i> is an informational text about how a huge tree grew from a tiny acorn. This nonfiction text is a picture book with a cycle structure. Students will collaboratively create a circle diagram showing how a tree grows and reproduces.
Culminating Task Information Writing: All About Plants	Throughout this culminating task, we will help students make connections to what they have learned so far. Below is a list of those connections: • In Lessons 44, we will connect to <i>How a Seed Grows</i>, <i>In a Nutshell</i>, and <i>How Plants Grow</i> from Dialogic Reading by explaining that all three books teach information about the plant life cycle. Additionally, we connect to earlier sentence composition and informational genre writing lessons by reminding students that they can write topic sentences in which they ask a question to spark interest from the reader. • In Lesson 45, we will connect to <i>How a Seed Grows</i>, <i>In a Nutshell</i>, and <i>How Plants Grow</i> from Dialogic Reading by explaining that all three books provide information about the plant life cycle. Additionally, we ask students to write sentences to convey a fact about the plant life cycle based on information they learned from the three books they read about the topic, connecting to sentence composition and the informative writing lessons.

MODULE 4:
Describing Our World and Wonderful You!

Connecticut Framework: The Common Core State Standards

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

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

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate 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.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.b Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1.a Print many upper- and lowercase letters.

L.K.1.b Use frequently occurring nouns and verbs.

L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.f Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a Capitalize the first word in a sentence and the pronoun I.

L.K.2.b Recognize and name end punctuation.

L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SUBJECT

Grade K ELA

MODULE 4:

Describing Our World and Wonderful You!

Unwrapped Performance Standards**Concepts:**

Need to know about:

- Informational texts
- Writing about what they have learned during informational and opinion writing lessons.
- Subject- predicate
- Sentence construction
- Narrative texts
- Story comprehension
- Revision of writing
- Retell

Skills

Need to be able to:

- Write about what they learned from each book.
- Build on what they learned to compose an informative writing piece that tells facts they learned from the book.
- Write book reviews comparing the information and illustrations.
- Create an observation report where they observe the clouds outside and write sentences to describe them.
- Read about careers and learn that they can choose any career they would like.
- Write in the narrative, opinion, and informative genres.
- Construct a book review.
- Construct a narrative that describes how they changed as readers and writers since the beginning of the year.
- Compose a short and informative research piece based on information they learned.
- Apply the literacy skills they have acquired independently (sentence composing, writing sentences with a subject, predicate, and supporting details).
- Consolidate the literacy skills they have acquired throughout the year to learn about and describe the world around them.

SUBJECT

Grade K ELA

MODULE 4:

Describing Our World and Wonderful You!

Big Ideas

Student's statements of enduring ideas

1. I can read and write informational pieces to describe things they see in the world around them.
2. I can read books and write about things that teach important lessons about themselves.
3. I can write about how I have changed and grown over the year as a reader and writer.

Essential Questions

Teacher's guiding questions

1. How can an author and illustrator use informational writing to describe things they see in the world around them?
2. How do authors and illustrators design books to help learn important lessons about themselves?
3. How have you changed and grown over the year as readers and writers?

SUBJECT

Grade K ELA

MODULE 4:

Describing Our World and Wonderful You!

LEARNING OBJECTIVES

The students will be able to:

1. understand that authors and illustrators write informational pieces to describe things they see in the world around them.
2. learn information about animals, water, and clouds.
3. demonstrate their understanding of content by writing in the informative and opinion genres.
4. with teacher support, read five books that will help them think about all of their wonderful traits and all of the wonderful things they could do in the future.
5. edit and revise their writing using a checklist.
6. apply the Vision of the Graduate by:
 - a. demonstrating **Growth Mindset** by reflecting on their growth as a writer since the beginning of the school year.
 - b. applying **Emotional Intelligence** by reflecting on the choices that authors and illustrators make as they write and design books.

SUBJECT

Grade K ELA

MODULE 4:

Describing Our World and Wonderful You!

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***Dialogic Reading**

Strategies for learning concepts from books; *Actual Size*, *Follow the Water from Brook to Ocean*, and *Clouds*. *Strategies for text to self connection from books: Career Day, Amazing Grace, A Bad Case of Stripes, Ada's Violin, and Leo the Late Bloomer*,

Modeling and Guided Practice

Teachers will model skills and guide students through practice, particularly for the culminating task.

Direct Instruction

Concepts such as "narrative elements," and "informative text elements," will be reinforced through direct instruction.

Opinion Writing Tasks

Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing.

Sentence Formation and Composing Activities

Instruction will involve activities focused on matching subjects and predicates to form sentences, building on previous lessons.

Drawing to Demonstrate Comprehension

Students will be asked to draw pictures that match sentences, serving as a visual demonstration of their understanding.

Review and Reinforcement

The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts.

Formative Feedback

While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

MODULE 4:

Describing Our World and Wonderful You!

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives.

Teachers will assess and provide feedback to students about the following:

Module 4 will include two culminating tasks: Book of the Year and Wonderful You. Both tasks are designed to help students apply the literacy knowledge and skills learned throughout the year.

Culminating Task 1: Book of the Year will ask students to plan, write, and revise a Book of the Year commercial with teacher modeling and support. Students will apply what they have learned making meaning from texts and using spelling patterns to write words and sentences. They will also demonstrate their ability to write sentences with subjects, predicates, and details in the opinion genre about their choice for Book of the Year. They will demonstrate their speaking and listening skills through presenting their commercials and responding to other students' commercials.

Culminating Task 2: Wonderful You! is a narrative writing task that will ask students to write about how they have changed and grown over the year as readers and writers. Students will demonstrate what they learned about sentence construction, narrative writing, themselves as readers and writers, and illustrations that convey meaning in their written products. Students will have the opportunity to demonstrate their knowledge of Module 4 texts and their letter sound, sentence construction, and genre writing skills through both culminating tasks.

SUBJECT

Grade K ELA

MODULE 4:

Describing Our World and Wonderful You!

Pacing & Resources

29 days

- Unit 1 Describing our World will help students understand that authors and illustrators write informational pieces to describe things they see in the world around them. The Read Aloud lessons help students learn information about animals, water, and clouds. The writing lessons help students demonstrate their understanding of content by writing in the informative and opinion genres.
- Unit 2 Wonderful You helps students learn that authors and illustrators design books that can help them learn important lessons about themselves. The Read Aloud lessons help students learn about informational and narrative text structures and character traits. The writing lessons help students demonstrate their understanding of content by writing in the narrative, informative, and opinion genres. Students work on adding details to each sentence and using a checklist for editing and revision. They are encouraged to create longer writing pieces with two to three sentences over multiple days. They will begin engaging in the writing process with teacher and peer support by using the Sentence Checklist to improve their writing pieces.

Unit 1 Describing Our WorldActual Size
Lessons 1-2

Actual Size is an informational book that shows life-size pictures of animals. To aid student understanding, teachers create a semantic feature analysis chart with all animals listed before the lesson.

Actual Size
Lessons 3-5

In these lessons, we will help students make connections to what they have learned so far. Lessons 3–5 will connect to *Actual Size* by asking students to write an informative piece that includes facts about animal sizes that they learned from the book.

Follow the Water from Brook to Ocean Lessons 6-8	<i>Follow the Water from Brook to Ocean</i> describes how water moves throughout the world. Students will collaboratively create a diagram showing how water moves from rain all the way to the ocean.
Book Reviews Lessons 9-10	In these lessons, we will help students make connections to what they have learned so far. In Lessons 9–10, we will connect to <i>Follow the Moon Home</i> from Dialogic Reading and <i>Follow the Water from Brook to Ocean</i> by asking students to write a book review where they consider how the authors present information through the words and pictures.
Clouds Lessons 11-14	<i>Clouds</i> is an informational text about the different clouds observed in the sky. Students will collaboratively create a diagram showing the position of different clouds.
Cloud Observation Report Lessons 15	In Lesson 15, we will connect to the Describing Our World unit theme by asking students to observe the clouds outside and write a sentence to describe them. Additionally, we will connect to the <i>Clouds</i> book by asking students to use the information they learned from the book to name the type of cloud they observe.
Unit 2: Wonderful You!	
Career Day Lessons 16-18	<i>Career Day</i> tells about a special day at school when the children invite adults to visit and talk about their careers. The book serves a dual purpose—presenting the jobs themselves and showing that they are open to all genders. It deliberately challenges some gender stereotypes children may harbor about careers.

Book Review Lessons 19-20	In these lessons, we will help students make connections to what they have learned so far. In Lessons 19–20, we will connect to <i>Career Day</i> by asking students to write a book review that includes a topic, opinion, and details about the book.
Cumulative Task: Narrative Writing: A Wonderful Me! Lessons 42-45	Students will demonstrate what they learned about sentence composing, narrative writing, themselves as readers and writers, and how illustrations convey meaning in their written products. They will review the elements of narrative writing. After modeling and collaborative practice with the teacher, students brainstorm ideas and write sentences for their narrative writing pieces. They will use a checklist to evaluate their writing. Finally, students will share their writing with others.