



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	English Language Arts	<b>Grade:</b>	Kindergarten
<b>Unit Number:</b>	3	<b>Unit Name:</b>	Unit 3- Literature/Informational (Writing: Narrative)
<b>Unit Length</b>	24 days (instructional) 5 days (assessment)	<b>Mins / Day:</b>	20-30 mins./day November 2- December 11, 2015
<b>Unit Synopsis</b>	<p>Teachers will read aloud several informational texts on a selected topic in order for students to identify the topic and key details. Students will organize their thinking and details into oral paragraphs. Teachers will read aloud literature selections on the same theme/topic/concept. Students will identify the beginning, middle, and ending of a literature selection.</p> <p style="text-align: center;"><b>*ATTENTION* The CFA Post-assessment that will be given AFTER UNIT 4, will utilize “The Three Little Pigs” and may NOT be used during unit instruction!</b></p>		
<b>Foundational Skills</b>	<p><b>Foundational Skills Standards and suggested pacing for Unit 3 are located at the end of this UPO. Skills include:</b></p> <p><b>Letters &amp; Sounds:</b> li, Nn, Hh, Vv, Oo, Cc</p> <p><b>HFV:</b> a, to, do, does, me, and, go, in, on, if (+ review all words to date)</p> <p><b>Word Families:</b> -at, -an, -it</p> <p><b>Rhyming (RF.K.2a), beginning sounds (RF.K.2d), blending phonemes (RF.K.2d)</b></p>		
	<b>ELA CCSS</b>	<b>2012 ELD Standard(s)</b>	
<b>Priority</b>	<p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>WK.3</b> 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><b>ELD.K.I.B.6</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. (RI.K.1, RI.K.3, RI.K.5, RI.K.6, RI.K.7, RL.K.1, RL.K.2, RL.K.3, RL.K.6, RL.K.7, SL.K.3)</p> <p><b>ELD.K.I.B.7</b> Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area. (RL.K.3, RL.K.6, RI.K.6)</p> <p><b>ELD.K.I.C.9</b> Expressing information and ideas in formal oral presentations on academic topics. (SL.K.4, SL.K.5)</p> <p><b>ELD.K.I.C.10</b> Composing/Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology. (W.K.3, W.K.2)</p> <p><b>ELD.K.II.A.1</b> Understanding text structure (SL.K.4, W.K.3, RL.K.5, RI.K.5)</p> <p><b>ELD.K.II.A.2</b> Understanding cohesion (SL.K.4, W.K.3, RL.K.5, RI.K.5)</p> <p><b>ELD.K.II.C.6</b> Connecting ideas (SL.K.4, W.K.3, SL.K.5, W.K.2)</p>	

	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.4</b> Ask and answer questions about unknown words in a text.</p> <p><b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>RL.K.7</b> 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><b>RL.K.10</b> Actively engage in group reading/prior knowledge/use illustrations to make predictions.</p> <p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.4</b> Ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book</p> <p><b>RI.K.6</b> 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><b>RI.K.7</b> 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><b>RI.K.10</b> Actively engage in group reading/prior knowledge/use illustrations to make predictions.</p> <p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners; follow agreed upon rules; continue conversation through multiple exchanges.</p> <p><b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally/other media by asking and answering questions about key details. a. understand and follow one and two step oral directions.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>ELD.K.I.B.5</b> Listening actively to spoken English in a range of social and academic contexts. <b>(SL.K.3)</b></p> <p><b>ELD.K.I.B.8</b> Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area. <b>(RL.K.5)</b></p>
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**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional details.

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

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

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

**L.K.1c** Form regular plural nouns orally by adding /s/ or /es/

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

**L.K.1e** Use the most frequently occurring prepositions.

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

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

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

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

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

**L.K.4a** Identify new meanings for familiar words and apply them accurately.

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

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

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

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

## Interdisciplinary Standards :

**Math:**

K.M.D.A.1 Describe and comparing measurable attributes

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**Science:**

(K-2-ETS1-1) Ask questions based on observations to find more information about the natural and/or designed world.

**Social Studies:**

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
  2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
  3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
  4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
  5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
- K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

## Unwrapped Priority Standards

Standard 1:	RL.K.3- *With prompting and support identify characters, settings, and major events in a story.		
Skills	Concepts	Bloom's	DOK
*IDENTIFY	characters in a story	Remember	1
*IDENTIFY	settings in a story	Remember	1
*IDENTIFY	major events in a story	Remember	1

Standard 1:	RL.K.2- *With prompting and support retell familiar stories, including key details		
Skills	Concepts	Bloom's	DOK
*RETELL	familiar stories including key details	Remember	1

Standard 2 :	RI.K.2 *with prompting and support, identify the main topic and retell key details of a text.		
Skills	Concepts	Bloom's	DOK
*IDENTIFY	the main topic	remember	1
*RETELL	the key details	remember	1

Standard 3:	SL.K4-Describe familiar people, places, things, and events and, *with prompting and support, provide additional detail.		
Skills	Concepts	Bloom's	DOK
DESCRIBE	people	Understand	1
DESCRIBE	places	Understand	1

DESCRIBE	things	Understand	1
DESCRIBE	events	Understand	1
*PROVIDE	additional detail	Remember	2

Standard 4:	<b>WK.3-Use a combination of drawing, dictating, and writing</b> 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.		
Skills	Concepts	Bloom's	DOK
NARRATE	single event or several loosely linked events	Remember	1
TELL	about the events in the order in which they occur	Remember	1
PROVIDE	a reaction to what happened	Remember	1

## Learning Progressions

Standard 1:	<b>RL.K.3</b> -*With prompting and support identify characters, settings, and major events in a story.				
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
		*IDENTIFY	characters in a story	DESCRIBE	characters in a story
		*IDENTIFY	settings in a story	DESCRIBE	settings in a story
		*IDENTIFY	major events in a story	DESCRIBE	major events in a story
				USE	Key details

Standard 2:	<b>RI.K.2</b> with prompting and support, identify the main topic and retell key details of a text.				
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
		*IDENTIFY	The main topic of a text	IDENTIFY	Main topic of a text
		*RETELL	Key details of a text	RETELL	Key details of a text

Standard 2:	<b>RL.K.2</b> with prompting and support, retell familiar stories, including key details.				
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
		*RETELL	Familiar stories, including key details	RETELL	Stories, including details
				UNDERSTAND	Central message or lesson

Standard 3:		<b>SL.K.4</b> -Describe familiar people, places, things, and events and, *with prompting and support, provide additional detail.			
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
		DESCRIBE	<ul style="list-style-type: none"> <li>• People</li> <li>• Places</li> <li>• Things</li> <li>• events</li> </ul>	DESCRIBE	<ul style="list-style-type: none"> <li>• People</li> <li>• Places</li> <li>• Things</li> <li>• events</li> </ul>
		*PROVIDE	additional detail	EXPRESS	Ideas and feelings clearly
				MEMORIZE	<ul style="list-style-type: none"> <li>• Poems</li> <li>• Rhymes</li> <li>• songs</li> </ul>
				RECITE	<ul style="list-style-type: none"> <li>• Poems</li> <li>• Rhymes</li> <li>• songs</li> </ul>

Standard 4:		<b>WK.3</b> -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.			
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
		NARRATE	single event or several loosely linked events	WRITE	Narratives recounting two or more events
		TELL	about the events in the order in which they occur	INCLUDE	details
		PROVIDE	a reaction to what happened	USE	Temporal words to signal event or order
				PROVIDE	A sense of closure

Big Idea(s)		Corresponding Essential Question(s)
<p><b>RL.K.2</b> It is important to be able to retell a story with key details to help us comprehend the story.</p> <p><b>RI.K.2</b> We need to identify a topic and retell key details to understand a text.</p> <p><b>RL.K.3</b> It is important to know the elements of a story are characters, settings and major events to help us understand the story.</p> <p><b>SL.K.4</b> We can use adjectives or descriptive words to describe familiar people, places, things, and events in a complete sentence.</p> <p><b>W.K.3</b> We can draw, dictate, or write about an event or sequence of events using a graphic organizer (such as a flow map®).</p>	<p><b>RL.K.2</b> Why is it important to be able to retell familiar stories, including key details?</p> <p><b>RI.K.2</b> Why is it important to identify a topic and retell key details of a text?</p> <p><b>RL.K.3</b> Why is it important to know the elements of any story?</p> <p><b>SL.K.4</b> How can we describe familiar people, places, things, and events?</p> <p><b>W.K.3</b> How can I narrate a single event or a sequence of events and provide my reaction?</p>	
Unit Vocabulary Words		
Academic Cross-Curricular Vocabulary (Tier 2)		Content/Domain Specific Vocabulary (Tier 3)
<p><b>RL.K.2</b> Retell Key Details Familiar Stories</p> <p><b>RL.K.3</b> Characters Settings Major events</p> <p><b>SL.K. 4</b> Describe Adjective</p>	<p><b>RI.K.2</b> Identify Main Topic Details Text</p> <p><b>W.K3</b> Drawing Dictating Writing Narrate First</p>	

Familiar People Places Things Events Detail additional	Next Then Last	
<p style="text-align: center;">Resources for Vocabulary Development (Strategies, Routines and Activities) Use sentences frames, shared language experiences, realia, and teacher modeling. Website: <a href="http://www.alvord.k12.ca.us/commoncore">www.alvord.k12.ca.us/commoncore</a></p>		

<h3 style="text-align: center;">21<sup>st</sup> Century Skills</h3>	
<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability	<input type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility

<h3 style="text-align: center;">Unit Assessments</h3>	
Pre-Assessment	Post-Assessment
<p style="text-align: center;">*Not Applicable</p>	<p style="text-align: center;">No CFA will be given after Unit 3. The next CFA will be a combination of Unit 3 and Unit 4 standards and will be given AFTER Unit 4.</p>
<h3 style="text-align: center;">Scoring Guides and Answer Keys</h3>	



## Engaging Scenario Overview

(Situation, challenge, role, audience, product or performance)

<p>Description</p> <p>Explain the following to your students:  <i>“We are going to be authors. As a class, we will write our own class story by developing a character, a setting, and major events that will happen. After we write our class story, you will then write a story all on your own. Like an author, we will use our knowledge of stories to write a narrative story. It is important for us to write about a single event and tell about the event in the order in which it occurred and to provide a reaction to the event. After you have written your story, you will get a chance to share your story with the class.”</i></p>	<p>Suggested Length of Time Days: present on day 1 of Task 1</p> <p>Mins/Day: 10</p>	
<p>Engaging Learning Experiences Synopsis of Authentic Performance Tasks</p>		
Authentic Performance Tasks	Description	Suggested Length of Time
<p>Task 1: <b>Orally presenting as a group a topic and details</b></p>	<p>Students will listen to read-alouds or other media on an <u>informational topic</u> and <u>orally</u> provide a 4-5 sentence paragraph including the topic, details, and conclusion in small groups. Teachers will make observational marks based on the given rubric.</p>	<p>Days: 5</p> <p>Mins./Day: 20-30</p>
<p>Task 2: <b>Graphic organizer with transition words</b></p>	<p>Students will listen to read-alouds or other media on an <u>informational topic</u> and complete a graphic organizer, with transition words, using words or pictures to depict the topic and key ideas. Students orally share about their graphic organizer.</p>	<p>Days: 5</p> <p>Mins/Day: 20-30</p>
<p>Task 3: <b>Graphic organizer sequencing a literature story</b></p>	<p>Students will listen to read-alouds or other media from <u>literature</u> selections and complete a graphic organizer to represent the beginning, middle, and end of a story using pictures or words. Student orally retells what happens in the story.</p>	<p>Days: 5</p> <p>Mins/Day: 20-30</p>

# Authentic Performance Task 1

Name:	Orally presenting as group about topic and details	Suggested Length	Days: 5 Mins/Day: 20-30
Standards Addressed	<b>Priority Standards</b>		
	<b>CCSS ELA</b>	<b>2012 ELD Standards</b>	
	<p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>S.L.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>ELD.K.I.B.6</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. (RI.K.1, RI.K.3, RI.K.5, RI.K.6, RI.K.7, RL.K.1, RL.K.2, RL.K.3, RL.K.6, RL.K.7, SL.K.3)</p> <p><b>ELD.K.I.B.7</b> Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area. (RL.K.3, RL.K.6, RI.K.6)</p> <p><b>ELD.K.I.C.9</b> Expressing information and ideas in formal oral presentations on academic topics. (SL.K.4, SL.K.5)</p> <p><b>ELD.K.II.A.1</b> Understanding text structure (SL.K.4, W.K.3, RL.K.5, RI.K.5)</p> <p><b>ELD.K.II.A.2</b> Understanding cohesion (SL.K.4, W.K.3, RL.K.5, RI.K.5)</p> <p><b>ELD.K.II.C.6</b> Connecting ideas (SL.K.4, W.K.3, SL.K.5, W.K.2)</p>	
	<b>Supporting Standards</b>		
<b>CCSS ELA</b>	<b>2012 ELD Standard(s)</b>		
<p><b>R.L.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>R.L.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>R.L.K.4</b> Ask and answer questions about unknown words in a text.</p> <p><b>R.L.K.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>R.L.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>R.L.K.7</b> 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><b>R.L.K.10</b> Actively engage in group reading/prior knowledge/use illustrations to make</p>	<p><b>ELD.K.I.B.5</b> Listening actively to spoken English in a range of social and academic contexts. (SL.K.3)</p> <p><b>ELD.K.I.B.8</b> Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area. (RL.K.5)</p>		

predictions.

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

**R.I.K.2** With prompting and support, retell familiar stories, including key details.

**R.I.K.4** Ask and answer questions about unknown words in a text.

**R.I.K.5** Identify the front cover, back cover, and title page of a book

**R.I.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.

**R.I.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).

**R.K.10** Actively engage in group reading/prior knowledge/use illustrations to make predictions.

**SL.K.1** Participate in collaborative conversations with diverse partners; follow agreed upon rules; continue conversation through multiple exchanges.

**SL.K.2** Confirm understanding of text read aloud or information presented orally/other media by asking and answering questions about key details. a. understand and follow one and two step oral directions.

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

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

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

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

**L.K.1c** Form regular plural nouns orally by adding /s/ or /es/

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

**L.K.1e** Use the most frequently occurring prepositions.

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

	<p><b>L.K.2a</b> Capitalize the first word in a sentence and the pronoun I.</p> <p><b>L.K.2b</b> Recognize and name end punctuation.</p> <p><b>L.K.2c</b> Write a letter or letters for most consonant or short-vowel sounds.</p> <p><b>L.K.2d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>L.K.4a</b> Identify new meanings for familiar words and apply them accurately.</p> <p><b>L.K.5b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p> <p><b>L.K.5c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>L.K.5d</b> 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> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>									
<p>Teaching and Learning Progression</p>	<p style="text-align: center;"><b>Task 1/Informational (5 days):</b></p> <p><b>Preparation for Task 1:</b></p> <p>Teacher selects informational text on a topic of his/her choice. It is <i>suggested</i> that topics be related to science and social studies standards such as weather, plants, citizenship, national symbols, etc. Preview text to determine vocabulary and text-dependent questions.</p> <p><b><u>Days 1-2 (Suggested Activities)</u></b></p> <p><b>READING:</b></p> <p>Teacher reads various informational texts that clearly portray a topic and key details. Teacher uses various instructional tools and strategies to highlight the topic</p>	<table border="1"> <tr> <td data-bbox="1371 841 1562 878">Bloom's</td> <td data-bbox="1562 841 2016 878">DOK</td> </tr> <tr> <td data-bbox="1371 878 1562 987">Recall/ Reproduction</td> <td data-bbox="1562 878 2016 987">1</td> </tr> <tr> <td colspan="2" data-bbox="1371 987 2016 1024" style="text-align: center;">Scoring Rubric</td> </tr> <tr> <td colspan="2" data-bbox="1371 1024 2016 1474"> <p><b>Task 1 Rubric:</b></p> <p>2 Student is able to use the given sentence frame to provide a topic/conclusion sentence or a detail sentence.</p> <p>1 Student provides the topic/conclusion or a detail but does not use a complete sentence.</p> <p>0 No response or off topic.</p> </td> </tr> </table>	Bloom's	DOK	Recall/ Reproduction	1	Scoring Rubric		<p><b>Task 1 Rubric:</b></p> <p>2 Student is able to use the given sentence frame to provide a topic/conclusion sentence or a detail sentence.</p> <p>1 Student provides the topic/conclusion or a detail but does not use a complete sentence.</p> <p>0 No response or off topic.</p>	
		Bloom's	DOK							
		Recall/ Reproduction	1							
Scoring Rubric										
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and key details from each text. Teacher models think-alouds to prepare students for orally stating the topic and key details, emphasizing transition words first/next (or whichever words your site has chosen to use).

**For example**, in a unit on Family Traditions, the teacher might say, *“Families have many traditions. First, some families eat tamales at Christmas time. Next, some families have a game night each week. Families have many traditions.”*

**For example**, in a unit on weather, the teacher might say, *“There are many types of weather. First, weather can be sunny. Next, weather can be cloudy. There are many types of weather.”*

**SPEAKING:** Teacher provides students opportunities to state the topic and key details from the text read using guided sentence frames such as:

The topic is \_\_\_\_\_.

A key detail about \_\_\_\_\_ is \_\_\_\_\_.

Students pair-share restating topics and key details to partners.

#### **Days 3-4 (Suggested Activities)**

#### **READING/SPEAKING:**

Teacher reads various informational texts on the selected topic that clearly portray a topic and key details. Teacher highlights the topic and key details for students. Teacher reviews transition words of first, next (or whichever words your site has chosen to use). Either individually, or in groups (suggested), students provide at least two details orally after being given the topic for the class. An **example** is provided below:

Citizenship:

Teacher (or student): Good citizens have many characteristics.

Student 1: First, good citizens follow the rules.

Student 2: Next, good citizens help others.

	<p>Teacher (or Student): Good citizens have many characteristics.</p> <p><b><u>Day 5 (Required Performance Task)</u></b></p> <p><i>“This week we have been reading informational text on the topic of _____ and identifying key details about our topic.”</i> (Teacher reviews the texts read and the details discussed throughout the week asking students to state the topic and several details). <i>“Now you are going to work in groups of 4 (or 5) to share the details about our topic with the class just like we have been doing for the last two days. When you get into your group, decide who will state the topic. Remember you can say, “We know many things about _____.” Decide who will give the details. Don’t forget to use our transition words of first and next. Decide who will give the conclusion. The conclusion can be the same as the topic sentence. You may pick any of the details that we have learned this week about our topic.”</i></p> <p>Students will have time to plan their oral paragraph and then present them to the class. Teacher will use the rubric to make observational notes.</p>	
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## Instructional Strategies

All Students	SWD	ELs	Enrichment					
<p>*Modeling *Scaffolding</p>	<p>In conjunction with reviewing the individualized education plan of the specific student in mind, you may also refer to the following website for more instruction strategies related to the specific disabilities in your class.</p> <p><a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p> <p><u>Strategies specific to this</u></p>	<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">Emerging</th> </tr> <tr> <td style="background-color: #e0ffff;">*Provide oral/written labels for the important people, places, things, and ideas.</td> </tr> <tr> <td style="background-color: #e0ffff;">*Provide yes or no questions</td> </tr> <tr> <td style="background-color: #ffccff;">*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.</td> </tr> <tr> <th style="text-align: center;">Expanding</th> </tr> </table>	Emerging	*Provide oral/written labels for the important people, places, things, and ideas.	*Provide yes or no questions	*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.	Expanding	<p>*Students use sentence frames and/or graphic organizer to write a 4-5 sentence paragraph.</p> <p>*Students present all 5 sentences on their own rather than in a group.</p>
Emerging								
*Provide oral/written labels for the important people, places, things, and ideas.								
*Provide yes or no questions								
*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.								
Expanding								

	<p><u>APT.</u> *Provide oral/written labels for the important person, place, thing or ideas.</p>	<p>*Cross Language ability pair-sharing (High with mid, mid with low) to identify important people, places, things, and ideas</p>	
		<p><b>Bridging</b></p>	
	<p>*Provide yes or no questions</p>	<p>*Provide the students with sentence frames.</p>	
	<p>*Cross ability pair-sharing to identify the important person, place, thing or idea.</p>	<p>*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.</p>	

## Authentic Performance Task 2

<b>Name:</b>	Using a graphic organizer with transition words.	<b>Suggested Length</b>	Days: 5 Mins/Day: 20-30
<b>Standards Addressed</b>	<b>Priority Standards</b>		
	<b>CCSS ELA</b>	<b>2012 ELD Standard(s)</b>	
	<p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>S.L.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>ELD.K.I.B.7</b> Evaluation how well writers and speakers use language to support ideas and opions with details or reasons depending on modality, text type, purpose, audience, topic, and content area. (RL.K.3-4,6;RI.K.2,6,8;L.K.4-6)</p> <p><b>ELD.K.I.C.9</b> Expressing information and ideas in formal oral presentations on academic topics. (SL.K.4, SL.K.5)</p> <p><b>ELD.K.II.A.1</b> Understanding text structure (SL.K.4, W.K.3,RL.K.5, RI.K.5)</p> <p><b>ELD.K.II.A.2</b> Understanding cohesion (SL.K.4, W.K.3, RL.K.5, RI.K.5)</p> <p><b>ELD.K.II.C.6</b> Connecting ideas (SL.K.4, W.K.3, SL.K.5, W.K.2)</p>	

<b>Supporting Standards</b>	
<b>CCSS ELA</b>	<b>2012 ELD Standards</b>
<b>R.L.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>ELD.K.I.B.5</b> Listening actively to spoken English in a range of social and academic contexts. <b>(SL.K.3)</b>
<b>R.L.K.2</b> With prompting and support, retell familiar stories, including key details.	<b>ELD.K.I.B.8</b> Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area. <b>(RL.K.5)</b>
<b>R.L.K.4</b> Ask and answer questions about unknown words in a text.	
<b>R.L.K.5</b> Recognize common types of texts (e.g., storybooks, poems).	
<b>R.L.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
<b>R.L.K.7</b> 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).	
<b>R.L.K.10</b> Actively engage in group reading/prior knowledge/use illustrations to make predictions.	
<b>R.L.K.1</b> With prompting and support, ask and answer questions about key details in a text.	
<b>R.I.K.2</b> With prompting and support, retell familiar stories, including key details.	
<b>R.I.K.4</b> Ask and answer questions about unknown words in a text.	
<b>R.I.K.5</b> Identify the front cover, back cover, and title page of a book	
<b>R.I.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
<b>R.I.K.7</b> 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).	
<b>R.K.10</b> Actively engage in group reading/prior knowledge/use illustrations to make predictions.	
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners; follow agreed upon rules; continue conversation through multiple exchanges.	
<b>SL.K.2</b> Confirm understanding of text read aloud or information presented orally/other	



media by asking and answering questions about key details. a. understand and follow one and two step oral directions.

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

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

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

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

**L.K.1c** Form regular plural nouns orally by adding /s/ or /es/

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

**L.K.1e** Use the most frequently occurring prepositions.

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

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

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

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

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

**L.K.4a** Identify new meanings for familiar words and apply them accurately.

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

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

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

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

## Task 2/Informational (5 days):

### Preparation for Task 2:

Teacher selects informational text on a topic of his/her choice. It can be the same topic as Task 1 or a different topic within your selected theme/concept. It is *suggested* that topics be related to science and social studies standards such as weather, plants, citizenship, national symbols, etc. Preview text to determine vocabulary and text-dependent questions.

#### Days 1-2 (Suggested Teacher Modeling)

##### READING:

Teacher reads various informational texts that clearly portray a topic and key details. **Teacher utilizes a topic/key details graphic organizer (samples are provided in the Unit 3 Resources folder) to record information.** Teacher models think-alouds to prepare students for stating the topic and key details both orally and in written/picture form, emphasizing transition words first/next/last (or whichever words your site has chosen to use). See examples from Task 1 for suggestions. Teacher determines whether to use 2 or 3 details.

##### WRITING:

After/during reading of each text (or portion of text), teacher models recording the topic and key details on a graphic organizer (see samples in Unit 3 Resource folder). *Sites implementing Step Up to Writing should color-code graphic organizer with Green for the Topic and Yellow for the Details to keep consistency across grade levels.*

##### SPEAKING:

After completion of graphic organizer, teacher “talks through” a paragraph by turning the notes into complete sentences. *An example for 3 details is provided below.*

Bloom's

DOK

Understand

1

#### Scoring Rubric

**Rubric Task 2:** (Artwork is not being evaluated. Be sure to ask students to dictate what their drawings consist of if they are unclear).

#### Task 2 Rubric:

4 Student correctly identifies the topic and gives 2 or more details from the selection using pictures or words. Student is able to orally express their topic and details using complete sentences.




3 Student correctly identifies the topic and gives one detail from the selection using pictures or words. Student is able to orally express their topic and details but it may not be in complete sentences.

2 Student correctly identifies the topic OR a detail from the selection. Student may or may not be able to orally express their topic OR detail.

1 Student incorrectly identifies the topic AND details from the selection and is unable to orally express either the topic or a detail from the selection.

0 No response/no work

**Topic: Community Helpers**

First, Firefighters 	Next, nurses 	Last, crossing guards 
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(provide pictures along with text since standard is that students will use words, pictures, or dictation to compose text).

*Teacher Talk:* There are many kinds of community helpers. First, firefighters are community helpers. Next, nurses are community helpers. Last, crossing guards are community helpers. There are many kinds of community helpers.

**Days 3-4 (suggested collaborative work):****READING:**

Teacher reads an informational text that clearly portrays a topic and key details. It is suggested to use the same topic from Days 1-2. **Teacher asks, “What is the topic of *this text*?”** Teacher utilizes various instructional strategies to orally elicit details from the selected text. Teacher uses prompting and support to lead students to key details from text.

**WRITING:**

Students work collaboratively (partners or small groups) to complete a topic/key detail graphic organizer of the selected text for Day 4. Teacher says, “*We have been reading informational text on our topic of \_\_\_\_\_ this week and recording our topic and details on a graphic organizer. Today, you are going to work in small groups to complete a graphic organizer about the text we just read. Think about the topic of our text today and the details that we just shared in class to make your chart. You may use pictures or words to complete your chart.*”

**SPEAKING:**

After completion of graphic organizer, call on groups to share their charts with the class using process from task 1 on oral paragraphs. Remind them to state their topic, give their details using transition words, and state their conclusion.

**Day 5 (Required Performance Task):****READING:**

Teacher rereads one of the texts from the week on the topic of choice. **Teacher reminds students to think about the topic and details as he/she reads.**

**WRITING:**

Students independently complete a topic/key detail graphic organizer based on the selected text for Day 5. Teacher reviews the work that the groups did during days 3 and 4 and states, "You are now going to complete a topic/graphic organizer by yourself. Remember to think about the topic of the text we just read and the details that the author told us. You may use pictures or words to complete your chart."

Teacher models where to place the topic and then students draw/write topic independently (teacher does not assist with this task but merely ensures students know where to record their topic). Teacher models where to place details and students independently record details. If pictures are unclear ask students to dictate what they are drawing and record their responses on their chart.

**SPEAKING:**

As students complete the task, teacher asks individual students to orally share their organizers reminding them to state their topic, details, and conclusion and use transition words. (This may take more than one day to evaluate.)

**Rubric Task 2:**

(Artwork is not being evaluated. Be sure to ask students to dictate what their drawings consist of if they are unclear).

Instructional Strategies			
All Students	SWD	ELs	Enrichment
*Modeling *Scaffolding	In conjunction with reviewing the individualized education plan of the specific student in mind, you may also refer to the following website for more instruction strategies related to the specific disabilities in your class.  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a>  <u>Strategies specific to this APT.</u> *Provide oral/written labels for the important person, place, thing or ideas.  *Provide yes or no questions  *Cross ability pair-sharing to identify the important person, place, thing or idea.	<b>Emerging</b>	*Students use graphic organizer to write a paragraph on the topic.
		*Provide oral/written labels for the important people, places, things, and ideas.	
		*Provide yes or no questions	
		*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.	
		<b>Expanding</b>	
		*Cross Language ability pair-sharing (High with mid, mid with low) to identify important people, places, things, and ideas	
		<b>Bridging</b>	
		*Provide the students with sentence frames.	
		*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.	

### Authentic Performance Task 3

Name:	Using a graphic organizer and sequencing a story.	Suggested Length	Days: 5 days Mins/Day: 20-30 minutes per day
Standards Addressed	<b>Priority Standards</b>		
	<b>CCSS ELA</b>	<b>2012 ELD Standards</b>	

<p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>S.L.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>ELD.K.I.B.6</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. (RI.K.1, RI.K.3, RI.K.5, RI.K.6, RI.K.7, RL.K.1, RL.K.2, RL.K.3, RL.K.6, RL.K.7, SL.K.3)</p> <p><b>ELD.K.I.B.7</b> Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area. (RL.K.3, RL.K.6, RI.K.6)</p> <p><b>ELD.K.I.C.9</b> Expressing information and ideas in formal oral presentations on academic topics. (SL.K.4, SL.K.5)</p> <p><b>ELD.K.II.A.1</b> Understanding text structure (SL.K.4, W.K.3, RL.K.5, RI.K.5)</p> <p><b>ELD.K.II.A.2</b> Understanding cohesion (SL.K.4, W.K.3, RL.K.5, RI.K.5)</p> <p><b>ELD.K.II.C.6</b> Connecting ideas (SL.K.4, W.K.3, SL.K.5, W.K.2)</p>
<p style="text-align: center;"><b>Supporting Standards</b></p>	
<p style="text-align: center;"><b>CCSS ELA</b></p>	<p style="text-align: center;"><b>2012 ELD Standards</b></p>
<p><b>R.L.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>R.L.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>R.L.K.4</b> Ask and answer questions about unknown words in a text.</p> <p><b>R.L.K.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>R.L.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>R.L.K.7</b> 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><b>R.L.K.10</b> Actively engage in group reading/prior knowledge/use illustrations to make predictions.</p> <p><b>R.L.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>R.I.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>R.I.K.4</b> Ask and answer questions about unknown words in a text.</p>	<p><b>ELD.K.I.B.5</b> Listening actively to spoken English in a range of social and academic contexts. (SL.K.3)</p> <p><b>ELD.K.I.B.8</b> Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area. (RL.K.5)</p>

**R.I.K.5** Identify the front cover, back cover, and title page of a book

**R.I.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.

**R.I.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).

**R.K.10** Actively engage in group reading/prior knowledge/use illustrations to make predictions.

**SL.K.1** Participate in collaborative conversations with diverse partners; follow agreed upon rules; continue conversation through multiple exchanges.

**SL.K.2** Confirm understanding of text read aloud or information presented orally/other media by asking and answering questions about key details. a. understand and follow one and two step oral directions.

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

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

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

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

**L.K.1c** Form regular plural nouns orally by adding /s/ or /es/

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

**L.K.1e** Use the most frequently occurring prepositions.

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

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

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

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

	<p><b>L.K.2d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>L.K.4a</b> Identify new meanings for familiar words and apply them accurately.</p> <p><b>L.K.5b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p> <p><b>L.K.5c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>L.K.5d</b> 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> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
Teaching and Learning Progression	<h2 style="text-align: center;">Task 3/Literature (5 days)</h2> <p><b>Days 1-3 (suggested teacher modeling)</b></p> <p><b>READING:</b></p> <p>Teacher reads literature selection from the chosen topic/theme/concept of Unit 3. Teacher identifies similarities and differences between informational text and literature selections on the same topic. <b>For example, for the family traditions topic listed in Task 1,</b> teachers may say, <i>“Last week we read informational text about family traditions. Informational text gives us key details that are true or factual about our topic. This week, we are going to read literature or fiction selections about families and their traditions. The stories we will read are about traditions that families have, but they are made up stories about something that happens to them. Instead of looking for the topic and key details, we are going to be identifying what happens in the beginning of our story, the middle of our story, and the end of our story.”</i></p>	Bloom’s	DOK
		Skill/Concept	2
		Scoring Rubric	
<p><b>Task 3 Rubric:</b></p> <p>4 Student provides words or pictures to correctly retell what happens in the beginning, middle, and end of a story and is able to orally express this using complete sentences.</p> <p>3 Student provides words or pictures to correctly retell what happens in the beginning, middle, and end of a story but may not express this using complete sentences.</p> <p>2 Student provides words or pictures that correctly retell what happens in 1 or 2 sections of the story but</p>			






**WRITING:**

During reading, teacher asks text-dependent questions to elicit what happens at the beginning, middle, and end of the story and records on a B-M-E graphic organizer (See Unit 3 Resources for suggested organizers).

**Example for Family Traditions:**

**Story: Feast for 10 (HM). Tradition of shopping and cooking together as a family.**

BEGINNING	MIDDLE	
<p>The family goes to the grocery store and buys food.</p> 	<p>The family unloads the food into the house.</p> 	<p>The family cooks dinner at the table.</p> 

**SPEAKING:**

Teacher provides “talk throughs” of the graphic organizer using sequencing words such as “in the beginning...in the middle...in the end...”

**Day 4 (suggested collaborative work)**

**READING:**

Teacher reads a new literature selection from the chosen topic/theme/concept of Unit 3. Throughout reading, teacher asks, “*What is happening in the beginning of our story? What is happening in the middle of our story? What happened at the end of our story?*”

**WRITING:**

Students work in small groups or partners to complete a B-M-E graphic organizer on the story read for Day 4 using pictures or words to depict the events of the

not all three. He/she may or may not retell using complete sentences.

1 Student does not correctly identify what happens in the beginning, middle, or end of the story and is unable to retell the story orally.

0 No response

	<p>story.</p> <p><b>SPEAKING:</b></p> <p>Groups share their graphic organizers. Teacher prompts students to use sequencing words “in the beginning...in the middle...in the end...”</p> <p><b>Day 5 (required performance task)</b></p> <p><b>READING:</b></p> <p>Teacher REREADS one of the literature selections from the week.</p> <p><b>WRITING:</b></p> <p>Students independently complete a B-M-E graphic organizer about the story using pictures or words. Teacher shows students where to record events from the beginning of the story and then students complete. Repeat for last two sections of graphic organizer.</p> <p><b>SPEAKING:</b></p> <p>Teacher asks individual students to share their organizers (this may take more than one day to complete).</p>	
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Instructional Strategies			
All Students	SWD	ELs	Enrichment
<p>*Modeling</p> <p>*Scaffolding</p>	<p>In conjunction with reviewing the individualized education plan of the specific student in mind, you may also refer to the following website for more instruction strategies related to the specific disabilities in your class.</p> <p><a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p style="text-align: center;"><b>Emerging</b></p> <p>*Provide oral/written labels for the important people, places, things, and ideas.</p> <p>*Provide yes or no questions</p> <p>*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.</p> <p style="text-align: center;"><b>Expanding</b></p>	<p>*Students sort pictures from a story in sequential order (beginning-middle-end).</p>

	<p><u>Strategies specific to this APT.</u></p> <p>*Provide oral/written labels for the important person, place, thing or ideas.</p> <p>*Provide yes or no questions</p> <p>*Cross ability pair-sharing to identify the important person, place, thing or idea.</p>	<p>*Cross Language ability pair-sharing (High with mid, mid with low) to identify important people, places, things, and ideas</p> <hr/> <p style="text-align: center;"><b>Bridging</b></p> <hr/> <p>*Provide the students with sentence frames.</p> <p>*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.</p>	
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## Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Suggested length: 2 weeks

Explain the following to your students:

*“We are going to be authors. As a class, we will write our own class story by developing a character, a setting, and major events that will happen. After we write our class story, you will then write a story all on your own. Like an author, we will use our knowledge of stories to write a narrative story. It is important for us to write about a single event and tell about the event in the order in which it occurred and to provide a reaction to the event. After you have written your story, you will get a chance to share your story with the class.”*

### Week 1

The teacher will model the steps to writing a story. This story will be a story the class generates together.

#### Day1:

As a class, decide the character in the story they are going write about. For example your character could be a person, a bug, a bear, or any animal they would like it to be. Then draw the character on chart paper for everyone to see. Make sure the students are providing details when you are drawing the character. After the character drawn, have the class decide a name for their character.

#### Day 2 and 3:

As a class, fill out a flow map on what will happen at the beginning, middle, and the end of the story. As they decide what will happen in the story, draw the pictures and write a sentence in the flow map. Have the students give as much detail as possible.

**Day 4:**

Together as a class the teacher will write the story on chart paper for everyone to see. The teacher writes as the students dictate the class story.

**Day 5:**

As a class, decide what the illustrations are going to be for the story. The teacher draws what the students dictate.

As a class, share your class stories with other classes at your school.

**Week 2:****Day 1:**

Tell the students that today will they are going to start writing their own story. Give the students a piece of paper for them to draw their character they want in their story. Remind them to add details and a name to their character. They can choose any person, animal, or insect.

**Day 2 and 3:**

In a graphic organizer, have the students draw what will happen in the beginning, middle and end of their story. Remind the students that there needs to be a problem in a story and a solution.

**Day 4 and 5:**

Students share out their stories to the class.

**Rubric for Engaging Scenario:**

4- Student provides words or pictures to tell what happens in the beginning, middle, and end of their story and is able to orally express this using complete sentences.

3- Student provides words or pictures to tell what happens in the beginning, middle, and end of their story but may not express this using complete sentences.

2- Student provides words or pictures to tell what happens in 1 or 2 sections of the story but not all three. He/she may or may not use complete

sentences.

1- Student cannot correctly provide what happens in the beginning, middle, or end of their story and is unable to tell the story orally.

0 No response

## Instructional Strategies

All Students	SWD	ELs	Enrichment
<p>*Modeling *Scaffolding</p>	<p>In conjunction with reviewing the individualized education plan of the specific student in mind, you may also refer to the following website for more instruction strategies related to the specific disabilities in your class.</p> <p><a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p> <p><u>Strategies specific to this APT.</u></p> <p>*Provide oral/written labels for the important person, place, thing or ideas.</p> <p>*Provide yes or no questions</p> <p>*Cross ability pair-sharing to identify the important person, place, thing or idea.</p>	<p style="text-align: center;"><b>Emerging</b></p> <p>*Provide oral/written labels for the important people, places, things, and ideas.</p> <p>*Provide yes or no questions</p> <p>*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.</p> <p style="text-align: center;"><b>Expanding</b></p> <p>*Cross Language ability pair-sharing (High with mid, mid with low) to identify important people, places, things, and ideas</p> <p style="text-align: center;"><b>Bridging</b></p> <p>*Provide the students with sentence frames.</p> <p>*Cross Language ability pair-sharing (High with mid, mid with low) to identify the character/setting picture cards.</p>	<p>*Students compose their story using their graphic organizer.</p> <p>*Students perform their stories.</p>

## FOUNDATIONAL SKILLS

	<b>Letter of the Week</b>	<b>Print Concepts</b>	<b>Phonological Awareness</b>	<b>Phonics and Word Recognition</b>	<b>Fluency</b>
			SEE DOCUMENT <i>KINDERGARTEN FOUNDATIONAL SKILLS SUGGESTED ACTIVITIES FOR RHYMING, BLENDING AND SEGMENTING ONSET AND RIME, INITIAL PHONEMES, ADDING AND SUBSTITUTE SOUNDS &amp; BLENDING PHONEMES ON THE COMMON CORE WEBSITE UNDER FOUNDATIONAL SKILLS FOR SUGGESTIONS FOR INSTRUCTION IN THIS AREA.</i>	SEE DOCUMENT <i>KINDERGARTEN FOUNDATIONAL SKILLS SUGGESTED ACTIVITIES FOR - _____ ON THE COMMON CORE WEBSITE UNDER FOUNDATIONAL SKILLS FOR SUGGESTIONS FOR INSTRUCTION IN THIS AREA.</i>	
Week 12 Nov 2-6	<b>li</b>	<p><b>Tracking-</b> RF.K.1.a</p> <p><b>Words are made up of letters-</b> RF.K.1.b</p> <p><b>Words are separated by spaces in print-</b> RF.K.1.c</p> <p><b>Upper- and Lowercase Letter Recognition-</b> RF.K.1.d</p>	<p><b>Rhyming –</b> RF.K.2.a</p> <p>Recognize and Produce Rhyming Words</p> <hr/> <p><b>Beg. Sounds-</b> RF.K.2.d</p> <hr/> <p><b>Blending Phonemes-</b> RF.K.2.f</p> <p>Blend two to three phonemes into recognizable words.</p> <hr/> <p><b>Word Families-</b> RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p> <p style="text-align: center;"><b>-at</b></p>	<p><b>Letter of the Week-</b> RF.K.3.a One-to-one letter/sound correspondence (primary sounds and most frequent sounds)</p> <hr/> <p><b>Vowel Sounds-</b> RF.K.3.b Associate Long and Short vowel sounds with common spellings</p> <hr/> <p><b>High Frequency Words-</b> RF.K.3.c</p> <p style="text-align: center;"><b>a, to</b></p> <hr/> <p><b>Word Families-</b>RF.K.2.c,e,f (oral), RF.K.3.d.</p>	<p>Reading Fluency- RF.K.4.</p> <p>Read emergent reader texts with purpose and understanding.</p>

				<b>-at</b>	
<p>Week 13</p> <p>Nov 9-13</p>	<b>Nn</b>	<p><b>Tracking-</b></p> <p>RF.K.1.a</p> <p><b>Words are made up of letters-</b></p> <p>RF.K.1.b</p> <p><b>Words are separated by spaces in print-</b></p> <p>RF.K.1.c</p> <p><b>Upper- and Lowercase Letter Recognition-</b></p> <p>RF.K.1.d</p>	<p><b>Rhyming –</b></p> <p>RF.K.2.a</p> <p>Recognize and Produce Rhyming Words</p> <hr/> <p><b>Beg. Sounds-</b></p> <p>RF.K.2.d</p> <hr/> <p><b>Blending Phonemes-</b></p> <p>RF.K.2.f</p> <p>Blend two to three phonemes into recognizable words.</p> <hr/> <p><b>Word Families-</b></p> <p>RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p> <p style="text-align: center;"><b>-an</b></p>	<p><b>Letter of the Week-</b></p> <p>RF.K.3.a</p> <p>One-to-one letter/sound correspondence (primary sounds and most frequent sounds)</p> <hr/> <p><b>Vowel Sounds-</b></p> <p>RF.K.3.b</p> <p>Associate Long and Short vowel sounds with common spellings</p> <hr/> <p><b>High Frequency Words-</b></p> <p>RF.K.3.c</p> <p style="text-align: center;"><b>do, does</b></p> <hr/> <p><b>Word Families-</b></p> <p>RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p> <p style="text-align: center;"><b>-an</b></p>	<p>Reading Fluency-</p> <p>RF.K.4.</p> <p>Read emergent reader texts with purpose and understanding.</p>
<p>Week 14</p> <p>Nov 16-20</p>	<b>Hh</b>	<p><b>Tracking-</b></p> <p>RF.K.1.a</p> <p><b>Words are made up of letters-</b></p>	<p><b>Rhyming –</b></p> <p>RF.K.2.a</p> <p>Recognize and Produce Rhyming Words</p> <hr/>	<p><b>Letter of the Week-</b></p> <p>RF.K.3.a</p> <p>One-to-one letter/sound correspondence (primary sounds and most frequent sounds)</p> <hr/>	<p>Reading Fluency-</p> <p>RF.K.4.</p> <p>Read emergent reader</p>

		<p>RF.K.1.b</p> <p><b>Words are separated by spaces in print-</b></p> <p>RF.K.1.c</p> <p><b>Upper- and Lowercase Letter Recognition-</b></p> <p>RF.K.1.d</p>	<p><b>Beg. Sounds-</b> RF.K.2.d</p> <hr/> <p><b>Blending Phonemes-</b></p> <p>RF.K.2.f</p> <p>Blend two to three phonemes into recognizable words.</p> <hr/> <p><b>Word Families-</b></p> <p>RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p> <p style="text-align: center;"><b>-an</b></p>	<p><b>Vowel Sounds-</b> RF.K.3.b</p> <p>Associate Long and Short vowel sounds with common spellings</p> <hr/> <p><b>High Frequency Words-</b> RF.K.3.c</p> <p style="text-align: center;"><b>Me, review all HFW to date</b></p> <hr/> <p><b>Word Families-</b></p> <p>RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p> <p style="text-align: center;"><b>-an</b></p>	<p>texts with purpose and understanding.</p>
<p>Week 15</p> <p>Nov 30-Dec 4</p>	<p style="text-align: center;"><b>Vv</b></p>	<p><b>Tracking-</b></p> <p>RF.K.1.a</p> <p><b>Words are made up of letters-</b></p> <p>RF.K.1.b</p> <p><b>Words are separated by spaces in print-</b></p> <p>RF.K.1.c</p> <p><b>Upper- and Lowercase</b></p>	<p><b>Rhyming –</b></p> <p>RF.K.2.a</p> <p>Recognize and Produce Rhyming Words</p> <hr/> <p><b>Beg. Sounds-</b> RF.K.2.d</p> <hr/> <p><b>Blending Phonemes-</b></p> <p>RF.K.2.f</p> <p>Blend two to three phonemes into</p>	<p><b>Letter of the Week-</b> RF.K.3.a</p> <p>One-to-one letter/sound correspondence (primary sounds and most frequent sounds)</p> <hr/> <p><b>Vowel Sounds-</b> RF.K.3.b</p> <p>Associate Long and Short vowel sounds with common spellings</p>	<p>Reading Fluency- RF.K.4.</p> <p>Read emergent reader texts with purpose and understanding.</p>



		<p><b>Letter Recognition-</b> RF.K.1.d</p>	<p>recognizable words.</p> <hr/> <p><b>Word Families-</b> RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p> <p style="text-align: center;"><b>-it</b></p>	<p><b>High Frequency Words-</b> RF.K.3.c</p> <p style="text-align: center;"><b>and, go</b></p> <hr/> <p><b>Word Families-</b> RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p> <p style="text-align: center;"><b>-it</b></p>	
<p>Week 16 Dec 7-11</p>	<p><b>Oo</b></p>	<p><b>Tracking-</b> RF.K.1.a</p> <p><b>Words are made up of letters-</b> RF.K.1.b</p> <p><b>Words are separated by spaces in print-</b> RF.K.1.c</p> <p><b>Upper- and Lowercase Letter Recognition-</b> RF.K.1.d</p>	<p><b>Rhyming –</b> RF.K.2.a</p> <p>Recognize and Produce Rhyming Words</p> <hr/> <p><b>Beg. Sounds-</b> RF.K.2.d</p> <hr/> <p><b>Blending Phonemes-</b> RF.K.2.f</p> <p>Blend two to three phonemes into recognizable words.</p> <hr/> <p><b>Word Families-</b> RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p>	<p><b>Letter of the Week-</b> RF.K.3.a One-to-one letter/sound correspondence (primary sounds and most frequent sounds)</p> <hr/> <p><b>Vowel Sounds-</b> RF.K.3.b Associate Long and Short vowel sounds with common spellings</p> <hr/> <p><b>High Frequency Words-</b> RF.K.3.c</p> <p style="text-align: center;"><b>in, on</b></p> <hr/> <p><b>Word Families-</b> RF.K.2.c,e,f (oral), RF.K.3.d.</p>	<p>Reading Fluency- RF.K.4.</p> <p>Read emergent reader texts with purpose and understanding.</p>

			<p><b>-it</b></p>	<p>(written)</p> <p><b>-it</b></p>	
<p>Week 17 Dec 14-17</p> <p><i>This is an assessment buffer for UPO 3, however, instruction in foundational skills continue.</i></p>	<p><b>Cc</b></p>	<p><b>Tracking-</b> RF.K.1.a</p> <p><b>Words are made up of letters-</b> RF.K.1.b</p> <p><b>Words are separated by spaces in print-</b> RF.K.1.c</p> <p><b>Upper- and Lowercase Letter Recognition-</b> RF.K.1.d</p>	<p><b>Rhyming –</b> RF.K.2.a</p> <p>Recognize and Produce Rhyming Words</p> <hr/> <p><b>Beg. Sounds-</b> RF.K.2.d</p> <hr/> <p><b>Blending Phonemes-</b> RF.K.2.f</p> <p>Blend two to three phonemes into recognizable words.</p> <hr/> <p><b>Word Families-</b> RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p> <p style="text-align: center;"><b>-ot</b></p>	<p><b>Letter of the Week-</b> RF.K.3.a One-to-one letter/sound correspondence (primary sounds and most frequent sounds)</p> <hr/> <p><b>Vowel Sounds-</b> RF.K.3.b Associate Long and Short vowel sounds with common spellings</p> <hr/> <p><b>High Frequency Words-</b> RF.K.3.c</p> <p style="text-align: center;"><b>if, review all HFW to date</b></p> <hr/> <p><b>Word Families-</b> RF.K.2.c,e,f (oral), RF.K.3.d. (written)</p> <p style="text-align: center;"><b>-ot</b></p>	<p>Reading Fluency- RF.K.4.</p> <p>Read emergent reader texts with purpose and understanding.</p>