

Englewood Public School District
English Language Arts
Grades Kindergarten

Teachers College Reading and Writing Project

Units of Study in Opinion, Information, and Narrative Writing, K–5 and Units of Study for Teaching Reading, are new publications from Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level Lucy and her team have designed and piloted a yearlong curriculum founded on the expectations of the Common Core State Standards and built on the experience of decades of intensive literacy instruction with hundreds of thousands of students and educators.

Orton-Gillingham

The Orton-Gillingham method is language-based and success-oriented. The scholars are directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables scholars to master important literacy skills. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. This program provides scholars with immediate feedback and a predictable sequence that integrates reading, writing, and spelling. This comprehensive approach to reading instruction benefits all scholars.

UNIT	TOPIC	Weeks
1	We Are Readers/Launching the Writing Workshop	10
2	Super Powers/Writing for Readers	10
3	Bigger Books, Bigger Reading Muscles/Writing to Teach Others	10
4	Becoming Avid Readers/Using Words to Make a Change	10

Englewood Public School District
English Language Arts
Kindergarten

Unit 2: Super Powers/Writing for Readers

Overview: The themes for Unit 2 are "Super Powers: Reading with Print Strategies and Sight Word Power" and "Writing for Readers." During this unit students will continue to be introduced to the world of print including; the alphabet, identifying and producing rhymes, and discriminating sounds and words. Students will continue to learn high frequency sight words and vocabulary related to unit themes. They will also work on a variety of reading decoding strategies such as increasing their reading fluency and stamina. Students will continue writing stories, and will be introduced to writing tools to help make their writing clearer. Lastly, students will continue learning how to listen to comprehend and speak to communicate clearly.

Time Frame: 10 Weeks

Enduring Understandings:

- *Letters and sounds make words and that words have meaning when spoken and read.*
- *Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.*
- *Understand that language is the way we communicate with each other and share ideas.*
- *Good listening and speaking skills help us better understand each other and the world around us.*
- *Using reading strategies will help them become better readers and writers.*
- *Listening and responding to what we hear develops our understanding and knowledge.*

Essential Questions:

- *How do good readers employ strategies to help them read and understand text?*
- *How do we use our knowledge of letters and sounds to read words?*
- *How do we use comprehension strategies to understand what we read?*
- *How can we communicate our ideas and show a purpose through writing?*
- *How can reading books help me be a better writer?*
- *How can I become a better listener and speaker?*
- *What can writers do to write stories that readers can read?*
- *What tools can writers use to make their writing more powerful?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C. Understand that words are separated by spaces in print.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p> <p>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>Topics: Superpowers: Phonemic awareness, phonics, reading strategies, beginning decoding, sight words, and comprehension strategies</p> <ul style="list-style-type: none"> – Twenty-First Century Themes and Skills include: – The Four C's – Information Literacy – Media Literacy – Social & Cross-Cultural Interaction <p>Objectives Students will:</p> <ul style="list-style-type: none"> – be exposed to different literary reading genres – learn (enjoy/listen to) a variety of books, poems, chants, songs – participate in shared and independent reading activities 	<p>As an introduction to the unit students will be encouraged to read everything they see.</p> <p>Continue daily read-a-louds using unit 2 texts, this will be repeated throughout unit</p> <p>Teacher will introduce word wall and add all the high frequency words from Unit 1 and continue to add words as they are introduced.</p> <p>Teacher will model how to use the word wall for reading and writing workshop</p> <p>1 mini-lesson</p> <p>Shared Reading: Teacher selected from unit 2 texts</p> <p>Topic 1 Lesson 1 Teaching Point: Today I want to teach you that kindergarten readers have Super Powers to look, point, and read everything they can.</p>	<p>Guided Reading: https://accounts.learninga-z.com/accountsweb/account/login.do</p> <p>Text: <i>Units of Study for Teaching Reading</i> By Lucy Calkins with Colleagues from the Reading and Writing Project</p> <p>Unit 2 Bend 1: Using <i>Super Powers to Look, Point, and Read Everything They Can:</i> Lessons 1-5</p> <p>“We Are Gathering” song lyrics p.2</p> <p>Unit 2 Demonstration Texts</p> <p><i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle (Henry Holt & Co.)</p> <p>“The Itsy-Bitsy Spider” (song) https://www.youtube.com/watch?v=ZFuOrPaDrA8</p> <p><i>In the Garden</i> by Annette Smith, Beverley Randell,</p>	<p>Unit Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment • Exact Path <p>Formative Assessment:</p> <ul style="list-style-type: none"> – Participation/Observations – Questioning – Running Records – Discussions – Anecdotal Notes – Learning/Response Logs – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Kinesthetic Assessments – Individual Whiteboards – Pre - assessment <p>Summative Assessment:</p>

<p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> – participate in shared literature discussions before, during and/or after reading or listening to a story – identify characters and setting with teacher help – make connections to their lives or other stories – use prior knowledge – preview text to establish an initial impression of what the book is about and describe illustrations in a book (picture walk) – participate in an active discussion about a story – generate questions – recall information 	<p>5 mini-lessons</p> <p>Lesson 2 Teaching Point: Today I want to teach you that readers use Pointer Power to check their reading, making sure what they say matches what they see.</p> <p>2 mini-lessons</p> <p>Teacher will introduce procedures for echo reading with partners (CRP12)</p> <p>Lesson 3 Teaching Point: Today I want to teach you that readers don't let longer words slow them down. Every word they see gets one tap.</p> <p>3 mini-lessons</p> <p>Topic 2 Lesson 4 Teaching Point: Today I want to teach you that readers use Snap Words (high frequency sight</p>	<p>Jenny Giles (Cengage Learning Australia)</p> <p><i>It's Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick)</p> <p>“Where Is Thumbkin?” (nursery rhyme) https://www.youtube.com/watch?v=nUtwFqEtnIw</p> <p>Unit 2 Read-a-Louds and Shared Reading Books:</p> <p>“Rain, Rain, Go Away” (nursery rhyme) https://www.youtube.com/watch?v=4nWXTd4alpM</p> <p><i>I Play Soccer!</i> by Mary Cappellini (Lee & Low Books) <i>So Much!</i> by Trish Cooke (Candlewick) <i>It's Okay to Be Different</i> by Todd Parr (Little Brown Books)</p> <p><i>The Family Book</i> by Todd Parr (Little Brown Books)</p> <p>“Five Little Ducks” (rhyming song)</p>	<ul style="list-style-type: none"> – Readers Workshop / Conferencing – Pre - test, test, and daily work – Portfolio review – Reading Assessment/Running Records – District benchmark or interim assessments – End - of - unit or tests – Scores that are used for accountability for schools (AYP) and students (report card grades) – Rubrics – Portfolios <p>Alternative Assessments:</p> <p>Basic Reading Inventory –Johns</p> <p>Orton Gilligham Assessments</p>
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RF.K.3. C. Read high-frequency and sight words with automaticity.

RF.K.3. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RF.K.4.A. Read emergent-readers with purpose and understanding.

RF.K.4 B. Read grade level text for purpose and understanding

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

- track print
- monitor for meaning when reading by using pictures
- use picture cues as reading strategies
- confirm/alter predictions based on evidence from the text
- respond to stories orally
- recall and retell events from text

words) to anchor their pointing skills.

4 mini-lessons

Lesson 5

Teaching Point: Today I want to teach you when readers work with a partner, they become stronger readers.
(CRP12)

2 mini-lessons

Teacher will monitor partner reading and reinforce procedures as needed **(CRP12)**

Shared Reading: Teacher selected from unit 2 texts

https://www.youtube.com/watch?v=XECtg0w_Yk

“Down by the Bay”
(rhyming song)

<https://www.youtube.com/watch?v=Yt1czlnCUC>

Unit 2 Suggested Texts and Resources:

Carla’s Big Splash by Kimberly Beckley (Kaeden Books)

Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)

The Carrot Seed by Ruth Krauss (HarperCollins)

I Went Walking by Sue Williams (Houghton Mifflin Harcourt)

“One, Two, Buckle My Shoe!” (nursery rhyme)

“The Clean Up Song” (song)

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

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.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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 or illustration depicts).

RL.K.10. Actively engage in group reading activities with purpose and understanding.

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

RI.K.2. With prompting and support, identify the main

topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

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.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1.B. Continue a conversation through multiple exchanges.

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.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1. A. Print many upper- and lowercase letters.

L.K.1. B. Use frequently occurring nouns and verbs.

L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases

based on kindergarten reading and content.

L.K.4. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4. B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the

Topics

Writing for Readers: Using writing checklists, Working with a partner to improve writing skills, write words and sentences, use tools to write, grammar,

Twenty-First Century Themes and Skills include:
– The Four C's

Writing Topic 1: *Writing Stories People Can Really Read*

Teacher will review writing center and explain the procedures for using the materials at the writing center and any new tools or resources being introduced this unit.(6.1.4.A.1, 6.14.D.13)

Texts:
Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project

Unit 2 Bend I: *Writing Stories That People Can Really Read*
lessons 1-5

Formative Assessment:

- Participation/ Observations
- Questioning
- Discussions
- Anecdotal Notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations

<p>events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English</p>	<ul style="list-style-type: none"> Information Literacy Media Literacy Social & Cross-Cultural Interaction <p>Objectives</p> <p>Students will:</p> <p>write letters, words, and sentences</p> <p>make drawings or sketches</p> <p>use a writing checklist</p> <p>match writing to a picture</p> <p>share writing and generating ideas</p> <p>begin to produce and write beginning sounds of a word</p> <p>use a writing checklist to prepare writing for publication</p> <p>use writing tools</p> <p>retell an experience orally</p>	<p>Centers will include:</p> <ul style="list-style-type: none"> High Frequency Words Letter Writing Activities Word Writing Activities Computer Literacy Games (8.1.2.A.1, 8.1.2.A.4) <p>Lesson 1</p> <p>Writing for readers - Writers will learn how to read their own writing like it is a real book and if they can't figure out what the writing says, they need to fix it up so other people won't have the same trouble.</p> <ul style="list-style-type: none"> Teacher will conference with 3-4 students 2-4 students will share their writing (CRP4) <p>Lesson 2</p>	<p>Unit 2 Demonstration Texts</p> <p><i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle (Henry Holt & Co.)</p> <p>“The Itsy-Bitsy Spider” (song) https://www.youtube.com/watch?v=ZFuOrPaDrA8</p> <p><i>In the Garden</i> by Annette Smith, Beverley Randell, Jenny Giles (Cengage Learning Australia)</p> <p><i>It's Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick)</p> <p>“Where Is Thumbkin?” (nursery rhyme) https://www.youtube.com/watch?v=nUtwFqEtnIw</p> <p>Unit 2 Read-a-Louds and Shared Reading Books:</p> <p>“Rain, Rain, Go Away” (nursery rhyme) https://www.youtube.com/watch?v=4nWXTd4alpM</p>	<ul style="list-style-type: none"> Visual Representations Kinesthetic Assessments Individual Whiteboards Pre - assessment <p>Summative Assessment:</p> <ul style="list-style-type: none"> Writers Workshop / Conferencing Pre - test, test, and daily work Portfolio review District benchmark or interim assessments Published writing piece Scores that are used for accountability for schools (AYP) and students (report card grades) Rubrics Portfolios
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grammar and usage when writing or speaking.

L.K.1. A. Print many upper- and lowercase letters.

L.K.1. B. Use frequently occurring nouns and verbs.

L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

contribute to shared writing experiences

use drawing, dictating and/or writing to narrate an event

use capitalization, punctuation, and spelling when writing

Students will learn how to write true stories that readers really want to read - Don't just focus on making your writing readable, it is important to also remember everything you already learned about writing great stories and that you can reread old charts to remember those strategies.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

I Play Soccer! by Mary Cappellini (Lee & Low Books)
So Much! by Trish Cooke (Candlewick)
It's Okay to Be Different by Todd Parr (Little Brown Books)

The Family Book by Todd Parr (Little Brown Books)

“Five Little Ducks”
(rhyming song)
https://www.youtube.com/watch?v=XECtg0w_Yk

“Down by the Bay”
(rhyming song)
<https://www.youtube.com/watch?v=Yt1czlnCUC>

Lesson 3

Students will learn how to draw stories for readers - Pictures created during the planning of a story can be used to remind the writer about what they were writing about and help them write the story. (CRP6)

- Teacher will conference with 3-4 students

Unit 2 Suggested Texts and Resources:

Carla's Big Splash by Kimberly Beckley (Kaeden Books)

Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)

The Carrot Seed by Ruth Krauss (HarperCollins)

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

L.K.2.B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

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

- 2-4 students will share their writing (CRP4)

I Went Walking by Sue Williams (Houghton Mifflin Harcourt)

“One, Two, Buckle My Shoe!” (nursery rhyme)

“The Clean Up Song” (song)

Lesson 4

Students will learn how to write sentences that tell a story - Writers write sentences in their mind, then write the sentence, writing word after word.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

Lesson 5

Students will learn the power of rereading, Writers reread for lots of reasons. Writers write a little, and then read a little, flipping back and forth between being writer and reader of the story.

		<ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students ○ 2-4 students will share their writing (CRP4) 		
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C. Understand that words are separated by spaces in print.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Topics</p> <p>Using a variety of reading strategies to increase reading fluency and comprehension. 1:1 word correspondence, partner reading, learning sight words to improve fluency, and beginning comprehension strategies</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> – The Four C's – Information Literacy – Media Literacy – Social & Cross-Cultural Interaction <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> – Use a variety of reading strategies 	<p>Continue daily read-a-louds using Unit 2 texts</p> <p>Lesson 6</p> <p>Teaching Point: Today I want to teach you that readers rely on a combination of reading strategies in order to read books. Readers try different ways to improve their reading.</p> <p>3 mini-lessons</p> <p>Teacher will model procedures for partner reading and monitor partners.</p> <p>Lesson 7</p> <p>Teaching Point: Today I want to teach you that readers learn words and practice reading them repeatedly and fluently.</p>	<p>Guided Reading:</p> <p>https://accounts.learninga-z.com/accountsweb/account/login.do</p> <p>Text: <i>Units of Study for Teaching Reading</i> By Lucy Calkins with Colleagues from the Reading and Writing Project</p> <p>Unit 2 Bend 2: <i>Taking On Even the Hardest Words</i> Lessons 6-10</p> <p>“We Are Gathering” song lyrics p.2</p> <p>Unit 2 Demonstration Texts</p> <p><i>Brown Bear, Brown Bear, What Do You See?</i> By Bill</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> – Participation/Observations – Questioning – Running Records – Discussions – Anecdotal Notes – Learning/Response Logs – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Kinesthetic Assessments – Individual Whiteboards – Pre - assessment

RF.K.2.A. Recognize and produce rhyming words.	<ul style="list-style-type: none"> – Learn and apply sight words when reading texts 	3 mini-lessons	Martin Jr. and Eric Carle (Henry Holt & Co.)	Summative Assessment:
RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> – Use phonics to sound out letters and words 	Lesson 8 Teaching Point: Today I want to teach you that readers make the first sound in a	“The Itsy-Bitsy Spider” (song) https://www.youtube.com/watch?v=ZFuOrPaDrA8	<ul style="list-style-type: none"> – Readers Workshop / Conferencing
RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> – Use pictures and illustrations to help make meaning of texts 	make the first sound in a words to help them read the word. Good readers hunt for sounds and stretch out words.	<i>In the Garden</i> by Annette Smith, Beverley Randell, Jenny Giles (Cengage Learning Australia)	<ul style="list-style-type: none"> – Pre - test, test, and daily work
RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<ul style="list-style-type: none"> – Increase reading fluency – Use punctuation when reading – Change voice and intonation when reading 	3 mini-lessons Teacher will model procedures for partner reading and monitor partners.	<i>It’s Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick) “Where Is Thumbkin?” (nursery rhyme) https://www.youtube.com/watch?v=nUtwFqEtnIw	<ul style="list-style-type: none"> – Portfolio review – Reading Assessment/Running Records – District benchmark or interim assessments – End - of - unit or tests
RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> – Participate in shared reading experiences – Retell stories – Ask and answer questions related to a text 	Lesson 9 Teaching Point: Today I want to teach you readers never give up, they constantly try to improve.	Unit 2 Read-a-Louds and Shared Reading Books: “Rain, Rain, Go Away” (nursery rhyme) https://www.youtube.com/watch?v=4nWXTd4alpM	<ul style="list-style-type: none"> – Scores that are used for accountability for schools (AYP) and students (report card grades)
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		2 mini-lessons Teacher will monitor partners.	<i>I Play Soccer!</i> by Mary Cappellini (Lee & Low Books) <i>So Much!</i> by Trish Cooke (Candlewick)	<ul style="list-style-type: none"> – Rubrics – Portfolios
RF.K.3. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.		Lesson 10 Teaching Point: Today		Alternative Assessments: Basic Reading Inventory –Johns Orton Gilligham Assessments

RF.K.3. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3. C. Read high-frequency and sight words with automaticity.

RF.K.3. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RF.K.4. A. Read emergent-readers with purpose and understanding.

RF.K.4. B. Read grade level text for purpose and understanding.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

we will celebrate how readers use different reading Super Powers to read better. Week-long celebration of reading/extension/review Shared Reading: Teacher selected from Unit 2 texts

It's Okay to Be Different by Todd Parr (Little Brown Books)

The Family Book by Todd Parr (Little Brown Books)

“Five Little Ducks”
(rhyming song)
https://www.youtube.com/watch?v=XECtg0w_Yk

“Down by the Bay”
(rhyming song)
<https://www.youtube.com/watch?v=Yt1czlnCUC>

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Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)

The Carrot Seed by Ruth Krauss (HarperCollins)

I Went Walking by Sue Williams (Houghton Mifflin Harcourt)

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.4. Ask and answer questions about unknown words in a text.

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 and illustration depicts).

RL.K.10. Actively engage in group reading activities with purpose and understanding.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

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

“One, Two, Buckle My Shoe!” (nursery rhyme)

“The Clean Up Song” (song)

Companion Text:

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in the text an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1.B. Continue a conversation through multiple exchanges.

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.

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

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.A. Print many upper- and lowercase letters.

L.K.1. B. Use frequently occurring nouns and verbs.

L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

L.K.2. Demonstrate command of the conventions

of standard English capitalization, punctuation, and spelling when writing.

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

L.K.2.B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to

the meaning of an unknown word.

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

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

Topics	Lesson 6	Texts:	Formative Assessment:
Using Writing Checklists, making writing fun to read, writing words and sentences, using tools to create more powerful writing	Students will learn that Checklists can help writers make powerful stories - Writers use tools to help them write the best that they can. One of the tools that help writers write powerful true stories is a checklist.	<i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project	<ul style="list-style-type: none">– Participation/ Observations– Questioning– Discussions– Anecdotal Notes– Learning/Response Logs– Graphic Organizers– Peer/Self Assessments– Presentations– Visual Representations– Kinesthetic Assessments– Individual Whiteboards– Pre-assessment
Twenty-First Century Themes and Skills include: <ul style="list-style-type: none">– The Four C's– Information Literacy– Media Literacy– Social & Cross-Cultural Interaction	<ul style="list-style-type: none">○ Teacher will conference with 3-4 students○ 2-4 students will share their writing (CRP4)	Unit 2 Bend 2: Tools Give Writers Extra Power Lessons 6-12	
Objectives	Lesson 7	Unit 2 Demonstration Texts	Summative Assessment:
Students will: write letters, words, and sentences make drawings or sketches	Students will learn that A vowel chart can help with the middle of words - Vowels can help you spell the middles of words. A	<i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle (Henry Holt & Co.) “The Itsy-Bitsy Spider” (song)	

<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>use a writing checklist</p>	<p>vowel chart can help you hear the vowel sound and come up with the right</p>	<p>https://www.youtube.com/watch?v=ZFuOrPaDrA8</p>	<p>– Writers Workshop / Conferencing</p>
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>match writing to a picture</p>	<p>vowel to put on your paper.</p>	<p><i>In the Garden</i> by Annette Smith, Beverley Randell, Jenny Giles (Cengage Learning Australia)</p>	<p>– Pre-test, test, and daily work</p>
<p>SL.K.1. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and SL.K.1. texts under discussion).</p>	<p>share writing and generating ideas</p>	<p>○ Teacher will conference with 3-4 students</p>	<p><i>It's Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick)</p>	<p>– Portfolio review</p>
<p>SL.K.1. B. Continue a conversation through multiple exchanges.</p>	<p>begin to produce and write beginning sounds of a word</p>	<p>○ 2-4 students will share their writing (CRP4)</p>	<p>“Where Is Thumbkin?” (nursery rhyme) https://www.youtube.com/watch?v=nUtwFqEtnIw</p>	<p>– District benchmark or interim assessments</p>
<p>SL.K.1. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and SL.K.1. texts under discussion).</p>	<p>use a writing checklist to prepare writing for publication</p>	<p>Lesson 8</p>	<p>Unit 2 Read-a-Louds and Shared Reading Books:</p>	<p>– Published writing piece</p>
<p>SL.K.1. B. Continue a conversation through multiple exchanges.</p>	<p>use writing tools</p>	<p>Students will learn how to write readable stories using word walls - Every writer has words that he or she just knows and can write easily, in a snap.</p>	<p>“Rain, Rain, Go Away” (nursery rhyme) https://www.youtube.com/watch?v=4nWXTd4alpM</p>	<p>– Scores that are used for accountability for schools (AYP) and students (report card grades)</p>
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>retell an experience orally</p>	<p>Writers don't stretch out those words - they just write them quickly. Word Walls are a great tool for writers because they remind writers of the words they know in a snap. (CRP2)</p>	<p><i>I Play Soccer!</i> by Mary Cappellini (Lee & Low Books)</p>	<p>– Rubrics</p>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>contribute to shared writing experiences</p>	<p>Writers don't stretch out those words - they just write them quickly. Word Walls are a great tool for writers because they remind writers of the words they know in a snap. (CRP2)</p>	<p><i>So Much!</i> by Trish Cooke (Candlewick)</p>	<p>– Portfolios</p>
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>use drawing, dictating and/or writing to narrate an event</p>	<p>Word Walls are a great tool for writers because they remind writers of the words they know in a snap. (CRP2)</p>	<p><i>It's Okay to Be Different</i> by Todd Parr (Little Brown Books)</p>	
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>use capitalization, punctuation, and spelling when writing</p>	<p>○ Teacher will conference with 3-4 students</p>		

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

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1. A. Print many upper- and lowercase letters.

L.K.1. B. Use frequently occurring nouns and verbs.

L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

- 2-4 students will share their writing (CRP4)

The Family Book by Todd Parr (Little Brown Books)

“Five Little Ducks”
(rhyming song)

https://www.youtube.com/watch?v=XECtg0w_Yk

Lesson 9

Students will learn how to write stories with true words: making stories talk - Writers need to write with their own true, storytelling words, even though that means they have to work a little harder to spell those true words. It helps to story-tell your story to your partner, using your best storytelling voice. Listen to your own storyteller voice, and put that voice onto the page. (CRP2)

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

“Down by the Bay”
(rhyming song)

<https://www.youtube.com/watch?v=Yt1czlnCUC>

Unit 2 Suggested Texts and Resources:

Carla’s Big Splash by Kimberly Beckley (Kaeden Books)

Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)

The Carrot Seed by Ruth Krauss (HarperCollins)

I Went Walking by Sue Williams (Houghton Mifflin Harcourt)

“One, Two, Buckle My Shoe!” (nursery rhyme)

Lesson 10

“The Clean Up Song” (song)

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.K.2.B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

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

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

RI.K.7. With prompting and support, describe the

Students will learn how to use reading partnerships to support more conventional writing- When writers are working to make their writing more readable, it helps if the writer has a partner who works with the writer - like a team -to get the job done.(**6.1.4.A.1, 6.1.4.D.13, 6.1.4.D.19, 6.1.4.D.20**)

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (**CRP4**)

Lesson 11

Students will learn how to use a partner to hear more sounds in words. .

(6.1.4.A.1, 6.1.4.D.13, 6.1.4.D.19, 6.1.4.D.20)

- Teacher will conference with 3-4 students

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relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

- 2-4 students will share their writing (CRP4)

Lesson 12

Students will put all the tools and skills they have learned together and make their writing more readable.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RF.K.1.A. Follow words from left to right, top to bottom, and page by page.

RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.

Topics	Students will participate in small group instruction and/or literacy centers daily for 40 minutes (2 Groups, 20 minutes each) (6.1.4.A.1, 6.14.D.13)	Guided Reading: https://accounts.learningaz.com/accountsweb/account/login.do	Formative Assessment:
Literacy Centers and small group instruction			– Participation/Observations
Twenty-First Century Themes and Skills include:			– Questioning
– The Four C's			– Running Records
– Information Literacy	Small group instruction focused on the following:	Texts: <i>Institute for Multi-Sensory Education</i> , Orton-Gillingham, 2014	– Discussions
– Media Literacy	– Guided Reading		– Anecdotal Notes
– Social & Cross-Cultural Interaction	– Skill Group	Text: <i>Units of Study for Teaching Reading</i> By Lucy Calkins with Colleagues from the Reading and Writing Project	– Learning/Response Logs
	– Strategy Group		– Graphic Organizers
Objectives	Literacy centers focused on the following:		– Peer/Self Assessments
			– Presentations

RF.K.1.C. Understand that words are separated by spaces in print.	Students will: Actively participate in small group instruction	<ul style="list-style-type: none"> – Foundational Skills – Letter and sound recognition – Word Study 	Unit 2: We Are Readers Reading Rockets: <i>Literacy Centers</i> By Just Read! Florida http://www.readingrockets.org/article/literacy-centers	<ul style="list-style-type: none"> – Visual Representations – Kinesthetic Assessments – Individual Whiteboards – Pre - assessment
RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	Engage, explore, and review literacy skills via learning centers	<ul style="list-style-type: none"> – Use words, syllables, and sounds to decode – Rhyming: focus on exposing/playing with rhyming words 		
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	Independent reading	<ul style="list-style-type: none"> – Vocabulary Development – Making words – Writing center – Punctuation – Classroom library – Reading from table book bins – Computer Center (8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.4) – Reading the room – Letter writing – Listening center 		Summative Assessment: <ul style="list-style-type: none"> – Conferencing – Pre - test, test, and daily work – Portfolio review – Reading Assessment/Running Records – District benchmark or interim assessments – End - of - unit or tests – Scores that are used for accountability for schools (AYP) and students (report card grades) – Rubrics – Portfolios
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).				
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.				
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.6. With prompting and support, name the author and illustrator of a story and		During Unit 2: Teacher introduces centers and reviews procedures. All literacy centers will be preceded by mini-lesson prior to students using them independently or with peers. Centers will be flexible and tiered based		

define the role of each in telling the story.

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).

RL.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1.B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and

upon student assessed need (**6.1.4.A.1, 6.14.D.13**)

Mini-lessons throughout the unit

Following teacher-led mini-lessons, students will practice upper and lower case letter recognition, beginning sounds, and left to right progressions

4 mini-lessons

Following teacher-led mini-lessons and modeling. Students will use book tubs and classroom library to select “Just Right” books to read independently.

Reading Rockets: *Phonics and Decoding*

<http://www.readingrockets.org/reading-topics/phonics-and-decoding>

Reading Rockets: *Selecting Books for Your Child:*

Finding 'Just Right' Books

By: Kathleen Rogers

<http://www.readingrockets.org/article/selecting-books-your-child-finding-just-right-books>

Alternative Assessments:

Basic Reading Inventory –Johns

Orton Gilligham Assessments

answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to

the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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

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

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

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information

Topics	Lesson 13	Text:	Formative Assessment:
Writing stories	Students will learn that writers search their mental and drawn pictures to make their stories better - Writers revise stories. When a writer likes his or her story, the writer returns to it, thinking, "How can I make this even better?" One way to revise is to picture what happened in their mind (and sometimes by making a drawing) and then put what they picture onto the page.	Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project	<ul style="list-style-type: none"> – Participation/ Observations – Questioning – Discussions – Anecdotal Notes – Learning/Response Logs – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Kinesthetic Assessments – Individual Whiteboards – Pre - assessment
Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> – The Four C's – Information Literacy – Media Literacy – Social & Cross-Cultural Interaction 		Unit 2 Bend 3: Partnering for Revision: Making Stories More Fun to Read Lessons 13-16	
Objectives		Unit 2 Demonstration Texts	
Students will:		Texts	
write letters, words, and sentences	<ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students ○ 2-4 students will share their writing (CRP4) 	<i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle (Henry Holt & Co.)	
make drawings or sketches		"The Itsy-Bitsy Spider" (song) https://www.youtube.com/watch?v=ZFuOrPaDrA8	
use a writing checklist			Summative Assessment:
match writing to a picture			<ul style="list-style-type: none"> – Writers Workshop / Conferencing – Pre - test, test, and daily work – Portfolio review
share writing and generating ideas	Lesson 14	<i>In the Garden</i> by Annette Smith, Beverley Randell, Jenny Giles (Cengage Learning Australia)	
begin to produce and write beginning sounds of a word	Students will learn how writers use flaps to make better stories - Paper flaps are a kind of revision tool		

<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English</p>	<p>use a writing checklist to prepare writing for publication</p> <p>use writing tools</p> <p>retell an experience orally</p> <p>contribute to shared writing experiences</p> <p>use drawing, dictating and/or writing to narrate an event</p> <p>use capitalization, punctuation, and spelling when writing</p>	<p>that can make your stories better. Writers think carefully about where to put those flaps and use them in many different places in a story to help tell a better story.</p> <ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students ○ 2-4 students will share their writing (CRP4) <p>Lesson 15</p> <p>Students will learn how to write amazing story beginnings- One of the best ways to become a better writer is to look closely at the work of authors we love and to think, "What did this writer do that I could try?" Because the lead to a story is really important, authors study other writers' leads and learn ways to revise their own.</p> <ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students 	<p><i>It's Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick)</p> <p>"Where Is Thumbkin?" (nursery rhyme) https://www.youtube.com/watch?v=nUtwFqEtnIw</p> <p>Unit 2 Read-a-Louds and Shared Reading Books:</p> <p>"Rain, Rain, Go Away" (nursery rhyme) https://www.youtube.com/watch?v=4nWXTd4alpM</p> <p><i>I Play Soccer!</i> by Mary Cappellini (Lee & Low Books)</p> <p><i>So Much!</i> by Trish Cooke (Candlewick)</p> <p><i>It's Okay to Be Different</i> by Todd Parr (Little Brown Books)</p> <p><i>The Family Book</i> by Todd Parr (Little Brown Books)</p> <p>"Five Little Ducks" (rhyming song) https://www.youtube.com/watch?v=XECtg0w_Yk</p> <p>"Down by the Bay" (rhyming song)</p>	<ul style="list-style-type: none"> – District benchmark or interim assessments – Published writing piece – Scores that are used for accountability for schools (AYP) and students (report card grades) – Rubrics – Portfolios
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grammar and usage when writing or speaking.

L.K.1. A. Print many upper- and lowercase letters.

L.K.1. B. Use frequently occurring nouns and verbs.

L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 2-4 students will share their writing (CRP4)

<https://www.youtube.com/watch?v=Yt1czlnCUC>

Lesson 16

Students will learn how writers work with partners to answer reader's questions - Everyone can be a writing teacher. To be a writing teacher, you need to really listen to the writer's draft, trying to really understand it, and you need to notice the places where you go, "Huh?" to help the writer make those parts clear. (9.2.4.A.2)

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

Unit 2 Suggested Texts and Resources:

Carla's Big Splash by Kimberly Beckley (Kaeden Books)

Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)

The Carrot Seed by Ruth Krauss (HarperCollins)

I Went Walking by Sue Williams (Houghton Mifflin Harcourt)

"One, Two, Buckle My Shoe!" (nursery rhyme)

"The Clean Up Song" (song)

Companion Text:

"Outdoor Alphabet Helps Neighborhood Kids Learn to Read"

<https://newsela.com/read/elementary-brooklyn-public-art/id/30681/>

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

L.K.2. B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RF.K.1.A. Follow words from left to right, top to bottom, and page by page.

RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.C. Understand that words are separated by spaces in print.

RF.K.1.D. Recognize and name all upper- and

Topics		Continue daily read-alouds using unit 2 texts, this will be repeated throughout unit	Guided Reading: https://accounts.learningaz.com/accountsweb/account/login.do	Formative Assessment:
Using a variety of reading strategies to increase reading fluency and comprehension. 1:1 word correspondence, partner reading, using voice and intonation when reading aloud, and beginning comprehension strategies		Lesson 11 Teaching Point: Today I want to teach you that readers use their voices to bring books to life	Text: <i>Units of Study for Teaching Reading</i> By Lucy Calkins with Colleagues from the Reading and Writing Project	<ul style="list-style-type: none">– Participation/Observations– Questioning– Running Records– Discussions– Anecdotal Notes– Learning/Response Logs
Twenty-First Century Themes and Skills include: <ul style="list-style-type: none">– The Four C's– Information Literacy– Media Literacy– Social & Cross-Cultural Interaction		5 mini-lessons Lesson 12 Teaching point: Today I want to teach you that readers use a pattern to sing out their books. Reading patterns help you	Unit 2 Bend 3: <i>Bringing Books to Life</i> Lessons 11-17 “We Are Gathering” song lyrics p.2	<ul style="list-style-type: none">– Graphic Organizers– Peer/Self Assessments– Presentations– Visual Representations– Kinesthetic Assessments

<p>lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2. A. Recognize and produce rhyming words.</p> <p>RF.K.2. B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2. E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word</p>	<p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> – Use a variety of reading strategies – Use phonics to sound out letters and words – Use pictures and illustrations to help make meaning of texts – Increase reading fluency by using sight words and patterns when reading – Use punctuation when reading – Change voice and intonation when reading – Participate in shared reading experiences – Retell books – Talk about books – Ask and answer questions related to a text 	<p>read books better. 5 mini-lessons</p> <p>Lesson 13 Teaching point: Today I want to teach you that readers use punctuation to figure out how to read fluently.</p> <p>5 mini-lessons</p> <p>Lesson 14 Teaching point: Today I want to teach you that readers change their voices to show they understand a book and to make information sound interesting.</p> <p>3 mini-lessons</p> <p>Teacher will monitor reading partners and reteach skills as needed.</p> <p>Lesson 15 Teaching point: Today I want to teach you that readers talk about the books they read, they use pictures, words, and</p>	<p>Unit 2 Demonstration Texts</p> <p><i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin Jr. and Eric Carle (Henry Holt & Co.)</p> <p>“The Itsy-Bitsy Spider” (song) https://www.youtube.com/watch?v=ZFuOrPaDrA8</p> <p><i>In the Garden</i> by Annette Smith, Beverley Randell, Jenny Giles (Cengage Learning Australia)</p> <p><i>It’s Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick)</p> <p>“Where Is Thumbkin?” (nursery rhyme) https://www.youtube.com/watch?v=nUtwFqEtnIw</p> <p>Unit 2 Read-a-Louds and Shared Reading Books:</p> <p>“Rain, Rain, Go Away” (nursery rhyme) https://www.youtube.com/watch?v=4nWXTd4alpM <i>I Play Soccer!</i> by Mary Cappellini (Lee & Low Books)</p>	<ul style="list-style-type: none"> – Individual Whiteboards – Pre - assessment <p>Summative Assessment:</p> <ul style="list-style-type: none"> – Readers Workshop / Conferencing – Pre - test, test, and daily work – Portfolio review – Reading Assessment/Running Records – District benchmark or interim assessments – End - of - unit or tests – Scores that are used for accountability for schools (AYP) and students (report card grades) – Rubrics – Portfolios <p>Alternative Assessments:</p>
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analysis skills in decoding and encoding words.

RF.K.3. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

RF.K.3. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3. C. Read high-frequency and sight words with automaticity.

RF.K.3. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RF.K.4.A. Read emergent-readers with purpose and understanding.

punctuation to find meaning.

3 mini-lessons

Teacher will monitor reading partners and reteach skills as needed.

Lesson 16

Teaching point: Today I want to teach you that retell books after they have finished reading them.

5 mini-lessons

Lesson 17

Teaching point: Today I want to teach you that books are meant to be shared and celebrated. Students will try out different ways to share the gift of reading by sharing all the strategies learned during unit 2.

5 mini-lessons

Teacher will monitor reading partners and

So Much! by Trish Cooke (Candlewick)

It's Okay to Be Different by Todd Parr (Little Brown Books)

The Family Book by Todd Parr (Little Brown Books)

“Five Little Ducks” (rhyming song)

https://www.youtube.com/watch?v=XECtg0w_Yk

“Down by the Bay” (rhyming song)

<https://www.youtube.com/watch?v=YtlczlnCUC>

Unit 2 Suggested Texts and Resources:

Carla's Big Splash by Kimberly Beckley (Kaeden Books)

Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)

The Carrot Seed by Ruth Krauss (HarperCollins)

I Went Walking by Sue Williams (Houghton Mifflin Harcourt)

Basic Reading Inventory –Johns

Orton Gilligham Assessments

RF.K.4.B. Read grade level text for purpose and understanding.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

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).

reteach skills as needed.
(9.2.4.A.2)

Shared Reading using
Unit 2 texts

“One, Two, Buckle My
Shoe!” (nursery rhyme)

“The Clean Up Song” (song)

Companion text:

Time for Kids K-1: *A Day in
the Life*

[https://www.timeforkids.com
/k1/day-in-the-life/](https://www.timeforkids.com/k1/day-in-the-life/)

RL.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1.B. Continue a conversation through multiple exchanges.

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.

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

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.A. Print many upper- and lowercase letters.

L.K.1.B. Use frequently occurring nouns and verbs.

L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.K.2.B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Topics	Lesson 17	<i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project	Formative Assessment:	
Story Writing: Revising, adding endings, and preparing for publication and Author's celebration	Students will learn that writers use all they know to select and revise a piece to publish - Writers get ready to publish by choosing the story they want to share with the world. Then, they use all they know to make their stories come to life and be easy to read.	Unit 2 Bend IV: Preparing for Publication Lessons 17-20	<ul style="list-style-type: none"> – Participation/Observations – Questioning – Discussions – Anecdotal Notes – Learning/Response Logs – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Kinesthetic Assessments – Individual Whiteboards – Pre - assessment 	
Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> • The Four C's • Information Literacy • Media Literacy • Social & Cross-Cultural Interaction 	<ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students ○ 2-4 students will share their writing (CRP4) 			
Objectives	Lesson 18	Unit 2 Demonstration Texts <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle (Henry Holt & Co.)		
write letters, words, and sentences	Students will learn how to end their writing with			
make drawings or sketches				
use a writing checklist				

<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>match writing to a picture</p>	<p>feelings- One way writers write strong endings it to end their stories with a feeling. Sometimes</p>	<p>“The Itsy-Bitsy Spider” (song) https://www.youtube.com/watch?v=ZFuOrPaDrA8</p>	<p>Summative Assessment:</p>
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>share writing and generating ideas</p>	<p>writers just tell how they feel, but other times, writers use dialogue or actions to show a feeling.</p>	<p><i>In the Garden</i> by Annette Smith, Beverley Randell, Jenny Giles (Cengage Learning Australia)</p>	<p>– Writers Workshop / Conferencing</p>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>use a writing checklist to prepare writing for publication</p>	<p>○ Teacher will conference with 3-4 students ○ 2-4 students will share their writing (CRP4)</p>	<p><i>It’s Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick)</p>	<p>– Pre - test, test, and daily work – Portfolio review – District benchmark or interim assessments</p>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>use writing tools</p>	<p>Lesson 19</p>	<p>“Where Is Thumbkin?” (nursery rhyme) https://www.youtube.com/watch?v=nUtwFqEtnIw</p>	<p>– Published writing piece – Scores that are used for accountability for schools (AYP) and students (report card grades)</p>
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>retell an experience orally</p>	<p>Students will learn that writers make their pieces beautiful to get ready for publication - Here are three ways you can make your stories as clear as possible: you can add missing bits to your drawings, you can add color to your pictures, and you can check your words to make sure they are not too messy to read.</p>	<p>Unit 2 Read-a-Louds and Shared Reading Books:</p>	<p>– Rubrics – Portfolios</p>
<p>L.K.1. A. Print many upper- and lowercase letters.</p>	<p>contribute to shared writing experiences</p>	<p>○ Teacher will conference with 3-4 students</p>	<p>“Rain, Rain, Go Away” (nursery rhyme) https://www.youtube.com/watch?v=4nWXTd4alpM <i>I Play Soccer!</i> by Mary Cappellini (Lee & Low Books) <i>So Much!</i> by Trish Cooke (Candlewick) <i>It’s Okay to Be Different</i> by Todd Parr (Little Brown Books)</p>	<p>– Rubrics – Portfolios</p>
<p>L.K.1. B. Use frequently occurring nouns and verbs.</p>	<p>use drawing, dictating and/or writing to narrate an event</p>			
<p>L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>revise writing</p>			
	<p>use capitalization, punctuation, and spelling when writing</p>			
	<p>Publish their writing</p>			

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.K.2.B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.D. Spell simple words phonetically, drawing

- 2-4 students will share their writing (CRP4)

Lesson 20

Students will celebrate their writing by reading their published work. Students will read into the circle. All students will share their writing and celebrate their success. (9.2.4.A.2)

- students will share their writing (CRP4)

The Family Book by Todd Parr (Little Brown Books)

“Five Little Ducks”
(rhyming song)
https://www.youtube.com/watch?v=XECtg0w_Yk

“Down by the Bay”
(rhyming song)
<https://www.youtube.com/watch?v=Yt1czlnCUC>

Unit 2 Suggested Texts and Resources:

Carla’s Big Splash by Kimberly Beckley (Kaeden Books)

Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)

The Carrot Seed by Ruth Krauss (HarperCollins)

I Went Walking by Sue Williams (Houghton Mifflin Harcourt)

“One, Two, Buckle My Shoe!” (nursery rhyme)

“The Clean Up Song” (song)

on knowledge of sound-letter relationships.

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

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RF.K.1. A. Follow words from left to right, top to bottom, and page by page.

RF.K.1. B. Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1. C. Understand that words are separated by spaces in print.

RF.K.1. D Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2. Demonstrate understanding of spoken

Companion Text:

“Get to Know Mo”

<https://www.timeforkids.com>

[/k1/get-to-know-mo/](https://www.timeforkids.com/k1/get-to-know-mo/)

Scholastic Magazine

Topics

Phonics
Phonemic Awareness
Language – Orton-
Gillingham

Twenty-First Century
Themes and Skills include:

- The Four C’s
- Information Literacy
- Media Literacy
- Social & Cross-Cultural Interaction

Objectives

Students Will:

differentiate between a letter, word and a sentence

develop phonemic awareness

learn phonetics concepts.

Students will experience 20-25 minutes of instruction daily to develop their ability to read letters, decode words, write letters and words correctly, and to comprehend what they hear and read. Emphasis will be placed on developing phonemic awareness, phonics, syllabication, and sight words (red words)

Institute for Multi-Sensory Education, Orton-Gillingham, 2014

Five-Part Weekly Program:

1. Three-Part Drill
2. Teaching a New Concept
3. Decoding and Learning Centers
4. Red Words
5. Comprehension

Chart Paper and visual schedule

Instructors will implement three levels of assessments to evaluate students:

- Phonemic awareness
- Naming and recognizing letters
- The formation of letters
- Phoneme/grapheme relationships
- Decoding cvc words
- Memorization techniques
- Fluency of reading and writing letters
- Auditory sound discriminations
- Vocabulary building

words, syllables, and sounds (phonemes).

RF.K.2.A. Recognize and produce rhyming words.

RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.K.3. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by

learn phoneme/rules via a multi-sensory approach.

read letters and sounds

segment sounds

isolate and pronounce sounds

read c-v-c words

comprehend what they hear and read.

will write letters

spell high frequency words correctly.

identify rhyming words and word families

begin to recognize a few high frequency words

producing many of the most frequently used sounds of each consonant.

RF.K.3. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3. C. Read high-frequency and sight words with automaticity.

RF.K.3. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

L.K.1.A. Print many upper- and lowercase letters.

L.K.2. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

<p>English Language Learners</p> <ul style="list-style-type: none"> ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. 	<p>Special Education</p> <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. 	<p>At-Risk</p> <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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- Oral prompts can be given.

Integration of 21st Century Standards NJSLS 9:

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Social Studies:

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Technology Standards NJSLS 8:

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Key Vocabulary: character, setting, because, main, illustration, author, idea, next, beginning, middle, end, my, to, yes, no, said, and, number words, go here, for, reread, pattern, repeat, picture walk, word wall, questioning, fluency, voice