

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Reading Literature	
Key Ideas and Details	
<p>CC.RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud. • Respond appropriately to questions based on facts in expository text, heard or read. • Share ideas, information, opinions and questions. • Listen and respond to stories, poems and nonfiction. • Recognize and respond to visual messages such as logos, symbols and trademarks. <p>How?</p> <ul style="list-style-type: none"> • Teachers provide a graphic organizer (e.g., hand print: each finger represents an element who, what, where, when, why, and how is the palm). • Teachers provide examples (e.g., “Who was in the story?”, “Where did the story take place?”, “How did the story end?”) for students to rehearse with a partner. • Teachers post question words or picture representations (who, what, where, when, why, and how) in the room as a reminder for before, during and after reading. • Teacher may include partner sharing: “Let’s discuss what we just read. Turn to your elbow buddy and take turns asking your buddy questions beginning with the words on the board.” • Using a piece of paper folded into three sections, retell (using a combination of drawing, dictating, and writing) the story of <i>Goldilocks and the Three Bears</i> showing the beginning, middle, and end of the story. Encourage students to include all the characters in the illustration and to add as many details as they can remember.

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<p>CC.RL.K.2. With prompting and support, retell familiar stories, including key details.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. • Retell or re-enact a story, placing the events in the correct sequence. • Listen and respond to stories, poems and nonfiction. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story? • Can you find the part that tells where the story takes place (picture or words)? • Teachers use graphic organizers [e.g., three-column chart divided for beginning, middle, and end of story, event cycle, web to show relationships between main character and other characters, picture sequence (cartoon frames)] to show major events. • Arrange small groups of students in a circle and place an object (e.g., a block) in the middle of the circle. As a class, tell the story of <i>Goldilocks and the Three Bears</i>, having students take turns telling the events in the story. Students pick up the block when ready to fill in part of the story and put the block back in the middle when finished. Storytelling is shared with all the members of the group. • Story Sequence After multiple opportunities to hear a text read aloud, students retell the story sequentially, using cues such as picture cards, objects, puppets, etc.

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<p>CC.RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify elements of a story, including characters, setting, and key events. • Participate in a group discussion, based on a literature selection, that identifies the: <ul style="list-style-type: none"> a) Character (s). b) Setting. c) Sequence of events. • Identify story events or information from visual media. <p>How?</p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Can you find the part that tells where the story takes place (picture or words)? • Who was in the story? Can you find (picture or words) this character? • After reading the first story in the <i>Little Bear</i> collection of stories by Else Holmelund Minarik, use a chart to organize ideas about each story. Create headings for “character,” “setting,” and “events.” Assign students one of the three categories to think about each time you read, encouraging them to write or draw ideas on Post-Its. Fill in the chart each time you read a new <i>Little Bear</i> story. (Extension: Create a similar chart to compare other fictional explorations and adventures by characters such as Frog and Toad and Curious George. • Retelling Glove Label each finger of a glove <i>Characters, Setting, Problem, Solution, Details</i>. Children retell a story while wearing the glove that prompts them to remember the key ideas and details.

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<p>CC.RL.K.4. Ask and answer questions about unknown words in a text.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Increase their ability to understand word meaning and figurative language, story structure and development and point of view. • Ask and answer questions about words they do not know. • Determine what words mean from how they are used in a sentence, heard or read. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • What do you do when you come to a word you do not know? What can help you? (glossary, use context) • During read-aloud stories, the teachers model by briefly thinking aloud, how to determine meanings of unknown words. • Examples include, but are not limited to: <ul style="list-style-type: none"> • Determine what words mean from how they are used in a sentence, heard or read. • Sort familiar words into basic categories (e.g., colors, shapes, foods, animals, toys). • As you read an informational text such as <i>All the Colors of the Rainbow</i> by Allan Fowler, pause to ask the children questions. Encourage them to ask questions about the text and especially about words they do not understand.

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<p>CC.RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Students will:</p> <ul style="list-style-type: none"> Determine whether a literary selection that is heard, is realistic or fantasy. <p>How?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 33%;">Poems</th> <th style="width: 33%;">Stories</th> <th style="width: 33%;">Informational Texts</th> </tr> </thead> <tbody> <tr> <td>“Mix a Pancake” by C. Rossetti</td> <td>“Frog and Toad Together” by A. Lobel</td> <td>“A Tree is a Plant” by C. Bulla</td> </tr> <tr> <td>Rhyming words</td> <td>Descriptive sentences</td> <td>Factual information</td> </tr> <tr> <td>Illustrations</td> <td>Beginning Middle End</td> <td>Headings Categories Bolded words</td> </tr> <tr> <td></td> <td>Characters</td> <td>Graphics Illustrations</td> </tr> <tr> <td></td> <td>Illustrations</td> <td></td> </tr> </tbody> </table> <p>As students read a nursery rhyme (or poem) from a chart in the front of the class, choose a student to come up and follow the words from left to right with a pointer. Instruct the students that if there is a word they do not understand in this rhyme, they should raise a hand to ask about it.</p> <ul style="list-style-type: none"> Make A Book Use nursery rhymes as beginning readers. With a rhyme on each page, create a four-to-five page book that students/readers illustrate. Discuss the concept of genre in relationship to the rhymes. This activity can be repeated with folktales. Students can be encouraged to write the title and illustrate a favorite part after hearing a folktale read aloud. Again, discuss the concept of genre and help students/readers differentiate this one from nursery rhymes. 		Poems	Stories	Informational Texts	“Mix a Pancake” by C. Rossetti	“Frog and Toad Together” by A. Lobel	“A Tree is a Plant” by C. Bulla	Rhyming words	Descriptive sentences	Factual information	Illustrations	Beginning Middle End	Headings Categories Bolded words		Characters	Graphics Illustrations		Illustrations	
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<p>CC.RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Hold a book right side up and turn pages in the correct direction. • Identify the title, author, and table of contents of a book. <p><i>How?</i></p> <p>Student Authors and Illustrators</p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Who is the author? What is his/her job? • Who is the illustrator? What is his/her job? • Use literary talk when discussing student writing. Make specific reference to their work as authors and illustrators to help solidify their understanding of the role each plays in creating a picture book. • Using the book of illustrations Pancakes for Breakfast by Tomie DePaola, have students look at the illustrations and note how the pictures tell a story. Point out the importance of looking very closely at the details in the illustrations to tell what happened next. Encourage active thinking by asking what might happen when the page is turned to the next illustration. Because this is a wordless book, it is interesting to point out how the illustrator is telling a story without words. Even picture books with words tell a story through the illustrations. Write the students' dictated story on sentence strips and place in a pocket chart. (Extend this activity by reversing this process: Read aloud the text of a simple book without showing the illustrations. Ask students to illustrate the story, creating their own wordless book. The students' illustrations can then be compared to the book).

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<p>CC.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).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Make predictions based on title, cover, illustrations, and text. • Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy. • Make connections between the details in the illustrations and the text. <p>How?</p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Look at the picture. Can you tell me what is happening in the story? How does the picture help you? • Shared Reading <ul style="list-style-type: none"> • During shared reading (or in small group guided reading) the teacher guides students through a “picture walk.” Students make predictions about the story based on the illustrations. Chart predictions so that students can compare theirs to what actually happens. • Teachers build background knowledge and vocabulary through the pictures in the story. For example, while reading, <i>The Very Hungry Caterpillar</i>, by Eric Carle, s/he stops at the various foods to emphasize their names and colors. At a later time, students may go back and identify food for any given day. (e.g., Tuesday - plums). • Introduce a book showing a diverse viewpoint of an American holiday such as <i>Apple Pie and the Fourth of July</i> by Janet Wong. As you read the book, ask the students to look for ways that the main character sees one of the traditional American holidays. Encourage the students to look closely at the illustrations and to listen closely to the story. When you are finished reading, discuss how people see holidays and celebrations differently depending on their family and ethnic experience. Before turning to whole-group discussion, have students draw a picture or “turn and talk” in preparation for sharing ideas.

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CC.RL.K.8. (Not applicable to literature)	<i>Students will:</i> <i>How?</i>

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CC.RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Compare (and contrast) literary elements across stories, including plots, settings, and characters. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • What is the same about the characters in the two stories? What is different? • How did the characters solve the problem in the two stories? Did they solve the problem in the same way? • After reading two books, <i>Little Red Riding Hood</i> and <i>Lon Po Po</i> by Ed Young, discuss how the two stories are the same and how they are different. Generate ideas from among the children through writing, drawing, or acting out parts of each story. • Venn Diagrams Students use Venn diagrams or similar graphic organizers to compare and contrast characters and events in familiar stories read in class. For example, compare the characters and adventures of the Three Little Pigs and the Three Bears.

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Range of Reading and Level of Text Complexity	
<p>CC.RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in a group discussion in response to a given piece of literature that connects: <ul style="list-style-type: none"> • text to self (personal connection). • text to world (social connection). • text to text (compare within multiple texts). • Follow simple directions. • Participate in group discussions. <p>How?</p> <ul style="list-style-type: none"> • Examples include, but are not limited to: <ul style="list-style-type: none"> • Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud. • Tell or retell a personal experience or creative story in a logical sequence • Follow simple directions • Share ideas, information, opinions and questions • Listen and respond to stories, poems, and nonfiction • Participate in group discussions • After reading a chapter from <i>Days with Frog and Toad</i> by Arnold Lobel and <i>From Tadpole to Frog</i> (Let's-Read-and-Find-Out-Science) by Wendy Pfeffer and Holly Keller, lead the following activity with the students: Work together to make a list of the ways the frog in the fictional book by Lobel was similar to the frog in the non-fictional book by Pfeffer and Keller. Make a list of how the two frogs are different. Students may be ready to create this list themselves on their own personal graphic organizer.

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Key Ideas and Details	
<p>CC.RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in a group discussion in response to a given piece of literature that connects: <ul style="list-style-type: none"> • text to self (personal connection). • text to world (social connection). • text to text (compare within multiple texts). • Listen and respond to stories, poems and nonfiction. <p>How?</p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text. • While reading informational books about community helpers, create a chart with the following headings: who, what, where, when, how, and why. Encourage children to listen for answers to those questions as you read the book aloud. Remind the students to pay close attention to the illustrations for details. To ensure each child's participation, give Post-Its or white boards to write or draw their ideas. Begin by talking about the author, illustrator, front, back, and title page of the book. Fill in the chart each time you read a new book about community helpers. Use this chart as inspiration to change the lyrics for "Do You Know the Muffin Man?" for community helpers in your neighborhood (e.g., "Do you know the fireman...That works on 12th and Main!") • I Wonder Questioning Strategy Use <i>I wonder</i> questions (I wonder what, I wonder why...) to search for information in a previously read text.

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Key Ideas and Details	
<p>CC.RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Retell or re-enact a story, placing the events in the correct sequence. • Identify the topic of expository text, heard or read. • Answer questions (e.g., who, what, where, when, why, how) about expository text heard or read. • Identify the main idea in expository text. • Locate facts in response to questions about expository text. • Listen and respond to stories, poems and nonfiction. • Identify story events or information from visual media. <p>How?</p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text. • What is the main idea of this text? • Can you find one of the important ideas in this text? Can you find another important idea? • A variety of graphic organizers may help students identify the key details that support a main topic and pictures may be used instead of text. • Following a read aloud, about early civilizations, students can draw pictures of ways in which those civilizations improved their lives (e.g., domesticating animals, tools, calendars, farming methods). • Create a KWL chart for American symbols and holidays to set the stage for asking questions, answering questions, and gathering information under main topics. Teachers may need to model questioning until the students begin to generate questions on their own. As the class reads an informational book (e.g., <i>The Liberty Bell</i> by Lloyd G. Douglas), look for information about the main topic. Remind the students of the importance of also studying the illustrations for information. Add the information to the

KWL chart. Look for connections between ideas as you add information to the charts.
Use

- **Modified Reciprocal Teaching**
 - Use the four strategies within Reciprocal Teaching: Predict, Clarify, Question and Summarize. In small groups assign readers one of the strategies using character names:
 - Peter/Paula Predictor – based on title or cover predict what might be in the text
 - Carl/Clara Clarifier – record unknown words or ideas that need to be clarified, ask others for help with understanding
 - Quincy/Quintella Questioner – develop three teacher-like questions about what has been read
 - Sami/Sari Summarizer – present main points of the selection

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<p>CC.RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Participate in a group discussion in response to a given piece of literature that connects: <ul style="list-style-type: none"> • text to self (personal connection). • text to world (social connection). • text to text (compare within multiple texts). • Listen and respond to stories, poems and nonfiction. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me how these two ideas are the same? Can you tell me how they are different? • Skills for making connections include, but are not limited to: cause and effect, compare and contrast, description, and chronological order. • Teachers select from Social Studies or Science Standards to prompt students to make connections by comparing (e.g., community helpers: firefighters and police officers, plant life-cycles: trees and pumpkins). • Teachers ask probing questions for students to draw conclusions. “Complete this sentence, ‘Police officers and firefighters are alike because...’” • After reading about two individuals or events in a text, ask students to recount events or the individuals by sequencing with the concepts of before and after. For example, after reading a book about Presidents’ Day, prompt students, by asking, “Who was our first president, George Washington or Abraham Lincoln?” • Teachers make connections between two pieces of information in a text by using the example of the Fourth of July. After reading a book about Fourth of July celebrations and the signing of the Declaration of Independence, prompt students to make the connection that we celebrate the Fourth of July because it is our nation’s birthday. • Create a KWL chart for American symbols and holidays to set the stage for asking questions, answering questions, and gathering information under main topics. Teachers

	<p>may need to model questioning until the students begin to generate questions on their own. As the class reads an informational book (e.g., <i>The Liberty Bell</i>, Lloyd G. Douglas), look for information about the main topic. Remind the students of the importance of also studying the illustrations for information. Add the information to the KWL chart. Look for connections between ideas as you add information to the charts. Use Post-Its or white boards for students to fully participate in adding information to the charts.</p>
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CC.RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Determine what words mean from how they are used in a sentence, heard or read. • Participate in group discussions. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • What do you do when you come to a word you do not know? What can help you? (glossary, use context) • Sort familiar words into basic categories (e.g., colors, shapes, foods, animals, toys, etc). • Assist students through modeling to discover that illustrations, pictures and graphics can help them understand and explain unknown words. • To introduce the concept of a symbol, choose a symbol well known to the students in your class (e.g., professional sports team logo or school mascot). Discuss why a symbol is important for unifying fans behind a team or school. Continue the discussion focusing on the meaning behind the symbol as a source of inspiration. • What's it Mean? <p style="margin-left: 20px;">Read part of a selected text aloud. When possible, project or post the text being read. Think aloud about the words and concepts “you don’t know.” Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Unanswered questions can be listed and investigated once reading is completed.</p>

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CC.RI.K.5. Identify the front cover, back cover, and title page of a book.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Show me the front of the book. • Show me the back of the book. • Examples included, but not limited to: <ul style="list-style-type: none"> • Model how print represents spoken language and conveys meaning by pointing to each word as you read. • Model how to hold a book right side up and turn pages in the correct direction. • Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page. • While reading informational books about community helpers, create a chart with the following headings: who, what, where, when, how, and why. Encourage children to listen for answers to those questions as you read the book aloud. Remind the students to pay close attention to the illustrations for details. To ensure each child’s participation, distribute Post-Its or white boards on which to write or draw their ideas. Begin by talking about the author, illustrator, front, back, and title page of the book. Fill in the chart each time you read a new book about community helpers. Use this chart as inspiration to change the lyrics for “Do You Know the Muffin Man?” for community helpers in your neighborhood (e.g., “Do you know the fireman who works on 12th and Main?”)

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<p>CC.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.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide. • Identify the author and illustrator. • Understand the roles of both author and illustrator. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • What is the job of the author? • What is the job of the illustrator? • As the class reads an informational or literary book, introduce the idea of author and illustrator. Describe their roles in the creation of a text. Carefully show the front cover, back cover, and title page of the book. As you read an informational text such as <i>All the Colors of the Rainbow</i> by Allan Fowler, pause to ask the children questions. Encourage them to ask questions about the text and especially about words they do not understand. • Picture This! <ul style="list-style-type: none"> • Read aloud a small section of illustrated informational text. Have listeners do a quick draw that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist.

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<p>CC.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).</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Make predictions based on title, cover, illustrations, and text. • Understand how illustrations help explain the text. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Look at this picture. Can you tell how the author uses this picture to help you understand the topic? • What does this picture add to your thinking about what you (we) read? • Create a KWL chart for American symbols and holidays to set the stage for asking questions, answering questions, and gathering information under main topics. Teachers may need to model the questioning until the students begin to generate questions on their own. As the class reads an informational book (e.g., <i>The Liberty Bell</i> by Lloyd G. Douglas), look for information about the main topic. Remind the students of the importance of also studying the illustrations for information. Add the information to the KWL chart. Look for connections between ideas as you add information to the charts. Use Post-Its or white boards for students to fully participate in adding information to the charts. • Scavenger Hunt Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to topic and have them look for words and pictures in the other sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around “I didn’t know that!” discoveries.

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Integration of Knowledge and Ideas										
<p>CC.RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify the main idea and supporting details in expository text. • Listen and respond to stories, poems and nonfiction. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • What does this picture add to your thinking about what you (we) read? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Connect the Texts <ul style="list-style-type: none"> • Facilitate discussion about the things students remember/think about as they hear a text read aloud. Focus thinking on the questions: <ul style="list-style-type: none"> • Does that help us learn more about the topic? • What makes that idea important? • What understanding can be drawn from that connection? • How does the connection help the contributor understand? 									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Cause:</th> <th style="width: 33%; text-align: center;">Event:</th> <th style="width: 33%; text-align: center;">Effect:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Why we have a problem</td> <td style="text-align: center;">"Earth Day Activities"</td> <td style="text-align: center;">How we help the earth</td> </tr> <tr> <td style="text-align: center;">People are careless and throw trash on the ground.</td> <td style="text-align: center;">Pick up trash around a stream.</td> <td style="text-align: center;">Fish have a healthier place to live. Water is cleaner.</td> </tr> </tbody> </table>		Cause:	Event:	Effect:	Why we have a problem	"Earth Day Activities"	How we help the earth	People are careless and throw trash on the ground.	Pick up trash around a stream.	Fish have a healthier place to live. Water is cleaner.
Cause:	Event:	Effect:								
Why we have a problem	"Earth Day Activities"	How we help the earth								
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**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING								
Reading Informational Text									
Integration of Knowledge and Ideas									
<p>CC.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>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. • Participate in a group discussion in response to a given piece of literature that connects: <ul style="list-style-type: none"> • text to self (personal connection). • text to world (social connection). • text to text (compare within multiple texts). <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • How are these two books showing the same topic in different ways? • The focus skill is comprehension using compare and contrast, but the standard uses the academic language of similarities and differences. <p style="text-align: center;">National Symbols and Monuments</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border-right: 1px solid black;"><u>Book A Illustrations</u></th> <th style="text-align: center;"><u>Book B Illustrations</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; border-right: 1px solid black;">Black and white</td> <td style="text-align: center;">Color</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">Drawings of national symbols</td> <td style="text-align: center;">Photos of national symbols</td> </tr> <tr> <td style="text-align: center; border-right: 1px solid black;">Few symbols shown</td> <td style="text-align: center;">Many symbols shown</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Read fictional stories with settings on different continents. Then read informational text (both from books and digital sources) that describe the continent. Students will develop an appreciation for the setting of the story – the connection between a fictional setting and a real place. Require students to record what they have learned on either Post-It notes or a white board to prepare for sharing with the whole group. Following each reading, they record new information, using these details to compare one continent to another. Note the opposites, such as “cold” and “hot” or “rainy” and “dry”. 	<u>Book A Illustrations</u>	<u>Book B Illustrations</u>	Black and white	Color	Drawings of national symbols	Photos of national symbols	Few symbols shown	Many symbols shown
<u>Book A Illustrations</u>	<u>Book B Illustrations</u>								
Black and white	Color								
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Few symbols shown	Many symbols shown								

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Reading Informational Text	
Range of Reading and Level of Text Complexity	
<p>CC.RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud. • Participate in writing simple poetry, rhymes, songs, or chants. • Participate in a group discussion, based on a literature selection, that identifies the: <ul style="list-style-type: none"> • character(s). • setting. • sequence of events. • Follow simple directions. • Share ideas, information, opinions and questions. • Listen and respond to stories, poems and nonfiction. • Participate in group discussions. <p><i>How?</i></p> <ul style="list-style-type: none"> • The range of reading may include: biographies and autobiographies; books about history, social studies, science and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. A wide range of reading will build background knowledge, vocabulary and concepts. Students will: <ul style="list-style-type: none"> • Identify the purpose for reading text. • Restate facts from listening to text. • Respond appropriately to questions based on facts in text heard or read. • Participate in group discussions, share ideas, information, opinions and questions. • Follow simple directions. • Listen and respond to a range and complexity of informational text. • Students listen to stories about historical events (e.g., Native Americans as original inhabitants of North America, explorers traveling to new places, history

of national holidays) and discuss how the events relate to present day.

- Students create journals with key vocabulary words or phrases.
- Teachers create focus or word walls with key vocabulary words or phrases pertaining to informational text.
- Read a book such as *From Tadpole to Frog* (Let's-Read-and-Find-Out-Science) by Wendy Pfeffer and Holly Keller and then read *Red-Eyed Tree Frog* by Joy Cowley and Nic Bishop. (These books are both non-fiction books and they both talk about "toads.") Ask what the students noticed about these books. How were they the same and how were they different?
- **Non-Fiction Book Packets**
Teacher develops book packets containing non-fiction books on various topics to go home for parents to read with their child. The packets include an explanation for reading the text, which the teacher determines, based on student needs. An activity is included to help the parent and child demonstrate their understanding of the text.
- **Informational Class Books**
Develop informational class books that are read as a group and then placed in the class library or posted as a digital story on a website for students to read independently and with a partner. The print books also can be taken home to be read to a family member.
- **Think Alouds**
During the daily non-fiction read alouds, teacher practices think alouds to make visible to students the processes

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Print Concepts	
<p>CC.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>Students will:</p> <ul style="list-style-type: none"> • Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs). • Hold a book right side up and turn pages in the correct direction. • Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page. • Distinguish between printed letters and words. • Recognize that spoken words are represented in written language by specific sequences of letters. • Recognize the concept of words by segmenting spoken sentences into individual words. • Demonstrate the one-to-one correlation between a spoken word and a printed word. • Identify letters of the alphabet (upper and lower case). <p>How?</p> <ul style="list-style-type: none"> • Use questions and prompts such as: • Show me where to begin reading. Where do I go from there? After that? • Which page do I read first? • Point to the words as I read. • As students read a rhyme, ask them to focus on listening for rhyming words and hearing the rhythm of the lines. By teaching the children to follow along with you on wall charts, they are able to enjoy rich vocabulary in context and become familiar with sight words and word families. • Create a counting book using the letters covered so far this year. Each student will choose a favorite letter and then brainstorm words that begin with that letter. Using the numbers 1-5 and five different things that begin with the chosen letter create a book (e.g., A Counting Book for T: 1 Tadpole, 2 Turkeys, 3 Toads, 4 Tigers, 5 Trout).

- **Big Books**

Use large books that all children can see to point out print features while reading aloud. Focus on a few topics at a time (moving left to right, spaces between words, end punctuation, moving top to bottom, distinguishing text from illustrations).

- **Name Games**

Playing with students' names provides ample opportunities for students to begin understanding print. The difficulty of and involvement with the activity depends on the sophistication of the learner.

- Select the names of those sitting in your area/at your table and post (space between words, print carries meaning)
- Using names that have been cut apart, have learners arrange names correctly (words are made up of letters)
- If your name starts with... (noting similarities in words)
- She said/he said – chart the answers to a question by writing the student's/respondent's name with the answer (right to left). For example:
 - What did Rosie do?
 - Joe said, "She went for a walk."
 - Mary said, "Rosie went around the pond."
 - John said, "She stepped on a rock first."

- **Alphabet Books**

Research shows that there is high correlation between knowledge of letter names and success in learning to read. Use alphabet books to support learning letter names. Texts can range from simplistic (one picture/one letter per page) like Ehlert's *Eating the Alphabet* to interactive (rhymes, repetition) like Martin's *Chicka Chicka Boom* to conceptually more difficult (letters taking the shape of the objects named) like Pelletier's *The Graphic Alphabet*.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Phonological Awareness	
<p>CC.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man). • Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?). • Orally produce groups of words that begin with the same initial sounds (alliteration). • Blend two or three spoken syllables to say words. • Blend spoken simple onsets and rimes to form real words (e.g., onset /c/, and rime /at/ makes cat). • Blend spoken phonemes to form a single syllable word) e.g., /m/.../a/.../n/). • Identify the initial and final sounds (not the letter) of a spoken word. • Segment one syllable words into phonemes using manipulative to mark each phoneme (e.g., dog makes /d/.../o/.../g/...while the student moves a block or tile for each phoneme). • Generate a series of rhyming words, including consonant blends. • Orally segment a multi-syllable word into its syllables. • Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i>, <i>pan</i> to <i>an</i>). • Distinguish between initial, medial, and final sounds in single-syllable words. <p>How?</p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Which word rhymes with this one? • Clap the syllables in this word. • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end?

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| | <ul style="list-style-type: none">• While reading (reciting) “Humpty Dumpty,” snap your fingers on the word at the end of a line (e.g., “wall”). The children will snap when they hear the word that rhymes with it (e.g., “fall”). Continue with various rhymes and poems.• Word Play
Play with words by substituting beginning sounds, creating real and made up rhyming words and working with word families. |
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**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Phonics and Word Recognition	
<p>CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Blend spoken simple onsets and rimes to form real words (e.g., onset /c/, and rime /at/ makes cat). • Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/). • Recognize that a new word is created when a specific letter is changed, added, or removed. • Say letter sounds represented by the single-lettered consonants and vowels. • Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite). • Read words with common spelling patterns (e.g., -ite, -ill, -ate). • Recognize high frequency words and irregular sight words. <p>How?</p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? • Look at the beginning of that word, can you get it started? • Teachers provide similarly spelled words that differ by one phoneme and grapheme. May include such pairs as; of/off; and/add; went/wet. • Students say letter sounds. • Students decode CVC and CVCe words (e.g., bit and bite). • Students read common high-frequency words in isolation and in connected text. • Create a counting book using the letters covered so far this year. Each student will choose a favorite letter and then brainstorm words that begin with that letter. Using

the numbers 1-5 and five different things that begin with the chosen letter, create a book (e.g., A Counting Book for T: 1 Tadpole, 2 Turkeys, 3 Toads, 4 Tigers, 5 Trout).

- **Word Building**

Once students know one word, they can often build other words based on that knowledge. For example given the word *kind*, students can be asked to build words using affixes. Students may come up with words (*kinder, kindness, kindest, unkind, kindly*). Other examples could be to create words based on word families (*-at, cat, bat, sat*), meaning/category (apple, orange, grape, pear), beginning sounds (had, happy, hat, hill) etc.

- **Morning Message**

Create a message for the class each morning. In addition to reading it, have students come to the chart and circle targeted phonics patterns or sight words that they can recognize. Students can say the sounds or read the words aloud as they circle them. As the year progresses, students should take a more active role in creating the morning message.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Fluency	
<p>CC.RF.K.4. Read emergent-reader texts with purpose and understanding.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Demonstrate the one-to-one correlation between a spoken word and a printed word. • Read aloud with fluency in a manner that sounds like natural speech. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Make your voice sound like talking. • Listen to me and read it like this. • Does that make sense? • Does that sound right? • Introduce students to emergent reader science books and stories. Spend time having the students read the books aloud with partners or alone. • Listen Again Read aloud multiple times a day. Provide students with reading/listening centers that have books on CD with signals for turning the page. Provide opportunities for students to use technology that lights up or underlines words as the text is read so that rhythm and pacing becomes more evident. Read a single text multiple times for multiple purposes. For example, read aloud <i>Yo? Yes!</i> by Chris Raschka. The first reading is for enjoyment, second could be to focus on the sound the letter ‘y’ makes, third could be to focus on end punctuation and the inflections that go with it, and the fourth could be a call and response read with the teacher reading one voice and the students ‘reading the response.’ • The Author Said Provide opportunities for students to hear authors reading their own work. For example: <ul style="list-style-type: none"> • Mem Fox http://www.memfox.com/mem-reads-aloud • Paulette Bogan http://www.astorybeforebed.com/recordings/5e583cb8cfdd8b55

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| | <ul style="list-style-type: none">• A web search will provide more information on specific authors. Often NPR interviews children's book authors. Check their children's book section frequently because content changes. Always preview the interview before sharing it with the class. For more information, visit www.npr.org/sections/childrens-books/. |
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**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Texts Types and Purposes	
<p>CC.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., <i>My favorite book is...</i>).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Create narratives by drawing, dictating, and/or emergent writing. • Participate in writing simple poetry rhymes, songs, or chants. • Participate in a group discussion, based on a literature selection, that identifies the: <ul style="list-style-type: none"> • character(s). • setting. • sequence of events. • Write a response to a literature selection that identifies the: <ul style="list-style-type: none"> • character(s). • setting. • sequence of events. • main idea. • Must be able to express their opinion and demonstrate the ability to share their opinion with others. <p>How?</p> <ul style="list-style-type: none"> • Teachers model the writing process. (e.g., pre-writing, writing, editing draft, publishing). • Students use graphic organizers (e.g., webs, T-charts, time-lines) to assist in organizing their information. • Teachers select topics from Social Studies or Science Standards to include writing across content areas. • Distribute handouts prepared with the following: • My favorite color is _____ because _____. • Instruct students that when they have written (or dictated) their answer, they should illustrate their thinking with a detailed drawing.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Texts Types and Purposes	
<p>CC.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.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Learn to dictate their thinking, illustrate their ideas, and write their thoughts across various genres (opinion, informative/explanatory, narrative). • Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers model the writing process: pre-writing, writing, editing drafting, publishing. • Students use graphic organizers (e.g., webs, T-charts, time-lines) to assist in organizing their information. • Teachers use topics from Social Studies or Science Standards to include writing in other content areas. • Give students the following prompt: Draw a picture showing an important person in your neighborhood doing her/his job. Write (or dictate) a sentence about that person’s job (e.g., a trash collector picks up stinky garbage all over our city and takes it to the dump).

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Texts Types and Purposes	
<p>CC.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.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Create narratives by drawing, dictating, and/or emergent writing. • Write a narrative that includes: <ul style="list-style-type: none"> • a main idea based on real or imagined events • character(s) • a sequence of events • Write a response to a literature selection that identifies the: <ul style="list-style-type: none"> • character(s) • setting • sequence of events • main idea • Tell or retell a personal experience or creative story in a logical sequence. • Need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the natural expression of ideas both verbally and in writing. <p><i>How?</i></p> <ul style="list-style-type: none"> • Key Events for Writing The student identifies a key event in their life. Students then draw and write about the event. Their stories are shared aloud and then placed in a class book with a chapter for each child. • Teachers create a focus or word wall of key vocabulary (e.g., sensory words, temporal words). • Teachers model the writing process (e.g., pre-writing, writing, editing draft, and publishing). • Teachers use temporal words to support the order of events (e.g. first, next, last, before, after, then). • Teachers use reaction examples such as physical (e.g. sunburn) or emotional

(e.g. scared).

- Students complete graphic organizers (e.g., timelines, cartoon frames, character web) to illustrate relationships between events or character/s.
- After looking closely at three art pieces with the same name, “First Steps,” choose one of the paintings and imagine it shows the end of a story. Pair students to make up the beginning and middle of the story to share with the class.
 - Prompt: Choose one of the paintings and write (or dictate) a sentence telling why you chose that painting as your favorite. Be sure to begin your sentence with a capital letter and put a period at the end.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Texts Types and Purposes	
CC.W.K.4. (Begins in grade 3)	<i>Students will:</i> <i>How?</i>

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
<p>CC.W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Share ideas, information, opinions and questions. • Be able to respond to questions and suggestions about their writing. <p><i>How?</i></p> <ul style="list-style-type: none"> • Need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing). • Give the students a prompt: “Mr. Popper loved the idea of dreaming big! He daydreamed about faraway places. He wished he could have visited Antarctica to explore all that was there.” Allow students to choose one of the continents studied during this unit that they might like to visit someday. To help the children plan their work, use a program such as Kidspiration to create a graphic organizer on each of the continents chosen by the students. Students can draw pictures of animals, people, and objects one might find on that continent. Write two sentences about the continent using a combination of drawing, dictation, and writing. Share the work with the class or a teacher-led small group. • Using a piece of paper folded into three sections, retell (using a combination of drawing, dictating, and writing) the story of <i>Goldilocks and the Three Bears</i> showing the beginning, middle, and end of the story. Encourage students to include all the characters in the illustration and to add as many details as they can remember. Share with the class or teacher-led small group.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
<p>CC.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.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages. • Learn to “log on” to programs, computer stations, and hand-held devices and engage with digital media. <p><i>How?</i></p> <ul style="list-style-type: none"> • Pen Pal Using the computer the children will use e-mail to write back and forth with another classroom. Students should be encouraged to use clip art to illustrate their messages. • Teachers provide a rubric to inform students of assignment expectations. • Teachers model the writing process continuum (e.g., brainstorming, rough draft, editing and revision with illustrations to final copy). • Teachers provide models of published writings as examples of expectations. • Teachers create class project from assignment (e.g., cut & paste for a class book). • Students work with a partner or small groups to collaborate and critique include writing in other content areas.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
<p>CC.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).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in writing simple poetry, rhymes, songs, or chants. • Participate in a creating a simple class report where the teacher is the scribe. • Share ideas, information, opinions and questions. • Need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. <p>How?</p> <ul style="list-style-type: none"> • Choose a holiday celebrated in your community. Gather information by reading books and asking people in your community to tell you why it is celebrated, when it is celebrated, who celebrates, and how it is celebrated. Create a large cube for the holiday and assign small groups of students to prepare an illustration for each face of the cube. Use the guiding questions above to assign the faces of the cube. • Read and Discuss Read and discuss multiple books by a single author. Compare the book covers, writing style, illustrations, story structure, and themes. Chart what is noticed about the writing style, illustrations, structure, and themes. Students use chart as a model to create their own written work. • Topic and Graphic Organizer Through the use of non-fiction text, students are encouraged and challenged to learn more about a topic and to document their findings with graphic organizers. As a class, students agree on a topic to research. They list things they want to know about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic, using an appropriate graphic organizer. Students use their information to create their own non-fiction pieces.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
<p>CC.W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in a group discussion in response to a given piece of literature that connects: <ul style="list-style-type: none"> • text to self (personal connection). • text to world (social connection). • text to text (compare within multiple texts). • Need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions. <p>How?</p> <ul style="list-style-type: none"> • After a visit to library and meeting the librarian, the teacher may pose a question to the whole class (e.g., “What does a librarian do?”) Students will recall information from experience. Teachers use Social Studies or Science Standards to select appropriate topics. • Students choose one of the facts or ideas written on a KWL chart and write a complete sentence or two about it. Be sure students use the information on the chart as they write. They may illustrate ideas before or after finishing the piece. • Shared Writing/ABC Classroom Book After sharing several books on a particular theme, use an ABC graphic organizer to brainstorm words connected to the theme that begins with each letter of the alphabet. Assign each student a word to create a page for the classroom book.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.W.K.9. (Begins in grade 4)	<i>Students will:</i> <i>How?</i>

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.W.K.10. (Begins in grade 3)	<i>Students will:</i> <i>How?</i>

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC.L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in a group discussion in response to a given piece of literature that connects: <ul style="list-style-type: none"> • text to self (personal connection). • text to world (social connection). • text to text (compare within multiple texts). • Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read. • State the meaning of specific signs (e.g., traffic, safety, warning signs). • Tell or retell a personal experience or creative story in a logical sequence. • Share ideas, information, opinions and questions. • Participate in group discussions. <p>How?</p> <p>Interactive Writing</p> <p>Interactive writing is a cooperative event in which teacher and children jointly compose and write text. Interactive writing can be used to demonstrate concepts about print, develop strategies, and learn how words work. These activities can be as simple as using a nursery rhyme and leaving words out that students can help spell and write to composing a class story around a shared event.</p> <ul style="list-style-type: none"> • Create a word bank to collect new words from the unit you are studying. These words can be used in discussion and journal writing to enforce their proper use. Use the word bank to practice making nouns plural. • Tell the students that they are going to practice giving and following directions. Create directions that focus on using prepositions such as to/from, on/off, and in/out. Pull a child’s name out of a basket and give a command. For example,

“Tina, walk *from* your desk *to* the teacher’s desk.” Extend this activity by placing the prepositions on cards and having the students make up the directions using the words. You could also play the game of “Simon Says” as you give the commands. As students develop confidence, increase the commands by two or three additional steps.

- Read a poem such as “The Swing” by Robert Louis Stevenson. Assign the students the task of drawing an illustration for each stanza of the poem. Do the same activity with other poems, such as “Us Two” by A.A. Milne. Use key words such as “who”, “what”, “when”, “where”, “why”, and “how” to compare and contrast two poems.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC.L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Become adept at ending punctuation, capitalizing (I), and spelling simple words. <p><i>How?</i></p> <ul style="list-style-type: none"> • Give students the following prompt: Draw a picture showing an important person in your neighborhood doing her/his job. Write (or dictate) a sentence about that person’s job (e.g., a trash collector picks up stinky garbage all over our city and takes it to the dump). • Chart Targets Write familiar poetry on chart paper. As students share in the reading encourage them to focus on a specific aspect of print. For example, circle words with the short a sound, identify end punctuation and explain how it makes you read, find question words etc.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
CC.L.K.3. (Begins in grade 2)	<i>Students will:</i> <i>How?</i>

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC.L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Determine what words mean from how they are used in a sentence, heard or read. • Sort familiar words into basic categories (e.g., shapes, colors, foods). • Recognize base words and their inflections (e.g., look, looks, looked, looking). <p>How?</p> <ul style="list-style-type: none"> • Students identify affixes (e.g., un-, re-, non-, -ful, -ly) to define the meaning of a word (e.g., “The athlete unzipped his bag.”). Teachers hold up two pictures – one with suitcase zipped, one with suitcase unzipped and asks “Which picture belongs to the sentence?” • Tell the students that there are words that are spelled the same and sound the same but have very different meanings. Listen to John Philip Sousa’s music and “march” around the room. Explain that in this case, “march” is an action word. The name of this type of song is a “march,” because you want to march to it. And you could even do this “march” in the month of “March.” The lesson: Some words are used differently to mean different things. This activity can be repeated with the word “flag,” using the word as a verb and as a noun. • Create a word bank for “How do Animals Move?” by Niki Walker (e.g., dart, fly, hop, and swim). Use these verbs to teach the -ed, -s, and -ing suffixes. Act out the words, adding adverbs to make the actions opposite in speed like “hopping slowly” or “hopping fast.” • Word Sorts <ol style="list-style-type: none"> 1. Place small objects or picture cards where everyone can see. The cards/objects should share some commonalities (i.e., fruits and

vegetables, colors, big and little).

2. Students sort the cards/items into two or more categories.

3. Students share their sorts with classmates, emphasizing the categories they made. As students begin reading, these word sorts can be done by word family, beginning sounds, vowel sounds, etc.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC.L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings 	<p>Students will:</p> <ul style="list-style-type: none"> • Determine what words mean from how they are used in a sentence, heard or read. • Sort words into familiar categories (e.g., color, foods, shapes). • Describe familiar objects and events in both general and specific language. • Determine the meaning of common synonyms, antonyms, and homonyms. <p>How?</p> <ul style="list-style-type: none"> • Prepare a basket of colored objects. Invite students to come to the basket and choose something to tell the class about. This is the rule: Each student must describe the object using at least two “describing words” (i.e., adjectives). Example: a bright red apple, a small green block. Extend this activity by introducing opposites of one of the adjectives. “You showed me a small block. Now find a large block.” You could have another vocabulary activity with the same collection by sorting the same objects into color categories such as “red” and “green.” • Guess What? Place a common object in a paper bag. Students ask single yes or no questions to get enough information to identify the object. As students become more confident with the game, increase the complexity by requiring more-specific language. For example, <i>a ball</i> might be a correct answer initially however, <i>a red playground ball</i> would be appropriate as they get more familiar with the activity. This activity helps with descriptions and being specific in language.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC.L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Make predictions based on title, cover, illustrations and text. • Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy. • Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud. • Listen and respond to stories, poems and nonfiction. • Identify story events or information from visual media. <p>How?</p> <ul style="list-style-type: none"> • <i>Mr. Popper’s Penguins</i> by Richard and Florence Atwater is filled with alliteration based on the letter “p.” Encourage the children to listen for “p” words that they hear as you read. The vocabulary words will be challenging and fun to use in classroom discussions. • Create a word bank of words with r-controlled vowels (ar, er, ir, ur, or) Create active listeners by encouraging the students to listen for the words and act as “sound detectives.” Sort the words by their respective spellings, noting how the letter combinations create similar sounds (e.g., “A World of Words”). • Concept Books Share books that focus on a single concept to expand students’ understanding of that concept. For example, <i>Black? White! Day? Night!</i> by Seeger and <i>Brian Wildsmith’s Opposites</i> by Brian Wildsmith for opposites or <i>Under, Over and Through</i> by Tana Hoban and <i>We’re Going on a Bear Hunt</i> when studying position words.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
<p>CC.SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Share ideas, information, opinions and questions. • Participate in group discussions. <p><i>How?</i></p> <ul style="list-style-type: none"> • Arrange small groups of students and place an object (e.g., a block) in the middle of each circle. Discuss which rhyme in this unit is their favorite. Students pick up the block when ready to share and put the block back in the middle when finished.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
<p>CC.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.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Listen and respond to stories, poems and nonfiction. <p><i>How?</i></p> <ul style="list-style-type: none"> • One of the favored choices for artistic expression is the painting of landscapes. View the landscapes from all over the world painted by the Masters. Encourage the students to describe what they see. This is an opportunity to extend the idea of comparing and contrasting the settings in stories to comparing and contrasting the settings in paintings. • What's the Problem? Read aloud a series of stories by a single author. For example Ezra Jack Keats (<i>Snowy Day, Whistle for Willie, Peter's Chair, Pet Show!</i>) or Eric Carle (<i>The Very Hungry Caterpillar, The Very Busy Spider, The Grouchy Ladybug, The Very Lonely Firefly</i>). After reading, have students discuss the problem the main character has and then decide how that problem was solved. Student responses can be charted in a whole class graphic (three columns, one for the book title, one for the problem and one for the solution). Accept more than one response for the problem and solutions and encourage discussion about the varieties. Once the readings have been completed (over time), encourage students to discuss the commonalities found across the texts with respect to problems and solutions.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
CC.SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Follow simple directions. • Share ideas, information, opinions and questions. • Recognize and respond to visual messages such as logos, symbols and trademarks. <p><i>How?</i></p> <ul style="list-style-type: none"> • Using KWLs Draw a chart with three columns that are labeled K W and L respectively. Have students list what they know about a topic in the first column. In the second column, have students identify what they want to know. Emphasize the formation of a question for this column. For example, if the topic is <i>tigers</i> and a student says, “I want to know about a tiger’s stripes” – the teacher should encourage the student to formulate a question about the stripes. “What is it you want to know about the stripes?” is a possible response or “What question do you have about the stripes?” Encourage students to use question words when completing the middle section of the KWL.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation of Knowledge and Ideas	
<p>CC.SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Describe familiar objects and events in both general and specific language. • Tell or retell a personal experience or creative story in a logical sequence. <p><i>How?</i></p> <ul style="list-style-type: none"> • Choose a holiday celebrated in your community. Gather information by reading books and asking people in your community to tell you why it is celebrated, when it is celebrated, who celebrates, and how it is celebrated. Create a large cube for the holiday and assign small groups of students to prepare an illustration for each face of the cube. Use the guiding questions above to assign the faces of the cube. • Talking Beads Students are given four beads. Each bead represents the following questions: What does it look like? What do you do with it? Where do you find it? What does it do? Students are to answer these questions as they slide their bead and talk about a physical item they are sharing. Alternative questions can be used.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation of Knowledge and Ideas	
<p>CC.SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Create visual representations of personal experiences through media such as drawing, painting, acting, and puppeteering. <p><i>How?</i></p> <ul style="list-style-type: none"> • Role Play Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store or hospital. Teachers can participate in the role play to display/model appropriate behaviors such as buying or selling or being patients, doctors, nurses, etc. • Students choose one of the ideas or facts written on a KWL chart and write a complete sentence or two about it. Be sure students use the information on the chart as they write. Students may illustrate their ideas before writing or after they finish.

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE K**

CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Share ideas, information, opinions, and questions. <p><i>How?</i></p> <ul style="list-style-type: none"> • Conversation Strategies To move students away from popcorn talk (each child presenting a topic related idea that is not connected to an idea of another, facilitate the discussion with this technique: <ul style="list-style-type: none"> • Clarify-Extend <ol style="list-style-type: none"> 1) Listen to what a child has to say, 2) Pick an idea from the child's talk and explain it, disentangle it, or add to it. • Ask-Tell <ol style="list-style-type: none"> 1) Become involved in what the child is doing, 2) Highlight what the child should attend to, 3) Maintain interest by breaking down the task, 4) Offer praise and encouragement • Think Aloud <ol style="list-style-type: none"> 1) Involve the child in what you are wondering, 2) Share your thoughts out loud, 3) Model how to think it through to a conclusion