

Unit Title: Reading Our World

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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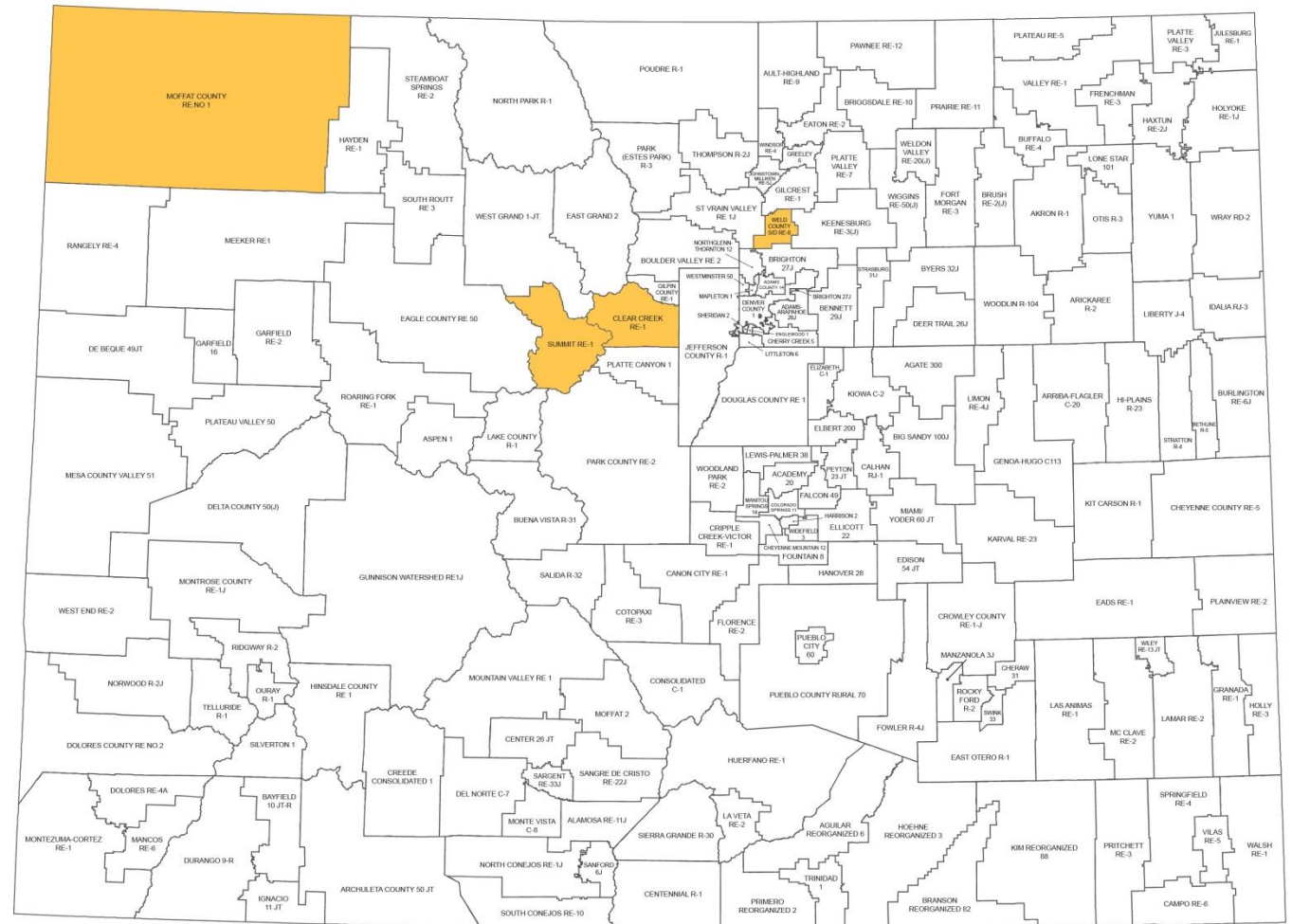
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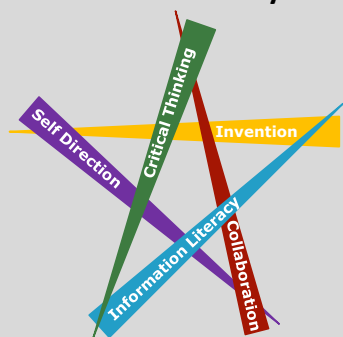


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Reading, Writing, and Communicating	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. Oral communication skills are built within a language-rich environment	RWC10-GR.k-S.1-GLE.1	
	2. Communication relies on effective verbal and nonverbal skills	RWC10-GR.k-S.1-GLE.2	
	3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness	RWC10-GR.k-S.1-GLE.3	
2. Reading for All Purposes	1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading	RWC10-GR.k-S.2-GLE.1	
	2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading	RWC10-GR.k-S.2-GLE.2	
	3. Decoding words in print requires alphabet recognition and knowledge of letter sounds	RWC10-GR.k-S.2-GLE.3	
3. Writing and Composition	1. Text types and purposes, labels, and familiar words are used to communicate information and ideas	RWC10-GR.k-S.3-GLE.1	
	2. Appropriate mechanics and conventions are used to create simple texts	RWC10-GR.k-S.3-GLE.2	
4. Research and Reasoning	1. A variety of locations must be explored to find information that answers questions of interest	RWC10-GR.k-S.4-GLE.1	
	2. Identify purpose, information and question an issue	RWC10-GR.k-S.4-GLE.2	
	3. Quality of thinking depends on the quality of questions	RWC10-GR.k-S.4-GLE.3	

Colorado 21st Century Skills



- Critical Thinking and Reasoning:**
Thinking Deeply, Thinking Differently
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*

Common Core Reading Foundational Standards

Print Concepts: [CCSS.RF.K.1](#) Demonstrate understanding of the organization and basic features of print.

- [CCSS.RF.K.1a](#) Follow words from left to right, top to bottom, and page by page.
- [CCSS.RF.K.1b](#) Recognize that spoken words are represented in written language by specific sequences of letters.
- [CCSS.RF.K.1c](#) Understand that words are separated by spaces in print.
- [CCSS.RF.K.1d](#) Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness: [CCSS.RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- [CCSS.RF.K.2a](#) Recognize and produce rhyming words.
- [CCSS.RF.K.2b](#) Count, pronounce, blend, and segment syllables in spoken words.
- [CCSS.RF.K.2c](#) Blend and segment onsets and rimes of single-syllable spoken words.
- [CCSS.RF.K.2d](#) 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/.)
- [CCSS.RF.K.2e](#) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition: [CCSS.RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- [CCSS.RF.K.3a](#) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- [CCSS.RF.K.3b](#) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- [CCSS.RF.K.3c](#) Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- [CCSS.RF.K.3d](#) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency: [CCSS.RF.K.4](#) Read emergent-reader texts with purpose and understanding.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Reading Our World	6-8 weeks	2

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Unit Title	Reading Our World		Length of Unit	6-8 weeks
Focusing Lens(es)	Function/purpose	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.k-S.1-GLE.1 RWC10-GR.k-S.1-GLE.2 RWC10-GR.k-S.1-GLE.3 RWC10-GR.k-S.2-GLE.1 RWC10-GR.k-S.2-GLE.2 RWC10-GR.k-S.2-GLE.3	RWC10-GR.k-S.3-GLE.1 RWC10-GR.k-S.3-GLE.2 RWC10-GR.k-S.4-GLE.1 RWC10-GR.k-S.4-GLE.2 RWC10-GR.k-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Explain why informational text is not read like a literary text. (RWC10-GR.k-S.2-GLE.2-IQ.2) If the author visited today, what would you ask? (RWC10-GR.k-S.2-GLE.2-EO.b.iii) The pictures in this text suggest the story is about _____. (RWC10-GR.k-S.2-GLE.2-EO.c.i) 			
Unit Strands	Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	innovation, structure, function, design, complexity, balance, facts, compare and contrast, verification	phonics, fluency, phonological awareness, vocabulary, comprehension	phonics, fluency, phonological awareness, vocabulary, comprehension, spelling	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Word decoding requires alphabet recognition and knowledge of letter sounds. (RWC10-GR.k -S.2-GLE.3)*	Do letters have only one sound? Give examples. (RWC10-GR.k -S.2-GLE.3-EO.b, d)	Why do we need to be able to decode words?
Solid phonological awareness skills allow students to begin learning to read. (RWC10-GR.k -S.1-GLE.3)*	What does it mean to segment a word? (RWC10-GR.k -S.1-GLE.3-EO.e-g) What does it mean to blend a word? (RWC10-GR.k -S.1-GLE.3-EO.d)	How is phonological awareness used when we read? (RWC10-GR.k -S.1-GLE.3; S.2-GLE.3-EO.b)
Concept of word predicts later reading success. (RWC10-GR.k -S.2-GLE.3)*	What is Concept of Word? Why are the sounds and letters in words important? (RWC10-GR.k -S.2-GLE.3-N.1)	How does accurate finger-pointing help K students as they learn to read?
The design of informational texts may increase a text's complexity, which facilitates the development of knowledgeable human beings. (RWC10-GR.k-S.2-GLE.2)	What differences do you see in the structure of informational texts?	What makes reading informational texts more complex? How do you know informational text is true? (RWC10-GR.k-S.4-GLE.2) and (RWC10-GR.k-S.4-GLE.3)

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Informational texts present unique forms of text structures and functions. (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.2-GLE.2)	What are some key differences between informational and literary texts?	Why is it important to teach students about the differences between reading narrative and informational text(s)? (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.2-GLE.2) How do authors get content to write informational text? (RWC10-GR.k-S.4-GLE.2) and (RWC10-GR.k-S.4-GLE.3)
Informational texts provide insight into the world and its people. (RWC10-GR.k-S.2-GLE.2-EO.a.iii)	Who are some informational-text authors and their subjects?	Why do people write about different topics? (RWC10-GR.k-S.4-GLE.3) How do informational texts teach us about the world?
Informational texts provide evidence for comparing and contrasting representations of an idea (RWC10-GR.k-S.2-GLE.2-EO.c.iii) and (RWC10-GR.k-S.4-GLE.1)	What features are typical of informational texts?	How do you know the difference between informational and other forms of text? (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.4-GLE.3)
Authors organize information to support main ideas (RWC10-GR.k-S.2-GLE.2)	What is an example of an organizational structure author’s use to support main ideas?	How do you identify the main idea of a text?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The organization and basic features of print. (RWC10-GR.k-S.2-GLE.3-EO.a) CCSS: RF.K.1 • Grade-level phonics and word analysis skills in decoding words. (RWC10-GR.k-S.2-GLE.3-EO.d) CCSS: RF.K.3 • Knowledge of sounds and letters. (RWC10-GR.k-S.1-GLE.3) and (RWC10-GR.k-S.2-GLE.3) and (RWC10-GR.k-S.3-GLE.2) • The purpose of an informational text (RWC10-GR.k-S.2-GLE.2) • The text features found specifically in informational text (RWC10-GR.k-S.2-GLE.2) • The process and importance of forming questions (RWC10-GR.k-S.2-GLE.2-EO.b.i) • The process and importance of comparing similarities and differences in texts about the same topic (RWC10-GR.k-S.2-GLE.2-EO.C.iii) and (RWC10-GR.k-S.4-GLE.1) 	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print. CCSS: RF.K.1 (RWC10-GR.k-S.2-GLE.3-EO.a) • Follow words from left to right, top to bottom, and page by page. CCSS: RF.K.1a (RWC10-GR.k-S.2-GLE.3-EO.a.i) • Recognize that spoken words are represented in written language by specific sequences of letters. CCSS: RF.K.1b (RWC10-GR.k-S.2-GLE.3-EO.a.ii) • Explain that words are separated by spaces in print. CCSS: RF.K.1c (RWC10-GR.k-S.2-GLE.3-EO.a.iii) • Build vocabulary through use of new words in communicating with others. (RWC10-GR.k-S.1-GLE.1) and (RWC10-GR.k-S.1-GLE.2) • Recognize and name all upper- and lowercase letters of the alphabet. CCSS: RF.K.1d (RWC10-GR.k-S.2-GLE.3-EO.a.iv) • Count, pronounce, blend, and segment syllables in spoken words. CCSS: RF.K.2b (RWC10-GR.k-S.2-GLE.3-EO.b.ii) • Blend and segment onsets and rimes of single-syllable spoken words. CCSS: RF.K.2c (RWC10-GR.k-S.2-GLE.3-EO.b.iii) • Demonstrate basic knowledge of letter-sound correspondences by producing the primary

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	<p>or most frequent sound for each consonant. CCSS: RF.K.3a (RWC10-GR.k -S.2-GLE.3-EO.d.i)</p> <ul style="list-style-type: none"> • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. CCSS: RF.K.3b (RWC10-GR.k -S.2-GLE.3-EO.d.ii) • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). CCSS: RF.K.3c (RWC10-GR.k -S.2-GLE.3-EO.d.iii) • Read emergent-reader texts with purpose and understanding. CCSS: RF.K.4 (RWC10-GR.k -S.2-GLE.3-EO.e) • Actively engage in group reading activities with purpose and understanding. (RWC10-GR.k-S.2-GLE.1-EO.d) and (RWC10-GR.k-S.2-GLE.2-EO.d) • Write expository texts about topics in which students are knowledgeable. (RWC10-GR.k-S.3-GLE.1-EO.b) and (RWC10-GR.k-S.3-GLE.2) • Explain why informational text is not read like literary text (RWC10-GR.k-S.2-GLE.2-IQ.2) • Demonstrate comprehension of informational texts (RWC10-GR.k-S.2-GLE.2-EO.a-f) • Identify frequently occurring verbs and adjectives by relating them to their opposites. (RWC10-GR.k-S.1-GLE.1-EO.e) • Ask and answer questions about key details and identify the main topic. (RWC10-GR.k-S.2-GLE.2-EO.a) • Recognize and produce rhyming words. (RWC10-GR.k-S.1-GLE.3-EO.a)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“I can learn how to take care of pandas, what they eat, and where they live from reading _____ informational text.”</i></p>
<p>Academic Vocabulary:</p>	<p>Tier 1 – I, me, my, and, a, the, to, - etc. (continue to teach these, as needed)</p> <p>Tier 2 - Informational text, purpose, digital tools, opposites, invent, real, pretend, fiction, non-fiction</p>
<p>Technical Vocabulary:</p>	<p>Phonological awareness, Concept of word, letter names / letter sounds</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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Unit Description:	In this unit, students will compare how informational texts differ from fictional texts and explore several different informational texts to understand that these texts allow us understand the world around us. Students will read informational texts on a specific topic (in this unit, on animals). Students will use their knowledge of foundational reading and writing skills to comprehend informational texts. Students will produce their own informational texts about their chosen topic to demonstrate their knowledge of these text types.
Considerations:	The authors of this unit chose to focus on animals. Teachers may choose to focus on a different topic of interest in their school or community using informational texts as the basis. Teachers may choose a topic that meets their students' interests and/or other needs.
Unit Generalizations	
Key Generalization:	Informational texts provide insight into the world and its people
Supporting Generalizations:	The design of informational texts may increase a text's complexity which facilitates the development of knowledgeable human beings
	Informational texts present unique forms of text structures and functions
	Informational texts provide evidence for comparing and contrasting representations of an idea
	Authors organize information to support main ideas)
Ongoing <i>These Generalizations, addressed throughout the Unit (and the entire year), are explained below in the Ongoing Learning Experiences section.</i>	
Ongoing Generalizations / Learning Experiences	Word decoding requires alphabet recognition and knowledge of letter sounds
	Solid phonological awareness skills allow students to begin learning to read
	Concept of word predicts later reading success

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Informational texts provide insight into the world and its people.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You have been asked to write an informational book about the animal of your choice, and your readers are students in the preschool class or next year's Kindergarteners. Your informational book needs to include pictures and words that help your reader learn about the animal and give them insight into that animal. Role: Animal Expert / Zoo keeper Audience: Current preschoolers / next year's Kindergarteners Format: Book Topic: Animal of your choice
Product/Evidence: (Expected product from students)	Students will demonstrate their understanding of informational texts by producing an informational book. The informational book should include the cover, multiple pages for space for pictures and words, and other features of informational books (table of contents, glossary, section headings, etc.). http://www.abcteach.com/free/p/port_26pt_line_story.pdf (sample paper for Kindergarten writing)

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Differentiation: (Multiple modes for student expression)	Students may be offered a variety of ways to differentiate their final product: <ul style="list-style-type: none"> • Dictate their book • Use pictures rather than draw illustrations • Produce an informational poster rather than multi-page book
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Earthworms</i> by Claire Llewellyn <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page <i>Amazing Whales!</i> by Sarah L. Thomson (2005) <i>Wolfsnail</i> by Sarah C. Campbell <i>Frogs</i> by Elizabeth Carney <i>How Animals Work</i> by DK Publishing (Lexile level 200) <i>Uncover a Dog</i> by Paul Beck (Lexile level 450) <i>Uncover a Cat</i> by Paul Beck (Lexile level 450) <i>Uncover a Horse</i> by David George Gordon (Lexile level 450) <i>Uncover a Tiger</i> by Paul Beck (Lexile level 450) <i>Watch me Hop</i> by Rebecca Young (Lexile level 120) <i>Safari: A photicular book</i> by Dan Kainen (Lexile level 120)</p> <p>Suggested nonfiction texts and reading series for the unit: (There are numerous commercially available resources that will support this unit: for example, Scholastic Guided Science Readers, Scholastic Animal Phonics Readers, Rookie Read-About Science by Allan Fowler, Scholastic Science Vocabulary Readers, Nonfiction Titles by Deborah Muzzolo, Reading A-to-Z nonfiction titles)</p>	<p><i>Owl at Home</i> by Arnold Lobel <i>Frog and Toad Together</i> by Arnold Lobel <i>How to Be a Cat</i> by Nikki McClure (Lexile level 120) <i>From Head to Toe</i> by Eric Carle (Lexile level 120) <i>Move</i> by Robin Page (Lexile level 450) <i>What do You do When Something Wants to Eat You?</i> by Steve Jenkins (Lexile level 400) <i>Biggest, Strongest, Fastest</i> by Steve Jenkins (Lexile level 840) <i>Waddle</i> by Rufus Butler Seder (Lexile level 120) <i>Gallop</i> by Rufus Butler Seder (Lexile level 120)</p>

Reading, Writing, and Communicating Ongoing Learning Experiences	
<p>Assessments: Each of the Ongoing Learning Experiences will use assessments aligned with and identified in the READ Act: DIBELS, PALS, DRA2 to measure foundational reading skills. (Additional commercially available resources may be found on the READ Act Resource Bank of Approved Assessments found here.) In addition, teachers may use other assessment resources to monitor student progress throughout the unit: CORE Phonics; Aimsweb resources; www.interventioncentral.org (Intervention Central), www.studentprogress.org (Student Progress) as well as the skill-specific assessments found in basal reading programs.</p>	
Ongoing Learning Experience #1	Students will demonstrate understanding of the organization and basic features of print.
Skills:	<ul style="list-style-type: none"> • The organization and basic features of print. CCSS: RF.K.1 • Demonstrate understanding of the organization and basic features of print. CCSS: RF.K.1 • Follow words from left to right, top to bottom, and page by page. CCSS: RF.K.1a • Recognize that spoken words are represented in written language by specific sequences of letters. CCSS: RF.K.1b • Explain that words are separated by spaces in print. CCSS: RF.K.1c

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	<ul style="list-style-type: none"> • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). • Recognize and name all upper- and lowercase letters of the alphabet. CCSS: RF.K.1d
Teacher Resources:	www.readingrockets.org (concept of word) http://www.readwritethink.org/classroom-resources/lesson-plans/what-name-teaching-concepts-37.html (Concept of word using student names; includes a rubric) http://www.readwritethink.org/classroom-resources/lesson-plans/read-again-comprehension-strategies-1045.html (Concept of word, ELL focus) http://www.fcrr.org/studentactivities/F_011a.pdf (FCRR: Sight words/I Read, You Point)
Ongoing Learning Experience #2	Students will demonstrate understanding of spoken words, syllables, and sounds.
Skills:	<ul style="list-style-type: none"> • Count, pronounce, blend, and segment syllables in spoken words. CCSS: RF.K.2b • Blend and segment onsets and rimes of single-syllable spoken words. CCSS: RF.K.2c • Recognize and produce rhyming words.
Teacher Resources:	http://www.readwritethink.org/classroom-resources/student-interactives/word-family-sort-30052.html (onset and rime tools; word family tools) http://www.readingrockets.org/article/13750/ (Word families) http://www.fcrr.org/for-educators/sca_cc_rfs_k.asp (FCRR: Kindergarten Student Center Activities Aligned to the Common Core State Standards) http://www.fcrr.org/studentactivities/PA_013a.pdf (FCRR: sentence segmentation) (Other commercially available resources are available from Orton-Gillingham, Lindamood-Bell, etc.) Resources in specific reading series / basal readers
Ongoing Learning Experience #3	Students will know and apply grade-level phonics and word analysis skills in decoding words.
Skills:	<ul style="list-style-type: none"> • Grade-level phonics and word analysis skills in decoding words. CCSS: RF.K.3 • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. CCSS: RF.K.3a • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. CCSS: RF.K.3b • CCSS: RF.K.3c • Read emergent-reader texts with purpose and understanding. CCSS: RF.K.4
Teacher Resources:	http://www.readwritethink.org/search/?grade=7&q=decoding&sort_order=relevance (lesson plans for decoding from www.readwritethink.org) http://www.softschools.com/language_arts/phonics/ (worksheet creator) http://pals.virginia.edu/tools-activities.html (variety of resources for foundation reading skills) http://www.k12reader.com/common-core-standard/phonics-word-recognition/rfk3/ (letter recognition apps for iPad) http://www.readwritethink.org/classroom-resources/student-interactives/picture-match-30004.html (picture match) http://www.readwritethink.org/classroom-resources/lesson-plans/whole-parts-phonics-instruction-157.html (whole-to-part phonics instruction) http://www.readwritethink.org/classroom-resources/lesson-plans/apple-building-letter-recognition-132.html (creating a book for letter recognition skills) http://www.fcrr.org/studentactivities/P_001a.pdf (FCRR: Alphabet borders / letter recognition) http://www.fcrr.org/studentactivities/P_013a.pdf (FCRR: Photo chart / letter-sound correspondence) http://www.fcrr.org/studentactivities/P_014a.pdf (FCRR: Letter-sound placemats / Letter-sound correspondence) http://www.fcrr.org/studentactivities/P_015a.pdf (FCRR: Words around us memory game / letter sound correspondence) http://www.fcrr.org/studentactivities/F_015a.pdf (FCRR: Rereading decodable text) http://www.fcrr.org/for-educators/sca_cc_rfs_k.asp (FCRR: Kindergarten Student Center Activities Aligned to the Common Core State Standards)

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Prior Knowledge and Experiences		
<p>Since this is not the first unit of the Kindergarten year, students should know what “a book” is, basic concepts of print, and why we read books. Teachers may want to revisit this prior knowledge and reinforce students’ experiences with books/reading.</p>		
Learning Experience # 1		
<p>The teacher may bring in a variety of informational and fictional texts focused on the same topic (in this example, animals), so that students can examine similarities and differences between the two different text types.</p>		
Generalization Connection(s):	<p>The design of informational texts may increase a text’s complexity, which facilitates the development of knowledgeable human beings Informational texts present unique forms of text structures and functions</p>	
Teacher Resources:	<p>http://www.readwritethink.org/classroom-resources/lesson-plans/introducing-venn-diagram-kindergarten-378.html (Introducing the Venn diagram in Kindergarten) http://www.readwritethink.org/classroom-resources/mobile-apps/venn-diagram-a-30994.html (Venn Diagram app) http://www.readwritethink.org/classroom-resources/lesson-plans/animal-study-from-fiction-286.html (Animal Study: From Fiction to Facts) http://www.readwritethink.org/classroom-resources/lesson-plans/fact-fiction-learning-about-778.html (In a whole-group setting, students explore the illustrations, fictional details, nonfiction details, and captions and speech bubbles. In this way, students are given concrete strategies that they can use to help differentiate narrative and informational elements in other books they read.)</p>	
Student Resources:	<p><i>Diary of a Worm</i> by Doreen Cronin <i>Earthworms</i> by Claire Llewellyn</p>	
Assessment:	<p>Students will use tickets out the door to identify elements of informational texts (example: ask students to determine whether a book is informational or fictional depending on the cover, or pictures, or other text elements that may have been emphasized). http://www.teacherspayteachers.com/Product/Blackline-Chevron-Exit-Slips-Freebie-358084 (Black line master for exit tickets)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may verbally dictate their “exit ticket” to a peer or teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use their exit ticket to identify additional elements of an informational text
Critical Content:	<ul style="list-style-type: none"> • The purpose of an informational text • The text features found specifically in informational text 	
Key Skills:	<ul style="list-style-type: none"> • Explain why informational text is not read like literary text • Actively engage in group reading activities with purpose and understanding. • Demonstrate comprehension of informational texts. 	
Critical Language:	<p>Literary text, fiction, venn diagram, same, similar, different, compare, contrast</p>	

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Learning Experience # 2		
The teacher may introduce the elements of an informational text focused on the same topic (in this example, animals) so that students can begin to become familiar with unique elements of this type of text. [<i>Understanding text</i>]		
Generalization Connection(s):	The design of informational texts may increase a text’s complexity which facilitates the development of knowledgeable human beings Informational texts present unique forms of text structures and functions	
Teacher Resources:	http://msjordanreads.com/2012/04/19/non-fiction-text-structures/ (Intro to informational text / text structures) http://www.readingrockets.org/article/16287/ (Interactive read aloud)	
Student Resources:	Informational texts (Teachers may return to the texts throughout the unit for different purposes) <i>Earthworms</i> by Claire Llewellyn <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page <i>Amazing Whales!</i> by Sarah L. Thomson (2005) <i>Wolfsnail</i> by Sarah C. Campbell <i>Frogs</i> by Elizabeth Carney <i>How Animals Work</i> by DK Publishing (Lexile level 200) <i>Uncover a Dog</i> by Paul Beck (Lexile level 450) <i>Uncover a Cat</i> by Paul Beck (Lexile level 450) Scholastic Guided Science Readers Scholastic Animal Phonics Readers Reading A-to-Z nonfiction titles	
Assessment:	Students will respond to teacher questions (e.g. “Identify the caption on this page”; “What is the purpose of the glossary?”) for quick checks for understanding. http://mcguffeykindergarten.wikispaces.com/file/view/Observational+Checklist+Kdg.pdf (Observational checklist)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide opportunities to think/pair/share about the elements of informational texts during “we do” or class discussion	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide emergent informational texts	Students may communicate their familiarity with the components of more complex informational texts in conferences
Critical Content:	<ul style="list-style-type: none"> • The purpose of an informational text • The text features found specifically in informational text 	
Key Skills:	<ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding • Demonstrate comprehension of informational texts 	
Critical Language:	Captions, headings, table of contents, text boxes, informational texts, nonfiction	

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Learning Experience # 3	
The teacher may model close reading strategies (emphasizing purposeful repeated readings) focused on the same topic (in this example, animals) so that students can begin to comprehend and respond to informational texts. [<i>Understanding text and Responding to text</i>]	
Generalization Connection(s):	The design of informational texts may increase a text’s complexity, which facilitates the development of knowledgeable human beings Informational texts present unique forms of text structures and functions
Teacher Resources:	<p>Titles of different informational texts that lend themselves to close reading:</p> <p><i>Earthworms</i> by Claire Llewellyn <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page <i>Amazing Whales!</i> by Sarah L. Thomson (2005) <i>Wolfsnail</i> by Sarah C. Campbell <i>Frogs</i> by Elizabeth Carney <i>How Animals Work</i> by DK Publishing (Lexile level 200) <i>Uncover a Dog</i> by Paul Beck (Lexile level 450) <i>Uncover a Cat</i> by Paul Beck (Lexile level 450) http://www.readwritethink.org/professional-development/strategy-guides/close-think-deeply-creating-30976.html (Although aimed at Grade 1 and above, teachers may find this resource useful as they work with kindergarten students on close reading) http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx (Although this article is addressed to some higher grades in elementary, it can give primary grade teachers some ideas for close reading) www.scholastic.com/teachers/top-teaching/2013/04/investigating-nonfiction-part-2-digging-deeper-close-reading (Close reading explanation) http://www.readwritethink.org/professional-development/professional-library/close-reading-elementary-schools-a-31027.html (Close reading in elementary grades; Fisher and Frey) http://www.readwritethink.org/parent-afterschool-resources/podcast-episodes/lizard-love-30969.html (A podcast that identifies texts for students. Great parent resource, too.)</p>
Student Resources:	<p><i>Earthworms</i> by Claire Llewellyn <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page <i>Amazing Whales!</i> by Sarah L. Thomson (2005) <i>Wolfsnail</i> by Sarah C. Campbell <i>Frogs</i> by Elizabeth Carney <i>How Animals Work</i> by DK Publishing (Lexile level 200) <i>Uncover a Dog</i> by Paul Beck (Lexile level 450) <i>Uncover a Cat</i> by Paul Beck (Lexile level 450)</p>
Assessment:	Teachers may want to use an “I do,” “we do,” “you do” instructional structure to allow for collaborative and independent work with informational texts. Students will talk with peers and teachers about informational texts. Students will respond to teachers’ questions about specific texts and the strategies used (e.g. “This word is in darker, bold print. I know that writer’s use bold print to emphasize a word. Why do you think the author used bold print for this word?”). Teachers may want to use this Learning

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	Experience along with the following LEs as opportunities for purposeful rereading. http://mcguffeykindergarten.wikispaces.com/file/view/Observational+Checklist+Kdg.pdf (Observational checklist)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide opportunities to think/pair/share about the elements of informational texts during “we do” or class discussion	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may pose higher level questions to students	Students may orally or in pictures respond to higher level questions about a text and apply close reading strategy
Critical Content:	<ul style="list-style-type: none"> • The purpose of an informational text • The text features found specifically in informational text • The process and importance of forming questions 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate comprehension of informational texts • Ask and answer questions about key details and identify the main topic 	
Critical Language:	Captions, headings, table of contents, text boxes, informational texts, nonfiction, “close reading”	

Learning Experience # 4	
The teacher may utilize informational texts focused on the same topic (in this example, animals) to enable students to identify and discuss both main ideas and authors’ use of supporting details. [<i>Understanding text and Responding to text</i>]	
Generalization Connection(s):	The design of informational texts may increase a text’s complexity, which facilitates the development of knowledgeable human beings Informational texts present unique forms of text structures and functions
Teacher Resources:	<p>Titles of different informational texts that lend themselves to close reading:</p> <p><i>Earthworms</i> by Claire Llewellyn <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page <i>Amazing Whales!</i> by Sarah L. Thomson (2005) <i>Wolfsnail</i> by Sarah C. Campbell <i>Frogs</i> by Elizabeth Carney <i>How Animals Work</i> by DK Publishing (Lexile level 200) <i>Uncover a Dog</i> by Paul Beck (Lexile level 450) <i>Uncover a Cat</i> by Paul Beck (Lexile level 450) www.scholastic.com/teachers/top-teaching/2013/04/investigating-nonfiction-part-2-digging-deeper-close-reading (Close reading explanation) http://www.readwritethink.org/professional-development/professional-library/close-reading-elementary-schools-a-31027.html (Close reading in elementary grades; Fisher and Frey)</p>

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Student Resources:	Informational text passages from one or more of the above: <i>Earthworms</i> by Claire Llewellyn <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page <i>Amazing Whales!</i> by Sarah L. Thomson (2005) <i>Wolfsnail</i> by Sarah C. Campbell <i>Frogs</i> by Elizabeth Carney <i>How Animals Work</i> by DK Publishing (Lexile level 200)	
Assessment:	Teachers may want to use an “I do,” “we do,” “you do” instructional structure to allow for collaborative and independent work with informational texts. Students will both ask and answer questions about main ideas and supporting details in the text (e.g. “Who can remember or find a detail from the book about how worms eat?”). Or students will participate in a game of “I Spy” identifying supporting details in the text (e.g. “I Spy a detail about how bats find food.”). Teachers may want to use this Learning Experience as opportunities for purposeful rereading. http://mcguffeykindergarten.wikispaces.com/file/view/Observational+Checklist+Kdg.pdf (Observational checklist)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide opportunities to think/pair/share about the elements of informational texts during “we do” or class discussion	Students may discuss main ideas and supporting details with partners
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may pose higher level questions to students	Students may orally or in pictures respond to higher level questions about a text and apply close reading strategy
Critical Content:	<ul style="list-style-type: none"> • The purpose of an informational text • The text features found specifically in informational text • The process and importance of forming questions 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate comprehension of informational texts • Ask and answer questions about key details and identify the main topic. 	
Critical Language:	Main idea, supporting details	

Learning Experience # 5	
The teacher may use informational texts focused on the same topic (in this example, animals) to highlight vocabulary words so that students can understand the importance of identifying key and/or unknown words in their reading. [<i>Understanding text</i>]	
Generalization Connection(s):	Informational texts present unique forms of text structures and functions The design of informational texts may increase a text’s complexity which facilitates the development of knowledgeable human beings

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<p>Teacher Resources:</p>	<p>Titles of different informational texts that lend themselves to close reading: <i>Earthworms</i> by Claire Llewellyn <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page <i>Amazing Whales!</i> by Sarah L. Thomson (2005) <i>Wolfsnail</i> by Sarah C. Campbell <i>Frogs</i> by Elizabeth Carney <i>How Animals Work</i> by DK Publishing (Lexile level 200) <i>Uncover a Dog</i> by Paul Beck (Lexile level 450) <i>Uncover a Cat</i> by Paul Beck (Lexile level 450) www.scholastic.com/teachers/top-teaching/2013/04/investigating-nonfiction-part-2-digging-deeper-close-reading (close reading explanation) http://www.readwritethink.org/professional-development/professional-library/close-reading-elementary-schools-a-31027.html (close reading in elementary grades; Fisher and Frey)</p>	
<p>Student Resources:</p>	<p>Informational text passages from one or more of the above: <i>Earthworms</i> by Claire Llewellyn <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page <i>Amazing Whales!</i> by Sarah L. Thomson (2005) <i>Wolfsnail</i> by Sarah C. Campbell <i>Frogs</i> by Elizabeth Carney <i>How Animals Work</i> by DK Publishing (Lexile level 200) <i>Uncover a Dog</i> by Paul Beck (Lexile level 450) <i>Uncover a Cat</i> by Paul Beck (Lexile level 450)</p>	
<p>Assessment:</p>	<p>Teachers may want to use an “I do,” “we do,” “you do” instructional structure to allow for collaborative and independent work with informational texts. Students will match vocabulary words with pictures based on one of the texts and participate in group discussions and teacher conferences. Students will play a memory/concentration game based on one of the texts (see: http://www.dltk-cards.com/memory/)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>N/A</p>	<p>N/A</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Teachers may provide the memory card game (see: http://www.dltk-cards.com/memory/)</p>	<p>Students may create a memory card game for an informational book of their choice (from the menu above)</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • The process and importance of forming questions • The purpose of an informational text 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding • Demonstrate comprehension of informational texts 	
<p>Critical Language:</p>	<p>Vocabulary, define</p>	

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Learning Experience # 6		
The teacher may model (posing and answering) text-based questions from texts focused on the same topic (in this example, animals) so students can consider the need for using evidence from the text to answer questions. [<i>Understanding text and Responding to text</i>]		
Generalization Connection(s):	Informational texts present unique forms of text structures and functions The design of informational texts may increase a text’s complexity which facilitates the development of knowledgeable human beings	
Teacher Resources:	Titles of different informational texts that lend themselves to close reading: <i>Earthworms</i> by Claire Llewellyn <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page <i>Amazing Whales!</i> by Sarah L. Thomson (2005) <i>Wolfsnail</i> by Sarah C. Campbell <i>Frogs</i> by Elizabeth Carney <i>How Animals Work</i> by DK Publishing (Lexile level 200) <i>Uncover a Dog</i> by Paul Beck (Lexile level 450) <i>Uncover a Cat</i> by Paul Beck (Lexile level 450) http://www.achievethecore.org/page/396/understanding-text-dependent-questions (PD resources from Achieve the Core focused on Text-Dependent Questions)	
Student Resources:	Informational text passage	
Assessment:	Teachers may want to use an “I do,” “we do,” “you do” instructional structure to allow for collaborative and independent work with informational texts. Students will use evidence from a text (e.g. <i>Earthworms</i>) to respond to text-dependent questions (e.g. “Who can find information in the book that tells the reader how bats find food? Please tell us what page it is on.”) http://mcguffeykindergarten.wikispaces.com/file/view/Observational+Checklist+Kdg.pdf (Observational checklist)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may supply page numbers where the answer may be found	NA
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	NA	Students may generate and pose their own questions based on the text
Critical Content:	<ul style="list-style-type: none"> • The process and importance of forming questions • The purpose of an informational text 	

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Key Skills:	<ul style="list-style-type: none"> • Demonstrate comprehension of informational texts • Ask and answer questions about key details and identify the main topic • Actively engage in group reading activities with purpose and understanding
Critical Language:	Question

Learning Experience # 7

The teacher may use informational texts focused on the same topic (in this example, animals) so students can consider different ways they can use a text to gather information on a specific topic. [*Responding to text*]

Generalization Connection(s):	<p>Informational texts provide insight into the world and its people</p> <p>Informational texts provide evidence for comparing and contrasting representations of an idea</p>
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Teacher Resources:	<p>Titles of different informational texts that lend themselves to close reading:</p> <p><i>Earthworms</i> by Claire Llewellyn</p> <p><i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page</p> <p><i>Amazing Whales!</i> by Sarah L. Thomson (2005)</p> <p><i>Wolfsnail</i> by Sarah C. Campbell</p> <p><i>Frogs</i> by Elizabeth Carney</p> <p><i>How Animals Work</i> by DK Publishing (Lexile level 200)</p> <p><i>Uncover a Dog</i> by Paul Beck (Lexile level 450)</p> <p><i>Uncover a Cat</i> by Paul Beck (Lexile level 450)</p> <p>http://kids.nationalgeographic.com/kids/animals/ (National Geographic resource for texts on animals)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html (Investigating Animals: Using Nonfiction for Inquiry-Based Research)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/predicting-gathering-information-with-316.html (Predicting and Gathering Information with Nonfiction Texts)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html (Students in grades K-2 learn to use the 3-2-1 strategy, which involves writing about three things they discovered, two things they found interesting, and one question they still have)</p>
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Student Resources:	<p><i>Earthworms</i> by Claire Llewellyn</p> <p><i>What Do You Do With a Tail Like This?</i> by Steve Jenkins Robin Page</p> <p><i>Amazing Whales!</i> by Sarah L. Thomson (2005)</p> <p><i>Wolfsnail</i> by Sarah C. Campbell</p> <p><i>Frogs</i> by Elizabeth Carney</p> <p><i>How Animals Work</i> by DK Publishing (Lexile level 200)</p> <p><i>Uncover a Dog</i> by Paul Beck (Lexile level 450)</p> <p><i>Uncover a Cat</i> by Paul Beck (Lexile level 450)</p>
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Assessment:	<p>Students will identify (orally or in writing) one fact they have learned from the read-aloud text (<i>Earthworms</i> or <i>Amazing Whales!</i>) and complete the 3-2-1 strategy (three things they discovered, two things they found interesting, and one question they still have) with classmates or in conferences with teacher.</p>
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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may partner students with a higher level student Teachers may provide framed sentences to help students	Students may use leveled books to gather information Students may use sentence strips and formatted paper for information gathering
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may independently complete a 3-2-1 task for a book of their choosing (or teacher-directed choice)
Critical Content:	<ul style="list-style-type: none"> The purpose of an informational text 	
Key Skills:	<ul style="list-style-type: none"> Demonstrate comprehension of informational texts Ask and answer questions about key details and identify the main topic Actively engage in group reading activities with purpose and understanding 	
Critical Language:	Fact, graphic organizer	

Learning Experience # 8	
The teacher may model the process of drafting an informational text about a topic so students can begin using evidence from texts in their own writing. [<i>Producing text</i>]	
Generalization Connection(s):	Authors organize information to support main ideas Informational texts provide evidence for comparing and contrasting representations of an idea
Teacher Resources:	http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html (The writing process) http://www.readwritethink.org/classroom-resources/lesson-plans/creating-question-answer-books-353.html (Creating question/answer books) http://www.readwritethink.org/classroom-resources/lesson-plans/writing-workshop-helping-writers-314.html (Choosing a topic in writer’s workshop model) http://www.readwritethink.org/classroom-resources/student-interactives/stapleless-book-30010.html (Stapleless book) http://www.readwritethink.org/classroom-resources/lesson-plans/frog-beyond-fairy-tale-7.html (Students may find out in this lesson in which they examine their prior knowledge about frogs, make predictions, and verify their predictions through research on the Internet.) http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html (PD resource on shared writing) http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/k-2informative_writing_in_kindergarten.pdf (From the California Writing Project; see pages 6-8 for gathering information and writing) http://readingyear.blogspot.com/2010/07/in-pictures-and-in-words-interview-with.html (Interview with Katie Wood Ray on <i>In Pictures and Words</i>)

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	<p>http://www.roe35.k12.il.us/Downloads/PreK_Handouts_Combined.pdf (Makes the distinction between writing as an assessment and writing as a curriculum; very informative)</p> <p>http://www.scholastic.com/teachers/classroom-solutions/2009/09/beginning-writers-workshop-our-youngest-writers-trust-process (Great writer’s workshop intro)</p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html (Offers an interactive tool for presenting writing in a variety of ways – newsletter, brochure, etc.)</p> <p>http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html (The writing process)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html (Students in grades K-2 learn to use the 3-2-1 strategy, which involves writing about three things they discovered, two things they found interesting, and one question they still have.)</p>	
Student Resources:	Informational texts used in this unit	
Assessment:	Students will use the 3-2-1 activity from prior the Learning Experience to begin to plan their writing. Students will cluster their information together in meaningful ways (by “discovered information,” by “interesting things,” and write out their inquiry question for exploration. http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf (Sample cluster web)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may organize pair and share groups for students to work together	Students may create visuals of information they have gathered in groups
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	NA	NA
Critical Content:	<ul style="list-style-type: none"> • The purpose of an informational text • The text features found specifically in informational text • The process and importance of forming questions • The process and importance of comparing similarities and differences in texts about the same topic 	
Key Skills:	<ul style="list-style-type: none"> • Write expository texts about topics in which students are knowledgeable • Demonstrate comprehension of informational texts • Actively engage in group reading activities with purpose and understanding 	
Critical Language:	Informational text, plan, draft, revise, edit	

Learning Experience # 9	
The teacher may provide framed sentences focused on the same topic so that the students can begin to understand sentence structures while revising and editing their expository (informational) writing. <i>[Producing text]</i>	
Generalization Connection(s):	Authors organize information to support main ideas Informational texts provide evidence for comparing and contrasting representations of an idea

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Teacher Resources:	http://www.readwritethink.org/classroom-resources/lesson-plans/creating-question-answer-books-353.html (Creating question/answer books) http://www.readwritethink.org/classroom-resources/student-interactives/stapleless-book-30010.html (Stapleless book) http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html (PD resource on shared writing) http://www.readwritethink.org/professional-development/strategy-guides/write-alouds-30687.html (PD resource on write aloud)	
Student Resources:	N/A	
Assessment:	Students will produce sentences from their 3-2-1 planning web and give structure to their informational text. http://mcguffeykindergarten.wikispaces.com/file/view/Observational+Checklist+Kdg.pdf (Observational checklist)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide framed sentences for students to continue/complete	Students may recite and discuss the framed sentences before writing
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide emergent Informational text	Students may write expository text with no support
Critical Content:	<ul style="list-style-type: none"> • The purpose of an informational text • The text features found specifically in informational text • The process and importance of forming questions • The process and importance of comparing similarities and differences in texts about the same topic 	
Key Skills:	<ul style="list-style-type: none"> • Write expository texts about topics in which students are knowledgeable • Demonstrate comprehension of informational texts • Actively engage in group reading activities with purpose and understanding 	
Critical Language:	Expository (informational) text, plan, draft, revise, edit	