

Kindergarten Unit 3 ELA: Navigating Nonfiction

Unit #:	BPS-061059	Duration:		Date(s):	01-22-2018 - 03-14-2018
Team:					
	Grades: K Subjects: English Language Arts				
Unit Focus					
<p>In this unit, students will be immersed in nonfiction texts (informational texts). There will be a strong focus on vocabulary and reading content specific words. Students move away from pointing word by word and begin to read in phrases. They recognize their high frequency words quickly and are decoding words more automatically. At this point in kindergarten, students begin to monitor themselves as readers. They need to identify when they make a mistake and that they need to go back and fix it. They begin to use text and pictures to construct meaning. Students infuse their own background knowledge with their new learning and begin to distinguish fiction from factual text.</p> <p>In writing, kindergartners will be writing How-to books. They will study the writing of favorite authors to get ideas for their own How-to books. This genre weaves together drawing, labeling, and writing to tell readers step-by-step instructions. Students will use drama, drawing, and writing in this unit. They continue the work of adding details to their pictures and writing, while continuing to apply the foundational skills learned in other parts of their day. Students understand that they can teach readers through their writing.</p>					
Prior Learnings / Connections					
<p>In Unit 1, Kindergarteners had the opportunities to read informational texts. In Unit 2 they acquired reading strategies that will help them problem-solve the tricky content specific words which appear in nonfiction texts.</p>					

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Common Core Standards <i>English Language Arts: K</i> <i>919021 Reading: Foundational Skills</i> <i>CCSS.ELA-LITERACY.RF.K.3 Phonics and Word Recognition</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. <p><i>919010 Reading: Informational Text</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. • CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. • CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. • CCSS.ELA-LITERACY.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). <p><i>919026 Writing</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERATURE.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • CCSS.ELA-LITERATURE.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><i>919034 Speaking & Listening</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERATURE.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • CCSS.ELA-LITERATURE.SL.K.3 Ask and answer questions in order to seek help, get information, or 	<p>T1 (T003) I can effectively share my ideas through writing for a specific audience and purpose by paying attention to what I write and how I write it.</p> <p>T2 (T004) I can select and use important details to support my writing.</p> <p>T3 (T001) I can read and make meaning from text.</p> <p>T4 (T002) I can use the text to support my thinking about what I read.</p> <p>T5 (T005) I can share, listen, and respond to better understand a topic, point of view, or an idea.</p> <p>T6 (T006) I can collaborate with others to accomplish a goal.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 (U012) There is a deeper meaning that can be accessed from the text because of what the author says, how the author says it, and what the reader brings to the table.</p> <p>U2 (U013) Readers examine how ideas/themes develop over the course of text through characterization, plot, and mood.</p> <p>U3 (U016) Readers evaluate an argument based on the clarity of the point/claim, logic of the reasoning, and strength of evidence.</p> <p>U4 (U017) Readers analyze similar topics/themes/ideas across texts to understand varying approaches and/or to build knowledge.</p> <p>U5 (U003) Writers are deliberate and thoughtful as they develop and strengthen writing.</p> <p>U6 (U004) Writers use their knowledge of audience and purpose to shape the structure, language, and style of their writing.</p> <p>U7 (U008) Writers carefully choose information from many sources to express a point of view, develop an explanation, form a conclusion, or accomplish a goal.</p> <p>U8 (U020) Effective conversation and collaborations require the willingness and open-mindedness to explore diverse perspectives in order to build ideas/knowledge/plan.</p> <p>U9 (U021) Effective listeners evaluate both what is being said and how it is being said to inform thinking.</p> <p>U10 (U022) Effective communicators choose structures, visual representations, techniques, and/or language to elicit an intended response from the audience.</p>	<p>Q1 (Q014) (K-2) How do details help me figure out what the text is really about? (Grade 3-12) What do I think this text is really about? How do I use details/ textual evidence throughout the text to support my thinking?</p> <p>Q2 (Q013) What strategies am I using to make meaning of a text?</p> <p>Q3 (Q004) How do I work (and rework) my writing to help my readers understand what I mean?</p> <p>Q4 (Q002) How do I develop and share my idea(s)?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
	K1		

clarify something that is not understood.

• CCSS.ELA-LITERATURE.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

*construct a retelling that names the main topic and includes key details (RI.K.2)
K2
*tell how information goes together (RI.K.3)
K3
*name the author's point and tell the reasons that match (RI.K.8)
K4
*tell what is the same and different about two texts on the same topic (RI.K.9)
K5
*use phonological awareness and phonics skills to read books (RF.K.3)
K6
*make writing better by listening to others and adding details if needed (W.K.5)
K7
*answer questions by using experiences/information that was given (W.K.8)
K8
*be part of a respectful conversation with others (SL.K.1)
K9
*use questions to get help, get information or understand (SL.K.3)
K10
*describe familiar things and add details (SL.K.4)
K11
question words (RI.K.1)
identify key details (RI.K.1)
ask and answer questions about key details (RI.K.1)
K12
recognize when a word is unknown and ask questions about it (RI.K.4)
K13
describe how words and illustrations work together to provide information (RI.K.7)
K14
demonstrate grade-appropriate phonological awareness skills (RF.K.2)
K15
know the components of grade-appropriate informational writing (W.K.2)
write informational pieces (W.K.2)
K16
explore several electronic tools to write and collaborate (W.K.6)
K17

<p>participate in shared research and writing projects (W.K.7)</p> <p>K18 ask and answer questions about key details during texts read aloud (SL.K.2) ask questions to clarify if something is not understood in a text read aloud (SL.K.2)</p> <p>K19 know and use grade-appropriate conventions when speaking and writing (L.K.1)</p> <p>K20 know and use grade-appropriate conventions of capitalization, punctuation and spelling when writing (L.K.2)</p> <p>K21 know and use different strategies to figure out the meaning of words (L.K.4)</p> <p>K22 identify and discuss the relationship among words (L.K.5)</p> <p>K23 Main topic-the most important idea of a paragraph or larger part of a text Question-a sentence or phrase that asks for information Rhyming-when two words end with the same sound Period-a punctuation mark used to show the end of a sentence Question mark-the punctuation mark that is used after a direct question or to indicate that something is uncertain Exclamation point-a punctuation mark that is used to show a forceful way of speaking or a strong feeling</p>	
---	--

STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
Curriculum CCSS.ELA-LITERACY.RI.K.2 CCSS.ELA-LITERACY.RI.K.8 CCSS.ELA-LITERACY.RI.K.9 CCSS.ELA-LITERATURE.W.8 CCSS.ELA-LITERATURE.SL.K.1 T/U/Q/K/S T1 Q1 K1 Q2 T2 K3 Q3 T3 U3 U4 T4 K4 Q4 U5 U6 T6 K7 K8 U8 U9 U10	PT1		<p>Name: Performance Assessment</p> <p>Assessment Evidence: Goal: Students will demonstrate understanding of informational text, including main topic, key details, retelling, author's points and reasons, and</p> <p>Product (Suggested): Throughout the course of this unit, we've read a lot of information books and talked about ways to read informational texts. Now you'll work on creating an information book that will be shared with students in Pre-K. This will help get them ready for Kindergarten by teaching them about some of the animals that we've studied together. You'll start this work by listening as I read a book aloud--<u>Animals, Animals</u>. Once I've finished the book, you'll be meeting with your partner. Just like we've been doing throughout this unit, you and your partner will discuss the author's points and reasons. Using the points and reasons jar, you show how the information in <u>Animals, Animals</u> goes together.</p> <p>After you've done your points and reasons jar, you'll need to start writing your information book. Everyone's books will be displayed in our classroom so that the Pre-K kids can come and read them. You'll come up with most of the book on your own, but everyone will have the same last page. The page will say: "Another animal book I read was _____." You'll create your book using the tools that we've been working with throughout the year--Little Bird Tales, Chatter Kids and Explain Everything, or you can use paper and pencil.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Gr K Unit 3 ELA Scoring Criteria - - Gr K Unit 3 ELA Scoring Criteria.docx (file)

OTHER EVIDENCE

Coding	Code	Evaluative Criteria	Description

STAGE 3: LEARNING PLAN

PRE-ASSESSMENTS

Coding	Code	Description of Learning Activity	Extension / Modification
T/U/Q/K/S T3 T4 T5 U1 U4 Q1 Q2	LE1	<p>Activity: Reading Bend: Getting Started</p> <ul style="list-style-type: none"> • informational texts give readers information about a topic and have common elements • people read informational texts with a different lens <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Serravallo 9.2 - • RES2 - LC Unit 4 S10, S13, S14 - 	
T/U/Q/K/S T3 T4 T5 T6 U1 U2 Q1 Q2	LE2	<p>Activity: Reading Bend: Tackling Challenging Books</p> <ul style="list-style-type: none"> • these are strategies that proficient readers use to access texts • informational texts give readers information about a topic and have common elements <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC Unit 3 S1, S2, S3, S4, S5, S6 - 	
T/U/Q/K/S T3 T6 U9 Q2	LE3	<p>Activity: Reading Bend: Zooming In On Letters and Sounds</p> <ul style="list-style-type: none"> • these are strategies that proficient readers use to access texts • informational texts give readers information about a topic and have common elements <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC Unit 3 S7, S8, S9, S10, S11, S12 - 	
T/U/Q/K/S T3 T4 T5	LE4	<p>Activity: Reading Bend: Becoming Stronger Readers</p>	

<p>T6 U1 U2 U8 Q2</p>		<ul style="list-style-type: none"> • these are strategies that proficient readers use to access texts • readers grow by pushing themselves to read harder books by using what they know • informational texts give readers information about a topic and have common elements <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC Unit 3 S13 - • RES2 - Serravallo 10.2 - • RES3 - Serravallo 9.5 - • RES4 - LC Unit 3 S14 - • RES5 - Serravallo 8.2 - • RES6 - LC Unit 3 S15, S16, S18 - 	
<p>T/U/Q/K/S T3 T4 U1 U2 U4 Q1 Q2</p>	<p>LE5</p>	<p>Activity: Reading Bend: Putting It All Together</p> <ul style="list-style-type: none"> • informational texts give readers information about a topic and have common elements • people read informational texts with a different lens <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Serravallo 9.8 - • RES2 - Serravallo 10.6 - • RES3 - Chart Sense pg. 139 - • RES4 - Chart Sense pgs. 164-165 - • RES5 - Serravallo 1.19 - • RES6 - LC Unit 1 pg. 31 - 	
<p>T/U/Q/K/S T1 T2 T5 T6 U5 U6 U9</p>	<p>LE6</p>	<p>Activity: Writing Bend: Writing Step by Step</p> <ul style="list-style-type: none"> • information writers tell all they know about a topic • people share their ideas by choosing words that are specific to their thinking • the goal of partnerships is to share ideas by speaking back and forth 	

Q3 Q4		<p>Resources</p> <ul style="list-style-type: none"> RES1 - LC S1, S2, S3, S4, S5, S6, S7 - 	
T/U/Q/K/S T1 T2 T5 T6 U5 U6 U8 U9 Q3 Q4	LE7	<p>Activity: Writing Bend: Revising</p> <ul style="list-style-type: none"> information writers tell all they know about a topic people share their ideas by choosing words that are specific to their thinking <p>Resources</p> <ul style="list-style-type: none"> RES1 - LC S8, S9 - RES2 - S9 Share - RES3 - LC S10, S11 - RES4 - S11 Mid-Work - RES5 - LC S12 - 	
T/U/Q/K/S T1 T2 U5 U6 U7 Q3 Q4	LE8	<p>Activity: Writing Bend: Keeping Readers in Mind</p> <ul style="list-style-type: none"> information writers tell all they know about a topic people share their ideas by choosing words that are specific to their thinking <p>Resources</p> <ul style="list-style-type: none"> RES1 - Checklist Check-Ins - RES2 - LC S13, S14, S15, S16 - 	
T/U/Q/K/S T1 T2 T5 T6 U5 U6 U10 Q3 Q4	LE9	<p>Activity: Writing Bends - Wrapping Up</p> <ul style="list-style-type: none"> information writers tell all they know about a topic people share their ideas by choosing words that are specific to their thinking partnerships help us share ideas and grow as writers by making our pieces better by speaking back and forth <p>Resources</p>	

		<ul style="list-style-type: none">• RES1 - Checklist Work -• RES2 - Partner Tip Work -• RES3 - LC S17 -• RES4 - Checklist Check-Ins -• RES5 - LC S18 -	
--	--	--	--

ADDITIONAL INFORMATION

RESOURCES

No.	Description	Files / Links
RES1	Serravallo 9.2 -	
RES1	Checklist Check-Ins -	
RES1	LC S8, S9 -	
RES1	LC S1, S2, S3, S4, S5, S6, S7 -	
RES1	Checklist Work -	
RES1	Serravallo 9.8 -	
RES1	LC Unit 3 S13 -	
RES1	Gr K Unit 3 ELA Scoring Criteria -	Gr K Unit 3 ELA Scoring Criteria.docx (file)
RES1	LC Unit 3 S7, S8, S9, S10, S11, S12 -	
RES1	LC Unit 3 S1, S2, S3, S4, S5, S6 -	
RES2	Serravallo 10.2 -	
RES2	Serravallo 10.6 -	
RES2	LC S13, S14, S15, S16 -	
RES2	LC Unit 4 S10, S13, S14 -	
RES2	Partner Tip Work -	
RES2	S9 Share -	
RES3	LC S17 -	
RES3	Serravallo 9.5 -	
RES3	Chart Sense pg. 139 -	
RES3	LC S10, S11 -	
RES4	LC Unit 3 S14 -	
RES4	S11 Mid-Work -	
RES4	Checklist Check-Ins -	
RES4	Chart Sense pgs. 164-165 -	
RES5	LC S18 -	
RES5	LC S12 -	
RES5	Serravallo 1.19 -	
RES5	Serravallo 8.2 -	
RES6	LC Unit 1 pg. 31 -	
RES6	LC Unit 3 S15, S16, S18 -	

COMMENTS / NOTES

--	--