
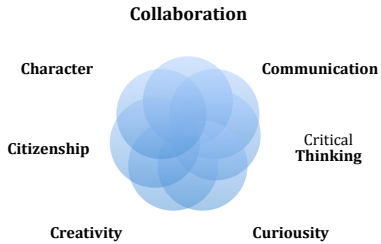


Content Area	Grade: Kindergarten
Language Arts 	R14 The Seven Cs of Learning 
Unit Titles	Length of Unit
• <i>We Are Readers and Writers</i>	4-5 weeks
• <i>Looking Closely at Reading and Writing</i>	4-5 weeks
• <i>Super Readers and Writers</i>	4-5 weeks
• <i>How to Teach Others</i>	4-5 weeks
• <i>Learning About Our World</i>	4-5 weeks
• <i>Readers and Writers are Resourceful</i>	4 weeks
• <i>Readers and Writers Explore Poetry</i>	2-3 weeks
• <i>Characters are Important in Stories</i>	4-5 weeks



Strands	Kindergarten Grade Level Expectations
Reading	<ul style="list-style-type: none"> • Readers, with prompting and support, can ask and answer questions about key details in texts (i.e., characters, beginning, middle, end). • Readers demonstrate basic print concepts. • Readers know and apply grade-level phonics and word analysis skills in decoding words • Readers recognize that words are composed of sounds blended together and carry meaning. • Readers engage with emergent-reader texts with purpose and understanding.
Writing	<ul style="list-style-type: none"> • Writers can write about personal experiences, personal preferences, and topics of interest. • Writers use combinations of drawing, dictating, and writing to compose opinion pieces in which they tell readers topics or names of books they are writing about and state opinions or preferences about topics or books (e.g., My favorite book is...).
Speaking and Listening	<ul style="list-style-type: none"> • Speakers participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • Speakers ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Language	<ul style="list-style-type: none"> • Learners determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>, choosing flexibly from an array of strategies. • Speakers use the conventions of English grammar when writing or speaking. • Learners use words and phrases acquired through conversations, reading and being read to, and responding to texts.

	<i>We Are Readers and Writers</i> Reading: <i>We Are Readers</i> Writing: <i>Launching the Writers' Workshop, Part 1</i> and <i>Looking Closely</i>		4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I learn to read books as best as I can, both by myself and with friends during the whole reading time? • How can I become a writer and write lots of books about the things that I study?
Unit Strands and Standards	Working in Our Community, Ways to Enjoy a Book, Talking With Our Partners, Ways to Write a Message, <u>Reading:</u> RF.K.1, RF.K.2, RL.K.1, RL.K.5, RL.K.6, RL.K.7, RL.K.10 <u>Writing:</u> W.K.2 <u>Speaking and Listening:</u> SL.K.1, SL.K.3 <u>Language:</u> L.K.1, L.K.4, L.K.6
Concepts	<u>Reading:</u> Print Concepts, Phonological Awareness, Ask and Answer Questions about a Text, Genres, Author, Illustrator, Picture Support, Reading Engagement, Reading Workshop <u>Writing:</u> Compose, Label, Letter Sounds, Information Texts, Writing Workshop <u>Speaking and Listening:</u> Turn and Talk, Converse with a Partner, Ask and Answer Questions to get Information or Clarify <u>Language:</u> Writing Conventions, Vocabulary
Key Vocabulary	speak, listen, turns, print, author, illustrator, illustration, page, letters, words, cover, interesting, sharing, big books, patterns, character, title, story, buddy, paper, pencils, bins, label

Unit Title	We Are Readers and Writers Reading: <i>We Are Readers</i> Writing: <i>Launching the Writers' Workshop, Part 1</i> and <i>Looking Closely</i>	Length of Unit	4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers and writers can learn skills and practice them daily in a workshop model. • readers understand that there is a variety of ways in which they can read and enjoy books. • readers recognize that following procedures will help them work well with a partner. • readers can share books with each other in different ways. • writers understand that both pictures and words communicate their ideas. • writers use strategies to help them write on their own. • readers and writers understand that letters represent sounds which help them to read and write. • readers move left to right when reading. 	<ul style="list-style-type: none"> • follow routines and procedures for Reading and Writing Workshops. • use book covers and pictures to predict what the book is about. • read books by telling a story from the pictures, telling a familiar tale, and/or reading the words • share a book with a friend. • use pictures and/or words to convey a message • work independently on their writing. • use what they know about letters and sounds to print, read, and write words. • use upper- and lowercase letters when writing words.

Assessments:	Writing: End of Unit Published Piece; Daily Writing Samples Emergent Reading Assessments (Rhyming, Concepts About Print, etc.)
Teacher Resources:	<ul style="list-style-type: none"> ❖ <i>Unit Implementation Guide</i> ❖ <i>Units of Study in Argument, Information, and Narrative Writing</i> by TC Reading and Writing Project

Unit Title	Looking Closely at Reading and Writing Reading: <i>Readers Read, Think, and Talk About Emergent Storybooks and Familiar Shared Texts</i> Writing: <i>Launching the Writers' Workshop, Part 2 (Narratives)</i>	Length of Unit	4-5 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I return to books that I have heard many times and read those same books in ways that bring the stories to life? • How can I draw and write many stories about myself? 		
Unit Strands and Standards	Ways to Talk About Books, Using Strategies to Read, Ways to Tell A Story, Telling A Story Across Our Hands <u>Reading</u> : RF.K.1, RF.K.2, RL.K.1, RL.K.2, RL.K.3, RL.K.6, RL.K.7, RL.K.10 <u>Writing</u> : W.K.3, W.K.8 <u>Speaking and Listening</u> : SL.K.1, SL.K.2, SL.K.3 <u>Language</u> : L.K.1, L.K.4, L.K.6		
Concepts	<u>Reading</u> : Concepts About Print, Phonological Awareness, Ask and Answer Questions about a Text, Retell, Characters, Setting, Author, Illustrator, Picture Support, Reading Engagement <u>Writing</u> : Narrative Texts, Recall Information from Experiences <u>Speaking and Listening</u> : Converse with a Partner, Rules for Discussions, Ask and Answer Questions to Get Information or Clarify <u>Language</u> : Writing Conventions, Vocabulary		
Key Vocabulary	illustration, planning, talking, sounds, rhyme, letters, words, pictures, predictions, questions, character, stretch, slowly, beginning, middle, end, consonant, reread, make sense		

Unit Title	Looking Closely at Reading and Writing Reading: <i>Readers Read, Think, and Talk About Emergent Storybooks and Familiar Shared Texts</i> Writing: <i>Launching the Writers' Workshop, Part 2 (Narratives)</i>	Length of Unit	4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers can read a familiar story by looking at the illustrations and retelling it in a storytelling voice. • readers can be good storytellers by looking and sounding like the characters in a book. • readers realize that there are different things they can talk about when sharing their books with others. • readers understand that there are strategies they can use to help them read. • writers recognize the importance of planning before drawing/writing their stories. • writers understand that stories can be told in both words & pictures. • writers understand that the sounds they hear in a word can be represented by letters. • writers recognize that there are ways to improve their writing, even when they think that they are done with a story. 	<ul style="list-style-type: none"> • use book illustrations to help retell familiar stories. • retell stories in a storytelling voice. • talk about a story with a partner. • read some common high-frequency words by sight • use concepts about print to read and write • use a variety of strategies to read and write new words (e.g. Phonological Awareness skills, beginning sounds) • tell a story across three pages as a prewriting technique. • draw/write stories about themselves. • write letters in a word to match the sounds that they hear. (writing name, stretching out sounds in words) • revise their writing by adding details in pictures and words.

Assessments:	Writing: End-of-Unit Published Piece; Daily Writing Samples Reading Assessments (Foundational and Retelling) Collaborative Conversation Checklist
Teacher Resources:	❖ <i>Unit Implementation Guides</i>

Unit Title	Super Readers and Writers Reading: <i>Readers Use Super Powers</i> Writing: <i>Writing for Readers</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> How can I get better at reading by using everything I know about looking at both the print and the pictures? How can I write many true stories and write them so people can really read them?
Unit Strands and Standards	<p>Using Strategies to Build Reading and Writing Skills, Practice in Reading and Writing Makes Us Super</p> <p><u>Reading:</u> RF.K.1, RF.K.2, RF.K.3, RF.K.4, RL.K.2, RL.K.3, RL.K.7, RL.K.10</p> <p><u>Writing:</u> W.K.3, W.K.8</p> <p><u>Speaking and Listening:</u> SL.K.1, SL.K.2, SL.K.3</p> <p><u>Language:</u> L.K.1, L.K.2, L.K.4, L.K.6</p>
Concepts	<p><u>Reading:</u> Concepts About Print, Phonological Awareness, Phonics and Word Analysis, Fluency, Retell, Characters, Setting, Picture Support, Reading Engagement</p> <p><u>Writing:</u> Narrative Texts, Recall Information from Experiences</p> <p><u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions to get Information or Clarify</p> <p><u>Language:</u> Writing Conventions, Vocabulary</p>
Key Vocabulary	recall, retell, story, characters, reread, right, title, predictions, pictures, superheroes, hard part, point, make sense, sound right, look right, guess, partners, stretching words, sentence, vowels, snap words, word walls, beginnings, endings, publish

Unit Title	Super Readers and Writers Reading: <i>Readers use Super Powers</i> Writing: <i>Writing for Readers</i>	Length of Unit	4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers and writers understand that they can employ a variety of strategies to help them read and write. • readers realize the importance of self-monitoring. • readers understand that one way to improve their fluency is rereading texts. • writers realize that their writing is meant to be read by others and that using conventions makes it easier to read. • writers use strategies to help them write the words in their stories. 	<ul style="list-style-type: none"> • use their “super powers” to help them read (e.g. <i>one-to-one match, sight words, sentence patterns</i>). • use strategies to self-monitor their reading (i.e. <i>makes sense, looks right and sounds right</i>). • reread texts to improve fluency (i.e. <i>phrasing, expression, and rate</i>). • write stories using conventions of writing (e.g. <i>capitalization, spacing, punctuation, word boundaries</i>). • Stretch out sounds when writing words, then match letters to the sounds that they hear. • use Alphabet Charts , word walls and classroom charts to help them write words. • write a sentence.

Assessments:	Writing: End-of-Unit Published Piece (Checklist/Rubric)
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	How to Teach Others Reading: <i>Becoming a Class of Reading Teachers</i> Writing: <i>How-To Books</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I become the kind of reader who can teach others and myself about how to read? • How can I write many books that teach people how to do something?
Unit Strands and Standards	Using Strategies to Read, Sharing Books with Partners, Teaching Others With Our Writing <u>Reading:</u> RF.K.1, R.FK.2, RF.K.3, RF.K.4, RL.K.1, RL.K.2, RL.K.3, RL.K.10 <u>Writing:</u> W.K.2, W.K.8 <u>Speaking and Listening:</u> SL.K.1, SL.K.2, SL.K.3 <u>Language:</u> L.K.1, L.K.2, L.K.4, L.K.6
Concepts	<u>Reading:</u> Concepts About Print, Phonological Awareness, Phonics and Word Analysis, Fluency, Key Details, Retell, Character, Setting, Major Events <u>Writing:</u> Information Texts, Recall Information from Experiences <u>Speaking and Listening:</u> Converse with a Partner, Rules for Discussion, Ask and Answer Questions to get Information or Clarify <u>Language:</u> Writing Conventions, Vocabulary
Key Vocabulary	super powers, plans, strategies, reread, partners, tricky words, picture clues, retell, step-by-step, first, then, next, after, finally, excited voice, main topic and facts, how-to, topic, sketching, follow the steps, diagrams, label, goals, mentor texts, mentor authors, strategy, elaboration, teach more, introduction, conclusion, publishing

	How to Teach Others Reading: <i>Becoming a Class of Reading Teachers</i> Writing: <i>How-To Books</i>		4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers must use multiple strategies to read harder words independently and with a partner. • readers can share their enjoyment of a book by choosing special parts to share with a partner. • readers understand the main purpose for rereading a text is to improve comprehension. • readers realize that a story retelling has essential components (i.e. <i>characters, setting, main events</i>) • writers are able to teach others how to do something by writing How-To books. • writers realize that they can improve their writing by revising and editing. 	<ul style="list-style-type: none"> • work with a partner (figure out tricky words, share interesting parts of stories...). • use reading strategies more effectively • reread texts to answer questions • retell grade-level texts. • write “How-To” books, using transition words. • explain word solving strategies they use. • revise and edit their writing (spacing, capitals, punctuation)

Assessments:	Writing: End-of-Unit Published Piece; Daily Writing Samples Oral Reading Record
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	Learning About Our World Reading: <i>Reading for Information</i> Writing: <i>All About Books</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I read books to learn ideas and information about the world? • How can I teach others about things by writing many information books?
Unit Strands and Standards	<p>What is Nonfiction, Learning From Books, Organizing Information, Adding On to Writing</p> <p><u>Reading</u>: RF.K.1, RF.K.2, RF.K.3, RL.K.5, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.9, RL.K.10</p> <p><u>Writing</u>: W.K.2, W.K.5, W.K.8</p> <p><u>Speaking and Listening</u>: SL.K.1, SL.K.2, SL.K.3, SL.K.5, SL.K.6</p> <p><u>Language</u>: L.K.1, L.K.2, L.K.4, L.K.5, L.K.6</p>
Concepts	<p><u>Reading</u>: Concepts About Print, Phonological Awareness, Phonics and Word Analysis, Genres, Questioning, Retell (Main Idea & Key Details), Content Vocabulary, Compare & Contrast, Engagement with Purpose</p> <p><u>Writing</u>: Information Texts, Peer Feedback, Add Details, Recall Information from Experiences</p> <p><u>Speaking and Listening</u>: Converse with a Partner, Ask and Answer Questions to get Information or Clarify, Verbal Expression</p> <p><u>Language</u>: Writing Conventions, Vocabulary</p>
Key Vocabulary	nonfiction, wondering, reread, retell, partners, question, picture clues, topic, same/different books, learn, personal expertise, topic, audience, plan, mentor texts, examples, diagram, facts, opinions, make sense

Unit Title	Learning About Our World Reading: <i>Reading for Information</i> Writing: <i>All About Books</i>	Length of Unit	4-5 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • readers can determine if a book is fiction or nonfiction by looking through it before reading. • readers understand that information can be learned from the text features (e.g. <i>pictures, diagrams, illustrations</i>) as well as the print in nonfiction books. • readers realize the differences in retelling a nonfiction book and retelling a fiction story. • readers recognize that they can read more than one book about the same topic and each book may offer new and different information. • writers recognize that they know a lot about topics of interest and that they can share this knowledge by writing an All About book. • writers recognize the importance of organizing the information that they know about a topic. • writers realize that they can get ideas from mentor texts to use in writing. • writers know that thoughtful use of nonfiction text features will help readers understand their topic more clearly. • writers can elaborate on each page of their book by writing more of what they know. • writers can help each other elaborate their writing by asking questions. 	<ul style="list-style-type: none"> • differentiate between fiction and nonfiction books • learn and share information from nonfiction books • retell nonfiction books by stating the main idea and listing important facts • compare & Contrast books about the same topic • plan their writing of an information book through verbal rehearsal • write well-organized Information Books about topics of interest • use nonfiction text features (e.g. <i>labels, bold words, speech bubbles, diagrams</i>) where appropriate • revise their writing by elaborating (e.g. <i>adding an example, asking partners questions</i>) • edit their writing (punctuation, complete sentences, transition words, editing checklist).

Assessments:	Writing: End-of-Unit On-Demand Information; Daily Writing Samples
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

	Readers and Writers are Resourceful Reading: <i>Tackling Hard Words and Tricky Parts in Books</i> Writing: <i>Persuasive Writing</i>		4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I use strategies to help me read the hard parts in books so that I don't give up? • How can I write my opinions and give reasons to support them? • How can I write to convince people to do things?
Unit Strands and Standards	Developing Understanding, Taking Action and Feedback, Sharing Opinions in Writing <u>Reading:</u> RF.K.1, RF.K.2, RF.K.3, RF.K.4, RL.K.1, RI.K.1, RL.K.2, RI.K.2, RL.K.4, RI.K.4, RI.K.10 <u>Writing:</u> W.K.1, W.K.5, W.K.8 <u>Speaking and Listening:</u> SL.K.1, SL.K.2, SL.K.3, SL.K.6 <u>Language:</u> L.K.1, L.K.2, L.K.4, L.K.6
Concepts	<u>Reading:</u> Concepts About Print, Phonological Awareness, Phonics and Word Analysis, Fluency, Questioning, Retell, Unknown Words, Active Engagement <u>Writing:</u> Opinion Texts, Peer Feedback, Add Details, Recall Information from Experiences, Verbal Expression <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions to get Information or Clarify <u>Language:</u> Writing Conventions, Vocabulary
Key Vocabulary	cover, pictures, make sense, sound right, look right, strategies, partners, expression, reread, tricky words, smooth voice, problem, mentor text, bosses, stretching words, word wall, letters, audience, fix-it, solution, speeches, rehearse, super checklist, publish

	Readers and Writers are Resourceful Reading: <i>Tackling Hard Words and Tricky Parts in Books</i> Writing: <i>Persuasive Writing</i>		4-5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers think about their reading, recognize mistakes, and fix them up. • readers show their understanding of a story by including key details when retelling. • readers and Writers listen carefully to each other in order to provide useful feedback. • writers can share their opinions with other people. • writers strengthen their opinions by giving reasons. • writers recognize that they can persuade others to take action by giving good reasons for making a change. • writers understand that rereading their writing helps them to find places to revise and edit. 	<ul style="list-style-type: none"> • notice and take action independently when reading tricky parts. • provide feedback to each other. • retell a story in detail. • self-monitor their reading (<i>make sense, sound right, look right</i>). • write an opinion piece which includes reasons for their opinions. • write a letter to persuade someone to make a change. • use a checklist to edit and revise their writing. (stretching words, known to unknown words, reread). • search and use information in pictures. • analyze words from left to right.

Assessments:	Writing: End-of Unit On-Demand Opinion; Daily Writing Samples Reading: Anecdotal Notes
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	Readers and Writers Explore Poetry Reading: <i>We Love to Read Poetry</i> Writing: <i>We Love to Write Poetry</i>	Length of Unit	2-3 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How does reading poems help me to become a fluent, thoughtful reader? • How can I write poems to express my feelings and create an image in the reader's mind?
Unit Strands and Standards	Difference Between Stories and Poems, What Is Poetry, Using Our Senses, Notice How Poets Write <u>Reading:</u> RF.K.1, RF.K.2, RF.K.3, RF.K.4, RL.K.1, RL.K.5, <u>Writing:</u> W.K.5, W.K.8 <u>Speaking and Listening:</u> SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5 <u>Language:</u> L.K.1, L.K.2, L.K.4, L.K.5, L.K.6
Concepts	<u>Reading:</u> Concepts About Print, Phonological Awareness, Phonics and Word Analysis, Fluency, Questioning, Genres, Visualization <u>Writing:</u> Peer Feedback, Add Details, Recall Information from Experiences <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions to get Information or Clarify, Add Details/Description, Verbal Expression <u>Language:</u> Writing Conventions, Vocabulary
Key Vocabulary	feeling, emotion, senses, rhythm, rhyme, repetition, image, memorize, sounds, clap, blend, repeat, phrase, sentence, gestures, model, title, visualize, drawing

	Readers and Writers Explore Poetry Reading: <i>We Love to Read Poetry</i> Writing: <i>We Love to Write Poetry</i>		2-3 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers realize that there are differences between stories and poems. • readers can pay close attention to the sensory words in a poem and use those words to form a picture in their minds. • readers understand that when they read poetry, they may have strong emotions and feelings about the poems. • readers realize that it can be fun to memorize a favorite poem. • readers use rhythm, rhyme, and repetition to read and recite poems fluently. • writers of poetry use special words to create images and evoke emotions. • writers use rhythm, rhyme, and/or repetition to create poems 	<ul style="list-style-type: none"> • determine the difference between a story and a poem (e.g. <i>content, format, conventions</i>). • visualize a poem and create an illustration to match it. • identify a feeling or emotion associated with a poem. • recite a familiar rhyme or poem from memory. • recognize rhythm, rhyme, and repetition in poems. • write poems independently. • edit and revise their writing. (nouns, verbs, exclamation points, commas) • locate known words in text • syllables have vowels

Assessments:	Writing: Daily Writing Samples
Teacher Resources:	❖ <i>Unit Implementation Guide</i> ❖ <i>Reading Screener</i>

Unit Title	Characters are Important in Stories Reading: <i>Getting to Know Characters</i> Writing: <i>Writing Stories</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I get to know the characters in my books really well? • How can I use all that I know about writing stories to create detailed, long stories?
Unit Strands and Standards	Paying Attention to Characters, Learning How to Act Like the Character, Planning Writing <u>Reading:</u> RF.K.1, RF.K.2, RF.K.3, RF.K.4, RL.K.7 <u>Writing:</u> W.K.3, W.K.5, W.K.8 <u>Speaking and Listening:</u> SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 <u>Language:</u> L.K.1, L.K.2, L.K.4, L.K.6
Concepts	<u>Reading:</u> Concepts About Print, Phonological Awareness, Phonics and Word Analysis, Fluency, Picture Support, Visualizing <u>Writing:</u> Narrative Texts, Sequence, Add Details, Recall Information from Experiences <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions to get Information or Clarify, Add Details/Description, Verbal Expression <u>Language:</u> Writing Conventions, Vocabulary
Key Vocabulary	characters, cover page, title, pictures, picture in your mind, partnerships, act out stories, clubs, reread, voices, performance, audience, topic, author, make sense, end with feelings, speech bubbles, fiction writers, strategies, look right, word walls

Unit Title	Characters are Important in Stories Reading: <i>Getting to Know Characters</i> Writing: <i>Writing Stories</i>	Length of Unit	4-5 weeks
Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...	
<ul style="list-style-type: none">• readers can improve their understanding of a book by paying close attention to the characters.• readers reread and act out books with their partners as a way to help them understand their characters better.• readers can share books with others by acting them out.• writers understand that planning their writing across pages helps them to write longer stories.• writers know that they can make their stories longer and more interesting by using elaboration techniques.• writers can get ideas for their writing by studying mentor texts.• writers realize that the writing charts posted in a classroom can help them be independent with their writing.• writers can expand sentences using simple prepositional phrases.		<ul style="list-style-type: none">• notice different things about characters (e.g. <i>things they do, how they feel, and what they think</i>).• pretend to be characters in books by trying to act and sound like them using facial expressions, body language, and gestures.• perform books in a way that makes them come to life.• plan their story writing across pages.• have a beginning and an ending to their stories.• sequence their writing.• use elaboration in their stories (e.g. <i>actions, feelings</i>).• revise and edit their writing (proper nouns, verbs, complete sentences, using multiple pages)• predict end of story based on beginning and middle.• use meaning, structure and visual cues while reading.	
Assessments:	Writing: End-of-Unit On-Demand Narrative Reading Foundational Skills Assessments Oral Reading Record		
Teacher Resources:	❖ <i>Unit Implementation Guide</i>		