

CASD English Language Arts Kindergarten Curriculum Map

Reading, Writing, Speaking and Listening

5/1/2015

Chambersburg Area School District

Book and Print Awareness

This standard supports students in learning the basic features and organization of print, including directionality, concept of word, concept of sentence, and letter recognition. **MP #1-4**

CC.1.1.K.A – Utilize book handling skills.

CC.1.1.K.B – Demonstrate understanding of the organization and basic features of print.

Objectives

Book Handling:

- Identifies front and back cover of book.
- Holds book correctly.

Basic Print Features:

- Follows words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understands that words are separated by spaces in print (one-to-one correspondence).
- Distinguishes between a letter and a word.
- Names and identifies uppercase letters.
- Names and identifies lowercase letters.

Guiding Questions and Prompts

- Show me where to begin reading.
- Where do I go from there? After that?
- Which page do I read first?
- Point to the words as I read?
- Show me the front and the back of the book.
- Show me a word.
- Show me a letter.

“I can” Statements

- I can read a book from left to right and top to bottom.
- I can turn the pages of a book from front to back in order.
- I can tell where the top and bottom of a book is located.
- I can tell where the front and the back of a book are located.
- I can understand the difference between

Possible Tasks

- Model basic print features using a pointer during shared reading (left to right, top to bottom progression, 1:1 correspondence, etc.)
- Use Wikki Stix and highlighting tape to mark words, punctuation, etc.
- Model print concepts during Message Time Plus®
- Have students count the number of words in sentences during writing and Message Time Plus®

pictures and print in a book. • I can understand the difference between letters and words. • I can understand that letters make up words. • I can understand that words make up sentences. • I can understand words are separated by a space in the print of a book. • I can name and recognize all letters of the alphabet.	• Use an alphabet mat to point to letters as the student names them; use magnetic letters to match upper to lowercase on the alphabet mat • Sort upper and lowercase magnetic letters • Students point to each letter while singing the alphabet song or saying the alphabet
Assessment • Ongoing student checklists • Anecdotal notes • Letter Identification Consult an Intervention Specialist about the Concepts About Print Assessment	Teacher Notes Follow the focus letter sequence listed below: Ss, Mm, Rr, Tt, Bb, Nn, Hh, Aa, Vv, Cc, Pp, Gg, Ff, Ll, Ii, Kk, Qq, Dd, Zz, Xx, Oo, Ww, Ee, Yy, Jj, Uu • Use consonant/vowel terminology • Should be mastered by end of December • Teach long and short sounds when introducing vowels (use long/short terminology) • Lessons on the alphabet should begin with all letters, followed by the focus letter(s), and then conclude with all letters again (For example – ABC song covering all letters with a mini lesson on the focus letter(s), then a Teacher Tube video on all letters to recap) • Repeat ABC songs, chants, dances, etc. up to 4 times a day; can be done during transition times Recommended mentor texts: • <u>The Alphabet Tree</u> by Leo Lionni • <u>Alphabet Trucks</u> by Samantha R. Vamos • <u>A, My Name Is Alice</u> by Jane Bayer • <u>Alphabet Under Construction</u> by Denis Fleming

Phonological Awareness

This standard supports students in learning to analyze spoken words and their syllables and sounds. This provides a strong foundation for beginning to read. **MP #1-4**

CC.1.1.K.C – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Objectives

- Recognize and produce rhyming words.
- Count words in a spoken sentence.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in three-phoneme (CVC) words.

Guiding Questions and Prompts

- Which word rhymes with this one?
- How many words do you hear in the sentence?
- Clap the syllables in this word.
- Say each sound you hear in this word slowly.
- What sound do you hear first? What chunk do you hear next?
- Blend ____ with ____? What is the word?
- What do you hear at the beginning/middle/end of this word?

“I can” Statements

- I can recognize rhyming words.
- I can count words in a spoken sentence.
- I can count syllables in spoken words.
- I can blend syllables in spoken words.
- I can break apart syllables in spoken words.
- I can hear and say beginning sounds in spoken words.
- I can put a beginning sound with a chunk to say a word.
- I can segment one-syllable spoken words.

Possible Tasks

- Hear and identify rhyming words (thumbs up/thumbs down)
- Rhyming pictures games
- Nursery rhymes, poems, Name Game
- Clap number of words in a spoken sentence
- Clap, snap, tap, etc. to identify the number of syllables in a spoken word
- Sort beginning, middle, and ending sound pictures
- Use arm segmenting or push sounds using Elkonin boxes
- Segment onset & rime with hand motions

Assessment • Ongoing student checklists • Anecdotal notes Consult an Intervention Specialist regarding CORE Phonological Survey	Teacher Notes MP #1 • Recognizes rhyming words • Counts words in a spoken sentence • Counts syllables in spoken words • Isolates and pronounces initial sounds in spoken words • Segments single syllable spoken words MP #2 • Recognizes and produces rhyming words • Counts words in a spoken sentence • Counts syllables in spoken words • Segments and pronounces syllables in spoken words • Blends syllables in spoken words • Blends onsets and rimes of single-syllable spoken words • Isolates and pronounces initial, medial vowel, and final sound (phonemes) in (CVC) words MP #3 & #4 • Recognizes and produces rhyming words • Counts words in a spoken sentence • Counts syllables in spoken words • Segments and pronounces syllables in spoken words • Blends syllables in spoken words • Blends onsets and rimes of single-syllable spoken words • Isolates and pronounces initial, medial vowel and final sound (phonemes) in (CVC) words Recommended mentor texts: • <u>My Truck Is Stuck</u> by Kevin Lewis (rhyme) • <u>Down By the Bay</u> by Raffi (rhyme)
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Phonics and Word Recognition

This standard supports students in learning to recognize and identify written words and apply spelling patterns in writing. **MP #1-4**

CC.1.1.K.D – Know and apply grade-level phonics and word analysis skills in decoding words.

Objectives

- Demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Associate the long and short sounds with common spellings for the five major vowels.
- Read grade level high-frequency sight words with automaticity.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Guiding Questions and Prompts

- What sound does that letter make?
- Is that a long or short vowel sound?
- Say this word quickly.
- What will the word be when you change____ (beginning/middle/end)?
- You said _____. Does it look like_____?

“I can” Statements

- I can identify consonant sounds.
- I can identify short vowel sounds.
- I can identify long vowel sounds.
- I can read high-frequency sight words.
- I can make and read words in a word family.
- I can tell how words are different by identifying the sounds that are different.

Possible Tasks

- Match letters to pictures
- Sort objects by sound
- Use Elkonin Boxes to push and write sounds
- Use alphabet mats to match pictures to beginning sounds
- Read the word wall daily
- Make words with magnetic letters and write them
- Review the words before Message Time Plus®
- Use Jan Richardson's Teach One Sight Word strategy during guided reading: *What's Missing*, *Mix & Fix*, *Table Writing*, *Whiteboards*

Assessment • Ongoing student checklists • Anecdotal notes • Letter Sound Identification Assessment • High-Frequency Sight Word Assessment • Word sorts • Hearing and Recording Sounds in Words Assessment • Word family assessment • Analyze Kid Writing for spelling	Teacher Notes <u>MP #1 & #2</u> Follow the focus letter sequence listed below: Ss, Mm, Rr, Tt, Bb, Nn, Hh, Aa, Vv, Cc, Pp, Gg, Ff, Ll, Ii, Kk, Qq, Dd, Zz, Xx, Oo, Ww, Ee, Yy, Jj, Uu • Use consonant/vowel terminology • Mastered by end of December • Teach long and short sounds when introducing vowels (use long/short terminology) • Lessons on the alphabet should begin with all letters, followed by your focus letter(s), and then conclude with all letters again (For example – ABC song covering all letters with a mini lesson on your focus letter(s,) then a Teacher Tube video on all letters to recap) • Repeat ABC songs, chants, dances, etc. up to four times a day; can be done during transition times Recommended mentor texts: • Simple series books like <u>No, David!</u> By David Shannon (sight words) • <u>Who Is That, Cat the Cat?</u> By Mo Willems (sight words) • <u>I Went Walking</u> by Sue Williams (sight words) • <u>Splat the Cat</u> by Rob Scotton (word families) • <u>The Magic Hat</u> by Mem Fox (word families) • <u>Jake Baked the Cake</u> by Gerald Hawksley (word families) • <u>The Singing Mermaid</u> by Julia Donaldson (word families) • <u>Kate and Nate Are Running Late</u> by Kate Egan (long vowel patterns) <u>MP #1</u> High-Frequency Sight Words a, am, at, can, go, I, is, me, my, see, the, to, up, we <u>MP #2</u> High-Frequency Sight Words
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	an, and, do, got, had, has, he, his, if, in, it, like, look, no, on Word Families Short - ap, at, an, in, ip, it Long - ake, ame, ate, ide, ine, ike Long Vowel Patterns *Introduce students to: ay, ee, oa. Digraphs *Introduce students to: sh, th, ch. Word Endings - ing MP #3 High-Frequency Sight Words are, come, did, for, get, have, here, him, of, play, said, she, will, you Word Families Short - op, ot, og, ug, ut, up, un, ed, en, et Long o - oke, ome, ope Long e – be, he, me, we, she Long o – go, no, so Long Vowel Patterns *Introduce students to: ay, ee, oa. Digraphs sh, th, ch Blends *Introduce students to: L Blends: bl, pl, fl R Blends: tr, br, dr S Blends: sm, st, sc, sn Diphthongs/Variant Vowels *Introduce students to: oo (look/food), ou (out/you), ow (cow/show) R-controlled Vowels ar, or Word Endings - ing, s MP #4 High-Frequency Sight Words all, down, her, little, saw, that, they, this, was, went, what, when, where, with Word Families Short – ack, ock, ick, uck Long Vowel Patterns *Introduce students to: ay, ee, oa. Digraphs wh, ph
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	Blends *Introduce students to: L Blends: sl, cl, gl R Blends: fr, pr, cr, gr S Blends: sw, sp, sk Diphthongs/Variant Vowels *Introduce students to: oo (look/food), ou (out/you), ow (cow/show) R-controlled Vowels ar, or Word Endings - ing, s, ed *All skill areas are to be mastered unless noted by: introduce.
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Reading Informational Text: Key Ideas and Details, Text Analysis

This standard supports students in learning to read closely, determining what the text says explicitly and making logical inferences for deep understanding. This will foster interpretations and explanations that include details as well as bigger ideas. **Introduce MP #1 and spiral through MP #2-4**

CC.1.2.K.B – With prompting and support, ask and answer questions about key details in a text.

Objective

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

Guiding Questions and Prompts

- Using what you read, write (dictate or draw) or ask your own questions about an important/key idea from this text.
- What questions do you have about the text?
- What is an important/key detail in this text?
What is another important/key detail in this text?
- What can we infer about _____ in this text? How does the text support this?

“I can” Statements

- I can ask and answer questions about details in the text.
- I can identify important/key details in the text.

Possible Tasks

- Pause while reading to visualize and think aloud about important/key details in a text
- Document questions and answers students have on an anchor chart while reading
- Students draw or write one important/key detail the author taught
- Students use text to discuss any questions they have about the book, and then use the text to find the answers

Assessment

- Ongoing student checklists and anecdotal notes
- Students write or draw a fact learned from the text.
- Students draw a picture or write a sentence that shows what was important in the text.

Teacher Notes

Recommended mentor texts:

- Feathers: Not Just for Flying by Melissa Stewart
- Scholastic Discover More: My Body by Andrea Pinnington

Reading Informational Text: Craft and Structure, Text Structure

This standard supports students in learning to use text structure to support meaning-making including parts of a book (title and author) and parts of a text (beginning, end, details).

Introduce MP #1 and spiral through MP #2-4

CC.1.2.K.E – Identify parts of a book (title, author) and parts of a text (beginning, end, details).

Objective Identify parts of a book (title, author) and parts of a text (beginning, end, details).	Guiding Questions and Prompts • What does the cover tell us about the book? • How does the back cover give us information? • What information is on the title page? • What do the author and illustrator do? • Where can I find information about _____?
“I can” Statements • I can identify the front cover, back cover, and title page of a book. • I can name the author and tell what he/she does. • I can name the illustrator and tell what he/she does. • I can find information in the beginning of a text. • I can find details in a text. • I can find information in the end of a text.	Possible Tasks • Preview an informational text to locate information on the front cover, back cover, and title page • Create a front cover, back cover, and title page for a text or a given topic • Use browsing bins and sticky notes to locate parts of a book or parts of a text • Match pictures from the text to an anchor chart showing the beginning, end, and details • Illustrate a picture to represent the beginning, end, and details of a text or a given topic
Assessment • Ongoing student checklists • Anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor texts: • <u>Things That Go!</u> by James Buckley, Jr. and other Discover More Readers series

Reading Informational Text: Integration of Knowledge and Ideas, Diverse Media

This standard supports students in learning to interpret the visual information featured in text.

Introduce MP#1 and spiral through MP#2-4

CC.1.2.K.G – Answer questions to describe the relationship between illustrations and the texts in which they appear.

Objective Answer questions to describe the relationship between illustrations and the texts in which they appear.	Guiding Questions and Prompts • What are illustrations/images for? • What do you notice in this illustration/image? • What does this illustration/image tell us? • Where in the text can we find information about this illustration/image?
“I can” Statements • I can look at a picture and tell what is happening in the text. • I can use an illustration to help me understand the text.	Possible Tasks • Students choose an illustration/image from the text and draw a picture to help them remember and describe the concept • Students create a caption to describe an illustration/image • Students use guiding questions above as they stop-and-chat about illustrations/images in a text • Students create a bookmark that includes a picture of something important the illustrator taught
Assessment • Ongoing student checklists • Anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor texts: • <u>Fantastic Frogs</u> by Penelope Arlon • <u>A Den Is a Bed for a Bear</u> by Becky Baines

Reading Informational Text & Literature: Range of Reading, Fluency

These standards support students in reading and comprehending informational text and literature considered to be within an appropriate range of complexity for their grade level. **MP# 1-4**

CC.1.2.K.L & CC.1.3.K.K – Actively engage in group reading activities with purpose and understanding.

CC.1.1.K.E – Read emergent-reader text with purpose and understanding.

Objective - Actively engage in group reading activities with purpose and understanding. - Read emergent-reader text with purpose and understanding.	Guiding Questions and Prompts - Make your voice sound like talking. - Listen to me and read it like this. - Does that make sense, sound right, and look right? - How can you select a “good fit” book? - Tell me about the story. - What did you learn from the text?
“I can” Statements - I can participate in group reading activities. - I can choose a “good fit” book. - I can read and understand kindergarten literature and informational text. - I can use reading strategies. - I can read like I talk.	Possible Tasks - As a class, group, or individual, read and write about a topic - As a class, group, or individual, read and write about a story - Students read aloud for an audience - Read aloud text with a partner - Use repeated reading - Read along at a listening center - Prompt students during guided reading (make sense?, sound right?, look right?)
Assessment - Ongoing student checklists and anecdotal notes - Running records, DRA	Teacher Notes Mentor texts for this standard will include any book that is being used during guided reading. Be sure to model the objective before students read.

Reading Informational Text and Literature: Craft and Structure, Vocabulary

These standards will support students in determining the meanings of key words and phrases in text, with a focus on academic or domain-specific vocabulary and unknown words in stories. **MP# 1-4**

CC.1.2.K.F – With prompting and support, ask and answer questions about unknown words in a text.

CC.1.3.K.F – Ask and answer questions about unknown words in a text.

Objective - With prompting and support, ask and answer questions about unknown words in a text. (Informational) - Ask and answer questions about unknown words in a text. (Literature)	Guiding Questions and Prompts - What interesting/important word/s did you notice? What do you think it/they means? - The word _____ means _____. - Use _____ in a sentence. - How do I figure out what this word means? - How do word parts help me? - How does the sentence provide clues to the word meaning? - How do text features help me figure out what this word means? - Where can I look to figure out what this word means?
“I can” Statements - I can ask about unknown words in a text. - I can answer questions about unknown words in a text.	Possible Tasks - Students create an illustration to show the meaning of an interesting or important word - Students sort pictures and/or word cards into categories - Students record interesting/important words to share - Students record unfamiliar words and use strategies to find out their meaning
Assessment - Ongoing student checklists and anecdotal notes - Products from possible tasks above - Student content writing	Teacher Notes - This standard allows for prompting and support from the teacher. This standard can be addressed through Message Time Plus, Intentional Read Aloud, guided reading, content reading, and writing. Add new words/phrases to the Tier 2 vocabulary wall. Recommended mentor text: <u>Scaredy Squirrel</u> by Melanie Watt

Reading Informational Text: Key Ideas and Details, Main Idea

This standard will support students in identifying and retelling the topic and main idea of a text including the important details. **Introduce MP#2&3 and spiral through MP#4**

CC.1.2.K.A – With prompting and support, identify the main idea and retell key details of text.

Objective With prompting and support, identify the main idea and retell key details of text.	Guiding Questions and Prompts • What is this text about? • What is the author trying to teach us? • What is the topic of this text? • What is the main idea of this text? • What are important/key details in this text?
“I can” Statements • I can identify the topic of a text. • I can identify the main idea of a text. • I can identify the important/key details in a text.	Possible Tasks • Students draw a picture or write a sentence about the topic of a text • Students draw a picture or write a sentence about the main idea of a text • Students write important/key details on sticky notes then use the sticky notes to determine the main idea • Use a web graphic organizer • Use a graphic organizer/anchor chart to retell the text
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes • Students will need to distinguish between a <i>topic</i> and a <i>main idea</i>. Start with identifying a topic (ex: frogs). Next, identify important/key details of the text (ex: tadpoles live in water, adult frogs live on land). Finally, use the important/key details to determine the main idea of the text (ex: frogs are amphibians). Recommended mentor text: • <u>No Monkeys, No Chocolate</u> by Melissa Stewart

Reading Informational Text: Integration of Knowledge and Ideas, Analysis Across Texts

This standard supports students in comparing, contrasting, and integrating information across texts. **Introduce MP #3 and spiral through MP#4**

CC.1.2.K.1 – With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

Objective

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

Guiding Questions and Prompts

- What information did we find in both books?
- What information did we find in just one book or the other?
- How is the information the same?
- How is the information different?
- How can we connect information from two texts on the same topic?

“I can” Statements

- I can find information in two books on the same topic.
- I can compare information from two books on the same topic.
- I can contrast information from two books on the same topic.
- I can make connections between two texts on the same topic.

Possible Tasks

- As a class, use a compare/contrast graphic organizer anchor chart to collect information from two books on the same topic
- Use the completed anchor chart for informational writing during Kid Writing
- Using two books on the same topic, students write or draw something similar or different that each author taught
- Using two books on the same topic, students draw or write a text-to-text connection

Assessments

- Ongoing student checklists and anecdotal notes
- Products from possible tasks above

Teacher Notes

Recommended mentor texts:

- Giant Pandas by Gail Gibbons; Giant Pandas from China by Allan Fowler; Panda Kindergarten by Joanne Ryder
- A Little Book of Sloth by Lucy Cooke; Sloths by Julie Guidone

Reading Informational Text and Literature: Vocabulary Acquisition and Use

This standard supports students as they understand how language functions in different contexts, make effective choices for meaning or style, and comprehend more fully when reading or listening. **Introduce MP #3 and spiral through MP#4**

CC.1.2.K.J & CC.1.3.K.J – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Objective Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Guiding Questions and Prompts • This word/phrase means_____. • Use _____ in a sentence. • What is another word/phrase that means the same as _____? • What is another word/phrase that is the opposite of _____? • How can this word/phrase be used in writing? • What is a better word you can use?
“I can” Statements • I can use new words and phrases I hear in conversations. • I can use new words and phrases I hear when being read to. • I can use new words and phrases that I have read in text.	Possible Tasks • Students draw a picture and/or write a sentence showing the meaning of the word/phrase • Students turn and talk about the meanings of new words/phrases • Students use new words/phrases in Kid Writing • Students revise using a better word choice in Kid Writing
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor text: • <u>Chrysanthemum</u> by Kevin Henkes

Reading Informational Text: Key Ideas and Details, Text Analysis

This standard supports students in analyzing connections and relationships among individuals, ideas, or events described within a text. **MP #4**

CC.1.2.K.C – With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

Objective With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	Guiding Questions and Prompts • How does _____ connect with _____? • Why does _____ connect with _____? • Let's think about this in order. • What caused this change or event? • What are the effects?
"I can" Statement • I can describe how two individuals, events, ideas, or pieces of information connect in a text.	Possible Tasks • Use a graphic organizer anchor chart (cause/effect, timeline, t-chart, chain) with informational text • Students draw and/or write about a connection between _____ and _____ • Students use information from a graphic organizer to describe a connection during Kid Writing
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor text: • <u>The Reason for a Flower</u> by Ruth Heller

Reading Informational Text: Integration of Knowledge and Ideas, Evaluating Arguments

This standard supports students in identifying the reasons and evidence an author gives to support the key points made in a text. **MP#4**

CC.1.2.K.H – With prompting and support, identify the reasons the author gives to support points in a text.

Objective With prompting and support, identify the reasons the author gives to support points in a text.	Guiding Questions and Prompts • Why did the author write this book? • What is the author's point? • What reasons does the author give to support his/her point? • How does the author feel about _____? How do you know?
"I can" Statements • I can identify why the author wrote the text. • I can explain the reasons the author gives to support the point.	Possible Tasks • Use a graphic organizer anchor chart to record the author's point and reasons that support the point • During shared reading, students mark text with sticky notes to identify the author's point and reasons • Students select key illustrations/images from the text and explain how they support the author's point • Students use the information from the graphic organizer anchor chart to write during Kid Writing
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor text: • <u>Look Who Lives in the Desert</u> by Alan Baker

Reading Informational Text and Literature: Vocabulary Acquisition and Use

This standard supports students in using context clues and meaningful word parts to determine or clarify the meaning of unknown or multiple-meaning words and phrases. **MP #4**

CC.1.2.K.K & CC.1.3.K.I – Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

Objective Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	Guiding Questions and Prompts • What context clues help you figure out the meaning of this word/phrase? • What is the base word? What word part is added to this base word? What is the meaning of the word? • What is another meaning for _____? (duck/duck)
“I can” Statements • I can use context clues to figure out the meaning of a word or phrase. • I can use word parts to figure out the meaning of the word. • I can use context clues to figure out the meaning of a multiple-meaning word or phrase.	Possible Tasks • Multiple-meaning word matching • Students draw and/or write to show the meaning of multiple-meaning words • During shared reading, highlight the base word and affix; discuss the meaning • Students apply knowledge of base words and affixes during guided reading and Kid Writing
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>-ing</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. Recommended mentor texts: • <u>Puddles</u> by Jonathan London • <u>Night Sounds, Morning Colors</u> by Rosemary Wells

Reading Literature: Craft and Structure, Point of View

This standard supports students in considering the ways in which point of view affects content and style. **Introduce MP#1 and spiral through #2-#4**

CC.1.3.K.D. – Name the author and illustrator of a story and define the role of each in telling the story.

Objective Name the author and illustrator of a story and define the role of each in telling the story.	Guiding Questions and Prompts • Who wrote and illustrated this story? • What do authors and illustrators do? • Who does the author have telling the story? • Is the author telling the story himself? • How did the illustrator create the illustrations in this book?
“I can” Statements • I can name the author of the story. • I can name the illustrator of the story. • I can tell what an author and illustrator do to create this book or poem.	Possible Tasks • Students use highlighter tape or point to the author and illustrator on the front cover of the book • Students turn and talk to explain the job of the author and illustrator • Students draw pictures of the author or illustrator of the book and add speech bubbles to write something the author or illustrator would say • Students write letters to the author and/or illustrator of the book and ask them questions about their jobs
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor texts: • <u>Rosie’s Walk</u> by Pat Hutchins • <u>Have Fun, Molly Lou Mellon</u> by Patty Lovell

Reading Literature: Key Ideas and Details, Text Analysis

This standard supports students in reading closely, determining what the text says explicitly, and making inferences as appropriate. **Introduce MP#1 and spiral through #2-#4**

CC.1.3.K.B – Answer questions about key details in a text.

Objective Answer questions about key details in a text.	Guiding Questions and Prompts • What is an important detail from the story? • Where can you find the answer? • Why is this detail important? • How does the information in the story help you figure out about _____? • What can you infer about _____? • What details helped you make this inference? • What is this about? What has happened so far? What do you think will happen next? Why?
“I can” Statements • I can answer questions about key details in a text. • I can use the text to answer questions about key details. • I can infer using key details and what I already know.	Possible Tasks • While reading aloud, stop and think aloud to ask questions about the text and find answers; use an anchor chart to record the questions and answers (who, what, where, when, why, how) • While reading aloud, stop to allow students to visualize details in the text • While reading aloud, think aloud as you model how to use text information and what you know to make inferences; record on an anchor chart • In guided reading, students stop at certain points in the text to make inferences • Students draw and write to show one important part of the text including as many details as possible • Students create an illustration to match the text that shows the details
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor texts: • <u>The Sick Day</u> by Patricia MacLachlan • <u>Why Is the Sky Blue?</u> By Sally Grindley

Reading Literature: Integration of Knowledge and Ideas, Sources of Information

This standard supports students in integrating and evaluating the different media featured in text. They must consider all of the parts that give a text meaning. **Introduce MP#1 and spiral through #2-#4**

CC.1.3.K.G – Make connections between the illustrations and the text in a story (read or read aloud).

Objective Make connections between the illustrations and the text in a story (read or read aloud).	Guiding Questions and Prompts • What is happening in the story? • How does the picture help you? • What part of the story does the illustration help us understand? • What does the illustration tell us about the_____ (characters/setting/important events)?
“I can” Statement • I can look at a picture and explain what is happening in the story.	Possible Tasks • Students review all of the illustrations of a story and choose one that represents a part of the story they enjoyed and described the moment the illustration depicts • Students create a cover for a piece of their own writing or a story they heard/read • Create an illustration work station where students illustrate a read aloud or their own piece of writing • After a read aloud, create a class book of illustrations with a few words to describe the details from the read aloud
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor texts: • <u>Good Night, Gorilla</u> by Peggy Rathmann • <u>Good Dog, Carl</u> by Alexandra Day • <u>Frog Goes to Dinner</u> by Mercer Mayer

Reading Literature: Craft and Structure, Text Structure

This standard helps students to recognize a story, a poem, a book, and other forms of text. It will support students as they take meaning from all of the critical pieces of information.

Introduce MP#1 and spiral through #2-#4

CC.1.3.K.E – Recognize common types of text.

Objective Recognize common types of text.	Guiding Questions and Prompts • Tell me what kind of book this is? How do you know? • How do you know this is a story? (title, story elements, illustrations, speech bubbles, and chapters) • How do you know this is a poem? (title, rhyme, rhythm, line breaks, stanzas) • How do you know this is a play? (title, list of characters, scene, stage directions, list of props, dialogue, and plot) • How is a _____ (story, poem, play) different than books that give information?
“I can” Statement • I can recognize the kinds of texts that I am reading.	Possible Tasks • During a read aloud or shared reading, draw attention to the specific parts that make the text a story, poem, play, or informational book • Create an anchor chart representing the genres; using read alouds, add the titles and/or book covers with a description to match the genres • Students sort books into four piles: stories, poetry, plays, and books that give information; students explain why
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes Use a variety of fiction texts (stories, poetry, plays) that include clear features of each type of fiction text.

Reading Literature: Key Ideas and Details, Literary Elements

This standard supports students in identifying setting, characters, and major events in a story. Students will consider characters and events and how they interact and develop over the course of a text. **Introduce MP #2 and spiral through #3-#4**

CC.1.3.K.C. – With prompting and support, identify characters, settings, and major events in a story.

Objective With prompting and support, identify characters, settings, and major events in a story.	Guiding Questions and Prompts • Who are the characters? • What do you know about the character/s? • What do you think the character/s will do next? • What is the setting? What part tells where the story takes place? • What happened in the beginning, after that, and at the end of the story? • What is the big event we should pay attention to?
“I can” Statements • I can name the characters. • I can name the setting. • I can tell the events that happened in a story.	Possible Tasks • During a read aloud, use a graphic organizer anchor chart to identify characters, settings, and major events in a story • Students use a graphic organizer while reading to identify the important parts of a story • Students draw a picture representing the setting and/or character during an important event in the story
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor texts: • <u>Bear's Shadow</u> by Frank Asch • <u>Hattie and the Fox</u> by Mem Fox • Short folktales, such as <u>The Three Little Pigs</u>

Reading Literature: Key Ideas and Details, Theme

This standard supports students in retelling familiar stories in sequence. The goal is to show understanding of the path the author took to get to the point. **Teach MP #2, #3, #4**

CC.1.3.K.A – With prompting and support, retell familiar stories including key details.

Objective With prompting and support, retell familiar stories including key details.	Guiding Questions and Prompts • Use the characters, setting, and events to retell the story. • What is important at the beginning, middle, and end? • What happened next? • How did the story end? • What did the character learn?
“I can” Statement • I can retell stories.	Possible Tasks • Use a completed graphic organizer anchor chart to model retelling a story • Use a retelling rope to retell the story in order • Use a retelling hand to retell the story in order • Find and mark with sticky notes the characters, setting, and B, M, E in a story • Organize illustrations from a familiar story in sequential order • As a group, record important events on sentence strips and place in sequential order • With partners, retell a familiar story from a book cover
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above • Retelling rubric from DRA or running records	Teacher Notes Recommended mentor texts: • <u>Corduroy</u> by Don Freeman • <u>Toot and Puddle</u> by Holly Hobbie (setting) • <u>The Mitten</u> by Jan Brett

Reading Literature: Integration of Knowledge and Ideas, Text Analysis

This standard supports students in comparing and contrasting the characters and their experiences in stories. **Introduce MP #3 and spiral through #4**

CC.1.3.K.H – Compare and contrast the adventures and experiences of characters in familiar stories.

Objective Compare and contrast the adventures and experiences of characters in familiar stories.	Guiding Questions and Prompts • What is the same about the characters in these two stories? What is different? • What is the same about the characters' adventures (problems) in these two stories? What is different?
"I can" Statements • I can tell how characters in two stories are the same or different. • I can tell how the adventures/experiences of characters in two stories are the same or different.	Possible Tasks • Use a graphic organizer anchor chart to record similarities and differences of characters or their adventures • Students draw a character engaged in an experience from a book; repeat using a character from a different book; use both to compare/contrast • Use a completed compare/contrast graphic organizer anchor chart to write during Kid Writing
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks above	Teacher Notes Recommended mentor texts: • Spunky Kids: <u>It Takes a Village</u> by Jane Cowen-Fletcher; <u>No, David!</u> by David Shannon • Spunky Pets: <u>Bad Kitty</u> by Nick Bruel; <u>Cookie's Week</u> by Cindy Ward • Mothers Separated from Young: <u>Stellaluna</u> by Janell Cannon; <u>Owl Babies</u> by Martin Waddell

Speaking and Listening: Comprehension and Collaboration

These standards support students as they present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, & #4**

CC.1.5.K.A – Participate in collaborative conversations with peers and adults in small and larger groups. (Collaborative Discussion)

CC.1.5.K.B – Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Critical Listening)

CC.1.5.K.C – Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (Evaluating Information)

CC.1.5.K.G- Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content. (Conventions of Standard English)

Objectives • Participate in collaborative conversations with peers and adults in small and larger groups. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • Demonstrate command of the conventions of Standard English when speaking, based on kindergarten level and content.	Guiding Questions and Prompts • How do you show respect when listening to a speaker? • How do you talk to a partner? • What does good listening look like and sound like? • What new information did you learn? • What can you add to this discussion? • How do you feel when people are/are not listening to you?
“I can” Statements • I can participate in a discussion. • I can ask and answer questions about what I hear. • I can ask questions when I don’t understand.	Possible Tasks • Think, pair, share • Turn and Talk • Report out from a group discussion • Kid Writing and Reader’s Workshop sharing • Individual oral responses • Carpet procedure anchor chart
Assessments • Ongoing checklists and anecdotal notes • Random reporter rubric	Teacher Notes • Students should speak using Standard English and complete sentences with appropriate volume.

Speaking and Listening: Presentation of Knowledge and Ideas

These standards support students as they present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, & #4**

CC.1.5.K.D- Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. (Purpose, Audience, and Task)

CC.1.5.K.E – Speak audibly and express thoughts, feelings, and ideas clearly. (Context)

CC.1.5.K.G-Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content. (Conventions of Standard English)

Objectives • Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. • Speak audibly and express thoughts, feelings, and ideas clearly. • Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.	Guiding Questions and Prompts • How should you speak to your audience? • What type of information should you include in your response? • What should your voice sound like? • How do you respond to someone's question? • Does that sound right?
"I can" Statements • I can speak to an audience and be understood.	Possible Tasks • Kid Writing and Reader's Workshop sharing • Oral reports • Students' presentations to parents • Book reviews • Author's Tea • Reader's Theater
Assessments • Ongoing checklists and anecdotal notes • Teacher-created rubrics	Teacher Notes • Students should speak using Standard English and complete sentences with appropriate volume.

Writing: Informative/Explanatory

This standard supports students in writing informational text (e.g., books, news articles, research reports, how to pieces, lab reports, instructions, web pages, memos) **MP #1, #2, #3, & #4**

CC.1.4.K.A – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

CC.1.4.K.B – Use a combination of drawing, dictating, and writing to focus on one specific topic. (focus)

CC.1.4.K.C- With prompting and support, generate ideas and details to convey information that relates to the chosen topic. (content)

CC.1.4.K.D – Make logical connections between drawing and dictation/writing. (organization)

CC.1.4.K.E – With prompting and support, illustrate using details and dictate/write using descriptive words. (style)

CC.1.4.K.F – Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions of language) *see teaching notes

CC.1.4.K.T – With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. (production and distribution, writing process)

CC.1.4.K.U – With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. (technology and publication)

CC.1.4.K.V – Participate in individual or shared research projects on a topic of interest. (conducting research)

CC.1.4.K.W – With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources)

CC.1.4.K.X – Write routinely over short time frames. (range of writing)

Objectives

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- Use a combination of drawing, dictating, and writing to focus on one specific topic. (focus)
- With prompting and support, generate ideas and details to convey information that relates to the chosen topic. (content)
- Make logical connections between drawing and dictation/writing. (organization)
- With prompting and support, illustrate using details and dictate/write using descriptive words. (style)
- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions of language) *see teaching notes

Guiding Questions and Prompts

- How can you use drawing and writing to communicate your ideas to others?
- How can you use drawing and writing to teach someone about a topic?
- Use your picture to tell about your topic.
- What information can you add to tell more about your topic?
- How can you work with others to write about a topic?
- Where can we find information on _____?
- How do writers begin/end a sentence?
- What strategies can you use to spell that word?

• With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. (production and distribution, writing process) • With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. (technology and publication) • Participate in individual or shared research projects on a topic of interest. (conducting research) • With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources) • Write routinely over short time frames. (range of writing)	• Where can you find that word in the room? • How can you use resources to improve your writing? • How can you use resources to publish your writing? <u>Resources for Teaching Writing:</u> <i>Kid Writing</i> (Eileen Feldgus) <i>No More I'm Done</i> (Jennifer Jacobsen) <i>Marvelous Mini-lessons for Teaching Beginning Writing K-2</i> (Lori Jamison Rog) <i>In Pictures and in Words</i> (Katie Wood Ray) <i>Trait Crate; Using Picture Books to Teach Writing; 6+1 Traits of Writing: Primary Grades</i>(Ruth Culham)
"I can" Statements • I can draw and write about one topic. • I can make my picture and writing connect. • I can work with others to gather information about a topic. • I can add more information about my topic. • I can add descriptive details to my picture and writing. • I can capitalize the first word in a sentence and "I". • I can recognize and use end punctuation. • I can spell word wall words. • I can stretch words to spell them. • I can ask for help to make my writing better. • I can publish my writing with help.	Possible Tasks • Draw and write about concepts learned in science, social studies and math • All about..... • How to..... • Informational class books • Captions for pictures • Question and answer books about a topic • Lab reports • Anchor charts • Brochures • Informational newsletters
Assessments • Ongoing checklists and anecdotal notes • Teacher-created rubrics • Conventions of Writing Developmental Scale (Kid Writing Scale)	Teacher Notes <u>Conventions:</u> • capitalize the first word in a sentence and the pronoun "I" • recognize and use end punctuation • spell simple words phonetically • use nouns, verbs, and prepositions Recommended mentor texts: • <u>How to Make Bubbles</u> by Erika L. Shores • <u>How to Wash a Woolly Mammoth</u> by Michelle Robinson • <u>Everyone Can Learn to Ride a Bicycle</u> by Chris Reschka

Writing: Opinion/Argumentative

This standard supports students in writing opinions to support claims about topics or texts using valid reasoning and relevant and sufficient evidence. **MP #1, #2, #3, & #4**

CC.1.4.K.G – Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

CC.1.4.K.H – Form an opinion by choosing between two given topics. (focus)

CC.1.4.K.I – Support the opinion with reasons. (content)

CC.1.4.K.J – Make logical connections between drawing and writing. (organization)

CC.1.4.K.L- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions) *see teaching notes

CC.1.4.K.T – With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. (production and distribution, writing process)

CC.1.4.K.U – With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. (technology and publication)

CC.1.4.K.V – Participate in individual or shared research projects on a topic of interest. (conducting research)

CC.1.4.K.W – With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources)

CC.1.4.K.X – Write routinely over short time frames. (range of writing)

Objectives

- Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
- Form an opinion by choosing between two given topics. (focus)
- Support the opinion with reasons. (content)
- Make logical connections between drawing and writing. (organization)
- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)
- With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. (production and distribution, writing process)

Guiding Questions and Prompts

- Tell what you think about ____ and why.
- I think.....
- In my opinion.....
- Do you agree or disagree? Why?
- Which one is better? Why?
- What reasons can you give?
- How do writers begin/end a sentence?
- What strategies can you use to spell that word?
- Where can you find that word in the room?
- How can you use resources to improve your writing?
- How can you use resources to publish your writing?

Resources for Teaching Writing:

Kid Writing (Eileen Feldgus)

No More I'm Done (Jennifer Jacobsen)

• With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. (technology and publication) • Participate in individual or shared research projects on a topic of interest. (conducting research) • With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources) • Write routinely over short time frames. (range of writing)	<i>Marvelous Mini-lessons for Teaching Beginning Writing K-2</i> (Lori Jamison Rog) <i>In Pictures and in Words</i> (Katie Wood Ray) <i>Trait Crate; Using Picture Books to Teach Writing; 6+1 Traits of Writing: Primary Grades</i>(Ruth Culham)
“I can” Statements • I can draw and write about my opinion. • I can make my picture and writing connect. • I can support my opinion with reasons. • I can capitalize the first word in a sentence and “I”. • I can recognize and use end punctuation. • I can spell word wall words. • I can stretch words to spell them. • I can ask for help to make my writing better. • I can publish my writing with help.	Possible Tasks • Write an opinion about a book • Draw an advertisement and write an opinion to go with it (e.g., the best candy bar....) • Students write an opinion to explain their choice in a math survey • Class book • Post an opinion on a topic or text; students write opinions to agree or disagree
Assessments • Ongoing checklists and anecdotal notes • Teacher-created rubrics • Conventions of Writing Developmental Scale (Kid Writing Scale)	Teacher Notes <u>Conventions:</u> • capitalize the first word in a sentence and the pronoun “I” • recognize and use end punctuation • spell simple words phonetically • use nouns, verbs, and prepositions Recommended mentor texts: • <u>Click, Clack, Moo: Cows that Type</u> by Doreen Cronin • Mo Willems' pigeon books • <u>Can I Have a Stegosaurus, Mom?</u> By Lois G. Grambling • <u>The Perfect Pet</u> Margie Palatini

Writing: Narrative

This standard supports students in writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **MP #1, #2, #3, & #4**

CC.1.4.K.M – Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

CC.1.4.K.N – Establish who and what the narrative will be about. (focus)

CC.1.4.K.O – Describe experiences and events. (content)

CC.1.4.K.P – Recount 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. (organization)

CC.1.4.K.R- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions) *see teaching notes

CC.1.4.K.T – With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. (production and distribution, writing process)

CC.1.4.K.U – With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. (technology and publication)

CC.1.4.K.W – With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources)

CC.1.4.K.X – Write routinely over short time frames. (range of writing)

Objectives

- Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
- Establish who and what the narrative will be about. (focus)
- Describe experiences and events. (content)
- Recount 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. (organization)
- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions) *see teaching notes
- With guidance and support from adults and peers,

Guiding Questions and Prompts

- Who is your story about? What is happening?
- What happens in the beginning, middle, & end?
- How can you describe _____?
- How did you feel at the end? Describe...
- I heard you say _____; add that to your story.
- How do writers begin/end a sentence?
- What strategies can you use to spell that word?
- Where can you find that word in the room?
- How can you use resources to improve your writing?
- How can you use resources to publish your writing?

respond to questions and suggestions from peers and add details to strengthen writing as needed. (production and distribution, writing process) • With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. (technology and publication) • With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources) • Write routinely over short time frames. (range of writing)	<u>Resources for Teaching Writing:</u> <i>Kid Writing</i> (Eileen Feldgus) <i>No More I'm Done</i> (Jennifer Jacobsen) <i>Marvelous Mini-lessons for Teaching Beginning Writing K-2</i> (Lori Jamison Rog) <i>In Pictures and in Words</i> (Katie Wood Ray) <i>Trait Crate; Using Picture Books to Teach Writing; 6+1 Traits of Writing: Primary Grades</i> (Ruth Culham)
<u>"I can" Statements</u> • I can draw and write who and what my story is about. • I can draw and write about the sequence of events in my story. • I can add descriptive words to my story. • I can draw and write how I feel at the end of my story. • I can make my picture and writing connect. • I can capitalize the first word in a sentence and "I". • I can recognize and use end punctuation. • I can spell word wall words. • I can stretch words to spell them. • I can ask for help to make my writing better. • I can publish my writing with help.	<u>Possible Tasks</u> • Students write about a shared event in the classroom • Students write about a personal event • Students write an imaginary story • Use who, what, when, where graphic organizer anchor chart • Sketch the beg., middle, end, and write • Use a sensory detail chart • Stretch simple sentences to include sensory details and descriptive words • Add speech bubbles to drawings
<u>Assessments</u> • Ongoing checklists and anecdotal notes • Teacher-created rubrics • Conventions of Writing Developmental Scale (Kid Writing Scale)	<u>Teacher Notes</u> <u>Conventions:</u> • capitalize the first word in a sentence and the pronoun "I" • recognize and use end punctuation • spell simple words phonetically • use nouns, verbs, and prepositions