



Kindergarten English Language Arts

Course Information

Grade(s):	Kindergarten
Discipline/Course:	English Language Arts (ELA)
Course Title:	Kindergarten ELA
Prerequisite(s):	N/A
Course Description:	<p>In Kindergarten ELA, students are engaged in literacy work through the acquisition of content and skills related to social studies, science, and high interest topics. Students are provided with opportunities to read, write, listen, speak, view, research, and communicate effectively. Kindergarten students will discover their new surroundings and start the year embracing new experiences where they will meet new people, explore new places, learn new skills, think of new ideas, solve problems, make noticings about the world around them, and celebrate differences. Students will learn about what makes them special, the importance of community members, the essentials of healthy living, and the value of practice and perseverance to achieve goals.</p> <p>Kindergarten students will explore what makes the USA special including learning about unique symbols such as bald eagles and apple pie, some of our greatest leaders, from Washington to King, and our enduring freedom. They will explore our different landscapes and diverse people while learning that we all contribute to what makes our country special. Kindergarten students will learn to explore by “Zooming In!” on nature and discover the beauty in everyday experiences. Finally, Kindergarten students will learn about plants and animal habitats by taking an up-close look at black bears, bumblebees, penguins, and peccaries to learn about basic needs of water, food, and shelter.</p> <p>Award-winning texts that span a wide variety of genres such as fiction, informational text, persuasive text, poetry, biography, and drama, including forms of media, will build topic knowledge, vocabulary, reading comprehension, foundational skills, and inspire a love of reading and writing to ignite a lifelong love of learning.</p>

	<p>Kindergarten students will learn foundational skills including print concepts, phonological awareness, the alphabetic principle, letter formation/handwriting, vocabulary acquisition, language skills, and phonics concepts through explicit and systematic instruction aligned with a research-based scope and sequence to help them become confident, independent readers, writers, and effective communicators.</p> <p>Students will use a combination of drawing, dictating, and writing, and will participate in shared projects. They will also focus on the process of writing through the development of opinion pieces, information writing (letters, lists, and how-to), narratives, research reports, and poetry. Grammar instruction is incorporated within the steps of the writing process.</p> <p>Through a variety of modes of instruction including whole group, small group, and independent reading and writing, students explore the PK-12 course essential questions such as those related to exploring self, our community, our country, animal habitats, and our environment, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer’s voice, and will practice the behaviors of skilled readers.</p> <p>The goal of Kindergarten ELA is to prepare students to transfer and apply their learning outside of the classroom as they learn to become skilled, self-reliant readers and writers in preparation to realize the district’s Vision of a Graduate.</p>
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear and view? ● Why are human relationships important? ● Why do we seek and build community? ● How do stories tell us about what a culture values? ● How is conflict essential to our growth? ● Why do we have/need rules of language?

	<ul style="list-style-type: none"> ● How do I develop my writer’s voice? ● What do skilled readers do? ● How do I participate in collaborative conversations to deepen my understanding? ● How do I best support and present my findings and conclusions?
Course Enduring Understandings	<ul style="list-style-type: none"> ● In kindergarten, it is fun to learn, explore new ideas, solve problems, and notice the world around us. ● Individuals have roles in their learning community where they learn, work, and play together. ● Each of us is one of a kind and should take time to appreciate who we are - inside and out, our successes and shortcomings, because there is only one me!. ● Be yourself and you can be better able to celebrate differences. ● My name is unique and is a part of what makes me special. ● Communities are made up of people and places who work and learn together, help one another, and share a sense of belonging. ● Everyone deserves respect in a community even though they have different ideas. ● Hard work, practice, and not giving up can help me achieve goals I have set for myself. ● Everyone is good at different things, but friends can help one another try new things. ● There are many reasons to celebrate our country because of the different landscapes and diverse people who live here. ● Our culture is influenced by leaders, people, and shared experiences from the past and present. ● Plants grow in nature and in people’s gardens, and when harvested, we can eat the seeds, stems, leaves, and even some flowers! ● Each animal is uniquely suited to its environment, and animals’ needs aren’t so different from our own. ● We draw and write like the authors do in the books we read to help develop our own writer’s voice. ● Skilled readers understand that print conveys meaning. ● The letters matched to sounds can be blended together to form the words we read. ● We listen and share ideas with one another to learn more. ● I look for facts and details about the topics I am interested in learning more about.

Duration:	One year
Course Materials/ Resources:	<p>HMH’s Into Reading HMH’s Structured Literacy Manual <u>Rigby Leveled Readers</u> Start Right Pre Decodable and Decodable Readers Supplemental Resources:</p> <ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> ● Exploring and Understanding ● Synthesizing and Evaluating
Year at a Glance (Units):	<p>Module 1: Curious About Kindergarten: What will I discover in Kindergarten? (20 days) Module 2: There’s Only One Me: What makes each of us special? (20 days) Module 3: My Community Heroes: What makes a community? (20 days) Module 4: Happy Healthy Me: How can I be my healthiest me? (20 days) Module 5: I Can Do It: What does it mean to try hard? (20 days) Module 6: Home of the Free and the Brave: What makes the USA special? (20 days) Module 7: Zoom In: What can I learn when I look closely? (20 days) Module 8: From Plant to Plate: How do plants become food? (20 days) Module 9: Animal Habitats: What makes a habitat a home? (20 days)</p>

Unit Number and Title:	Module 1: Curious About Kindergarten
Duration:	20 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 1, Module 1 ● Rigby Leveled Readers ● Structured Literacy Manual ● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> ○ <i>Get Curious Video: The First Day</i> ○ <i>Keisha Ann Can!</i> by Daniel Kirk, fiction ○ <i>School Day!</i> by Jesus Cervantes, fiction (big book) ○ <i>A Squiggly Story</i> by Andrew Larsen, fiction ○ <i>One Happy Classroom</i> by Charnan Simon, fiction (big book) ○ <i>Kindergarten Kids</i> by Stephanie Calmenson, fiction ○ <i>School Bus</i> by Donald Crews, fiction (big book) ○ <i>Schools Around the World</i> by Clare Lewis, informational text ○ <i>Annie, Bea, Chi Chi Delores</i> by Donna Maurer, fiction (big book) ○ <i>Wrap Up Video: Kindness Matters</i> ● <u>Pre-Decodable Texts:</u> <ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 1 Aa-Bb</i> ○ <i>Start Right Reader: Book 1 Cc-Ff</i> ○ <i>Start Right Reader: Book 1 Gg-Kk</i> ○ <i>Start Right Reader: Book 1 Ll-Pp</i> ○ <i>Start Right Reader: Book 1 Qq-Uu</i> ○ <i>Start Right Reader: Book 1 Vv-Zz</i>

	<ul style="list-style-type: none"> ● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Unit Overview:	<p>In this module, students will listen to and read stories about characters and real people who illustrate what it means to be a kindergartener. There will be numerous opportunities for students to learn and practice book handling skills, develop active listening and speaking skills, and identify story elements of stories read orally.</p> <p>They will learn how being a kindergarten student makes a difference at home, at school, and in the community. Students will practice topic words orally, actively listen, and collaboratively discuss. Reading will include learning about story elements, specifically characters and setting. In writing, students will be introduced to opinion writing and the writing process. The grammar focus is related to nouns and verbs. Foundational skills will include identifying and forming letters, rhyming, counting syllables, and blending/segmenting phonemes. Students will begin to use pre-decodable text to reinforce concepts taught. Literacy centers will allow them to practice these skills throughout the module.</p> <p>As students become immersed in the module, they will begin to build their kindergarten learning community. They will learn the individual roles within the community and learn to collaborate with their peers to discover new people, places, skills, ideas, and new fun.</p>
Learning Goals	

Standard(s):	<p>Connecticut Core Standards</p> <p><u>Reading</u></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>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.</p> <p>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).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>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).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><u>Reading Foundational Skills</u></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print</p> <p>d. Recognize and name all upper and lower case letters of the alphabet.</p> <p><u>Writing</u></p> <p>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 (e.g., My favorite book is...).</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
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	<p><u>Speaking and Listening</u> SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 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. <u>Language</u> L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. b. Use frequently occurring nouns and verbs. f. Produce and expand complete sentences in shared language activities.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● What will I discover in kindergarten? ● How do we build a kindergarten community? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● In kindergarten, it is fun to learn, explore new ideas, solve problems, and notice the world around us. ● Print in books and in our environment conveys meaning. ● Individuals have roles in their learning community where they learn, work, and play together. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Genre Characteristics of Fiction, Informational Text, Opinion, and Poetry ● Print carries meaning ● Pictures match text ● Picture Clues 	<ul style="list-style-type: none"> ● Use characteristics of fiction, informational texts, opinion pieces, and poetry in order to develop comprehension. ● Use multiple strategies to determine the meaning of unknown words. ● Use background knowledge about a topic to make

	<ul style="list-style-type: none"> ● Comprehension Monitoring ● Central Idea ● Story Elements: <ul style="list-style-type: none"> - Character - Setting - Events ● Plot: <ul style="list-style-type: none"> - Beginning, - Middle - End ● Monitor Comprehension 	<p>personal connections.</p> <ul style="list-style-type: none"> ● Use text evidence to support a response and demonstrate understanding. ● Read emergent-reader texts (pre-decodable texts) with purpose and understanding. <p>Reading: Fiction</p> <ul style="list-style-type: none"> ● Identify and describe the characters and setting in a story. ● Actively listen to a story read aloud to develop comprehension. ● Engage in group reading activities with purpose and understanding. ● Discuss responses to questions about a story. ● Use illustrations to develop comprehension. ● Use text evidence to answer questions about a story. ● Respond to text by drawing and writing. ● Explain the role of an author and illustrator. ● Discuss characteristics of fiction. ● Identify characters, setting, and main events in fiction. ● Identify and describe the important events in the beginning, middle, and end of a story. <p>Reading: Poetry</p> <ul style="list-style-type: none"> ● Identify characteristics of poetry. ● Actively listen to poems read aloud to develop comprehension. ● Identify rhythm, rhyme, characters, and meaning
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		<p>in poetry.</p> <ul style="list-style-type: none"> ● Monitor comprehension and reread text when understanding breaks down. ● Answer questions and make connections using text evidence. <p>Reading: Informational Text</p> <ul style="list-style-type: none"> ● Identify characteristics of informational texts. ● Identify facts in informational texts. ● Identify the topic and central idea of an informational text to enhance comprehension.
Foundational Skills	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Alliteration ● Rhyme ● Matching Initial Sounds ● Counting Syllables ● Blending Onset and Rime ● Isolating Phonemes ● Segmenting Phonemes <p>Print Concepts</p> <ul style="list-style-type: none"> ● Book Orientation ● Book Parts ● Words in Sentences ● Front and back Covers <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Uppercase Letters 	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Identify individual words in a spoken sentence. ● Identify rhyming words. ● Identify similarities and differences in onset and rime in spoken words. ● Identify syllables in spoken words. ● Count syllables and blend into words. ● Blend syllables to form multisyllabic words. ● Identify and blend phonemes. ● Count printed letters and words. ● Recognize that letters represent sounds that can be blended together to form words. ● Identify letter sounds. ● Identify the initial sound in one-syllable words. <p>Print Concepts</p> <ul style="list-style-type: none"> ● Match pictures to text. ● Hold a book right-side up.

	<p>Handwriting</p> <ul style="list-style-type: none"> ● Vertical, Horizontal, and Slanted Lines ● Circles and Curves ● Letter Formation <p>Irregular Words</p> <ul style="list-style-type: none"> ● <i>the, a</i> <p>Phonics:</p> <ul style="list-style-type: none"> ● Consonant Sounds <i>m, t</i> ● Short <i>a</i> <p>Pre-Decodable Texts:</p> <ul style="list-style-type: none"> ● Books: Aa- Zz ● High-frequency Words ● Choral Reading ● Partner Reading ● Directionality 	<ul style="list-style-type: none"> ● Identify book parts. ● Practice turning pages from right to left in a book. ● Count pages. ● Identify the front and back cover. ● Identify the title page, author and illustrator. <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Sing the alphabet song. ● Learn the letters in children’s names. ● Identify and discriminate letters. ● Review letters and say their sounds. <p>Handwriting</p> <ul style="list-style-type: none"> ● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. ● Develop handwriting and accurately form letters. ● Use finger writing to practice letter formation. ● Trace letters on letter cards. ● Use handwriting paper and pencil to form letters. ● Uppercase Manuscript: <i>L, H, I, T, F, A, N, M, X, Y, Z, O, Q, C, G, D, P, B, R, U, J, S, V, K, W</i> ● Lowercase Manuscript: <i>m, t, a</i> <p>Irregular Words</p> <ul style="list-style-type: none"> ● Read and spell the words: <i>the, a</i> ● Use irregular words in complete sentences.
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		<ul style="list-style-type: none"> ● Read irregular words in context. ● Practice reading and spelling irregular words by finger writing and using paper and pencil. <p>Phonics</p> <ul style="list-style-type: none"> ● Practice continuous blending. ● Build words with <i>short a</i>. ● Identify and match the consonant sound /m/ with the letter <i>m</i>. ● Identify words with the initial /m/ sound. ● Identify and match the consonant sound /t/ with the letter <i>t</i> ● Identify words with the initial /t/ sound. ● Group words by initial sounds. ● Practice spelling words with <i>short a</i>. <p>Pre-Decodable Texts</p> <ul style="list-style-type: none"> ● Read Pre Decodable Texts: Aa - Ff. ● Read high-frequency words in context. ● Demonstrate understanding of letters and words by pointing. ● Answer questions about the text in complete sentences.
<p>Writing:</p>	<ul style="list-style-type: none"> ● Features of Opinion Writing ● Plan an Opinion Piece ● Organize an Opinion Piece ● Draft an Opinion Piece ● Revision Focus: Add Reasons ● Editing for Nouns & Verbs 	<ul style="list-style-type: none"> ● Identify the steps of the writing process. ● Identify and discuss the key features of opinion writing. ● Listen actively to a writing model being read aloud.

	<ul style="list-style-type: none"> ● Publish Opinion Writing 	<ul style="list-style-type: none"> ● Identify, record, and analyze the opinion and reason in an opinion piece. ● Recognize how writers use pictures and words together to convey ideas. ● Generate ideas for writing an opinion piece. ● Discuss ideas for writing with a partner. ● Choose and record a topic. ● Plan, organize, and generate ideas for reasons that support an opinion. ● Write a title for an opinion piece. ● Work collaboratively to draft an opinion piece as a class. ● Work collaboratively to revise and edit an opinion piece as a class. ● Revise a draft by adding details. ● Answer a question about an opinion writing model using complete sentences. ● Listen actively while classmates share their writing. ● Draft an opinion piece with an opinion and reasons. ● Listen actively as partners share drafts. ● Discuss feedback for revision with peers using complete sentences. ● Revise an opinion piece draft by adding reasons. ● Edit an opinion piece for grammar, punctuation, and spelling. ● Write a final draft of an opinion piece using neat handwriting and appropriate spacing.
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Speaking and Listening:	<ul style="list-style-type: none"> ● Active Listening and Viewing Skills ● Collaborative Discussion ● Accountable Talk Techniques ● Social Communication: Introductions and Greetings ● Word Meanings ● Following Directions 	<ul style="list-style-type: none"> ● Build and extend knowledge by actively viewing, listening and responding using agreed-upon rules for discussion. ● Confirm understanding by asking and answering questions. ● Discuss familiar people, places, things and events using details and complete sentences. ● Build oral language and practice speaking and listening skills in order to engage in collaborative conversations. ● Build background knowledge about a topic and make personal connections. ● Use active listening skills to review a video. ● Discuss details in a video using complete sentences. ● Actively listen to a story read aloud to develop comprehension. ● Answer questions about a text using complete sentences. ● State the characters and setting in a story using complete sentences. ● Listen and follow oral directions. ● Express reasons that support an opinion. ● Discuss the features of an opinion piece. ● Answer questions and make connections using text evidence. ● Use academic words in complete sentences. ● Identify common nouns in speaking and writing. ● Edit an opinion piece for nouns and conventions. ● Make introductions using formal language.
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		<ul style="list-style-type: none"> ● Listen actively to understand information. ● Take turns speaking with a partner. ● Use picture clues to determine the meaning of unknown words and phrases. ● Ask and answer questions about unfamiliar words and phrases. ● Listen actively during partner and group discussions. ● Use common greetings. ● Distinguish between formal and informal language. ● Discuss responses to questions about poems. ● Use text evidence to answer questions about poems. ● Discuss rhythm and rhyme in poetry. ● Restate and follow one- and two-step directions.
Language:	<ul style="list-style-type: none"> ● Topic Words/Big Idea Words: discover, dream, partners ● Academic Vocabulary/Power Words: plan, polite, share, idea, offer, stuck, clue, mistake, puzzled, city, country, map ● Structured Literacy Instructional Vocabulary: alliteration, phonological awareness, blending, onset, rime, phoneme, grapheme, stop sound, short vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, 	<ul style="list-style-type: none"> ● Recognize that people’s names are nouns. ● Recognize that words that name people are nouns. ● Capitalize proper nouns. ● Identify proper nouns. ● Use proper nouns for people. ● Identify common nouns for people. ● Identify singular present-tense verbs. ● Identify plural present-tense verbs. ● Use singular present-tense verbs correctly. ● Use plural present-tense verbs correctly. ● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.

	<p>self-correction, heart word, irregular word, syllable, continuous sound, automaticity, rate, consonant, segmenting</p> <ul style="list-style-type: none"> ● Instructional Vocabulary: characters, setting, plot, problem, solution, opinion, verb, noun, reason, fact, event, rhyme, author, illustrator, main events, theme, topic, central idea, series, adjective, plot, first, next, last, beginning, middle, end, plan, brainstorm ● Conventions of Standard English, Grammar and Usage: complete sentences, proper nouns, common nouns, singular and plural present-tense verbs 	
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Unit Number and Title:	Module 2: There's Only One Me
Duration:	20 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 2, Module 2 ● Rigby Leveled Readers ● Structured Literacy Manual ● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> ○ <i>Get Curious Video: You and Me</i> ○ <i>I Am Rene, the Boy</i> by Rene Colato Lainez, fiction ○ <i>Zain's Super Friday</i> by Hena Khan, fiction ○ <i>Being Different Rocks!</i> by Judith Bauer Stamper, fiction (big book) ○ <i>I Like Myself!</i> by Karen Beaumont, fiction ○ <i>I Can Be... Me!</i> by Lesléa Newman, fiction ○ <i>ABC I Like Me!</i> by Nancy Carlson, fiction (big book) ○ <i>Snail & Worm Again</i> by Tima Kugler, fiction ○ <i>Pete the Cat: Too Cool for School</i> by Kimberly and James Dean, fiction (big book) ○ <i>Tiny Rabbit's Big Wish</i> by Margarita Engle, fable ○ <i>My Friends</i> by Taro Gomi, fiction (big book) ○ <i>Wrap-Up Video: One of a Kind</i> ● <u>Pre-Decodable Texts:</u> <ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 2 Tt</i> ○ <i>Start Right Reader: Book 2 Bb</i> ○ <i>Start Right Reader: Book 2 Sam</i> ○ <i>Start Right Reader: Book 2 At Bat</i> ○ <i>Start Right Reader: Book 2 Tad</i> ○ <i>Start Right Reader: Book 2 Go, Tad</i> ○ <i>Start Right Reader: Book 2 See the Cat Nap</i> ○ <i>Start Right Reader: Book 2 Mac the Cat</i>

	<ul style="list-style-type: none"> ● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Unit Overview:	<p>In this module, children will listen to, read, and write about characters and real people who illustrate what it means to be experts in self-reflection. They will see that it takes time to appreciate who we are and will be better equipped to celebrate our differences.</p> <p>Students will learn new topic words orally, practice active listening and viewing, and participate in collaborative discussions. In reading, students will continue to learn about story elements. They will review characters, setting, and learn about events in a story. Students will engage with fiction, informational and persuasive texts where they will learn about an author’s opinions and reasons. In writing, students will be introduced to narrative writing with a focus on order of events. The grammar focus is past-tense verbs and complete sentences. Foundational skill learning will include identifying consonant sounds, recognizing and forming letters, identifying rhyming words, counting syllables, and blending/segmenting phonemes. Students will use pre-decodable texts to reinforce concepts taught. Literacy centers will allow them to practice targeted skills throughout the module.</p> <p>Children learn from characters in literature that are experts at self-reflection. They see that when we take time to appreciate who we are inside and out, our successes and shortcomings, the happier we are to just be ourselves. The students will then be better equipped to celebrate our differences and what makes each of us special.</p>

Learning Goals	
Standard(s):	<p>Connecticut Core Standards <u>Reading</u></p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details. 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. 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.6 Name the author and illustrator of a text and define the role of each presenting the ideas or information 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 in the text an illustration depicts). RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><u>Reading Foundational Skills</u></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).

	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p><u>Writing</u></p> <p>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</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><u>Speaking and Listening</u></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>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.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>Language</u></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What makes each of us special? ● Who am I?

Enduring Understanding(s):	<ul style="list-style-type: none"> ● Each of us is one of a kind and should take time to appreciate who we are - inside and out, our successes and shortcomings, because there is only one me!. ● Be yourself and you can be better able to celebrate differences. ● My name is unique and is a part of what makes me special. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Genre characteristics of: <ul style="list-style-type: none"> - Fiction - Persuasive Texts, - Fables ● Story Elements: 	<ul style="list-style-type: none"> ● Use characteristics of fiction, persuasive text, and fables in order to develop comprehension. ● Use multiple strategies to determine the meaning of unknown words. ● Use background knowledge about a topic to make

	<ul style="list-style-type: none"> - Characters - Setting - Events ● Author and Illustrator Roles ● Comprehension Monitoring ● Plot: Problem and Solution ● Topic ● Central Idea ● Theme 	<p>personal connections.</p> <ul style="list-style-type: none"> ● Use text evidence to support a response and demonstrate understanding ● Respond to text by drawing and writing. <p>Reading: Fiction</p> <ul style="list-style-type: none"> ● Use text evidence to answer questions about a story. ● Monitor comprehension and use picture clues when understanding breaks down. ● Ask and answer questions about key details in a text. ● Identify and describe the problem and solution in a story. ● Identify the topic and theme of a story. ● State the theme of a story using complete sentences. ● Identify and describe the problem and solution in a story. ● Identify the character who is speaking in a story. <p>Reading: Persuasive Texts</p> <ul style="list-style-type: none"> ● Identify facts, and opinion, and reasons in a persuasive text. ● Explain the difference between facts and opinions. ● Identify reasons and evidence in a persuasive text that support an author’s opinion. <p>Reading: Fables</p>
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		<ul style="list-style-type: none"> ● Discuss the characteristics of fables. ● Identify the theme of a fable. ● Identify characters, setting, and main events in a fable.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Rhyme ● Counting Syllables ● Alliteration ● Blending Phonemes ● Isolating Phonemes ● Segmenting Phonemes ● Blending Onset and Rime ● Counting Syllables ● Deleting Words ● Initial Sounds ● Final Sounds <p>Print Concepts</p> <ul style="list-style-type: none"> ● Directionality ● Concept of a Word ● Concept of a Sentence ● One-to-One Correspondence <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Review all upper- and lowercase letters <p>Handwriting</p> <ul style="list-style-type: none"> ● Letter Formation 	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> ● Identify and count syllables in spoken words. ● Identify and isolate initial sounds in one-syllable words. ● Identify and isolate final sounds in one-syllable words. ● Segment words into syllables. ● Blend syllables to form multisyllabic words. ● Identify words with the /s/, /b/, /n/, /d/, /c/, /p/, /t/ sounds. ● Blend spoken phonemes into words. ● Identify and produce rhyming words. ● Blend spoken onsets and rimes to form one-syllable words. <p>Print Concepts</p> <ul style="list-style-type: none"> ● Read from top to bottom and left to right with return sweep. ● Recognize that words are made up of letters and are separated by spaces. ● Identify features of a sentence. ● Point to individual letters and words. ● Say one word for every printed word. ● Practice writing from left to right and top to bottom.

	<p>Irregular Words</p> <ul style="list-style-type: none"> ● <i>as, to, do, I, is, was, you</i> <p>Phonics</p> <ul style="list-style-type: none"> ● Consonant Sounds: <i>s, b, n, d, c, p,</i> ● Vowels: Short <i>i</i> <p>Pre-Decodable Texts</p> <ul style="list-style-type: none"> ● High-frequency Words ● Choral Reading ● Partner Reading ● Directionality ● Accuracy ● Self-Correction 	<ul style="list-style-type: none"> ● Identify features in a sentence. <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Identify upper- and lowercase letters. ● Match upper- and lowercase letters. <p>Handwriting:</p> <ul style="list-style-type: none"> ● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. ● Manuscript: <i>s, S, b, B, n, N, d, D, i, I, P, c, C</i> ● Use finger writing to practice letter formation. ● Trace letters on letter cards. ● Use handwriting paper and pencil to form letters. <p>Irregular Words</p> <ul style="list-style-type: none"> ● Read and spell the words: <i>as, to, do, I, is, was, you.</i> ● Use irregular words in complete sentences. ● Read irregular words in context. ● Practice reading and spelling irregular words by finger writing and using paper and pencil. <p>Phonics</p> <ul style="list-style-type: none"> ● Practice continuous blending words with consonant <i>s, b,</i> ● Build words with <i>s, n, p,</i> and <i>short i.</i>
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		<ul style="list-style-type: none"> ● Manipulate graphemes to build words and create word chains with <i>s, b, d, short a, short i, c</i> <i>Example: bam → bat → sat</i> ● Build words with Short A Examples: /s/ /a/ /m/ = Sam, /m/ /a/ /t/ = mat ● Spell words using sound boxes. ● Identify and match the consonant sounds /t/, /b/, /a/, /n/, /d/, /k/, /p/, /k/ with their corresponding letter they represent. ● Use knowledge of sound-letter relationships to spell words ● Blend letters and sounds together to decode words with <i>short i</i> and <i>short a</i>. ● Build and change one-syllable words with <i>short i</i>. ● Use knowledge of sound-letter relationships to spell words. <p>Pre-Decodable Texts</p> <ul style="list-style-type: none"> ● Read emergent-reader texts with purpose and understanding. ● Read from top to bottom and left to right with return sweep. ● Read connected text with accuracy. ● Read words with short <i>a</i>, consonants <i>n, d, c, p</i>, and high-frequency words in context. ● Use one-to-one correspondence while reading. ● Demonstrate understanding of letters and words by pointing. ● Answer questions about a text in complete sentences.
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		<ul style="list-style-type: none"> ● Read high-frequency words in context with automaticity.
Writing:	<ul style="list-style-type: none"> ● Features and Purpose of Narrative Writing ● Editing and Revision Techniques 	<ul style="list-style-type: none"> ● Discuss key features of narrative writing. ● Identify and record characters and setting of a narrative. ● Use the writing process to develop a narrative piece with characters, setting, and events in sequential order. ● Recognize that writers sequence the events of a narrative in chronological order. ● Generate ideas for a narrative. ● Plan and organize the characters and setting of a narrative. ● Discuss the setting of a narrative using complete. ● Draw and write about a character and setting for a narrative. ● Work collaboratively to write, revise, and edit a narrative as a class. ● Discuss feedback for revision with peers using complete sentences. ● Revise a narrative by adding details about the characters and setting. ● Edit a narrative for grammar, punctuation, and spelling. ● Write final drafts of a narrative using neat handwriting and appropriate spacing. ● Make a dedication page for a narrative.
Speaking and Listening:	<ul style="list-style-type: none"> ● Active Listening & Viewing 	<ul style="list-style-type: none"> ● Build background knowledge about the topic and

	<ul style="list-style-type: none"> ● Collaborative Discussions ● Accountable Talk ● Social Communication <ul style="list-style-type: none"> - Asking for Help - Expressing Needs & Wants ● Oral Language: Topic Words ● Following Directions ● Synonyms and Antonyms 	<p>make personal connections.</p> <ul style="list-style-type: none"> ● Pronounce new topic words and discuss examples. ● Take turns speaking during partner and group discussions using audible voice. ● Use active listening skills to view a video. ● Discuss the video using complete sentences. ● Actively listen to stories read aloud to develop comprehension. ● Discuss responses to questions about a story. ● Identify characters, setting, and main events in fiction using complete sentences. ● Confirm understanding by asking and answering questions. ● Restate and follow three-step directions. ● State the problem and solution in a story using complete sentences. ● Identify synonyms and antonyms. ● Generate synonyms and antonyms for a familiar word. ● Use adjectives for color and size in speaking and writing: <i>red, yellow, blue, huge, small, tall, tiny,</i> etc.
Language:	<ul style="list-style-type: none"> ● Topic Words/Big Idea Words: celebrate, different, special ● Academic Vocabulary/Power Words: participate, pronounce, research, bother, change, same, 	<ul style="list-style-type: none"> ● Identify past-tense verbs. ● Use past-tense verbs correctly. ● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.

	<p>reflection, shell, stripe, enormous, height, wish</p> <ul style="list-style-type: none"> ● Structured Literacy Instructional Vocabulary: alliteration, phonological awareness, blending, onset, rime, phoneme, grapheme, stop sound, short vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, decoding, self-correction, heart word, irregular word, syllable, continuous sound, automaticity, rate, consonant, segmenting ● Instructional Vocabulary: narrative, fiction, characters, setting, plot, problem, solution, persuasive text, opinion, reason, fact, organize, event, verb, rhyme, author, illustrator, main events, theme, topic, central idea, series, adjective, details, fable, folktale ● Conventions of English, grammar and usage: past-tense verbs, complete sentences 	
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Unit Number and Title:	Module 3: My Community Heroes
Duration:	20 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 3, Module 3 ● Rigby Leveled Readers ● Structured Literacy Manual ● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> ○ <i>Get Curious Video: The Playground</i> ○ <i>Places in the Community</i> by Bobbie Kalman, informational text ○ <i>Map My Neighborhood</i> by Jennifer Boothroyd, informational text (big book) ○ <i>Quinto’s Neighborhood</i> by Ina Cumpiano, fiction ○ <i>The Alphabet from the Sky</i> by Benedict Gross and Joey Lee, alphabet book (big book) ○ <i>A Bucket of Blessings</i> by Kabir Sehgal and Surishtha Sehgal, Fable ○ <i>Behind my Doors: The Story of the World’s Oldest Library</i> by Hena Khan, ○ <i>Bo and Peter</i> by Betsy Franco, fiction (big book) ○ <i>A Piece of Home</i> by Jeri Watts, fiction ○ <i>Welcome</i> by Linda Kulp Trout, poem (big book) ○ <i>My Neighborhood</i> by Betsy Franco, poem (big book) ○ <i>Homes</i> by Betsy Fanco, poem (big book) ○ <i>Wrap Up Video: Let’s Go to Work</i> ● <u>Decodable Texts:</u> <ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 3 Sid</i> ○ <i>Start Right Reader: Book 3 Sid Bit It!</i> ○ <i>Start Right Reader: Book 3 Tab Ran!</i> ○ <i>Start Right Reader: Book 3 Can It Fit?</i> ○ <i>Start Right Reader: Book 3 Cans in a Bin</i> ○ <i>Start Right Reader: Book 3 The Cap</i> ○ <i>Start Right Reader: Book 3 Let’s Go to Work</i>

	<ul style="list-style-type: none"> ● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular Connections Social Studies - Me as a Citizen in My Community kindergarten unit</p>
Unit Overview:	<p>In this module, students will listen to, read, and write about characters and real people in our communities. They will learn that communities are about pooling unique, diverse backgrounds and skills to work together to accomplish goals. There will be numerous opportunities for students to practice book handling skills, develop social communication skills, and listen to fables and informational texts read aloud.</p> <p>Students will learn about the people and places that make their community special and work together to build a model of their community to share with others. Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include learning about text features of informational texts. They will also continue to practice story elements using fables. In writing, students will practice the writing process using informational texts, specifically friendly letters and lists. Foundational skills will include identifying and isolating sounds, blending phonemes, manipulating syllables, and segmenting words. Students will use decodable text with purpose and understanding to reinforce concepts taught. Literacy centers will be used to reinforce these targeted skills throughout the module.</p>

As students become immersed in the module, they will understand the people and places that make up a community and the roles they each play in order to make them function. Students will learn about places in communities to live, work, and have fun. Students will also learn about maps and can create their own maps of their community to show the location of things.

Learning Goals

Standard(s):

Connecticut Core Standards

Reading

- RL.K.2** With prompting and support, retell familiar stories, including key details.
- RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5** Recognize common types/genres of texts (storybooks, poems, etc.)
- RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.
- RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- 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.5** Identify the front cover, back cover, and title page of a book.
- RI.K.10** Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

- RF.K.1** Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - b. Count/identify, pronounce, blend, and segment syllables in spoken words.
- RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.4 Read emergent-reader texts with purpose and understanding.

Writing

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.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening

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.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.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language

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

b. Use frequently occurring nouns and verbs.

f. Produce and expand complete sentences in shared language activities.

L.K.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Essential Question(s):	<ul style="list-style-type: none"> • What makes a community? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Communities are made up of people and places who work and learn together, help one another, and share a sense of belonging. • Everyone deserves respect in a community even though they have different ideas. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Genre Characteristics of Informational Texts and Fables • Topic and Central Idea of Texts • Predicting Strategies 	<p>Reading: Informational Texts</p> <ul style="list-style-type: none"> • Summarize an informational text. • Identify characteristics of informational texts and fables. • Identify and retell details of an informational text using complete sentences. • Identify and use text features to comprehend text. • Ask and answer questions about an informational text using key details. <p>Reading: Fables</p> <ul style="list-style-type: none"> • Identify characters, setting, and events to retell a fable. • Describe a character in a story. • Identify the topic, central idea, and details to support comprehension. • Build background knowledge about a topic to make personal connections. • Make and check predictions about a story • Identify the authors' purpose for creating a text • Discuss the characteristics of fables • Identify the problem and solution of a fable

		<ul style="list-style-type: none"> ● Identify the theme of a fable
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Rhyme ● Blending Syllables ● Counting Syllables ● Blending Onset and Rime ● Isolating Phonemes ● Blending Phonemes ● Deleting Syllables <p>Print Concepts</p> <ul style="list-style-type: none"> ● Concept of a Word ● One-to-One Correspondence ● Concept of a Sentence <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Identify and form uppercase and lowercase letters. <p>Handwriting</p> <ul style="list-style-type: none"> ● Letter Formation <p>Irregular Words</p> <ul style="list-style-type: none"> ● <i>or, for, from, your, said, all</i> <p>Phonics</p> <ul style="list-style-type: none"> ● Consonants: <i>r, f, g, h, j, l</i> ● Short O 	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Identify and pronounce letter sounds. ● Identify and produce rhymes. ● Identify and produce spoken alliterative words. ● Identify and isolate initial sounds, medial vowel sounds, and final sounds in one-syllable words. ● Blend spoken phonemes to form one-syllable words. ● Blend onset/rimes into words. ● Segment words into onset and rimes. ● Identify similarities and differences in onset and rime in spoken words. ● Group words by beginning consonant sounds. ● Discuss rhyme and rhythm in a nursery rhyme. <p>Print Concepts</p> <ul style="list-style-type: none"> ● Demonstrate directionality skills and one to one correspondence within a book. ● Distinguish between letters, words, and sentences within a text. ● Recognize that words are made up of letters and are separated by spaces. ● Use one-to-one correspondence while reading. ● Practice reading one word for each print word. ● Practice writing from left to right and top to bottom. <p>Alphabet Knowledge</p>

	<p>Decodable Text</p> <ul style="list-style-type: none"> ● High-frequency Words ● Choral Reading ● Partner Reading ● Directionality ● Accuracy ● Self-Correction ● Reading Rate ● Automaticity 	<ul style="list-style-type: none"> ● Identify and form uppercase and lowercase letters <p>Handwriting:</p> <ul style="list-style-type: none"> ● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. ● Manuscript: <i>r, R, f, F, o, O, g, G, h, H, j, J, l, L</i> ● Use finger writing to practice letter formation. ● Trace letters on letter cards. ● Use handwriting paper and pencil to form letters. <p>Irregular Words</p> <ul style="list-style-type: none"> ● Read, write and spell irregular words: <i>or, for, from, your, said, all</i> ● Read irregular words in context with automaticity. ● Practice reading and spelling irregular words by finger writing and using paper and pencil. <p>Phonics</p> <ul style="list-style-type: none"> ● Continuously blend and manipulate graphemes to read, build, and spell words with consonant <i>r, g, j, l</i> (Examples: /r/ /a/ /t/ = <i>rat</i>, /l/ /i/ /p/ = <i>lip</i>). ● Spell words using sound boxes. ● Read, write and spell one-syllable words with short vowels. <p>Decodable Texts</p>
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		<ul style="list-style-type: none"> ● Read emergent-reader texts (decodable texts) with purpose and understanding. ● Read connected text with accuracy. ● Read words with short i, consonants r, f, inflection -s, and high-frequency words in context. ● Demonstrate understanding of letters and words by pointing. ● Use one-to-one correspondence while reading. ● Identify features of a sentence.
Writing:	<ul style="list-style-type: none"> ● Features and Purposes of Informational Writing including Friendly Letters and Lists. ● Editing & Revision Skills ● Central Idea and Key Details ● Address and Envelopes 	<ul style="list-style-type: none"> ● Use the writing process to develop an informational piece using a central idea and key details. ● Incorporate pre-writing strategies to develop an informational piece. ● Respond to text with drawing and writing. ● Revise and edit an informational text by adding key details and adjectives. ● Identify common signs and symbols on a community map. ● Draw a map to support an informational text. ● Recognize the parts of a friendly letter. ● Edit an information text for grammar, punctuation, and spelling. ● Write a final draft of an informational text using neat handwriting and appropriate spacing. ● Recognize the key features of a list. ● Share ideas with a partner using complete sentences.

		<ul style="list-style-type: none"> ● Write and draw a list.
Speaking and Listening:	<ul style="list-style-type: none"> ● Active Listening and Viewing Skills for Comprehension ● Collaborative Discussion ● Accountable Talk Techniques ● Social Communication ● Word Relationships: Classify and Categorize ● Inflected Ending -s 	<ul style="list-style-type: none"> ● Build and extend knowledge by actively viewing, listening and responding. ● Discuss familiar people, places, things, and events using details and complete sentences. ● Speak audibly and in complete sentences during discussions. ● Confirm understanding by asking and answering questions. ● Take turns speaking. ● Use appropriate intonation for statements and questions. ● Classify and categorize objects and words into like groups. ● Use inflection -s to determine word meaning.
Language:	<ul style="list-style-type: none"> ● Topic Words/Big Idea Words: community, location, neighbor ● Academic Vocabulary/Power Words: earn, safe, together, busy, help, neighborhood, hope, wonderful, worried, brave, expect, ordinary ● Structured Literacy Instructional Vocabulary: alliteration, phonological awareness, blending, onset, rime, phoneme, grapheme, 	<ul style="list-style-type: none"> ● Recognize that words that name things are nouns. ● Use nouns for people, places, and things in speaking and writing. ● Use adjectives to describe shape and number in speaking and writing: Examples - <i>round, flat, curly, few, many, more</i>, etc. ● Capitalize proper nouns in written language. ● Read words with inflection -s. ● Form regular plural nouns by adding -s. ● Group words by nouns and verbs. ● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.

	<p>stop sound, short vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, decoding, self-correction, heart word, irregular word, syllable, continuous sound, automaticity, rate, consonant, segmenting</p> <ul style="list-style-type: none"> ● Instructional Vocabulary: informational text, fact, opinion, topic, central idea, key details, table of contents, headings, glossary, index, noun, prediction, characters, setting, text evidence, fable, folktale, main events, adjective, theme, problem, solution, poem, poetry, rhythm, rhyme, map ● Conventions of Standard English, grammar and usage: nouns, complete sentences, adjectives, verbs 	
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Unit Number and Title:	Module 4: Happy Healthy Me
Duration:	20 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 4 ● Rigby Leveled Readers ● Structured Literacy Manual ● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> ○ <i>Get Curious Video: Rise and Shine</i> ○ <i>Being Fit</i> by Valerie Bodden, informational text ○ <i>Germes Are Not for Sharing</i> by Elizabeth Verdik, informational text (big book) ○ <i>Get Up and Go!</i> by Nancy Carlson, informational text ○ <i>Stretch</i> by Doreen Cronin and Scott Menchin, fiction (big book) ○ <i>Jack & the Hungry Giant</i> by Loreen Leedy, fairy tale ○ <i>Edible Colors</i> by Jennifer Vogel Bass, informational text (big book) ○ <i>Getting Rest</i> by Sian Smith, informational text ○ <i>Bed</i> by Anonymous, poetry ○ <i>Wrap-Up Video: Rhino Named Paul: Clean Your Mitts</i> ● <u>Decodable Texts:</u> <ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 4 Big Bag</i> ○ <i>Start Right Reader: Book 4 Kip</i> ○ <i>Start Right Reader: Book 4 Pot of Pods</i> ○ <i>Start Right Reader: Book 4 Bob Tips a Pot</i> ○ <i>Start Right Reader: Book 4 Kids Hop a Lot</i> ○ <i>Start Right Reader: Book 4 Kids Hid</i> ○ <i>Start Right Reader: Book 4 The Wig</i> ○ <i>Start Right Reader: Book 4 Jobs! Jobs! Jobs!</i>

	<ul style="list-style-type: none"> ● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Unit Overview:	<p>In this module, students will listen to, read, and write about characters and real people who illustrate what it means to take good care of their bodies. They will learn to form healthy habits to carry throughout their lives. During this module, children will learn the essentials of healthy living such as eating well, exercising, and practicing good hygiene. They will also see that being “my healthiest me” is fun and is different for everyone! And after a fun, active day, it is just as important to get a good night’s sleep.</p> <p>Students will learn about how to be the healthiest version of themselves by taking care of themselves, moving their bodies, eating right, and getting enough rest. Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include more in-depth learning about text features of informational texts, integrate fiction books, poetry, and a fairy tale related to the module’s topic. In writing, students will use the writing process to develop research writing including a topic, central idea, and key details using sources to find information. Foundational skills will include identifying and forming letters, identifying and isolating sounds, blending phonemes, and segmenting words. Students will use decodable texts with purpose and understanding to reinforce concepts taught. Literacy centers will be used to reinforce these targeted skills throughout the module.</p> <p>As students become immersed in the module, they will understand that healthy habits are essential in</p>

their daily lives as they learn about different ways to exercise and fuel their bodies. Students will also have an opportunity to engage in the PK-12 concept related to identity.

Learning Goals

Standard(s):

Connecticut Core Standards

Reading

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.5 Recognize common types of texts (fairy tale, poems, etc.)

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).

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

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

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

Reading Foundational Skills

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

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

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

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

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.4 Read emergent-reader texts with purpose and understanding.

Writing

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

Speaking and Listening

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.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.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language

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

- a. Print many upper- and lowercase letters.
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

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

	<p>b. Recognize and name end punctuation.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How can I be my healthiest? ● What is the best version of me? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● I can be my healthiest when I take care of myself. ● Being healthy can look different for each of us. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Characteristics of Informational Texts and Fairy Tales ● Questioning and Response Strategies ● Topic, Central Idea of Texts, and Key Details ● Predicting Strategies ● Inferring ● Story Elements: Characters, Setting, Events 	<ul style="list-style-type: none"> ● Identify and use characteristics of informational text to gain information. ● Identify characteristics of fairy tales. ● Ask and answer questions about a text. ● Build background knowledge about a topic to make personal connections. ● Use text evidence to support a response and demonstrate understanding. ● Identify the topic, central idea, and supporting details in an informational text. ● Use text evidence to make and check logical predictions about a story. ● Retell fiction by identifying characters, setting, and main events in the beginning, middle, and end. ● Make inferences to identify and describe the

		problem and solution in a story.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Rhyme ● Blending Onset and Rime ● Deleting Syllables ● Blending Phonemes ● Counting Syllables ● Isolating Phonemes ● Blending Phonemes ● Initial Sounds ● Final Sounds ● Medial Vowel Sounds <p>Print Concepts</p> <ul style="list-style-type: none"> ● Directionality <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Identify and form uppercase and lowercase letters <p>Handwriting</p> <ul style="list-style-type: none"> ● Letter Formation <p>Irregular Words</p> <ul style="list-style-type: none"> ● <i>put, are, does, see</i> <p>Phonics</p> <ul style="list-style-type: none"> ● Consonants Letters & Sounds: <i>k, s, y, x</i> ● Vowels: Short U & Short E 	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Identify and isolate initial and final consonant sounds in one-syllable words. ● Identify and isolate medial vowel sounds in one-syllable words. ● Pronounce the <i>short u</i> and <i>short e</i> vowel sounds. ● Distinguish between the <i>short o/long o, short e/long e, and short e/short u</i> vowel sounds. ● Identify and produce alliterative words. ● Identify and pronounce letter sounds. ● Identify and produce rhyming words. ● Blend phonemes and onset/rime into words. ● Count, segment, blend and delete syllables. ● Discuss rhyme and rhythm in a nursery rhyme. <p>Print Concepts</p> <ul style="list-style-type: none"> ● Demonstrate directionality skills and one to one correspondence within a book. ● Practice reading top to bottom and left to right with return sweep. ● Practice reading one word for each print word. ● Distinguish between letters, words, and sentences within a text. <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Identify and form uppercase and lowercase letters. <p>Handwriting</p>

	<ul style="list-style-type: none"> ● Inflectional Ending -s <p>Decodable Texts</p> <ul style="list-style-type: none"> ● Accuracy ● Self-Correction ● Reading Rate ● Fluency ● Automaticity ● Self-Monitoring ● Rereading ● Expression ● Phrasing ● Intonation 	<ul style="list-style-type: none"> ● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. ● Manuscript: <i>u, U, g, G, h, H, j, J, l, L, k, K, s, S, y, Y x, X, e, E</i> ● Use finger writing to practice letter formation. ● Trace letters on letter cards. ● Use handwriting paper and pencil to form letters. <p>Irregular Words</p> <ul style="list-style-type: none"> ● Read, write and spell irregular words: <i>put, are, does, see</i> ● Read irregular words in context with automaticity. ● Practice reading and spelling irregular words by finger writing and using paper and pencil. <p>Phonics.</p> <ul style="list-style-type: none"> ● Continuously blend and manipulate graphemes to read, build, and spell words. ● Build, change, and spell words with consonants: <i>k, y, s, x</i> ● Build, change, and spell words with short vowels: <i>u, e</i> ● Build, change, and spell words with inflectional ending: <i>s</i> <p>Decodable Texts</p>
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		<ul style="list-style-type: none"> ● Read emergent-reader texts (decodable texts) with purpose and understanding. ● Read connected text with accuracy. ● Use context to confirm or self-correct word recognition. ● Adjust rate and reflect to help understanding. ● Use context to confirm or self-correct word recognition.
Writing:	<ul style="list-style-type: none"> ● Features and Purposes of Research Writing ● Question Generation Strategies ● Editing and Revision Techniques ● Use of a Variety of Sources to Produce Research Writing 	<ul style="list-style-type: none"> ● Use the writing process to develop research writing including a topic, central idea, and key details using sources to find information. ● Respond to text with drawing and writing. ● Generate questions for research. ● Revise and edit research writing by adding key details to answer questions and checking for grammar, punctuation, and spelling. ● Write a final draft of a research report using neat handwriting and appropriate spacing. ● Include research writing text features such as sources and a glossary. ● Write and draw to give credit to a source.
Speaking and Listening:	<ul style="list-style-type: none"> ● Active Listening and Viewing Skills to Understand Information ● Collaborative Discussion ● Accountable Talk Techniques ● Social Communication 	<ul style="list-style-type: none"> ● Build and extend knowledge by actively viewing, listening and responding. ● Speak audibly and in complete sentences during discussions. ● Confirm understanding by asking and answering questions. ● Take turns speaking.

		<ul style="list-style-type: none"> ● Ask for help from peers and teachers. ● Discuss familiar people, places, things and events using details and complete sentences. ● Use singular and plural nouns correctly.
Language:	<ul style="list-style-type: none"> ● Topic Words/Big Idea Words: energy, exercise, healthy ● Academic Vocabulary/Power Words: active, stretch, weight, muscles, relaxing, take care ● Structured Literacy Instructional Vocabulary: blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting ● Instructional Vocabulary: informational text, topic, central idea, research writing, research, source, search term, table of contents, headings, glossary, index, key details, text features, possessive, author, illustrator, fairy 	<ul style="list-style-type: none"> ● Identify the features of complete sentences including a subject, verb, and punctuation. ● Understand and use question words. ● Use complete sentences to express thoughts and ideas. ● Write a complete sentence with a subject, verb, and end mark. ● Identify and use uppercase letters at the beginning of sentences. ● Identify, use, and capitalize proper nouns in writing. ● Recognize and name ending punctuation. ● Distinguish between words describing the same general action to show shades of meaning. ● Order words to show shades of meaning. ● Identify and capitalize proper nouns. ● Use proper nouns. ● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.

	<p>tale. plot, label, sentence, noun, verb. poem, poetry, rhythm, rhyme</p> <ul style="list-style-type: none">● Conventions of Standard English, Grammar and Usage: complete sentences, singular nouns, plural nouns, proper nouns	
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Unit Number and Title:	Module 5: I Can Do It
Duration:	20 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 5, Module 5 ● Rigby Leveled Readers ● Structured Literacy Manual ● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> ○ <i>Get Curious Video: Training Wheels</i> ○ <i>Jabari Jumps</i> by Giaia Cornwall, fiction ○ <i>All by Myself</i> by Mercer Mayer, fiction (big book) ○ <i>The Little Red Hen (Makes a Pizza)</i> by Philemon Sturges, folktale ○ <i>The Little Red Hen On Stage</i> by Karen Knapstein, play (big book) ○ <i>Ish</i> by Peter H.Reynolds, fiction ○ <i>Let’s Make Music!</i> by Owen Holmes, informational (big book) ○ <i>Emmanuel’s Dream</i> by Laurie Ann Thompson, biography ○ <i>Everyone Can Learn to Ride a Bicycle</i> by Chris Raschka, fiction (big book) ○ <i>Wrap-Up Video: Zack’s Shack</i>, informational ● <u>Decodable Texts:</u> <ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 5 Nuts, Not Rugs!</i> ○ <i>Start Right Reader: Book 5 Big Bus</i> ○ <i>Start Right Reader: Book 5 Yams</i> ○ <i>Start Right Reader: Book 5 Go, Vic!</i> ○ <i>Start Right Reader: Book 5 Yes, Vets Can!</i> ○ <i>Start Right Reader: Book 5 Pet Pup</i> ○ <i>Start Right Reader: Book 5 Tan Cat</i> ○ <i>Start Right Reader: Book 5 Fox Cubs</i>

	<ul style="list-style-type: none"> ● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Unit Overview:	<p>In this module, children will listen to, read, and write about characters and real people who combine hard work, practice, and perseverance to achieve their goals and learn that they too can achieve their goals. They will learn what it means to try hard. During this module, children will learn steps one can take to persevere, such as trying new things, setting goals, and working together. They will also see that with a little hard work, some practice, and persistence they can achieve their goals such as learning how to ride a bike.</p> <p>Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include more in depth learning about text features in folktales, plays, and biographies. They will identify story elements for all three genres. Students will use inference to determine the meaning of homophones/homographs.</p> <p>In writing they will engage in the writing process to construct an organized personal narrative using signal words to indicate a transition. They will learn how to incorporate a strong beginning to peak the readers interest. They will use pronouns, singular, and plural nouns in their writing. They will also review cover elements to design their own cover. This is also when students are introduced to the structure of an author’s page through teacher modeling so they can draft one of their own.</p>

	<p>Foundational skills will include identifying and isolating sounds, blending/segmenting phonemes, and segmenting words. Students will use decodable text with purpose and understanding to reinforce concepts taught. They will be introduced to decoding words with long vowel sounds and blending words with digraphs. Literacy centers will be used to reinforce these targeted skills throughout the module.</p> <p>As students become immersed in the module, they will understand that persistence and hard work will guide them to achieve their goals. A focus on the PK-12 concept of identity will be further explored.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p><u>Reading</u></p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5 Recognize common types of texts (storybooks, poems, etc.)</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><u>Reading Foundational Skills</u></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

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

- c. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.4 Read emergent-reader texts with purpose and understanding.

Writing

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, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening

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.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.

Language

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

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> 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. <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 	
Essential Question(s):	<ul style="list-style-type: none"> ● What does it mean to try hard? ● What can I do that makes me special? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Hard work, practice, and not giving up can help me achieve goals I have set for myself. ● I can ask for help and work together with others to help me do the things I want to do. ● Everyone is good at different things, but friends can help one another try new things. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Characteristics of Folktales, Biography, and Drama ● Theme of a Story ● Characters' Feelings ● Character Traits ● Asking and Answering Questions ● Topic, Central Idea of Texts, and Key 	<ul style="list-style-type: none"> ● Identify, use and discuss characteristics of folktales and biography to gain information. ● Ask and answer questions about a text. ● Pronounce and use topic and academic vocabulary to develop comprehension. ● Identify the theme of a story. ● Use text evidence to answer questions about a

	<p>Details</p> <ul style="list-style-type: none"> ● Story Elements: Characters, Setting, Events ● Comprehension Strategies ● Inferring 	<p>story and make connections.</p> <ul style="list-style-type: none"> ● Identify the topic, central idea, theme and supporting details in an informational text. ● Retell by identifying characters, setting, and main events in the beginning, middle, and end. ● Compare and contrast characters in two versions of the same story. ● Build background knowledge about a topic to make personal connections. ● Use text evidence to make and check logical predictions about a story. ● Use picture and text clues to describe a character and how he/she feels. ● Describe how a character’s feelings change over time using complete sentences. ● Make inferences to understand a story and identify character traits. <p>Reading: Drama/Play</p> <ul style="list-style-type: none"> ● Discuss characters in a drama. ● Compare and contrast characters in two versions of the same story. ● Identify text format of a play (names in bold, text is characters’ dialogue)
<p>Foundational Skills:</p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Rhyme ● Blending Onset and Rime ● Segmenting Syllables ● Blending Phonemes 	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Identify and isolate initial and final consonant sounds. ● Blend spoken phonemes to form one-syllable words.

	<ul style="list-style-type: none"> ● Segmenting Phonemes ● Open and Closed Syllables <p>Print Concepts</p> <ul style="list-style-type: none"> ● Return Sweep ● Reading a Play ● Directionality <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Identify and form uppercase and lowercase letters. <p>Handwriting</p> <ul style="list-style-type: none"> ● Letter Formation <p>Irregular Words</p> <ul style="list-style-type: none"> ● <i>have, love, by, my</i> <p>Phonics</p> <ul style="list-style-type: none"> ● Consonants: <i>q(u), w, v, z,</i> ● All Short Vowels ● Long A ● Long I ● Open Syllables: CV ● Closed Syllables: CVC <p>Decodable Text</p> <ul style="list-style-type: none"> ● Accuracy ● Fluency ● Self-Correction 	<ul style="list-style-type: none"> ● Isolate and pronounce the medial vowel sounds in one-syllable words. ● Identify and produce rhymes. ● Segment words into onset/rime. ● Identify and pronounce letter sounds. ● Pronounce the <i>short a</i> and <i>long i</i> sounds. ● Segment syllables to identify open (long) and closed (short) vowel sounds. <p>Print Concepts</p> <ul style="list-style-type: none"> ● Practice reading left to right, top to bottom, with a return sweep. ● Practice reading one word for each print word. <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Identify and form uppercase and lowercase letters. <p>Handwriting:</p> <ul style="list-style-type: none"> ● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. ● Focus: <i>q, Q, w, W, v, V, z, Z,</i> ● Review all letters: <i>Aa - Zz</i> ● Use finger writing to practice letter formation. ● Trace letters on letter cards. ● Use handwriting paper and pencil to form letters.
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	<ul style="list-style-type: none"> ● Phrasing ● Intonation ● Expression 	<p>Irregular Words</p> <ul style="list-style-type: none"> ● Read, write and spell irregular words with automaticity: <i>have, love, by, my</i> ● Read high-frequency irregular words in context. ● Practice reading and spelling irregular words by finger writing and using paper and pencil. <p>Phonics</p> <ul style="list-style-type: none"> ● Continuously blend and manipulate graphemes to read, build, and spell words . ● Build, change, and spell words with consonants: <i>q(u), v, z, w,</i> ● Build, change, and spell words with short vowels. ● Practice the CV pattern with <i>long a</i> using letter and grapheme cards. ● Distinguish between open (CV) and closed (CVC). <p>Decodable Text</p> <ul style="list-style-type: none"> ● Read emergent-reader texts (decodable texts) with purpose and understanding. ● Read connected text with accuracy. ● Use intonation based on punctuation while reading ● Understand that in a word, every syllable has one vowel sound that is spelled with a vowel. ● Use context to confirm or self-correct word recognition. ● Read with appropriate phrasing (chunk words) to
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		reflect the author’s syntax.
Writing:	<ul style="list-style-type: none"> ● Features and Purposes of Narrative Writing ● Organization: Beginning, Middle, End ● Editing and Revision Techniques 	<ul style="list-style-type: none"> ● Use the writing process to develop a narrative piece with characters, setting, and events in sequential order. ● Respond to a narrative using pictures and words. ● Collaborate with peers to plan, organize, generate ideas for writing. ● Write strong beginnings for a narrative piece. ● Identify and use transitional words to show chronological order in a narrative piece ● Revise and edit a narrative by adding details. ● Collaborate with peers to revise and edit narrative writing pieces.
Speaking and Listening	<ul style="list-style-type: none"> ● Active Listening and Viewing skills to Understand Information ● Collaborative Discussion ● Accountable Talk Techniques ● Social Communication ● Characteristics of Complete Sentences 	<ul style="list-style-type: none"> ● Build and extend knowledge by actively viewing, listening and responding. ● Speak audibly and in complete sentences during discussions. ● Confirm understanding by asking and answering questions. ● Take turns speaking. ● Ask for help from peers and teachers. ● Discuss familiar people, places, things and events using details and complete sentences.
Language:	<ul style="list-style-type: none"> ● Topic Words/Big Idea Words: practice, proud, success ● Academic Vocabulary/Power Words: important, scared, surprise, 	<ul style="list-style-type: none"> ● Identify the features of complete sentences including a subject, verb, and punctuation. ● Use singular and plural nouns as well as pronouns while speaking and writing. ● Understand and use question words.

	<p>lovely, several, spy, allow, energized, inspire, disability, hero, respectful</p> <ul style="list-style-type: none"> ● Structured Literacy Instructional Vocabulary: blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting, nonsense word, open and closed syllables ● Instructional Vocabulary: fiction, prediction, characters, setting, main events, narrative, text evidence, series, informational text, folktale, character traits, play, script, narrator, cast, inference, noun, plot, problem, solution, diagram, label, central idea, topic, event, signal words, biography, theme ● Conventions of Standard English, Grammar and Usage: Pronouns: <i>I, we, me</i>, singular and plural nouns 	<ul style="list-style-type: none"> ● Use complete sentences to express thoughts and ideas. ● Identify, use, and capitalize proper nouns in writing. ● Use knowledge of sound-letter relationships to spell words. ● Recognize, name and use ending punctuation. ● Use singular and plural nouns and pronouns while speaking and writing. ● Distinguish between words describing the same general action to show shades of meaning. ● Understand how inflected endings (-s, -es) impact word meaning. ● Use context clues to clarify the meaning of multiple-meaning words and phrases: Examples: <i>bat, hard, ring, wave</i> ● Identify the pronouns: <i>I, me, we</i> ● Capitalize the pronoun: <i>I</i> ● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.
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Unit Number and Title:	Module 6 : Home of the Free and the Brave
Duration:	20 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 6, Module 6 ● Rigby Leveled Readers ● Structured Literacy Manual ● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> ○ <i>Get Curious Video: Land of the Free</i> ○ <i>America the Beautiful, Together We Stand</i> by Katherine Lee Bates, poetry/song ○ <i>In Our Country</i> by Susan Canizares and Daniel Moreton, informational text (big book) ○ <i>Take Me Out to the Yakyu</i> by Aaron Meshon, fiction ○ <i>Take Me Out to the Ball Game</i>, poem/song (big book) ○ <i>Under My Hijab</i> by Hena Khan, fiction ○ <i>Martin Luther King Jr.</i> by Marion Dane Bauer, biography ○ <i>President’s Day</i> by Judith Bauer Stamper, informational (big book) ○ <i>Apple Pie 4th of July</i> by Janet S. Wong, fiction ○ <i>America: My Land, Your Land, Our Land</i> by W. Nikola-Lisa, fiction ○ <i>Happy Birthday to the U.S.!</i> by Francie Alexander, informational (big book) ○ <i>Wrap Up Video: I Have a Dream</i> ● <u>Decodable Texts:</u> <ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 6 Did Liz Win?</i> ○ <i>Start Right Reader: Book 6 Quiz Us, Liz!</i> ○ <i>Start Right Reader: Book 6 Meg and Snip</i> ○ <i>Start Right Reader: Book 6 Snip and Stops</i> ○ <i>Start Right Reader: Book 6 Flags Flap</i> ○ <i>Start Right Reader: Book 6 Ken and Me!</i> ○ <i>Start Right Reader: Book 6 Hand Fins</i> ○ <i>Start Right Reader: Book 6 Can Ben Get It?</i>

	<ul style="list-style-type: none"> ● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular Connections Social Studies - Me as a Citizen in My Community kindergarten unit Social Studies - Me, My Family, My Community: Connecting to the Past kindergarten unit</p>
Unit Overview:	<p>In this module, children will listen to, read, and write about characters and real people who illustrate what it means to show patriotism. Students will discover the unique symbols of the United States and appreciate the reasons why we celebrate our country. They will explore our different landscapes and diverse people, learning that we all contribute to making the USA special.</p> <p>In this module, students will listen to and read stories about characters and real people who illustrate what makes the USA unique. Students will be immersed in various genres of texts such as poetry, songs, fiction, nonfiction, and biographies to build their content knowledge and enrich their reading skills. Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include comprehension strategies in various genres and texts. In writing, students will follow the writing process for informational writing, specifically How-To writing, to include features to teach the reader. Foundational skills will include isolating sounds, learning about digraphs, and blending and segmenting phonemes. Students will use pre-decodable texts and literacy centers to reinforce and practice concepts taught.</p>

	<p>As students become immersed in the module, they will discover the various landscapes of our country, become immersed in our traditions, and learn about our leaders and freedoms. They will learn about the rights of the citizens of the United States and how this helps our country function properly. Students will learn how our history and traditions shape our country. The PK-12 concept related to culture will be explored.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards <u>Reading</u> RL.K.5 Recognize common types of texts (storybooks, poems, etc.) RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 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.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.8 With prompting and support, identify the reasons an author gives to support points in a text. RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><u>Reading Foundational Skills</u> RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.4 Read emergent-reader texts with purpose and understanding.</p>

Writing

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.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening

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.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.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

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

Language

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

b. Use frequently occurring nouns and verbs.

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

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

a. Capitalize the first word in a sentence and the pronoun I.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)

	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.	
Essential Question(s):	<ul style="list-style-type: none"> • What makes the USA special? • How does the history and traditions of the USA shape our culture? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • There are many reasons to celebrate our country because of the different landscapes and the diverse people who live here. • Our culture is influenced by leaders, people, and shared experiences from the past and present. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Characteristics of Poetry, Songs, Fiction, Informational Text, and Biography • Asking and Answering Questions • Topic and Central Idea of Texts • Story Elements: Characters, 	<ul style="list-style-type: none"> • Identify characteristics of poetry and songs. • Identify characteristics of biographies. • Identify characteristics of persuasive texts (important details, opinions, facts, and reasons). • Ask and answer questions about a text. • Discuss questions and answers about a text to

	<p>Setting, Events</p> <ul style="list-style-type: none"> ● Comprehension Strategies ● Author’s Purpose 	<p>develop comprehension.</p> <ul style="list-style-type: none"> ● Identify the topic, central idea, and supporting details in an informational text. ● Retell by identifying and describing characters, setting, and main events in fiction. ● Identify people, places, and events in a true story. ● Make and describe connections between illustrations and text. ● Use the five senses to visualize and describe what is happening in a story. ● Make inferences to answer questions about a true story. ● Compare and contrast two texts on the same topic. ● Identify the author’s purpose for writing a text ● Identify how text structure contributes to an author’s purpose. <p>Reading: Songs</p> <ul style="list-style-type: none"> ● Actively listen to a song read aloud to develop comprehension. ● Recite song lyrics. ● Discuss responses to questions about a song. ● Identify the meaning of a song. ● Identify rhythm and rhyme in a song.
<p>Foundational Skills:</p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Blending Onset and Rime ● Isolating Phonemes ● Blending Phonemes 	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Isolate and pronounce the initial and final sound in one-syllable words.

	<ul style="list-style-type: none"> ● Substituting Phonemes ● Open and Closed Syllables <p>Print Concepts</p> <ul style="list-style-type: none"> ● Concept of a Word ● Concept of a Sentence <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Identify and form uppercase and lowercase letters. <p>Handwriting</p> <ul style="list-style-type: none"> ● Letter Formation <p>Irregular Words</p> <ul style="list-style-type: none"> ● <i>who, two, they</i> <p>Phonics</p> <ul style="list-style-type: none"> ● Short and Long Vowels ● Digraph: sh, th ● Open Syllables: CV ● Closed Syllables: CVC <p>Decodable Texts</p> <ul style="list-style-type: none"> ● Accuracy ● Fluency: Reading Rate ● Phrasing ● Intonation ● Expression 	<ul style="list-style-type: none"> ● Blend spoken phonemes to form one-syllable words. ● Segment one-syllable words into onsets and rimes. ● Pronounce digraphs. ● Pronounce and distinguish between short and long vowel sounds. ● Distinguish between words with digraphs and words without digraphs. ● Identify open (CV) and closed syllables (CVC). <p>Print Concepts</p> <ul style="list-style-type: none"> ● Practice reading one word for each print word. ● Recognize that words are made up of letters and separated by spaces in print. ● Make connections between pictures and text. <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Form upper- and lowercase letters. <p>Handwriting:</p> <ul style="list-style-type: none"> ● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting.ct posture, pen or pencil grip, and paper position. ● Manuscript: <i>j, J, u, U, y, Y, r, R, n, N, m, M, h, H, b, B, p, P, c, C, o, O, a, A</i> ● Use finger writing to practice letter formation. ● Trace letters on letter cards. ● Use handwriting paper and pencil to form letters.
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		<p>Irregular Words</p> <ul style="list-style-type: none"> ● Read and spell irregular words with automaticity: <i>who, two, they</i>. ● Read irregular words in context. <p>Phonics</p> <ul style="list-style-type: none"> ● Continuously blend and manipulate graphemes to read, build, and spell words . ● Build, change, and spell words with digraphs: <i>sh, th</i> ● Build, change, and spell words with <i>long o</i> and <i>long e</i>. ● Build, change, and spell words open (CV) and closed (CVC). ● Distinguish between open (CV) and closed (CVC) syllables. <p>Decodable Texts</p> <ul style="list-style-type: none"> ● Read emergent-reader texts (decodable texts) with purpose and understanding. ● Read connected text with accuracy. ● Use intonation based on punctuation while reading. ● Use your voice to reflect characters’ emotions, actions, or the mood of a story. ● Practice reading decodable words with consonant blends. ● Use echo reading to have children practice reading with expression.
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		<ul style="list-style-type: none"> ● Chunk words appropriately (phrasing) to reflect the author’s purpose. ● Adjust reading rate to help understanding. ● Use context to confirm or self-correct word recognition.
Writing:	<ul style="list-style-type: none"> ● Features and Purpose of Informational Writing ● Editing and Revision Techniques ● Word Choice 	<ul style="list-style-type: none"> ● Use the writing process to develop an informational piece (How-To) in sequential order. ● Draw and label a diagram for a procedural text. ● Respond to text with drawing and writing. ● Write strong beginnings to strengthen informational writing. ● Use writing features of informational texts (diagrams, captions, charts, pictures, words) to teach the reader. ● Revise and edit an informational text by adding key details, strong word choices and adjectives. ● Identify words that help readers better visualize or understand the author’s message. ● Discuss strong word choices.
Speaking and Listening:	<ul style="list-style-type: none"> ● Active Listening and Viewing Skills to Understand Information ● Collaborative Discussion ● Accountable Talk Techniques ● Social Communication ● Initiate Conversations ● Characteristics of Complete Sentences 	<ul style="list-style-type: none"> ● Build and extend knowledge by actively viewing, listening, and responding. ● Speak audibly and in complete sentences during discussions. ● Confirm understanding by asking and answering questions. ● Take turns speaking. ● Ask for help from peers and teachers. ● Discuss familiar people, places, things and events

		<p>using details and complete sentences.</p> <ul style="list-style-type: none"> ● Express thoughts, feelings and ideas clearly. ● Distinguish between formal and informal language.
Language:	<ul style="list-style-type: none"> ● Topic Words/Big Idea Words: belong, country, right ● Academic Vocabulary/Power Words: America, plain, sea, anthem, cheer, team, believe, law, refuse, American, crowd, customer ● Structured Literacy Instructional Vocabulary: blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting, nonsense word, open and closed syllables ● Instructional Vocabulary: poem, song, poetry, rhyme, rhythm, informational text, fiction, topic, 	<ul style="list-style-type: none"> ● Identify the prepositions: <i>for, to, from, of, with</i> ● Use prepositions <i>for, to, from, of, with</i> in writing ● Identify pronouns: <i>he, she, they, them, theirs</i> ● Use pronouns <i>he, she, they, them, theirs</i> in speaking and writing. ● Identify and use uppercase letters at the beginning of sentences. ● Identify, use, and capitalize proper nouns in writing. ● Use knowledge of sound-letter relationships to spell words. ● Use word parts to determine the meaning of unfamiliar words and phrases. ● Understand how prefixes and suffixes impact word meaning.

	<p>central idea, plan, prediction, characters, setting, main events, author’s purpose, song, lyrics, diagram, biography, caption, map, fact box, caption, label, key detail, descriptive words, visualize, adjective</p> <ul style="list-style-type: none"> ● Conventions of Standard English, Grammar and Usage: prepositions, pronouns, capitalization of proper nouns 	
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Unit Number and Title:	Module 7: Zoom In!
Duration:	20 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 7, Module 7 ● Rigby Leveled Readers ● Structured Literacy Manual ● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> ○ <i>Get Curious Video: A Closer Look</i> ○ <i>Last Stop on Market Street</i> by Matt de la Pena, fiction ○ <i>Not a Box</i> by Antoinette Portis (big book) ○ <i>I Know the River Loves Me/Yo se que el rio me ama</i> by Maya Christina Gonzalez, fiction ○ <i>Look-Alike Animals</i> by Robin Bernard, informational text (big book) ○ <i>Me...Jane</i> by Patrick McDonell, biography ○ <i>Jane Goodall and the Chimpanzees</i> by Betsy Chessen & Pamela Chanko, informational text ○ <i>Hey, Little Ant</i> by Phillip Hoose and Hannah Hoose, persuasive text ○ <i>Ants</i> by Lisa Amstutz, informational text (big book) ○ <i>Wrap-Up Video: Zoom In</i> ● <u>Decodable Texts:</u> <ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 7 Ducks</i> ○ <i>Start Right Reader: Book 7 Hop in, Jill!</i> ○ <i>Start Right Reader: Book 7 Chicks</i> ○ <i>Start Right Reader: Book 7 Chicks in the Shed</i> ○ <i>Start Right Reader: Book 7 Big Mess</i> ○ <i>Start Right Reader: Book 7 Chet!</i> ○ <i>Start Right Reader: Book 7 Bugs! Bugs! Bugs!</i>

	<ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 7 Slug Must Nap</i> ● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Unit Overview:	<p>In this module, children will listen to, read, and write about characters and real people who illustrate what it means to be a natural explorer. They will zoom in by looking closely, thinking differently, asking questions, and making connections. During this module, students will find out what they can learn by looking more closely and observing the world around them. They will see how noticing new things, appreciating nature, and discovering new worlds will help them understand creatures big and small.</p> <p>In this module, students will listen to and read stories about characters and real people who take a closer look at the world around them. Reading will include more in-depth learning about text features in informational text and persuasive text. Students will learn how to make connections between themselves, the books they are reading, and the world around them. They will use story elements to retell stories in their own words. When reading and/or listening to informational text they will learn how to determine the topic and central idea and author’s purpose. They will see how “shades of meaning” affect how the story is understood.</p> <p>In writing, they will engage in the writing process to develop a creative writing piece using sensory words and prepositional phrases or even a poem with an author’s page to inform the reader a little more</p>

	<p>about them.</p> <p>Foundational skills will include identifying and isolating sounds, blending phonemes, substituting phonemes, and segmenting words. Students will use decodable text with purpose and understanding to reinforce concepts taught. They will be introduced to decoding words with digraphs and initial blends. Literacy centers will be used to reinforce these targeted skills throughout the module. As students become immersed in this unit they will know how to look more closely at the world around them, using their five senses to notice the finer details. The PK-12 concept related to nature and the natural world will be explored.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p><u>Reading</u></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>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).</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>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).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><u>Reading Foundational Skills</u></p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/,</p>

or /x/.)

Writing

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, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening

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

Language

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

a. Print many upper-and lowercase letters.

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

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

b. Recognize and name end punctuation.

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

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.	
Essential Question(s):	<ul style="list-style-type: none"> • What can I learn when I look closely? • How can we explore our environment? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Our senses receive information about the world. • Interesting things are all around us, even in unexpected places, for us to appreciate. • We can ask questions and gather information about what we see, hear, and experience to discover things we have never noticed before. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Characteristics of Fiction, Biography, and Persuasive Texts • Asking and Answering Questions • Topic and Central Idea of Texts • Story Elements: Characters, Setting, Events • Comprehension Strategies • Author’s Purpose 	<ul style="list-style-type: none"> • Identify characteristics of persuasive texts (important details, opinions, facts, and reasons). Discuss questions and answers about a text to develop comprehension. • Identify the topic, central idea, and supporting details in an informational text. • Retell by identifying and describing characters, setting, and main events in fiction. • Identify people, places, and events in a true story. • Make and describe connections between illustrations and text. • Use the five senses to visualize and describe what is happening in a story. • Make inferences to answer questions about a true story. • Compare and contrast two texts on the same

		<p>topic.</p> <ul style="list-style-type: none"> ● Identify how text structure contributes to an author’s purpose.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Blending Onset and Rime ● Isolating Phonemes ● Blending Phonemes ● Segmenting Phonemes ● Substituting Phonemes <p>Print Concepts</p> <ul style="list-style-type: none"> ● Ending Punctuation <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Identify and form uppercase and lowercase letters. <p>Handwriting</p> <ul style="list-style-type: none"> ● Letter Formation <p>Irregular Words</p> <ul style="list-style-type: none"> ● <i>what</i> <p>Phonics</p> <ul style="list-style-type: none"> ● Final <i>-ck</i> ● Digraphs: <i>ch, wh, ng</i> <p>Decodable Texts</p> <ul style="list-style-type: none"> ● Accuracy ● Fluency 	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Produce rhyming words. ● Isolate and pronounce the initial and final sounds in one-syllable words. ● Isolate final <i>-ck</i> sounds. ● Segment one-syllable words into phonemes. ● Pronounce the <i>/sh/, /ch/, /th/, /w/</i> sounds. ● Distinguish and group words with digraphs by the <i>/sh/, /ch/, /th/, /w/</i> sounds. <p>Print Concepts</p> <ul style="list-style-type: none"> ● Recognize end marks and read sentences with appropriate intonation. ● Practice reading one word for each print word. <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Review writing letters appropriately. <p>Handwriting:</p> <ul style="list-style-type: none"> ● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.

	<ul style="list-style-type: none"> ● Phrasing ● Intonation ● Punctuation ● Expression ● Monitoring/Self-Correction 	<ul style="list-style-type: none"> ● Manuscript: <i>d, D, g, G, q, Q, s, S, f, F, e, E, z, Z, x, X, k, K, v, V, w, W.</i> ● Use finger writing to practice letter formation. ● Trace letters on letter cards. ● Use handwriting paper and pencil to form letters. <p>Irregular Words</p> <ul style="list-style-type: none"> ● Read, spell, and write irregular words with automaticity. ● Use irregular words in complete sentences. <p>Phonics</p> <ul style="list-style-type: none"> ● Continuously blend and manipulate graphemes to read, build, and spell words. ● Group words by initial digraph sounds: <i>sh, ch, th, wh.</i> ● Blend and decode regularly spelled one-syllable words with double consonants and final <i>-ck.</i> ● Identify and match the digraph sound with the appropriate letters: <i>/sh/ → sh, /ch/ → ch, /th/ → th, /w/ → wh</i> ● Blend and decode regularly spelled one-syllable words with digraphs <i>sh, ch, th, wh.</i> ● Build and change one-syllable words with digraphs <i>sh</i> and <i>ch</i>: (<i>chip</i> → <i>chop</i> → <i>shop</i> → <i>shock</i> → <i>shack</i>) ● Build and change one-syllable words with digraphs <i>th</i> and <i>wh</i>: (<i>that</i> → <i>than</i> → <i>then</i> → <i>when</i>) ● Spell words with initial digraphs: <i>sh, ch, th, wh</i>
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		<p>Decodable Texts</p> <ul style="list-style-type: none"> ● Read emergent-reader texts (decodable texts) with purpose and understanding. ● Read connected text with accuracy. ● Use intonation based on punctuation while reading. ● Chunk words (phrasing) appropriately to reflect the author's syntax. ● Recognize end marks and read sentences with appropriate intonation. ● Read words with initial digraphs <i>sh, ch, th</i> and high-frequency words in context. ● Adjust reading rate to help understanding. ● Use context to confirm or self-correct word recognition.
<p>Writing:</p>	<ul style="list-style-type: none"> ● Features of Creative Narrative Writing and Poetry ● Planning and Organizing Ideas for Writing 	<ul style="list-style-type: none"> ● Use the writing process to develop a creative narrative and poetry. ● Respond to text with drawing and writing. ● Revise and edit an informational text by adding key details, sensory words, prepositions, strong word choices and adjectives. ● Plan and create a cover for a narrative piece. ● Create an author's page with an illustration and information about the author. <p>Poetry:</p> <ul style="list-style-type: none"> ● Generate ideas for, organize, and record sensory details in a poem.

		<ul style="list-style-type: none"> ● Identify and explain descriptive words in a poem. ● Listen to an acrostic poem being read aloud. ● Compare characteristics of different types of poems. ● Identify, describe, and brainstorm sensory and descriptive words for a poem. ● Recognize the structure of an acrostic poem. ● Write the topic of an acrostic poem vertically. ● Write a poem using descriptive words and sensory details. ● Edit a poem for adjectives and conventions.
Speaking and Listening	<ul style="list-style-type: none"> ● Active Listening and Viewing Skills to Understand Information ● Collaborative Discussion ● Accountable Talk Techniques ● Social Communication 	<ul style="list-style-type: none"> ● Build and extend knowledge by actively viewing, listening and responding. ● Speak audibly and in complete sentences during discussions. ● Confirm understanding by asking and answering questions. ● Take turns speaking and add to conversations. ● Ask for help from peers and teachers.
Language:	<ul style="list-style-type: none"> ● Topic Words/Big Idea Words: watch, wonder, world ● Academic Vocabulary/Power Words: familiar, free, witness, close, flow, visit, curious, observe, study, care, decide, real 	<ul style="list-style-type: none"> ● Identify the prepositions: <i>in, out, on, off, by</i> ● Use the prepositions <i>in, out, on, off, by</i> in speaking and writing. ● Order words by shade of meaning. Examples: <ul style="list-style-type: none"> - <i>jog</i> → <i>run</i> → <i>sprint</i> - <i>glad</i> → <i>happy</i> → <i>thrilled</i> ● Use appropriate intonation for exclamations. ● Use end marks correctly in writing.

	<ul style="list-style-type: none"> ● Structured Literacy Instructional Vocabulary: blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting, nonsense word, open and closed syllables ● Instructional Vocabulary: fiction, characters, setting, main events, narrative, informational text, sensory words, visualize, topic, central idea, author’s purpose, biography, poetry, poem, poet, descriptive words, persuasive text, opinion, reason, fact ● Conventions of Standard English, Grammar and Usage: prepositions, exclamation points and other ending punctuation 	<ul style="list-style-type: none"> ● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.
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Unit Number and Title:	Module 8: From Plant to Plate
Duration:	20 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 8, Module 8 ● Rigby Leveled Readers ● Structured Literacy Manual ● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> ○ <i>Get Curious Video: An Applesauce Story</i> ○ <i>Plants Feed Me</i> by Ann Rockwell, informational ○ <i>Planting Seeds</i> by Kathyryn Clay, informational (big book) ○ <i>Up in the Garden and Down in the Dirt</i> by Kate Messner, informational ○ <i>Earthworms</i> by Lisa J. Amstutz, informational ○ <i>PB&J Hooray!</i> By Janet Nolan, fiction ○ <i>Growing Vegetable Soup</i> by Lois Ehlert, fiction (big book) ○ <i>Rainbow Stew</i> by Cathryn Falwell, fiction ○ <i>How Does Your Salad Grow?</i> by Francie Alexander, informational ○ <i>Wrap Up Video: Experimenting with Seeds</i> ● <u>Decodable Texts:</u> <ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 8 Lime Cake</i> ○ <i>Start Right Reader: Book 8 Bake Shop</i> ○ <i>Start Right Reader: Book 8 Hen and Mule</i> ○ <i>Start Right Reader: Book 8 Big Stones</i> ○ <i>Start Right Reader: Book 8 Buds Need Bees</i> ○ <i>Start Right Reader: Book 8 Bee Hive</i> ○ <i>Start Right Reader: Book 8 Rice is Nice</i> ○ <i>Start Right Reader: Book 8 Rice Race</i> ● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i>

	<ul style="list-style-type: none"> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Animals, Plants, and Their Environment kindergarten unit</p>
Unit Overview:	<p>In this module, students will listen to, read, and write about how plants become food. They will understand the aspects of the environment that contribute to plant growth, what plants need to grow, and plant life cycles.</p> <p>Students will listen to and read informational texts to build knowledge about how plants grow and how they are harvested. Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include identifying central ideas and synthesizing information to connect reading and writing. In writing, students will follow the writing process for opinion writing while incorporating facts and opinions into their final piece. Foundational skills will include decoding and distinguishing between words with short vowels, double final consonants, final consonant blends, and initial digraphs. Students will use decodable texts and literacy centers to reinforce and practice concepts taught.</p> <p>As students become immersed in the module, they will discover how harvested plants become our food. They will learn about the steps and sequence of the food cycle. They will use information learned in this module to support their learning in prior modules of being their healthiest selves. A deeper understanding of the PK-12 concept related to nature and the natural world will be explored..</p>

Learning Goals

Standard(s):
Connecticut Core Standards
Reading

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.8 With prompting and support, identify the reasons an author gives to support points in a text.

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

Reading Foundational Skills

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

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

- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.4 Read emergent-reader texts with purpose and understanding.

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 (e.g., My favorite book is...).

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening

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.2 Confirm understanding of a text read aloud or information presented orally or through other

	<p>media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Language</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper-and lowercase letters.</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes.)</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How do plants become food? ● How do plants impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Plants grow in nature and in people’s gardens, and when harvested, we can eat the seeds, stems, leaves, and even some flowers! ● Things happen above and below the ground to help plants grow. ● Seeds turn into plants when they have water, soil, sun, and sometimes bugs to help them! 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...

Reading:	<ul style="list-style-type: none"> ● Characteristics of Informational Texts ● Story Elements: Characters, Setting, Events ● Comprehension Strategies ● Author’s Purpose 	<ul style="list-style-type: none"> ● Identify characteristics of informational texts. ● Ask and answer questions about a text. ● Use context clues to pronounce and discuss new words. ● Identify main characters, setting in fiction. ● Set a purpose for reading a text. ● Use signal words to identify and retell the steps in a sequence. ● Identify order of events in a fiction story. ● Use five senses to visualize what is happening in a story. ● Actively engage in discussions about making and checking predictions. ● Identify how the author uses text and pictures to achieve a purpose.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Blending Onset and Rime ● Isolating Phonemes ● Blending Phonemes ● Segmenting Phonemes ● Medial Vowel Sounds ● Isolate Final Sounds ● Adding Syllables ● Deleting Syllables <p>Print Concepts</p> <ul style="list-style-type: none"> ● One-to-One Correspondence <p>Alphabet Knowledge</p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Isolating, blending, segmenting, and substituting phonemes. ● Blend spoken phonemes to form one-syllable words. ● Segment one-syllable words into phonemes. ● Isolate and pronounce the medial vowel sound in one-syllable words. ● Produce long vowel sounds. ● Produce consonant blend sounds. ● Isolate and pronounce the final sound in one-syllable words ● Add syllables to form multisyllabic words: Examples: <i>tea + pot = teapot, air + plane =</i>

	<ul style="list-style-type: none"> ● Uppercase and Lowercase Letters. <p>Handwriting</p> <ul style="list-style-type: none"> ● Letter Formation <p>Irregular Words</p> <ul style="list-style-type: none"> ● <i>want</i> <p>Phonics</p> <ul style="list-style-type: none"> ● Two-Consonant Initial Blends: s-blends, l-blends, r-blends ● Two-Consonant Final Blends: ● Words with VCe with Long A <p>Decodable Texts</p> <ul style="list-style-type: none"> ● Accuracy ● Fluency ● Phrasing ● Intonation ● Punctuation ● Reading Rate ● Self-Correction ● Automaticity 	<p><i>airplane</i></p> <ul style="list-style-type: none"> ● Delete syllables within multisyllabic words. Examples: <i>bookshelf</i> without the <i>-shelf</i> = <i>book</i> <p>Print Concepts</p> <ul style="list-style-type: none"> ● Recognize that words are made up of letters and separated by spaces in print. ● Practice reading one word for each print word. ● Practice reading left to right, top to bottom, with a return sweep. ● Demonstrate directionality skills and one to one correspondence within a book. <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ● Identify and form uppercase and lowercase letters. <p>Handwriting</p> <ul style="list-style-type: none"> ● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. ● Manuscript: <i>r, n, m, h, b, p, c, o, a, d, g, q, s, e, v, w, x, z, k</i> ● Use finger writing to practice letter formation. ● Trace letters on letter cards. ● Use handwriting paper and pencil to form letters.
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	<p>Irregular Words</p> <ul style="list-style-type: none"> ● Read, write and spell irregular words with automaticity. ● Use irregular words in complete sentences. ● Practice reading and spelling irregular words by finger writing and using paper and pencil. <p>Phonics</p> <ul style="list-style-type: none"> ● Continuously blend and manipulate graphemes to read, build, and spell words. ● Read, write and spell one-syllable words with short vowels, long vowels, initial & final blends, and initial & final digraphs. ● Decode and distinguish between words with short vowels, double final consonants, final consonant blends, and initial digraphs. ● Identify and match the long vowel sounds with the appropriate letters. ● Distinguish between similarly spelled words by identifying the sounds that are the same and different. ● Blend letter sounds together to decode words with long vowel sounds. ● Understand that in a word, every syllable has one vowel sound that is spelled with one or more vowels. ● Group words by long vowel sounds. ● Build and change one-syllable words with long vowel sounds. Example: <i>cute</i> → <i>mute</i> → <i>mule</i> → <i>mole</i> → <i>hole</i>
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		<p>Decodable Texts</p> <ul style="list-style-type: none"> ● Read emergent-reader texts (decodable texts) with purpose and understanding. ● Read connected text with accuracy. ● Use intonation based on punctuation while reading. ● Use voice to reflect the character’s emotions, actions, and mood while reading. ● Read dialogue with expression. ● Use context to confirm or self-correct word recognition. ● Adjust reading rate to help understanding.
<p>Writing:</p>	<ul style="list-style-type: none"> ● Features of Opinion Writing ● Revising and Editing Strategies ● Facts and Opinions 	<ul style="list-style-type: none"> ● Use the writing process to develop an opinion writing piece. ● Generate and organize ideas for an opinion and reasons that support it. ● Revise an opinion piece by adding reasons. ● Edit an opinion piece for grammar, punctuation, and spelling. ● Identify facts and opinions in texts. ● Use facts and opinions when writing an opinion piece.
<p>Speaking and Listening:</p>	<ul style="list-style-type: none"> ● Active Listening and Viewing Skills to Understand Information ● Collaborative Discussion ● Accountable Talk Techniques 	<ul style="list-style-type: none"> ● Build and extend knowledge by actively viewing, listening and responding. ● Speak audibly and in complete sentences during discussions.

	<ul style="list-style-type: none"> • Social Communication 	<ul style="list-style-type: none"> • Confirm understanding by asking and answering questions. • Take turns speaking and add to conversations. • Ask for help from peers and teachers.
Language:	<ul style="list-style-type: none"> • Topic Word/Big Idea Words: garden, harvest, plant • Academic Vocabulary/Power Words: bloom, root, seed, burrow, sail, vine, crop, factory, ingredient, peel, row, serve • Structured Literacy Instructional Vocabulary: blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting, nonsense word, open and closed syllables • Instructional Vocabulary: informational text, caption, diagram, label, prediction, topic, central idea, opinion, fact, reason, sequence, signal words, fiction, 	<ul style="list-style-type: none"> • Identify complete sentences and incomplete sentences. • Mark the subject and verb in complete sentences. • Identify missing subjects or verbs in sentences. • Correct and rewrite an incomplete sentence. • Identify multiple meaning words as nouns or verbs. • Use prepositions in writing. • Use context to clarify the meaning of multiple meaning words: Examples - <i>hard, bat, ring, wave</i> • Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.

	<p>purpose, verb, visualize, descriptive words, author’s purpose, rhyme</p> <ul style="list-style-type: none"> ● Conventions of Standard English, Grammar and Usage: complete sentences, nouns, verbs, prepositions 	
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Unit Number and Title:	Module 9: Animal Habitats
Duration:	20 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 9, Module 9 ● Rigby Leveled Readers ● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> ○ <i>Get Curious Video: Live Like an Animal!</i> ○ <i>Why Living Things Need... Homes</i> by Daniel Nunn, informational text ○ <i>What Am I? Where Am I?</i> by Ted Lewin, informational text (big book) ○ <i>Welcome Home, Bear A Book of Animal Habitats</i> by Il Sung Na, informational text ○ <i>Black Bears</i> by JoAnn Early Macken, informational text (big book) ○ <i>A Day and Night in the Desert</i> by Caroline Arnold, informational text ○ <i>In the Tall, Tall Grass</i> by Denise Fleming, fiction (big book) ○ <i>Red Knit Cap Girl to the Rescue</i> by Naoko Stoop, fiction ○ <i>Polar Animals</i> by Wade Cooper, informational text (big book) ○ <i>Wrap-Up Video: The Polar Bear</i>, non-fiction ● <u>Decodable Texts:</u> <ul style="list-style-type: none"> ○ <i>Start Right Reader: Book 9 Val and Pop</i> ○ <i>Start Right Reader: Book 9 The Deer</i> ○ <i>Start Right Reader: Book 9 Apes</i> ○ <i>Start Right Reader: Book 9 The Best Fig</i> ○ <i>Start Right Reader: Book 9 Spot in the Sun</i> ○ <i>Start Right Reader: Book 9 Stuck in a Lake</i> ○ <i>Start Right Reader: Book 9 Like a Bat</i> ○ <i>Start Right Reader: Book 9 Jan Spins a Web</i> ● <u>Supplemental Resources:</u>

	<ul style="list-style-type: none"> ○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i> ○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Animals, Plants, and Their Environment kindergarten unit</p>
Unit Overview:	<p>In this module, students will explore, discover, read, and write about animal habitats. They will discover how each animal is uniquely suited for its environment while comparing similarities and differences among adaptations and habitats. They will discover how being safe, finding food, living together, and feeling at home are essential to making a habitat a home.</p> <p>Students will listen to and read informational texts to build knowledge about how animals are uniquely suited to their habitats. They will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include identifying central ideas and synthesizing information to connect reading and writing. Students will determine what are the most important details related to a topic and sort words into categories to demonstrate understanding.</p> <p>In writing, students will follow the writing process for research writing while incorporating detailed facts into their final piece. They will learn what research is and how to use research to learn more about a topic. They will write a strong ending that will help the reader remember what they wrote and make them want to read more. Foundational skills will include identifying and isolating sounds, blending phonemes, substituting phonemes, and segmenting words. Students will use decodable text with</p>

purpose and understanding to reinforce concepts taught. As students become immersed in the module, they will discover how where an animal lives is influenced by so many factors, and they will further engage in learning about the PK-12 concept about nature and the nature world.

Learning Goals

Standard(s):

Connecticut Core Standards

Reading

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).

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.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.8 With prompting and support, identify the reasons an author gives to support points in a text.

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

Reading Foundational Skills

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

a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.4 Read emergent-reader texts with purpose and understanding.

Writing

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.7 Participate in shared research and writing projects (e.g., explore a number of books by a

	<p>favorite author and express opinions about them).</p> <p><u>Speaking and Listening</u> 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.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.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language</u> L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation. L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● What makes a habitat a home? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Habitats provide animals with a place to be safe, to find food, and to sometimes live together comfortably with other animals. ● Each animal is uniquely suited to its environment, and animals' needs aren't so different from our own. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Characteristics of Informational 	<ul style="list-style-type: none"> ● Identify characteristics of informational texts.

	<p>Texts</p> <ul style="list-style-type: none"> ● Topic and Central Idea of Texts ● Story Elements: Characters, Setting, Events ● Comprehension Strategies ● Author’s Purpose 	<ul style="list-style-type: none"> ● Use text features to learn information about a topic. ● Pronounce and use topic and academic vocabulary to develop comprehension. ● Identify the topic, central idea, and supporting details in an informational text. ● Evaluate details to determine their importance in an informational text. ● Retell by identifying and describing characters, setting, and main events in fiction. ● Use picture and text clues to describe the setting of a story. ● Identify people, places, and events in a true story. ● Discuss questions and answers about a text to develop comprehension. ● Make inferences to answer questions about a true story. ● Set a purpose for reading a text. ● Make and check predictions about a text to support comprehension. ● Use text evidence to answer questions about an informational text. ● Make connections to other texts and between ideas to support comprehension. ● Identify how text structure contributes to an author’s purpose.
Foundational Skills:	Phonological Awareness <ul style="list-style-type: none"> ● Syllables ● Consonant and Vowel Sounds 	Phonological Awareness <ul style="list-style-type: none"> ● Isolate, blend, segment, add, and substitute phonemes.

	<ul style="list-style-type: none"> Phonemes <p>Print Concepts</p> <ul style="list-style-type: none"> Book Parts and Orientation Directionality Concept of a Word Concept of a Sentence <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> Identify and form uppercase and lowercase letters. <p>Handwriting</p> <ul style="list-style-type: none"> Letter Formation <p>Irregular Words</p> <ul style="list-style-type: none"> <i>there, where, one, some, come, give, live</i> <p>Phonics</p> <ul style="list-style-type: none"> Words with VCe and Long Vowels <p>Decodable Text</p> <ul style="list-style-type: none"> Accuracy Fluency Phrasing Intonation Punctuation Monitoring Self-Correction 	<ul style="list-style-type: none"> Identify letter sounds in spoken language. Add syllables to form a multisyllabic word. Example: <i>door + bell = doorbell</i> Delete syllables in a multisyllabic word. Example: <i>toothbrush - tooth = brush</i> Add phonemes to one-syllable words to make new words. Examples: <i>/m/ + an = man, /s/ + nap = snap</i> Delete phonemes in one-syllable words to make new words. Examples: <i>pant - /t/ = pan, clock - /k/ = lock</i> Distinguish between consonant digraph sounds. Substitute phonemes in one-syllable words to make new words. Examples: <i>walk: change /w/ to /ch/ = chalk</i> <p>Print Concepts</p> <ul style="list-style-type: none"> Practice reading one word for each print word. Practice reading from left to right, top to bottom, with return sweep. Review book orientation and book parts. Recognize the difference between a letter and a word and that words are separated by spaces. <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> Review and write uppercase and lowercase letters forms. Review the alphabet to create a sound-spelling book brainstorming words that begin with consonants and short vowels.
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	<ul style="list-style-type: none"> ● Expression 	<p>Handwriting</p> <ul style="list-style-type: none"> ● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. ● Use finger writing to practice letter formation. ● Trace letters on letter cards. ● Use handwriting paper and pencil to form letters. <p>Irregular Words</p> <ul style="list-style-type: none"> ● Read, write and spell irregular words: <i>there, where, one, some, come, give, live.</i> ● Read irregular words in context with automaticity. ● Practice reading and spelling irregular words by finger writing and using paper and pencil. <p>Phonics</p> <ul style="list-style-type: none"> ● Identify and match sounds with their letters. ● Review consonants and short vowels. ● Distinguish between similarly spelled words by identifying the sounds and letters that differ. ● Read, write, and spell one-syllable words with short vowels. ● Continuously blend and manipulate graphemes to read, build, and spell words. ● Decode and distinguish between words that begin with short vowels and long vowels, final
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		<p>consonant blends, and initial digraphs.</p> <ul style="list-style-type: none"> ● Blend and decode regularly spelled one-syllable words with consonants and short vowels. ● Build and change one-syllable words with consonants and short vowels: <i>fin</i> → <i>fan</i> → <i>man</i> → <i>map</i> → <i>nap</i> ● Build and change one-syllable words with digraphs and short vowels: <i>shock</i> → <i>shop</i> → <i>chop</i> → <i>chip</i> → <i>whip</i> ● Build and change one-syllable words with consonants and long vowels: <i>mile</i> → <i>mine</i> → <i>line</i> → <i>lane</i> → <i>cane</i> ● Use knowledge of sound-letter relationships to spell words. ● Review consonant blends. ● Group words by consonant digraphs: <i>sh</i>, <i>ch</i>, <i>th</i>, <i>wh</i> <p>Decodable Text</p> <ul style="list-style-type: none"> ● Read emergent-reader texts (decodable texts) with purpose and understanding. ● Read connected text with accuracy. ● Use intonation based on punctuation while reading. ● Use voice to reflect the character’s emotions, actions, and mood while reading. ● Read dialogue with expression. ● Use context to confirm or self-correct word recognition. ● Adjust reading rate to help understanding.
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		<ul style="list-style-type: none"> ● Read words with consonants, short vowels, and high-frequency words in context.
Writing:	<ul style="list-style-type: none"> ● Features of Research Writing ● Revising and Editing Strategies 	<ul style="list-style-type: none"> ● Use the writing process to develop research writing. ● Produce research writing including a topic, central idea, and key details using a variety of sources to find information. ● Generate questions for research. ● Include research writing text features such as maps, labels, and diagrams. ● Write a strong ending for a research report. ● Respond to text with drawing and writing. ● Revise and edit research writing by adding key details to answer questions. ● Revise and edit research writing by looking for grammar, punctuation, and spelling.
Speaking and Listening:	<ul style="list-style-type: none"> ● Active Listening and Viewing Skills to Understand Information ● Collaborative Discussion 	<ul style="list-style-type: none"> ● Build and extend knowledge by actively viewing, listening and responding. ● Speak audibly and in complete sentences during

	<ul style="list-style-type: none"> ● Accountable Talk Techniques ● Social Communication 	<p>discussions.</p> <ul style="list-style-type: none"> ● Confirm understanding by asking and answering questions. ● Take turns speaking and add to conversations. ● Ask for help from peers and teachers. ● Share writing and give feedback about research writing, using an audible voice and eye contact. ● Use appropriate intonation for statements, questions, and exclamations.
Language:	<ul style="list-style-type: none"> ● Topic Words/Big Idea Words: habitat, protect, provide ● Academic Vocabulary/Power Words: living, prey, weather, search, young, encounter, burrow, journey, sturdy, forest, steep, underground ● Structured Literacy Instructional Vocabulary: blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting, nonsense word, open and closed 	<ul style="list-style-type: none"> ● Recognize the purposes for using different question words ● For questions orally and in writing using: <i>who, what, when, where and why.</i> ● Recognize end marks and read sentences with appropriate intonation. ● Distinguish between when to use periods, question marks, and exclamation points. ● Write questions using a question word and question mark. ● Use appropriate intonation when asking/reading questions, making statements, and exclamations. ● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.

	<p>syllables</p> <ul style="list-style-type: none"> ● Instructional Vocabulary: fiction, main events, informational text, descriptive words, purpose, adjective, topic, text evidence, central idea, caption, research, research writing, map, source, fact box, key details, label, characters, prediction, setting, search term, diagram, plot, problem, solution ● Conventions of Standard English, Grammar and Usage: The Five Ws: who, what, when, where, why; question marks; sentence types and end marks 	
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