

Module Summary

You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go.

–Dr. Seuss

Have you ever looked at the globe and thought about all the places in the world you could visit? Would you climb high peaks in North America or in Asia? Would you learn to tango in Argentina, or enjoy the beauty of the frescos on the ceiling of the Sistine Chapel? There is, quite literally, a world of possibilities! In this module, students study a group of texts united in theme: *What makes the world fascinating?*

To build a deep well of world knowledge, students study the seven continents. They begin by considering the texts *Europe* and *Asia*, and the interesting things people can do in these places. In the next set of lessons, students consider another aspect of the world: the various geographical features around which cultures develop. Students learn about these natural features by focusing on two contrasting continents: Africa and Antarctica, and their corresponding texts. A passion for knowledge often develops into a passion for travel, and in the next series of lessons, students experience how elements of a story can help them imagine being in another place. The folktale *Why Mosquitoes Buzz in People's Ears* prompts students to explore how specifics of language and illustration can transport them to the sights and sounds of African animals. Students continue to learn about amazing animals in *Australia* and *South America*, and about aspects of South American customs and culture through another fictional folktale: *Moon Rope*, featuring Peruvian textiles as well as storytelling. In the last group of lessons, students lay groundwork for synthesizing information into an opinion through the study of *Introducing North America*. Throughout the module, the text *World Atlas* provides supplemental information on the continents and reinforces how readers collect various sorts of information from maps. Art studies (*Earth from Space*, *Carta Marina*) layered within the lessons provide alleyways into visual perspectives on the continents.

In addition to content knowledge, the continent study fosters skill development. Images that convey information about the continents from *World Atlas* teach students to compare and contrast two sources of information about the same topic. While students analyze the different characteristics of the continents, they consider the transferable knowledge of how an author supports a point. After collecting textual evidence about aspects of each continent, students refer to it to first make and then support informed decisions in a new form of writing: the opinion paragraph. Students use the skills of reading maps, collecting and organizing evidence, and making connections between texts to build their knowledge of the continents and develop an appreciation and passion for exploring the world beyond their classroom.

This work culminates with the End-of-Module (EOM) Task, in which students take evidence they have gathered and opinions they have formed while studying the Essential Question—*What makes the world fascinating?*—and create a travel brochure about which continent they would most like to visit. Students fuse informative and opinion writing to share information about the natural features, animals, and things to do which make their favorite continent a “must-see!”

Module at a Glance

ESSENTIAL QUESTION

What makes the world fascinating?

SUGGESTED STUDENT UNDERSTANDINGS

- The world is a large place with diverse people and places.
- Each continent is characterized by its own animals, natural features, and things to do.
- Maps and photographs can visually transport viewers to different locations around the world.
- Stories can transport readers to another place through language and illustrations.
- Collecting and reflecting upon information allows a person to make and support an informed opinion with reasons.

Texts

CORE TEXTS

Picture Books (Informational)

- *Africa*, Rebecca Hirsch
- *Antarctica*, Rebecca Hirsch
- *Asia*, Rebecca Hirsch
- *Australia*, Rebecca Hirsch
- *Europe*, Rebecca Hirsch
- *Introducing North America*, Chris Oxlade
- *South America*, Rebecca Hirsch
- *World Atlas*, Nick Crane; Illustrations, David Dean

Picture Books (Literary)

- Moon Rope, Lois Ehlert
- *The Story of Ferdinand*, Munro Leaf; Illustrations, Robert Lawson
- *Why Mosquitoes Buzz in People's Ears: A West African Tale*, Verna Aardema; Illustrations, Leo and Diane Dillon

SUPPLEMENTARY TEXTS

Article

- "5 Reasons Why Animal Moms Are Awesome," April Capochino Myers (<http://witeng.link/0406>)

Paintings

- *Carta Marina*, Olaus Magnus (<http://witeng.link/0409>)
- *Cornell Farm*, Edward Hicks (<http://witeng.link/0179>)
- *Washington Crossing the Delaware*, Emanuel Leutze (<http://witeng.link/0205>)

Photographs

- *Earth from Space*, Stöckli, Reto, et al. (<http://witeng.link/0373>)
- "Grand Canyon Scenic Splendor," National Park Service (<http://witeng.link/0438>)
- "Patterns of Chinchero," *Descendants of the Incas* (<http://witeng.link/0435>)

Picture Books (Informational)

- *When I Was Young in the Mountains*, Cynthia Rylant; Illustrations, Diane Goode

Quotation

- "What is life?" Crowfoot (<http://witeng.link/0437>)

Songs

- "Penguin Song," *Preschool Education* (<http://witeng.link/0393>)
- "Where in the World Is Carmen Sandiego? from Smithsonian Folkways," *Smithsonian Folkways* (<http://witeng.link/0375>)

Videos

- "Antarctic Sights and Sounds," James Napoli (<http://witeng.link/0392>)
- "Burkina Faso: Music," *Our Africa* (<http://witeng.link/0411>)
- "Explore Views of the Burj Khalifa with Google Maps," Google Maps (<http://witeng.link/0390>)
- "The Seven Continents Song," Silly School Songs (<http://witeng.link/0374>)

- “Storm-Proofing the World’s Biggest Mud Building,” BBC Earth (<http://witeng.link/0396>)
- “Traditional Chinese Dance—‘Flowers Contend in Beauty’ by Li Qian, Lin Chen (<http://witeng.link/0376>)

Web Pages

- “Americas—Fact Files,” *Go Wild* (<http://witeng.link/0420>)
- “Moles,” *DK Find Out!* (<http://witeng.link/0421>)

Module Learning Goals

Knowledge Goals

- Identify the seven continents.
- Describe the different natural features, things to do, and animals on each continent.
- Demonstrate understanding of maps and their purpose.
- Understand how illustrations, photographs, and words in a text communicate important information.

Reading Goals

- Ask and answer questions about unknown words in a text. (RL.K.4)
- Recognize and sort common types of text. (RL.K.5)
- Describe the relationship between the words and illustrations in a text. (RI.K.7, RL.K.7)
- Identify the reasons an author gives to support a point in the text. (RI.K.8)
- Identify similarities and differences between two texts on the same topic. (RI.K.9)

Writing Goals

- Use a combination of drawing, dictating, and writing to name a topic and state an opinion about the topic. (W.K.1)
- Respond to questions and suggestions from a peer and add detail based on feedback. (W.K.5)
- Collect evidence from the texts and use it support responses to a prompt. (W.K.8)

Speaking and Listening Goals

- Confirm understanding of a text read aloud or information presented orally by giving an example of something heard or understood. (SL.K.2)
- Describe familiar people, places, things, and events to provide additional detail. (SL.K.4)

Language Goals

- Produce and expand complete sentences beginning each sentence with a capital letter. (L.K.1.f, L.K.2.a)
- Recognize and name end punctuation. (L.K.2.b)
- Identify new meanings of familiar words and use them accurately. (L.K.4.a)
- Use the most frequently occurring inflections and affixes to determine the meaning of an unknown word. (L.K.4.b)
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (L.K.5.b)
- Distinguish between shades of meaning of verbs describing the same general action by acting out their meanings. (L.K.5.d)

Module in Context

Knowledge: In this fourth module of Kindergarten, students build knowledge of the world by embarking on an exploration of the seven continents. Informational texts provide the backbone of this module, allowing students to gather information about the different characteristics of each continent. They use the words and photographs to conduct research on the topics of natural features, animals, and things to do on each of the seven continents. They reflect upon these findings and use the information to develop opinions about each continent, ultimately using the information to write an opinion piece about one of the seven continents.

Reading: In Module 3, students formed an understanding of an informational text's structure and how key details, contained in the words and illustrations, support a text's main topic. In this module, students demonstrate independence using words and illustrations in both informational and literary texts to understand key information in the text. Familiarity with different types of texts allows them to use the words and photographs to think more deeply about a text. They compare and contrast two texts on the same topic, as well as develop an understanding of how an author supports a point with reasons. Students engage with informational and literary texts through Text-Dependent Questions (TDQs), annotating, and charting details. They use the structure of an informational text to guide evidence collection and collect details about the different characteristics of each continent.

Writing: The primary writing focus of this module is text-based opinion writing. Students use the familiar structure of an informative writing piece to engage in another form of informative writing: opinion writing. They collect textual evidence and learn the process of crafting an opinion about a specific topic. They learn through an opinion writing model how to begin with an opinion statement and support that statement with information from the text. Students continue producing and expanding sentences using details from the text. In addition, students learn to share their writing with their peers as well as give feedback to another. Students reflect upon feedback and learn strategies to implement changes to improve writing. Because writing development varies widely, students work toward independence from where they are, engaging in productive struggle without frustration. Throughout this module, students have frequent opportunities to write, draw, and dictate. These efforts include

brief responses in their Response Journal, recording evidence to post on class charts, and answering prompts about the text. In the EOM Task, students create their own travel brochure about which continent they would most like to visit, forming an opinion and supporting it with textual evidence.

Speaking and Listening: Students have frequent opportunities to develop listening and speaking skills in multiple settings, including whole group, small group, and pairs. During discussions about the texts, students practice sharing ideas in a group setting. Students learn the importance of confirming their understanding of a text read aloud or information presented orally to demonstrate their ability to listen to their peers and reflect upon their discussion. They also demonstrate an ability to use information from the text to describe familiar people, places, things, and events to provide additional detail while discussing a topic. Students engage in conversations about the texts both in class discussions and in Socratic Seminars. These opportunities give students a chance to build their knowledge of the content and support their ideas with textual evidence while responding to classmates thoughtfully and respectfully.

Standards

FOCUS STANDARDS

Reading Literature	
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Reading Informational	
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Writing	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language	
L.K.1.f	Produce and expand complete sentences in shared language activities.
L.K.2.a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
L.K.2.b	Recognize and name end punctuation.
L.K.4.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).
L.K.4.b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.
L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.
Speaking and Listening	
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CONTINUING STANDARDS

Reading Literature	
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational Text	
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Language	
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write an opinion statement about which continent, Asia or Europe, has the most interesting things to do.	<ul style="list-style-type: none"> ▪ Use informational texts to gather information to form an opinion. ▪ Demonstrate understanding of how to form an opinion statement. 	RI.K.1; W.K.1, W.K.8
2. Write an opinion paragraph about which continent, Africa or Antarctica, has the most interesting natural features.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the opinion paragraph structure. ▪ Use information from the text to form and support an opinion. ▪ Demonstrate understanding of how adjectives add detail to a sentence. 	RI.K.1; W.K.1, W.K.8
<p>3. Part 1: Write a sentence about what moment in the story the illustration on pages 17–18 depicts.</p> <p>Part 2: Write an opinion paragraph about a favorite character in <i>Why Mosquitoes Buzz in People's Ears</i>.</p> <p>Part 3: In small groups, distinguish shades of meaning among the verbs <i>tiptoe</i>, <i>walk</i>, <i>lumber</i>, and <i>scurry</i> by acting them out.</p>	<ul style="list-style-type: none"> ▪ Use textual evidence to support an opinion. ▪ Use the illustrations to guide understanding and collect information. ▪ Demonstrate understanding of the opinion paragraph structure. ▪ Demonstrate understanding of how adjectives provide detail in a sentence. 	RL.K.1, RL.K.7; W.K.1, W.K.2 W.K.8; L.K.5.d
<p>4. Part 1: Use understanding of the words and pictures in <i>South America</i> to respond to questions about the text.</p> <p>Part 2: Write an opinion paragraph about which continent, South America or Australia, has the most interesting animals.</p>	<ul style="list-style-type: none"> ▪ Use informational texts to gather information and form an opinion about a topic. ▪ Support an opinion statement with textual evidence. ▪ Add details to writing based on peer feedback. 	RI.K.1, RI.K.7; W.K.1, W.K.5, W.K.8

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
<p>5. Part 1: Write an opinion paragraph in the form of a letter to convince someone to visit North America.</p> <p>Part 2: Identify the different forms of end punctuation by circling examples from the text.</p>	<ul style="list-style-type: none"> ▪ Use informational texts to gather information and form an opinion about a topic. ▪ Support an opinion statement with textual evidence. ▪ Demonstrate understanding of the part of a complete sentence, including using a capital letter to signal the start of a sentence. ▪ Demonstrate understanding of the opinion paragraph structure by restating an opinion to conclude the paragraph. 	RI.K.1; W.K.1, W.K.8; L.K.1.f, L.K.2.a, L.K.2.b

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
<p>1. After listening to a read-aloud of “5 Reasons Why Animal Moms Are Awesome,” identify two reasons the author gives to support the point, “African Elephant moms are awesome!”</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how reasons or information support a point made by the author. 	RI.K.8
<p>2. After listening to a read-aloud of <i>Moon Rope</i>, use knowledge of word relationships and the illustrations to define key vocabulary.</p>	<ul style="list-style-type: none"> ▪ Understand how illustrations can help determine the meaning of unknown words. ▪ Develop an understanding of familiar words by relating them to their opposites. ▪ Understand that certain words can have multiple meanings. 	RL.K.4; L.K.4.a, L.K.4.b, L.K.5.b
<p>3. Use the map on pages 38–39 of <i>World Atlas</i> to compare and contrast information that appears on the map of North America with information collected from <i>Introducing North America</i>.</p>	<ul style="list-style-type: none"> ▪ Identify how two sources on the same topic can provide similar and different information. ▪ Understand that using multiple sources can enhance understanding of a topic. 	RI.K.9

Socratic Seminar	Elements That Support Success on the EOM Task	Standards
1. Describe which natural feature in Antarctica you would most like to explore and give an example from the text to support your opinion.	<ul style="list-style-type: none"> ▪ Use information from the text to form an opinion about a topic. ▪ Demonstrate understanding of how providing an example helps support an opinion statement. ▪ Demonstrate the importance of confirming understanding. 	SL.K.2
2. After sharing the EOM Task, describe how the continent you chose is similar to and different from North America.	<ul style="list-style-type: none"> ▪ Demonstrate an ability to make connections between information gathered on two different continents. ▪ Use examples from the text to describe similarities and differences. ▪ Demonstrate understanding of how describing details on a topic provides more information. 	SL.K.4

End-of-Module Task	Elements That Support Success on the EOM Task	Standards
<p>Part 1: Use knowledge of various text types to sort each module text into one of the following categories: informational text or storybook.</p> <p>Part 2: Choosing from one of the following continents—Asia, Africa, Antarctica, Europe, Australia, and South America—create a travel brochure to explain why someone should visit that continent.</p>	<ul style="list-style-type: none"> ▪ Sort the module texts by genre. ▪ Use the Opinion Sandwich writing model to structure the opinion paragraph. ▪ Support an opinion statement with details from the text as part of a shared research piece. ▪ Use drawings to support and add detail to each sentence. ▪ Produce and expand complete sentences with information from the text, including capitalizing the first letter of each sentence. 	RI.K.1; RL.K.5 W.K.1, W.K.8; L.K.1.f, L.K.2.a

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standard
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.K.6

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: What interesting things can people do in Europe and Asia?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
1	<p><i>Earth from Space</i>, Stöckli, Reto, et al.</p> <p>“The Seven Continents Song,” Silly School Songs</p> <p>“<i>Where in the World Is Carmen Sandiego?</i>” from Smithsonian Folkways,” Smithsonian Folkways</p> <p><i>Asia</i>, Rebecca Hirsch</p> <p><i>Europe</i>, Rebecca Hirsch</p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>Europe</i> and <i>Asia</i>?</p>		<ul style="list-style-type: none"> Use a variety of question words to ask questions about <i>Asia</i>. (RI.K.1, L.K.1.d) Represent learning through writing and drawing. (W.10*) Identify land and water items by the categories <i>continent</i> and <i>ocean</i> to gain a sense of these vocabulary words. (L.K.5.a)
2	<p>“The Seven Continents Song,” Silly School Songs</p> <p><i>Asia</i>, Rebecca Hirsch</p> <p>“Traditional Chinese Dance—‘Flowers Contend in Beauty’”</p>	<p><u>Organize</u></p> <p>What is happening in <i>Asia</i>?</p>	<p><u>Examine</u></p> <p>Why is opinion writing important?</p>	<ul style="list-style-type: none"> Use text features to identify the main topic and key details in sections of <i>Asia</i>. (RI.K.2) Write a sentence to state an opinion. (W.K.1, L.K.1.f) Demonstrate understanding of frequently occurring adjectives by relating them to their opposites. (L.K.5.b)
3	<p>“The Seven Continents Song,” Silly School Songs</p> <p><i>Europe</i>, Rebecca Hirsch</p> <p><i>The Story of Ferdinand</i>, Munro Leaf; Illustrations, Robert Lawson</p>	<p><u>Organize</u></p> <p>What is happening in <i>Europe</i>?</p>		<ul style="list-style-type: none"> Use text features to identify the main topic and key details in a section of <i>Europe</i>. (RI.K.2) Identify unknown words in <i>The Story of Ferdinand</i>. (RL.K.4) Demonstrate understanding of <i>sit</i>, <i>pick</i>, and <i>shout</i> by stating and acting out each word’s opposite. (L.K.5.b)

Focusing Question 1: What interesting things can people do in Europe and Asia?				
4	<p>“The Seven Continents Song,” Silly School Songs</p> <p><i>Asia</i>, Rebecca Hirsch</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the words and photographs in <i>Asia</i> reveal?</p>	<p><u>Experiment</u></p> <p>How do I write an opinion statement?</p> <p><u>Examine</u></p> <p>Why is it important to create and expand complete sentences?</p>	<ul style="list-style-type: none"> ▪ Use photographs and details from the text to describe things people can do in Asia. (RI.K.7) ▪ Use the pictures and words in the text to form an opinion statement. (RI.K.1, W.K.1, W.K.8, L.K.1.f) ▪ Identify the parts of a complete sentence and describe how a given sentence was expanded. (L.K.1.f)
5	<p>“The Seven Continents Song,” Silly School Songs</p> <p><i>Europe</i>, Rebecca Hirsch</p> <p><i>The Story of Ferdinand</i>, Munro Leaf; Illustrations, Robert Lawson</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the words and photographs in <i>Europe</i> reveal?</p>	<p><u>Experiment</u></p> <p>How do I write an opinion statement?</p>	<ul style="list-style-type: none"> ▪ Use photographs and details from the text to describe things people can do in Europe. (RI.K.7) ▪ Use the illustrations and details from the text to describe events in <i>The Story of Ferdinand</i>. (RL.K.1, RL.K.7, W.K.8) ▪ Identify new meanings for the words <i>stick</i> and <i>horns</i> and apply them accurately. (L.K.4.a)
6	<p>“The Seven Continents Song,” Silly School Songs</p> <p><i>When I Was Young in the Mountains</i>, Cynthia Rylant</p> <p><i>Asia</i>, Rebecca Hirsch</p> <p>“Explore Views of the Burj Khalifa with Google Maps,” Google Maps</p> <p><i>The Story of Ferdinand</i>, Munro Leaf; Illustrations, Robert Lawson</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of <i>Asia</i> reveal about a point the author makes?</p>	<p><u>Experiment</u></p> <p>How do I write an opinion statement?</p>	<ul style="list-style-type: none"> ▪ Identify reasons the author gives to support a point in Asia. (RI.K.8) ▪ Use the photographs and details from the text to state an opinion about the text. (W.K.1, W.K.8) ▪ Distinguish shades of meaning between <i>stick</i>, <i>touch</i>, and <i>poke</i> by acting out their meanings. (L.K.5.d)

Focusing Question 1: What interesting things can people do in Europe and Asia?				
7 ✓FQT	<p>“The Seven Continents Song,” Silly School Songs</p> <p><i>Europe</i>, Rebecca Hirsch</p> <p><i>Asia</i>, Rebecca Hirsch</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of <i>Europe</i> reveal about a point the author makes?</p>	<p><u>Execute</u></p> <p>How do I write an opinion statement for my Focusing Question Task?</p>	<ul style="list-style-type: none"> Identify reasons the author gives to support a point in <i>Europe</i>. (RI.K.8) Reflect upon evidence collected from <i>Asia</i> and <i>Europe</i> to form and write an opinion statement. (RI.K.1, W.K.1, W.K.8) Distinguish shades of meaning between <i>speak</i>, <i>whisper</i>, and <i>yell</i> by acting out their meanings. (L.K.5.d)
8	<p>“The Seven Continents Song,” Silly School Songs</p> <p><i>Earth from Space</i>, Stöckli, Reto, et al.</p> <p><i>Asia</i>, Rebecca Hirsch</p> <p><i>Europe</i>, Rebecca Hirsch</p> <p><i>World Atlas</i>, Nick Crane; Illustrations, David Dean</p> <p>“Explore Views of the Burj Khalifa with Google Maps,” Google Maps</p>	<p><u>Know</u></p> <p>How do <i>Europe</i> and <i>Asia</i> build my knowledge of the continents?</p>	<p><u>Experiment</u></p> <p>How does creating and expanding sentences with prepositions work?</p>	<ul style="list-style-type: none"> Use the evidence organizer and photographs from the text to reflect upon and share important learning from <i>Asia</i>. (RI.K.2) Identify basic similarities between <i>Europe</i> and <i>World Atlas</i>. (RI.K.9) Create a complete sentence and expand it by adding a preposition. (L.K.1.e, L.K.1.f)

Focusing Question 2: What interesting natural features can people see in Africa and Antarctica?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
9	<p>“Antarctic Sights and Sounds,” James Napoli</p> <p>“Where in the World Is Carmen Sandiego?” from Smithsonian Folkways,” Smithsonian Folkways</p> <p><i>Africa</i>, Rebecca Hirsch</p> <p><i>Antarctica</i>, Rebecca Hirsch</p> <p>“Penguin Song,” Preschool Education</p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>Antarctica</i> and <i>Africa</i>?</p>		<ul style="list-style-type: none"> ▪ Represent learning through writing and drawing. (W.10*) ▪ Use a variety of question words to ask questions about <i>Africa</i>. (RI.K.1, L.K.1.d) ▪ Demonstrate understanding of frequently occurring adjectives, or describing words, by matching them to their opposites. (L.K.5.b)
10	<p>“Penguin Song,” Preschool Education</p> <p><i>Africa</i>, Rebecca Hirsch</p> <p><i>Antarctica</i>, Rebecca Hirsch</p>	<p><u>Organize</u></p> <p>What is happening in <i>Africa</i> and <i>Antarctica</i>?</p>	<p><u>Examine</u></p> <p>Why is supporting an opinion important?</p> <p><u>Examine</u></p> <p>Why is it important to make sure you understand something?</p>	<ul style="list-style-type: none"> ▪ Use text features to identify the main topic and key details in a section of <i>Africa</i>. (RI.K.2) ▪ Demonstrate understanding of frequently occurring adjectives, or describing words, by matching them to their opposites. (L.K.5.b)
11	<p>“Penguin Song,” Preschool Education</p> <p><i>Africa</i>, Rebecca Hirsch</p> <p>“Storm-Proofing the World’s Biggest Mud Building,” BBC Earth</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the words and illustrations reveal in <i>Africa</i>?</p>	<p><u>Experiment</u></p> <p>How do I support an opinion with reasons from the text?</p> <p><u>Experiment</u></p> <p>How can I show I understand something?</p>	<ul style="list-style-type: none"> ▪ Use photographs and details from the text to describe natural features in <i>Africa</i>. (RI.K.7, L.K.5.c) ▪ Use details from the words and illustrations to support an opinion statement. (RI.K.1, W.K.1, W.K.8) ▪ Demonstrate understanding of <i>work</i>, <i>grow</i>, and <i>climb</i> by acting out their opposites. (L.K.5.b)

Focusing Question 2: What interesting natural features can people see in Africa and Antarctica?				
12	<p>“Penguin Song,” Preschool Education</p> <p><i>Antarctica</i>, Rebecca Hirsch</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the words and illustrations reveal in <i>Antarctica</i>?</p>	<p><u>Experiment</u></p> <p>How do I support an opinion with reasons from the text?</p>	<ul style="list-style-type: none"> Use photographs and details from the text to describe natural features in <i>Antarctica</i>. (RI.K.7, L.K.5.c) Use details from the words and illustrations to support an opinion statement. (RI.K.1, W.K.1, W.K.8) Distinguish shades of meaning between <i>blow</i>, <i>swirl</i>, and <i>flow</i> by acting out their meanings. (L.K.5.d)
13 ✓NR ✓FQT	<p>“Penguin Song,” Preschool Education</p> <p><i>Africa</i>, Rebecca Hirsch</p> <p>“5 Reasons Why Animal Moms Are Awesome,” April Capochino Myers</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of <i>Africa</i> reveal about a point the author makes?</p>	<p><u>Execute</u></p> <p>How do I write an opinion statement for my Focusing Question Task?</p> <p><u>Experiment</u></p> <p>How does writing and expanding sentences by adding describing words work?</p>	<ul style="list-style-type: none"> Identify reasons the author gives to support a point in <i>Africa</i>. (RI.K.8) Identify reasons the author gives to support the point “African elephant moms are awesome!” (RI.K.8) Create a complete sentence and expand it by adding a describing word. (L.K.1.f)
14 ✓FQT	<p>“Penguin Song,” Preschool Education</p> <p><i>Africa</i>, Rebecca Hirsch</p> <p><i>World Atlas</i>, Nick Crane; Illustrations, David Dean</p> <p>“5 Reasons Why Animal Moms Are Awesome,” April Capochino Myers</p>	<p><u>Know</u></p> <p>How does <i>Africa</i> build my knowledge of the continents?</p>	<p><u>Execute</u></p> <p>How do I support my opinion statement in my Focusing Question Task?</p>	<ul style="list-style-type: none"> Use information gathered from <i>Africa</i> and <i>Antarctica</i> to provide supporting reasons for an opinion statement. (RI.K.1, W.K.1, W.K.8) Identify basic similarities in and differences between <i>Africa</i> and <i>World Atlas</i>. (RI.K.9) Use the meaning of the word ending <i>-ful</i> as a clue to find the meaning of a new describing word. (L.K.4.b)

Focusing Question 2: What interesting natural features can people see in Africa and Antarctica?				
15 ✓FQT ✓SS	<p>“Penguin Song,” Preschool Education</p> <p><i>Africa</i>, Rebecca Hirsch</p> <p><i>Antarctica</i>, Rebecca Hirsch</p>	<p><u>Know</u></p> <p>How does <i>Antarctica</i> build my knowledge of the continents?</p>	<p><u>Execute</u></p> <p>How do I support my opinion statement in my Focusing Question Task?</p> <p><u>Execute</u></p> <p>How can I show my understanding in a Socratic Seminar?</p>	<ul style="list-style-type: none"> Use information gathered from <i>Africa</i> and <i>Antarctica</i> to provide supporting reasons for an opinion statement. (RI.K.1, W.K.1, W.K.8) Confirm understanding of a text read aloud by answering questions during a group discussion. (RI.K.1, SL.K.1, SL.K.2, SL.K.6) Use the meaning of the word ending <i>-less</i> as a clue to figure out the meaning of an unknown describing word. (L.K.4.b)

Focusing Question 3: How can a story transport you to a different place?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
16	<p><i>Why Mosquitoes Buzz in People's Ears: A West African Tale</i>, Verna Aardem; Illustrations Leo and Diane Dillon</p> <p><i>Carta Marina</i>, Olaus Magnus</p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>Why Mosquitoes Buzz in People's Ears</i>?</p>	<p><u>Examine</u></p> <p>Why is it important to share your writing?</p>	<ul style="list-style-type: none"> Use familiar words in <i>Why Mosquitoes Buzz in People's Ears</i> to determine the meaning of unknown words. (RL.K.4, L.K.5.d) Use a variety of question words to ask questions about <i>Carta Marina</i>. (RL.K.1, L.K.1.d) Apply both meanings of the words <i>bear</i> and <i>lumber</i>. (L.K.4.a)

Focusing Question 3: How can a story transport you to a different place?				
17	<p>“Lions Roar,” <i>CanTeach</i></p> <p><i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i>, Verna Aardema; Illustrations Leo and Diane Dillon</p> <p><i>Carta Marina</i>, Olaus Magnus</p> <p>“Burkina Faso: Music,” Our Africa</p>	<p><u>Organize</u></p> <p>What is happening in <i>Why Mosquitoes Buzz in People’s Ears</i>?</p>	<p><u>Experiment</u></p> <p>How can I share my writing with others?</p>	<ul style="list-style-type: none"> Use illustrations from <i>Why Mosquitoes Buzz in People’s Ears</i> to better understand the events in the story. (RL.K.2, RL.K.7) Follow agreed-upon rules for discussion when sharing writing with a peer. (W.K.5, SL.K.1.a) Use the meaning of the prefix <i>re-</i> as a clue to find the meaning of an unknown word. (L.K.4.b)
18	<p>“Lions Roar,” <i>CanTeach</i></p> <p><i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i>, Verna Aardema; Illustrations Leo and Diane Dillon</p> <p><i>Carta Marina</i>, Olaus Magnus</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the words and illustrations reveal about unknown words in <i>Why Mosquitoes Buzz in People’s Ears</i>?</p>	<p><u>Experiment</u></p> <p>How do I respond to someone’s writing?</p>	<ul style="list-style-type: none"> Use context clues from the words and illustrations to define unknown words in <i>Why Mosquitoes Buzz in People’s Ears</i>. (RL.K.4, RL.K.7) Provide feedback to a peer about their writing. (W.K.5) Demonstrate understanding of <i>lumbered</i>, <i>scurried</i>, <i>returned</i>, and <i>left</i> by acting out their opposites. (L.K.5.b)
19 ✔FQT	<p>“Lions Roar,” <i>CanTeach</i></p> <p><i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i>, Verna Aardema; Illustrations Leo and Diane Dillon</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the words and illustrations reveal in <i>Why Mosquitoes Buzz in People’s Ears</i>?</p>	<p><u>Experiment</u></p> <p>How do I respond to someone’s writing?</p>	<ul style="list-style-type: none"> Use the words and illustrations in the text to describe the characters’ actions. (RL.K.4, RL.K.7) Use the illustrations to determine what is happening in one scene of the text. (RL.K.7, W.K.2) Use the meaning of the prefix <i>un-</i> as a clue to find the meaning of an unknown word. (L.K.4.b)

Focusing Question 3: How can a story transport you to a different place?				
20 ✓FQT	<p>“Lions Roar,” <i>CanTeach</i></p> <p><i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i>, Verna Aardema; Illustrations Leo and Diane Dillon</p> <p><i>Carta Marina</i>, Olaus Magnus</p> <p><i>Earth from Space</i>, Stöckli, Reto, et al.</p> <p>“Burkina Faso: Music,” <i>Our Africa</i></p>	<p><u>Distill</u></p> <p>What is the essential meaning of <i>Why Mosquitoes Buzz in People’s Ears</i>?</p>	<p><u>Execute</u></p> <p>How do I execute my Focusing Question Task?</p>	<ul style="list-style-type: none"> ▪ Determine essential meanings of <i>Why Mosquitoes Buzz in People’s Ears</i>. (RL.K.1) ▪ Express understanding of the characters in <i>Why Mosquitoes Buzz in People’s Ears</i> by writing an opinion piece about a favorite character. (RL.K.1, W.K.1, W.K.8) ▪ Describe meanings of the words <i>snap</i> and <i>mind</i>. (L.K.4.a)
21 ✓FQT	<p>“Lions Roar,” <i>CanTeach</i></p> <p><i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i>, Verna Aardema</p> <p><i>Carta Marina</i>, Olaus Magnus</p> <p><i>Earth from Space</i>, Stöckli, Reto, et al.</p> <p><i>World Atlas</i>, Nick Crane; Illustrated by David Dean</p>	<p><u>Know</u></p> <p>How does <i>Why Mosquitoes Buzz in People’s Ears</i> build my knowledge?</p>	<p><u>Execute</u></p> <p>How do I execute my Focusing Question Task?</p> <p><u>Execute</u></p> <p>How do I respond to my peer’s Focusing Question Task?</p> <p><u>Experiment</u></p> <p>How do I create and expand complete sentences?</p>	<ul style="list-style-type: none"> ▪ Express understanding of the characters in <i>Why Mosquitoes Buzz in People’s Ears</i> by writing an opinion piece about a favorite character. (RL.K.1, W.K.1, W.K.8) ▪ Distinguish the different shades of meaning between verbs of movement. (L.K.5.d) ▪ Write a complete sentence and expand it by adding an adjective and preposition. (L.K.1.f)

Focusing Question 4: What amazing animals can people see in South America and Australia?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
22	<p><i>“Where in the World Is Carmen Sandiego?”</i> from Smithsonian Folkways, Smithsonian Folkways</p> <p><i>South America</i>, Rebecca Hirsch</p> <p><i>Australia</i>, Rebecca Hirsch</p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>South America</i> and <i>Australia</i>?</p>	<p><u>Examine</u></p> <p>Why do writers add to their writing?</p>	<ul style="list-style-type: none"> Represent learning through writing and drawing. (W.10*) Use a variety of question words to ask questions about <i>Australia</i>. (RI.K.1, L.K.1.d) Use the meaning of the prefix <i>un-</i> as a clue to figure out the meaning of an unknown word. (L.K.4.b)
23 ✓NR	<p>“Americas–Fact Files,” <i>Go Wild</i></p> <p><i>South America</i>, Rebecca Hirsch</p> <p><i>Moon Rope</i>, Lois Ehlert</p> <p>“Moles,” <i>DK Find Out!</i></p>	<p><u>Organize</u></p> <p>What is happening in <i>South America</i>?</p>		<ul style="list-style-type: none"> Use text features to identify the main topic and key details in sections of <i>South America</i>. (RI.K.2) Use knowledge of word relationships and the illustrations in <i>Moon Rope</i> to define key vocabulary. (RL.K.4, L.K.4.a, L.K.4.b, L.K.5.b) Distinguish shades of meaning between <i>hitch</i> and <i>hang</i> by acting out their meanings and analyzing how the meaning of the words change the meaning of the story. (L.K.5.d)

*In alignment with the CCSS, W.10 formally begins in Grade 3. However, K–2 students write routinely for a variety of time frames, tasks, purposes, and audiences. As a result, this lesson contains instruction related to W.10 in an effort to familiarize students with a range of writing.

Focusing Question 4: What amazing animals can people see in South America and Australia?				
24	<p><i>Moon Rope</i>, Lois Ehlert</p> <p><i>Australia</i>, Rebecca Hirsch</p>	<p><u>Organize</u></p> <p>What is happening in <i>Australia</i>?</p>	<p><u>Experiment</u></p> <p>How do writers add to their writing?</p> <p><u>Examine</u></p> <p>Why is it important write a complete sentence that begins with a capital letter?</p>	<ul style="list-style-type: none"> Use text features to identify the main topic and key details in a section of <i>Australia</i>. (RI.K.2) Add details to strengthen a piece of writing. (W.K.5) Distinguish between a phrase and a complete sentence and identify the letter that should be capitalized in a complete sentence. (L.K.1.f, L.K.2.a)
25	<p><i>Moon Rope</i>, Lois Ehlert</p> <p><i>Earth from Space</i>, Stöckli, Reto, et al.</p> <p><i>South America</i>, Rebecca Hirsch</p> <p>“Patterns of Chinchero”</p> <p><i>Descendants of the Incas</i></p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the words and illustrations reveal in <i>South America</i>?</p>	<p><u>Experiment</u></p> <p>How do I add to my writing?</p> <p><u>Experiment</u></p> <p>How does writing a complete sentence that begins with a capital letter work?</p>	<ul style="list-style-type: none"> Use photographs and details from the text to describe animals in <i>South America</i>. (RI.K.7) Respond to suggestions from a peer to improve writing. (W.K.5) Write a complete sentence caption that begins with a capital letter. (L.K.1.f, L.K.2.a)
26	<p><i>Moon Rope</i>, Lois Ehlert</p> <p><i>Australia</i>, Rebecca Hirsch</p> <p><i>South America</i>, Rebecca Hirsch</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the words and illustrations reveal in <i>Australia</i>?</p>	<p><u>Execute</u></p> <p>How do I execute my Focusing Question Task?</p>	<ul style="list-style-type: none"> Use photographs and details from the text to respond to questions about <i>South America</i>. (RI.K.7) Use information gathered from <i>South America</i> and <i>Australia</i> to form an opinion about the animals on those continents. (RI.K.1, W.K.1, W.K.8) Demonstrate understanding of grade-level vocabulary. (L.K.6)

Focusing Question 4: What amazing animals can people see in South America and Australia?				
27 ✓FQT	<p><i>Moon Rope</i>, Lois Ehlert</p> <p><i>Australia</i>, Rebecca Hirsch</p> <p><i>South America</i>, Rebecca Hirsch</p> <p><i>World Atlas</i>, Nick Crane; Illustrations, David Dean</p>	<p><u>Know</u></p> <p>How do <i>Australia</i> and <i>South America</i> build my knowledge of the continents?</p>	<p><u>Execute</u></p> <p>How do I add to my writing in my Focusing Question Task?</p> <p><u>Experiment</u></p> <p>How do I write a complete sentence that begins with a capital letter?</p>	<ul style="list-style-type: none"> ▪ Use information gathered from <i>South America</i> and <i>Australia</i> to support an opinion about the continent. (RI.K.1, W.K.1, W.K.8) ▪ Respond to suggestions from a peer to improve writing for the Focusing Question Task. (W.K.5) ▪ Identify basic similarities in and differences between <i>South America</i> and <i>World Atlas</i>. (RI.K.9) ▪ Write a complete sentence that begins with a capital letter. (L.K.1.f, L.K.2.a)

Focusing Question 5: Why might people want to visit North America?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
28	<p>“<i>Where in the World Is Carmen Sandiego?</i> from Smithsonian Folkways,” <i>Smithsonian Folkways</i></p> <p><i>Introducing North America</i>, Chris Oxlade</p> <p>“What is life?” Crowfoot</p> <p>“Grand Canyon Scenic Splendor,” <i>National Park Service</i></p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>Introducing North America</i>?</p>	<p><u>Examine</u></p> <p>Why is restating an opinion important?</p> <p><u>Examine</u></p> <p>Why is it important to use a punctuation mark at the end of a complete sentence?</p>	<ul style="list-style-type: none"> ▪ Use a variety of question words to ask questions about <i>Introducing North America</i>. (RI.K.1, L.K.1.d) ▪ Examine the importance of writing a conclusion sentence in an opinion paragraph. (W.K.1) ▪ Identify a complete sentence and describe the end punctuation. (L.K.1.f, L.K.2.b)

Focusing Question 5: Why might people want to visit North America?				
29	<p>“What is life?” Crowfoot</p> <p><i>Introducing North America</i>, Chris Oxlade</p>	<p><u>Organize</u></p> <p>What is happening in <i>Introducing North America</i>?</p>	<p><u>Experiment</u></p> <p>How can I restate my opinion?</p> <p><u>Experiment</u></p> <p>How does using a punctuation mark at the end of a complete sentence work?</p>	<ul style="list-style-type: none"> ▪ Use text features to identify the main topic and key details in sections of <i>Introducing North America</i>. (RI.K.2) ▪ Restate an opinion to provide a conclusion for an opinion paragraph. (W.K.1) ▪ Create a complete sentence and describe the end punctuation. (L.K.1.f, L.K.2.b)
30 ✓FQT	<p>“What is life?” Crowfoot</p> <p><i>Introducing North America</i>, Chris Oxlade</p>	<p><u>Reveal:</u></p> <p>What does a deeper exploration of the words and illustrations reveal in <i>Introducing North America</i>?</p>	<p><u>Execute</u></p> <p>How do I execute my Focusing Question Task?</p> <p><u>Experiment</u></p> <p>How do I end a complete sentence with the correct punctuation mark?</p>	<ul style="list-style-type: none"> ▪ Use photographs and details from the text to describe natural features and animals in <i>Introducing North America</i>. (RI.K.7) ▪ Use information gathered from <i>Introducing North America</i> to form an opinion about the continent. (W.K.1, W.K.8, L.K.2.a) ▪ Write a complete sentence that ends with the correct punctuation mark. (L.K.1.f, L.K.2.b)
31 ✓FQT ✓NR	<p>“What is life?” Crowfoot</p> <p><i>Introducing North America</i>, Chris Oxlade</p> <p><i>World Atlas</i>, Nick Crane; Illustrations, David Dean</p>	<p><u>Know</u></p> <p>How does <i>Introducing North America</i> build my knowledge of the continents?</p>	<p><u>Execute</u></p> <p>How do I execute using capital letters in my Focusing Question Task?</p>	<ul style="list-style-type: none"> ▪ Recognize and annotate end punctuation. (L.K.2.b) ▪ Use information gathered from <i>Introducing North America</i> to support an opinion about the continent. (RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a) ▪ Identify basic similarities in and differences between <i>Introducing North America</i> and <i>World Atlas</i>. (RI.K.9) ▪ Sort photographs from the text into categories based on the type of natural feature it depicts. (L.K.5.a)

Essential Question: What makes the world fascinating?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
32 ✓EOM	All Module Texts	<u>Know</u> How do Module 4 texts build my knowledge the continents?	<u>Examine</u> Why is it important to describe things in detail when I speak? <u>Excel</u> How do I improve at writing a complete sentence?	<ul style="list-style-type: none"> Recognize common text types and sort module texts into genres. (RL.K.5) Examine the importance of verbal descriptions in providing details. (RI.K.7, SL.K.4) Write and expand a complete sentence that begins with a capital letter and ends with the correct punctuation mark. (L.K.1.f, L.K.2.a, L.K.2.b)
33 ✓VOC ✓EOM	All Module Texts	<u>Know</u> How do Module 4 texts build my knowledge of the continents?	<u>Experiment</u> How do I describe things when I speak? <u>Execute</u> How do I use complete sentences in my EOM Task?	<ul style="list-style-type: none"> Express understanding of the unique natural features, animals, and things to do on the different continents. (RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a) Use descriptive words to verbally describe familiar places. (SL.K.4) Demonstrate understanding of grade-level vocabulary. (L.K.6)
34 ✓EOM	All Module Texts	<u>Know</u> How do Module 4 texts build my knowledge of the continents?	<u>Execute</u> How do I use complete sentences for my EOM Task? <u>Excel</u> How do I improve my opinion writing?	<ul style="list-style-type: none"> Express understanding of the unique natural features, animals, and things to do on the different continents. (RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a) With support, evaluate writing and use complete sentences to share reflections. (L.K.1.f)

Essential Question: What makes the world fascinating?				
35 ✓EOM ✓SS	All Module Texts	<u>Know</u> How do Module 4 texts build my knowledge of the continents?	<u>Execute</u> How do I describe things in a Socratic Seminar? <u>Excel</u> How do I improve my opinion writing?	<ul style="list-style-type: none"> ▪ Express understanding of the unique natural features, animals, and things to do on different continents. (RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a) ▪ Verbally describe how a detail in one supporting reason from the EOM Task compares to a characteristic of North America. (SL.K.4, SL.K.6) ▪ With support, evaluate writing and use complete sentences to share reflections. (L.K.1.f)

Focusing Question: What is the story of the year?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
36	All Module 1–4 Core Texts <i>The Cornell Farm</i> , Edward Hicks <i>Washington Crossing the Delaware</i> , Emanuel Leutze <i>Carta Marina</i> , Olaus Magnus	<u>Know</u> How do this year's texts build my knowledge?		<ul style="list-style-type: none"> ▪ Reflect on learning over the course of the year and verbally describe something from a text that sparked a sense of wonder. (RI.K.1, RL.K.1, SL.K.2, SL.K.4) ▪ Draw and label one detail from a module text that sparks a sense of wonder. (RI.K.1, RL.K.1, W.K.8, L.K.2.c, L.K.2.d)

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