



**School District
of the City of St.
Charles**

K-6 Communication Arts Curriculum: Kindergarten

Approved by the Board of Education
May 9, 2013



K-6 Communication Arts Curriculum Committee

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Monroe Elementary
Coverdell Elementary
Lincoln Elementary
Null Elementary
Harris Elementary
Blackhurst Elementary
Monroe Elementary
Blackhurst Elementary
Monroe Elementary
Coverdell Elementary
Lincoln Elementary
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Blackhurst Elementary
Lincoln Elementary
Harris Elementary
Null Elementary
Coverdell Elementary
Monroe Elementary
Jefferson Intermediate
St. Charles R-6 School District
St. Charles R-6 School District

Kindergarten
Kindergarten
1st Grade
1st Grade
1st Grade
2nd Grade
2nd Grade
3rd Grade
3rd Grade
Reading Specialist
4th Grade
4th Grade
5th Grade
5th Grade
5th Grade
6th Grade
6th Grade
Reading Specialist
ELL Teacher
Special Education
Instructional Coach
Instructional Coach
Instructional Coach
Instructional Coach
Principal
Principal
Asst. Super., Human Resources
Assoc. Super., Curriculum & Instruction

Grade K Communication Arts

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English Language Arts Glossary of Terms

Depth of Knowledge (DOK) Levels

Balanced Literacy Terms

Helpful WEB Links for Communication Arts

K-6 Collective Commitments Reading Workshop

Show Me Standards

GLEs

Common Core Standards Crosswalk for English Language (DESE) – Grade 1

The District's Mission, Vision, Values, and Goals

OVERVIEW

The City of Saint Charles School District community works continuously to improve the education for all students through the quality of our schools and program offerings.

The Comprehensive School Improvement Plan (CSIP) serves as a long range, strategic planning document which directs the overall improvement of our educational programs and services (MSIP 8.2).

Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

Value Statements

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

K-6 Communication Arts Curriculum Committee: Mission Statement

The Mission of the K-6 Communication Arts Program in the City of St. Charles School District is to establish a foundation for life-long learning through reading, writing, spelling, listening, speaking, and informational literacy, using a comprehensive balanced literacy approach.

The program will instill in students a strong background in reading and writing, understanding that these areas affect all aspects of future learning. This program will provide students an opportunity to make connections to the world beyond the classroom. We will empower students to become life-long learners by challenging them to be critical thinkers who can apply classroom skills to real life situations.

Communication Arts Curriculum Committee Rationale

The rationale for Communication Arts in the City of St. Charles School District is to provide a solid foundation for all students in the areas of reading, writing, spelling, listening, and speaking. By exposing students to a balanced literacy approach, students will become critical thinkers and will be able to apply their skills within and beyond the classroom. Differentiating instruction enhances the student's learning by broadening their experiences through guided, shared, and modeled instruction. Teachers are equipped with the necessary resources to assess and expand this balanced approach. Because we live in a global society, the City of St. Charles School District believes we must provide all students with a balanced program of integrated study that includes emphasis on the understanding and appreciation of diverse cultures, gender equity, and handicapped conditions.

K-6 Communication Arts Curriculum Committee: Vision/Program Goals

What do we want our students to look like after they graduate from the City of St. Charles School District?

The students in the City of St. Charles School District will have an enriching experience at each grade level and will grow as citizens in academic and moral standards. Throughout the elementary process students will receive constant support, feedback, and a strong academic foundation for future years facilitated with high expectations. In the middle school years students will gain more responsibility for their learning while still being guided and attention given to social, emotional, and academic challenges of this ages group, facilitated with high expectations. During students' final years in the City of St. Charles School District, application of the characteristics socially, emotionally, and academically will manifest, producing life-long learners that have been guided with high expectations.

Essential Understandings

The Kindergarten student will:

Reading

- Read and comprehend Level D/E text independently.
- Uses multiple decoding strategies with at least 96% accuracy to read fluently.
- Demonstrates understandings of the organization and basic features of print by scoring 13 using Teacher's College Concepts of Print Assessment. Demonstrates directionality of left to right, return sweep, top to bottom. Understands that the story is in print, uses word by word matching and distinguishes between letter and word.
- Identifies and reads 25-34 words (List A/B) from the Teacher's College Sight Word list with accuracy and fluency (within 3 seconds without hesitation or sounding out).
- Identifies and writes letter that goes with consonant, short and long vowel sounds.
- Identifies upper and lowercase letters by name with accuracy and fluency (within 3 seconds and without hesitation).
- Demonstrates understanding of spoken words, syllables, and sounds through phonological awareness assessments. Produces rhyming words, pronounces, blends, and segments syllables in spoken words. Segments onsets and rimes of single-syllable spoken words. Isolates and pronounces the initial, medial vowel and final sounds in CVC words. Adds or substitutes individual sounds in simple, one-syllable words to make new words.

Writing

- Composes narrative text that uses a combination of drawing and writing to narrate a single even with several linked details and tells the events in order. Provides a reaction to what happened and produces writing and drawings which are understandable to the reader.
- Composes opinion text that uses a combination of drawing and writing which tell the reader the topic or the name of the book they are writing about while stating their opinion and preference about the topic or book. Produces writing and drawings which are understandable to the reader.
- Composes informational and explanatory text that uses a combination of drawing and writing in which they name a topic and supply information about the topic. Produces writing and drawings which are understandable to the reader.
- Apply capitalization skills to written work by capitalizing the first word in a sentence and the pronoun I. Uses lowercase letters in appropriate places.
- Understands purpose of punctuation in writing by recognizing and naming end punctuation.
- Prints legibly and uses appropriate spacing between letters and words.

Language

- Spells simple words phonetically, drawing on knowledge of sound-letter relationships.
- Apply grammar skills to written work by using frequently occurring nouns and verbs, form regular plural nouns by adding /s/ or /es/. Produces and expands a complete sentence.
- Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Speaking/Listening

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussion
- Continue a conversation through multiple exchanges

City of Saint Charles School District
Communication Arts Scope and Sequence Grades K-6

Reading Standards for Literature: Key Ideas and Details						
Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text • With prompting and support, retell familiar stories, including key details • With prompting and support, identify characters, settings, and major events in a story 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Retell stories, including key details, and demonstrate understanding of their central message or lesson • Describe characters, settings, and major events in a story using key details 	<ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Recount stories, including fables & folktales from diverse cultures, and determine their central message, lesson, or moral • Describe how characters in a story respond to major events or changes 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text • Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story, drama, or poem from details in the text; summarize the text • Describe in depth a character, setting, or event in a story, drawing specific details of the text (character's thoughts, words, or actions) 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (how characters interact) 	<ul style="list-style-type: none"> • Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments • Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Reading Standards for Literature: Craft and Structure

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text • Recognize common types of texts (storybooks, poems) • With prompting and support, name the author and illustrator and define the role of each in telling the story 	<ul style="list-style-type: none"> • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types • Identify who is telling the story at various points in a text 	<ul style="list-style-type: none"> • Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action • Acknowledges differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Distinguish their own point of view from that of the narrator or those of the characters 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean) • Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text • Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes • Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem • Describe how a narrator’s or speaker’s point of view influences how events are described 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot • Explain how an author develops the point of view of the narrator or speaker in a text

Reading Standards for Literature: Integration of Knowledge and Ideas

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts) • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories 	<ul style="list-style-type: none"> • Use the illustrations and details in a story to describe its characters, setting, or events • Compare and contrast the adventures and experiences of characters in stories 	<ul style="list-style-type: none"> • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot • Compare and contrast two or more versions of the same story (Cinderella stories) by different authors or from different cultures 	<ul style="list-style-type: none"> • Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting) • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (in books from a series) 	<ul style="list-style-type: none"> • Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text • Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures 	<ul style="list-style-type: none"> • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (graphic novel, multimedia presentation of fiction, folktale, myth, poem) • Compare and contrast stories in the same genre (mysteries, and adventure stories) on their approaches to similar themes and topics 	<ul style="list-style-type: none"> • Compare and contrast the experience of reading a story, drama, or poem listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch • Compare and contrast texts in different forms or genres (stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

Reading Standards for Literature: Range of Reading and Level of Text Complexity

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> With prompting and support, read prose and poetry of appropriate complexity for grade 1 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently 	<p>By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

Reading Standards for Informational: Key Ideas and Details

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With prompting and support, ask, and answer questions about key details in text • With prompting and support, identify the main topic and retell key details of a text • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Identify the main topic and retell key details of a text • Describe the connection between two individuals, events, ideas, or pieces of information in a text 	<ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Determine the main idea of a text; recount the key details and explain how they support the main idea • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine the main idea of a text and explain how it is supported by key details; summarize the text • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information from the text 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text • Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text 	<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (through examples anecdotes)

Reading Standards for Informational: Craft and Structure

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about unknown words in a text • Identify the front cover, back cover, and title page of a book • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text 	<ul style="list-style-type: none"> • Ask and answer questions to help determine or clarify meaning of words and phrases in a text • Know and use various text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area • Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently • Identify the main purpose of a text, including what the author wants to answer, explain, or describe 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area • Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently • Distinguish their own point of view from that of the author of a text 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative language, connotative, and technical meanings • Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas • Determine author’s point of view or purpose in a text and explain how it is conveyed in the text

Reading Standards for Informational: Integration of Knowledge and Ideas

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts) • With prompting and support, identify the reasons an authors gives to support points in a text • With prompting and support, identify basic similarities and differences between two texts on the same topic (illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> • Use illustrations and details in a text to describe its key details • Identify the reasons an author gives to support points in a text • Identify basic similarities and differences between two texts on the same topic (in illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> • Explain how specific images (a diagram showing how a machine works) contributes to and clarify a text • Describe how reasons support specific points the author makes in a text • Compare and contrast the most important points presented by two texts on the same topic 	<ul style="list-style-type: none"> • Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when why, ad how key events occur) • Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence) • Compare and contrast the most important points and key details presented in two texts on the same topic 	<ul style="list-style-type: none"> • Interpret information presented visually, orally, or quantitatively (in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the txt in which it appears • Explain how an author uses reasons and evidence to support particular points in a text • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> • Integrate information presented in different media or formats (visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not • Compare and contrast one author’s presentation of events with that of another (memoir written by and a biography on the same person)

Reading Standards for Informational: Range of Reading and Level of Text Complexity						
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> With prompting and support, read informational texts appropriately for complex for grade 1 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 6-8 band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Foundational Skills: Print Concepts

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Follow 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 • Understand that words are separated by spaces in print • Recognize and name all upper- and lowercase letters of the alphabet 	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Recognize the distinguishing features of a sentence (e.g.-first word, capitalization, ending punctuation) 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable

Reading Standards for Foundational Skills: Phonological Awareness						
Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	Kindergarten	1 st Grade	2 nd Grade
<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • 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 sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • 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 sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) 	<ul style="list-style-type: none"> • Not Applicable

Reading Standards for Foundational Skills: Fluency						
Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding 	<ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension Read grade-level text with purpose and understanding Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> Not Applicable

Writing Standards K-6 – Text Types and Purposes

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • 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...) • 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 • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events the order in 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. • Write information/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases to connect ideas 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections: include formatting, 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group 	<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. Introduce claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and

<p>which they occurred, and provided a reaction to what happened</p>			<p>within categories of information. Provide a concluding statement or section.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize and event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or 	<p>related information logically: include formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by 	<p>analyses of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows form the information or explanation</p>
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				<p>characters: organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and
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						events. Provide a conclusion that follows from the narrated experiences or events.
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Writing Standards K-6 – Production and Distribution of Writing

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing • With guidance and support from adults, use technology to produce and publish writing using keyboard skills as well as to interact and collaborate with others 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying new approach. • With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Writing Standards K-6 – Range of Writing

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Begins in grade 3 	<ul style="list-style-type: none"> Begins in grade 3 	<ul style="list-style-type: none"> Begins in grade 3 	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening Standards: Comprehension and Collaboration

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups Follow agreed up on rules for discussions Continue a conversation through multiple exchanges 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. Ask and answer questions in order to seek help, get information, or clarify something that 	<ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups Follow agreed up on rules for discussions Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. 	<ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups Follow agreed up on rules for discussions Build on other’s talk in conversations by linking their comments to the remarks of others Ask for clarification and further explanation as needed about the topics and texts under discussion. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer 	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. Follow agreed upon rules for discussions. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. Follow agreed upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key 	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. Follow agreed upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key 	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comment that contribute to the topic, text, or issue under discussion.

<p>is not understood.</p>		<p>questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 	<p>ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <ul style="list-style-type: none"> • Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Identify the reasons and evidence a speaker provides to support particular points. 	<p>ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <ul style="list-style-type: none"> • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<ul style="list-style-type: none"> • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. • Delineate a speaker's argument and specific claims that are supported by reasons and evidence from claims that are not.
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Speaking and Listening Standards: Presentation of Knowledge and Ideas

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Describe familiar people, places, things, and events, with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional details. Speak audibly and express thoughts, feelings, and ideas clearly 	<ul style="list-style-type: none"> Describe familiar people, places, things, and events, with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings Produce complete sentences when appropriate to task and situation. 	<ul style="list-style-type: none"> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace Include multimedia component and visual displays in presentations when appropriate to enhance the development of main ideas or themes. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clean pronunciation. Include multimedia components and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards: Conventions of Standard English

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	Kindergarten
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. -Spell simple words 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Print all upper- and lowercase letters. -Use common, proper, and possessive nouns. -Use singular and plural nouns with matching verbs in basic sentences. -Use personal, possessive, and indefinite pronouns. -Use verbs to convey a sense of past, present, and future. -Use frequently occurring adjectives. - Use frequently occurring conjunctions. - Use determiners. - Use frequently occurring prepositions. -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use collective nouns. - Form and use frequently occurring irregular plural nouns. -Use reflexive pronouns. -Form and use the past tense of frequently occurring irregular verbs. -Use adjectives and adverbs, and choose between them depending on what is to be modified. -Produce, expand, and rearrange complete simple and compound sentences. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Capitalize holidays, product names, and geographic names. 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns. - Form and use regular and irregular verbs. - Form and use the simple verb tenses. - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences. • Demonstrate command of the conventions of 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use relative pronouns and relative adverbs. - Form and use the progressive verb tenses. - Use modal auxiliaries to convey various conditions. - Order adjectives within sentences according to conventional patterns. - Form and use prepositional phrases. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. - Correctly use frequently confused words. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use correct capitalization. - Use commas and quotation marks to 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. - Form and use the perfect verb tenses. - Use verb tense to convey various times, sequences, states, and conditions. - Recognize and correct inappropriate shifts in verb tense. - Use correlative conjunctions. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation to separate items in a series. - Use a comma to separate an introductory element from the rest of the sentence. - Use a comma to set 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. -Spell simple words phonetically, drawing

<p>phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Capitalize dates and names of people. - Use end punctuation for sentences. - Use commas in dates and to separate single words in a series. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> - Use commas in greetings and closings of letters. -Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> - Capitalize appropriate words in titles. - Use commas in addresses. - Use commas and quotation marks in dialogue. - Form and use possessives. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. - Use spelling patterns and generalizations in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>mark direct speech and quotations from a text.</p> <ul style="list-style-type: none"> - Use a comma before a coordinating conjunction in a compound sentence. - Spell grade-appropriate words correctly, consulting references as needed. 	<p>off the words <i>yes</i> and <i>no</i> to set off a tag question from the rest of the sentence, and to indicate direct address.</p> <ul style="list-style-type: none"> - Use underlining, quotation marks, or italics to indicate titles of works. - Spell grade-appropriate words correctly, consulting references as needed. 	<p>on knowledge of sound-letter relationships.</p>
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Language Standards: Knowledge of Language						
Begins in grade 2	Begins in grade 2	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.
Begins in grade 2	Begins in grade 2	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.

Language Standards: Vocabulary Acquisition and Use

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. - Identify new meanings for familiar words and apply them accurately. -Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. • With guidance and support from adults, explore word relationships and nuances in word meanings. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. -Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). - Identify real-life 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Use frequently occurring affixes as a clue to the meaning of a word. - Identify frequently occurring root words and their inflectional forms. • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. -Define words by category and by one or more key attributes. - Identify real-life connections between 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known prefix is added to a known word. -Use a known root word as a clue to the meaning of an unknown word with the same root. -Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). - Use glossaries and beginning 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known affix is added to a known word. - Use a known root word as a clue to the meaning of an unknown word with the same root. - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships and nuances in word meanings. - Distinguish the literal and nonliteral meanings of words and phrases in context. 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. - Consult reference, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Explain the meaning of simple similes and metaphors in context. - Recognize and explain the meaning of common idioms, adages, and proverbs. 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figurative language, including similes and metaphors, in context. - Recognize and explain the meaning of common idioms, adages, and proverbs. - Use the relationship 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. - Verify the preliminary determination of the meaning of a word or phrase. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g., personification) in context. - Use the relationship

<p>connections between words and their use. -Distinguish shades of meaning among verbs describing the same general action.</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	<p>words and their use. - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. 	<p>dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> • Demonstrate understanding of word relationships and nuances in word meanings. -Identify real-life connections between words and their use. -Distinguish shades of meaning among closely related verbs and closely related adjectives. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 	<ul style="list-style-type: none"> - Identify real-life connections between words and their use. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. 	<ul style="list-style-type: none"> - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being. 	<p>between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. 	<p>between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <ul style="list-style-type: none"> - Distinguish among the connotations (associations) of words with similar denotations (definitions). • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten	Reading Essential Standard: Reads and Comprehends Text	Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> - Teachers College Benchmark - Conferring notes - Informal Running Records
3	<p>The student will:</p> <ul style="list-style-type: none"> • Read and comprehend Level D/E text independently <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> - Teachers College Benchmark - Conferring notes - Informal Running Records
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Reads and comprehends Level B or C text independently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> - Teachers College Benchmark - Conferring notes - Informal Running Records
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten	Reading Essential Standard: Uses Decoding Strategies to Read Fluently <small>Revised March 2013</small>
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> - Teachers College Benchmark - Conferring notes - Informal Running Records
3	<p>The student will read end of year grade level text (level D/E):</p> <ul style="list-style-type: none"> • Utilize multiple decoding strategies • With at least 96% accuracy <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> - Teachers College Benchmark - Conferring notes - Informal Running Records
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student reads B/C text:</p> <ul style="list-style-type: none"> • Utilize multiple decoding strategies • With at least 96% accuracy <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> - Teachers College Benchmark - Conferring notes - Informal Running Records
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten	Reading Essential Standard: Concepts of Print	Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	This score is not given for this standard.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● Scores 13 using Teacher’s College Concepts of Print Assessment ● Directionality left to right, return sweep, top and bottom ● Understanding that the story is in print ● Word by word matching ● Distinction between letter and word <p>The student exhibits no major errors or omissions.</p>	-Teachers College Concepts of Print Assessment
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Scores 6-10 points using Teacher’s College Concepts of Print Assessment ● Directionality left to right, return sweep, top and bottom ● Understanding that the story is in print ● Word by word matching ● Distinction between letter and word <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	-Teachers College Concepts of Print Assessment
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten	Reading Essential Standard: Identifies and reads high frequency words	Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	-Teachers College high frequency word assessment
3	<p>The student:</p> <ul style="list-style-type: none"> • Is able to read in isolation 25-34 words (List A/B) from the Teacher’s College Sight word list with accuracy and fluency within 3 seconds without hesitation or sounding out <p>The student exhibits no major errors or omissions.</p>	- Teachers College high frequency word assessment
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Is able to read in isolation 20 words(List A/B) from the Teacher’s College Sight word list with accuracy and fluency within 3 seconds without hesitation or sounding out <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	- Teachers College high frequency word assessment
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten	Reading Essential Standard: Letter Sounds	Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	- Students can write and say the sounds associated with digraphs and blends some examples are: sh, ch, th, sl, st, dr, bl, fr, cr, tr, sw, pl -Writing Samples -Words Their Way Spelling Inventory
3	The student: <ul style="list-style-type: none"> • Says and writes letter that goes with consonant, short and long vowel sounds The student exhibits no major errors or omissions.	-Give student list of letters out of alphabetical order and ask him/her to name the sound associated with the letter. - Give the student all the consonant sounds and the student writes the letter that goes with each sound. (can be done whole group)
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Given a choice student is able to choose the correct letter sound However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-The student can choose the correct letter sounds when given a choice between two sounds: "Does this letter make the "a" sound or the "b" sound?" (can be done when you are conferring or working in small groups)
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten	Reading Essential Standard: Upper and Lowercase Letters	Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	This score is not given for this standard.	
3	<p>The student:</p> <ul style="list-style-type: none"> • Identifies uppercase and lowercase letters by name with accuracy and fluency (within 3 seconds, without hesitation) <p>The student exhibits no major errors or omissions.</p>	-Teachers College Letter Identification Assessment
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes:</p> <ul style="list-style-type: none"> • Can identify 40-53 of the upper and/or lowercase letters <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	-Teachers College Letter Identification Assessment
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten	Reading Essential Standard: Phonological Awareness	Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	- Students are able to distinguish long from short vowel sounds in spoken single-syllable words.
3	<p>The student:</p> <ul style="list-style-type: none"> ● Produces rhyming words ● Pronounce, blend, and segment syllables in spoken words ● Segment onsets and rimes of single-syllable spoken words ● Isolate and pronounce the initial, medial vowel, and final sounds(CVC words) ● Add or substitute individual sounds in simple, one-syllable words to make new words <p>The student exhibits no major errors or omissions.</p>	-Phonological Awareness Assessment
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognize a rhyming word ● Count syllables in spoken words ● Blend onsets and rimes of single-syllable spoken words ● Identify the initial, medial vowel, and final sounds (CVC words) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	-Phonological Awareness Assessment
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten		Narrative Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • A time when they did something with more than three pages, in order, with a beginning and an end 	
3	The writer: <ul style="list-style-type: none"> • told, drew, and wrote a whole story • had a page that showed what happened first • put his/her pages in order • had a page that showed what happened last in their story • had a page for the beginning, the middle, and a page for the end The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • told a story with pictures and some “writing” • started by drawing or saying something • kept on working • ended the story • had a place for drawing and a place where he/she tried to write words However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten		Narrative Writing: Development (Elaboration & Craft) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • pictures from his/her mind, including details that use labels and words 	
3	The writer: <ul style="list-style-type: none"> • indicated who was there, what they did, and how the characters felt • drew and wrote some details about what happened The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • put more and then more on the page • he/she told and showed what happened However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten		Narrative Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • word chunks, ending punctuation, capital letters for names and commas in dates and lists 	
3	The writer: <ul style="list-style-type: none"> • could read his/her writing • wrote a letter for the sound he/she heard • used the word wall to help him/her spell • put spaces between words • used lower case letters unless capitals were needed • wrote capital letters to start every sentence The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • read his/her pictures and some of his/her words • tried to make words • could label pictures • could write his/her name However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten		Opinion Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • his/her opinion, likes, and/or dislikes and said why; a beginning that got the readers' attention; connecting words such as and & because; an ending 	
3	The writer: <ul style="list-style-type: none"> • told, drew, and wrote his/her opinion or likes and/or dislikes about a topic or book • wrote his/her opinion in the beginning • wrote his/her idea and then said more using words such as <i>because</i> • had a last part or page • told his/her opinion in one place and in another place said why The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • told about something he/she liked or disliked with pictures and some "writing" • started by drawing or saying something • kept on working • ended working when he/she had said, drawn, and "written" all he/she could about opinion • had paper with a place for the drawing and a place for trying to write words However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten		Opinion Writing: Development (Elaboration & Craft) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> at least one reason for his/her opinion; labels and words to give details 	
3	The writer: <ul style="list-style-type: none"> put everything he/she thought about the topic (or book) on the page had details in pictures and words The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> put more and then more on the page said, drew, and "wrote" some things about what he/she liked and did not like However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten		Opinion Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • word chunks to help him/her spell, ending punctuation, capital letters for names and commas in dates and lists 	
3	The writer: <ul style="list-style-type: none"> • could read his/her writing • wrote a letter for the sound he/she heard • used the word wall to help him/her spell • put spaces between words • used lower case letters unless capitals were needed • wrote capital letters to start every sentence The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • read his/her pictures and some of his/her words • tried to make words • could label pictures • could write his/her name However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten		Information Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • teaching readers about a topic, getting readers' attention, told different parts about his/her topic on different pages, wrote an ending, told about the topic part by part
3	The writer: <ul style="list-style-type: none"> • told, drew, and wrote about a topic • told what his/her topic was • put different things he/she knew about the topic on his/her pages • had a last part or page • told, drew, and wrote information across pages The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • told and drew pictures about a topic she knew • started by drawing or saying something • kept on working • said, drew and "wrote" all he/she could about his topic and ended it • had paper with a place for drawing and a place where he/she tried to write words However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten		Information Writing: Development (Elaboration & Craft) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • facts to teach about the topic, labels and words to give facts
3	The writer: <ul style="list-style-type: none"> • drew and wrote some important things about the topic • told, drew, and wrote some details about the topic The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • put more and then more on the page • said, drew, and “wrote” things about what he/she knew about the topic However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten		Information Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • word chunks to help spell, ending punctuation, capital letters for names and commas in dates and lists
3	The writer: <ul style="list-style-type: none"> • could read his/her writing • wrote a letter for the sound he/she heard • used the word wall to help him/her spell • put spaces between words • used lower case letters unless capitals were needed • wrote capital letters to start every sentence The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • read his/her pictures and some of his/her words • tried to make words • could label pictures • could write his/her name However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten	Writing Essential Standard: Applies Grammar Skills in Written Work <small>Revised March 2013</small>
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student exhibits the following skills in writing:</p> <ul style="list-style-type: none"> • Uses frequently occurring nouns and verbs • Form regular plural nouns by adding /s/ or /es/ • Produce and expand a complete sentence <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> - Conferring Notes - Cold Writes - Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identifies nouns and verbs • Identifies regular plural nouns • Identifies the difference between a complete and incomplete sentence <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> - Conferring Notes - Cold Writes - Published Pieces - Interactive Writing
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Communication Arts Proficiency Scale

Grade Level: Kindergarten	Writing Essential Standard: Prints legibly and uses correct spacing	Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student exhibits the following skills:</p> <ul style="list-style-type: none"> • Prints legibly and uses appropriate spacing between letters and words <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> - Conferring Notes - Cold Writes - Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Print is distracting to the reader and identifies appropriate spacing between letters and words <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> - Conferring Notes - Cold Writes - Published Pieces - Interactive Writing
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

<p>Reader’s Workshop Big Ideas: The student will:</p> <ul style="list-style-type: none"> • Be a Part of a Community of Readers • Build Good Reading Habits • Go on Adventures in Books <p>Interactive Read Aloud Big Ideas:</p> <ul style="list-style-type: none"> • Modeling how to think about a book before reading using picture walk • Model reading aloud a variety of genres • Model how readers gain new vocabulary in texts <p>Shared Reading Big Ideas:</p> <ul style="list-style-type: none"> • Concepts of print • Looking for patterns in books • Using pictures to make meaning; “this picture teaches me that...” • Showing the reader what you do before, during and after reading <p>Thinking Strategy: Monitoring</p> <p>Comprehension Strategy: Monitoring for Meaning</p> <p>Oral Storytelling Big Ideas:</p> <ul style="list-style-type: none"> • Procedures for listening to & sharing stories with whole group or partners • Tell stories that include who and what happened 	<p>Writer’s Workshop Big Ideas: The student will:</p> <ul style="list-style-type: none"> • Know they are an author • Think, sketch, write • Use pictures and words when they write • Work independently in a writer’s workshop • Use what they know about letters and sounds to write words • Revise their writing by adding details to and elaborating their writing • Celebrate their hard work <p>Interactive Writing Big Ideas:</p> <ul style="list-style-type: none"> • Beginning sounds • Stretching words • Rhyming Words • Word Families <p>Grammar:</p> <ul style="list-style-type: none"> • Identify noun and verb • Use noun and verb agreement (I can) <p>Conventions:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the use of upper- and lowercase letters of the alphabet <p>Handwriting:</p> <ul style="list-style-type: none"> • Prewriting, posture, paper, grip • Capital letters F,E,D • Numbers 1-2
<p>Common Language:</p> <ul style="list-style-type: none"> • Reading Adventure, Star Books, Partner Reading, Turn and talk, EEKK (Elbow to Elbow Knee to Knee), Picture Walk, Minilesson, Reader’s Workshop, Independent reading, Partner reading 	<p>Common Language:</p> <ul style="list-style-type: none"> • Writer’s Workshop: Mini Lesson, Independent writing, Partner Writing, Conference, Think, sketch, write, author’s celebration, word wall, cold write, writing prompt
<p>Assessment/ Report Card Standards Report Card Standards:</p> <ul style="list-style-type: none"> • Reads and comprehends end of year text • Concepts of print • High frequency words • Letter sounds • Upper and lowercase letters • Phonological awareness 	<p>Assessment/ Report Card Standards Report Card Standards:</p> <ul style="list-style-type: none"> • Composes Narrative Piece • Uses Semi-Phonetic Spelling <p>Assessments:</p> <ul style="list-style-type: none"> • Conferring notes • Cold writes • Published pieces

<p>Assessments:</p> <ul style="list-style-type: none"> • Teachers College: Benchmark, Concepts of Print Assessment, High Frequency Word Assessment, Letter Identification Assessment • Conferring Notes • Informal Running Records • Phonological Awareness Assessment 	<ul style="list-style-type: none"> • Interactive writing
<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Reading Workshop Grade K By: Lucy Calkins • Multiple copies of Emergent Story Books (table baskets) • Classroom Library <ul style="list-style-type: none"> -ABC books - Simple Pattern books -Songs -Color books - Nursery Rhymes - Counting Books -Rhyming books - Poems 	<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Writing Workshop Grade K By: Lucy Calkins • Lucy Calkins Units of Study for Primary Writing: Launching the Writing Workshop • Lucy Writing Paper • Mentor Texts • The Continuum of Literacy Learning (Fountas and Pinnell) • Handwriting Without Tears Teaching Guide • Handwriting Without Tears Digital Teaching Tool

<p>Word Work:</p> <ul style="list-style-type: none"> • Learning to recognize names of students in class • Understanding that letters make up your name • Sort letters by features (tall letters, short letters) <p>Phonics:</p> <ul style="list-style-type: none"> • Rhyming words • Hearing the first and last sounds in words • Letters in your names have sounds • Clapping the syllables in names of students <p>Resources:</p> <ul style="list-style-type: none"> • Words Their Way : Letter and Picture Sorts for Emergent Spellers (orange book) • Phonics Lessons, Word and How They Work: Grade K (Fountas & Pinnell) • The Continuum of Literacy Learning (Fountas & Pinnell) 	<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> • Concepts of Print • Upper and Lowercase Letters • Letter Sounds • Phonological Awareness
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Reader’s Workshop Big Ideas:

The student will:

- Read emergent storybooks with a partner
- Discover different ways to read a story
- Find books that are “just right” when book shopping
- Notice connections between texts
- Invent fun things to do with stories that they know really well

Interactive Read Aloud Big Ideas:

- Demonstrate using different voices/actions for characters
- Modeling thinking aloud to build schema
- Model how readers gain new vocabulary in texts

Shared Reading Big Ideas:

- Concepts of print
- Read books like storytellers
- Using pictures to make meaning; “this picture teaches me that...”
- Engaging the reader in what you do before, during and after reading using turn & talks

Thinking Strategy: Schema

Comprehension Strategy: Retelling

Oral Storytelling Big Ideas:

- Tell stories that include who, where, when, and what happened
- Tell stories that follow a logical sequence of events

Common Language:

- Schema, Making connections from text to text, Making predictions, Think Aloud, Read aloud with expression / Read like a storyteller, Book shopping, “Just Right” books

Assessment/ Report Card Standards:

Report Card Standards:

- Reads and comprehends end of year text

Writer’s Workshop Big Ideas:

The student will:

- Write small moment stories by thinking about their writing, drawing a picture, labeling the picture, writing words and adding details to their story
- Use pictures and words to write a story
- Stretch their words out to write a story
- Spell the best they can to write a story
- Label their picture
- See if they can add more to their story

Interactive Writing Big Ideas:

- Beginning sounds
- Stretching words
- Labeling a picture
- Rhyming Words
- Word Families

Grammar:

- Identify a noun and verb and plural nouns
- Use noun and verb agreement(I can)
- Use prepositional phrases (to the bus, on the bus)

Conventions:

- Demonstrate knowledge of the use of upper- and lowercase letters
- Use capital letters in the beginning position in a few familiar proper nouns
- Show awareness of the first place position of capital letters in words

Handwriting:

- Capital letters R,N,M,H,K,L,U,V
- Numbers 3-6

Common Language:

- Small Moment(seed story), label, watermelon story, writing celebration, revise, publish,

Assessment/ Report Card Standards:

Report Card Standards:

- Composes Narrative Piece

<ul style="list-style-type: none"> • Concepts of print • High frequency words • Letter sounds • Upper and lowercase letters • Phonological awareness <p>Assessments:</p> <ul style="list-style-type: none"> • Teachers College: Benchmark, Concepts of Print Assessment, High Frequency Word Assessment, Letter Identification Assessment • Conferring Notes • Informal Running Records • Phonological Awareness Assessment 	<ul style="list-style-type: none"> • Semi-phonetic spelling • Applies Grammar Skills in Written Work <p>Assessments:</p> <ul style="list-style-type: none"> • Conferring notes • Cold writes • Published pieces • Interactive writing
<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Reading Workshop Grade K By: Lucy Calkins • Multiple copies of Emergent Story Books (table baskets) • Classroom Library <ul style="list-style-type: none"> -ABC books -Color books -Rhyming books - Simple Pattern books - Nursery Rhymes - Poems -Songs - Counting Books 	<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Writing Workshop Grade K By: Lucy Calkins • Lucy Calkins Units of Study for Primary Writing: Small Moments: Personal Narrative Writing • Lucy Writing Paper • Mentor Texts • The Continuum of Literacy Learning (Fountas & Pinnell) • Handwriting Without Tears Teaching Guide • Handwriting Without Tears Digital Teaching Tool

<p>Word Work:</p> <ul style="list-style-type: none"> • Learning to recognize high frequency words • Understanding that letters make up words • Sort letters by features (tall letters, short letters) • Understanding difference between consonant and vowels. <p>Phonics:</p> <ul style="list-style-type: none"> • Rhyming words • Letters in words have sounds • Hearing the first and last sounds in words • Short vowel sounds • Matching /sorting words with the same beginning sound • Clapping the syllables in words <p>Resources:</p> <ul style="list-style-type: none"> • Words Their Way : Letter and Picture Sorts for Emergent Spellers (orange book) • Words Their Way : Letter Name Word sorts for Alphabetic Spellers (red book) • Phonics Lessons, Word and How They Work: Grade K (Fountas & Pinnell) • Teacher College High Frequency Word List • The Continuum of Literacy Learning (Fountas & Pinnell) 	<p>Assessment/ Report Card Standards:</p> <p>Report Card Standards</p> <ul style="list-style-type: none"> • Concepts of Print • Upper and Lowercase Letters • Letter Sounds • Phonological Awareness <p>Assessment</p> <ul style="list-style-type: none"> • Teachers College high frequency word assessment • Phonological Awareness Assessment
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Reader’s Workshop Big Ideas:

The student will:

- Use superpowers (decoding strategies) to read
- Build sight word knowledge
- Use more than one super power at once to read (MSV)
- Begin to monitor for meaning
- Practice superpowers with a partner

Interactive Read Aloud Big Ideas:

- Modeling thinking aloud to build schema
- Model questioning aloud to learn about characters, setting and sequence of events
- Model how readers gain new vocabulary in texts

Shared Reading Big Ideas:

- Concepts of print
- Read books using superpowers
- Questioning to make meaning; “Who are the characters?, Where is the story taking place?, What happened first, next, last in the story?”
- Engaging the reader in what you do before, during and after reading using turn & talks

Thinking Strategy: Schema /Questioning

Comprehension Strategy: Retelling / Predicting

Oral Storytelling Big Ideas:

- Tell stories that include who, where, when, what happened
- Tell stories that follow a logical sequence of events
- Use descriptive words (modifiers)
- Express opinions & explain reasoning (because...)

Common Language:

Superpowers, Questioning, Characters, Setting, Story events, Making predictions

Writer’s Workshop Big Ideas:

The student will:

- Understand writers are like scientists
- Elaborate, write sentences, and add details and information to their writing
- Make connections, predict, have ideas, and compare and contrast as a writer
- Finish books and get ready to present their work

Interactive Writing Big Ideas:

- Make big books that have a pattern
- writing high frequency words

Grammar:

- Use noun and verb and plural nouns
- Use noun and verb agreement (I can)
- Use prepositional phrases (to the bus, on the bus)
- Use modifiers (red dress, ran fast)

Conventions:

- Demonstrate knowledge of the use of upper- and lowercase letters
- Use capital letters in the beginning position in a few familiar proper nouns
- Show awareness of the first place position of capital letters in words
- Use a capital letter for the first word of a sentence
- Capitalize I

Handwriting:

- Capital letters W,X,Y,Z
- Numbers 7-9

Common Language:

Label, writing celebration, revise, publish, all about book

<p>Assessment/ Report Card Standards: Report Card Standards:</p> <ul style="list-style-type: none"> • Reads and comprehends end of year text • Concepts of print • High frequency words • Letter sounds • Upper and lowercase letters • Phonological awareness <p>Assessments:</p> <ul style="list-style-type: none"> • Teachers College: Benchmark, Concepts of Print Assessment, High Frequency Word Assessment, Letter Identification Assessment • Conferring Notes • Informal Running Records • Phonological Awareness Assessment 	<p>Assessment/ Report Card Standards: Report Card Standards:</p> <ul style="list-style-type: none"> • Composes Narrative Piece • Semi-phonetic spelling • Applies Grammar Skills in Written Work <p>Assessments:</p> <ul style="list-style-type: none"> • Conferring notes • Cold writes • Published pieces • Interactive writing
<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Reading Workshop Grade K By: Lucy Calkins • Multiple copies of Emergent Story Books (table baskets) • Fiction & Nonfiction Texts • Classroom Library <ul style="list-style-type: none"> -ABC books -Color books -Rhyming books - Simple Pattern books - Nursery Rhymes - Poems -Songs - Counting Books 	<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Writing Workshop Grade K By: Lucy Calkins • Lucy Calkins Units of Study for Primary Writing: Nonfiction Writing: Procedures and Reports • Lucy Writing Paper • Mentor Texts • The Continuum of Literacy Learning (Fountas & Pinnell) • Handwriting Without Tears Teaching Guide • Handwriting Without Tears Digital Teaching Tool

<p>Word Work:</p> <ul style="list-style-type: none"> • Learning to recognize high frequency words • Understanding that letters make up words • Exploring simple CVC patterns (example -an, -ay) • Understanding difference between consonant and vowels. • Sort letters by features (tall letters, short letters) <p>Phonics:</p> <ul style="list-style-type: none"> • Rhyme & Letters in words have sounds • Hearing beginning, middle and ending sounds & Blending syllables • Phoneme identity: Which sound is the same in all 3 words (cat, can, cake) • Short vowel sounds & Matching /sorting words with the same beginning sound <p>Resources:</p> <ul style="list-style-type: none"> • Words Their Way : Letter and Picture Sorts for Emergent Spellers (orange book) • Words Their Way : Letter Name Word sorts for Alphabetic Spellers (red book) • Phonics Lessons, Word and How They Work: Grade K (Fountas & Pinnell) • Teacher College High Frequency Word List 	<p>Assessment/ Report Card Standards: Report Card Standards</p> <ul style="list-style-type: none"> • Concepts of Print • Upper and Lowercase Letters • Letter Sounds • Phonological Awareness <p>Assessment</p> <ul style="list-style-type: none"> • Teachers College high frequency word assessment • Phonological Awareness Assessment
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Reader’s Workshop Big Ideas:

The student will:

- Read emergent storybooks with a partner
- Discover different ways to read a story
- Find books that are “just right” when book shopping
- Notice connections between texts
- Invent fun things to do with stories that they know really well

Interactive Read Aloud Big Ideas:

- Modeling stopping to think about your reading and know what to do when it doesn’t make sense
- Modeling how to re-read to sound more like a storyteller (smooth rhythm vs robot)
- Model how readers gain new vocabulary in texts

Shared Reading Big Ideas:

- Concepts of print
- Read books using a storyteller’s voice
- Noticing patterns in books
- Develop new ideas for pages that fit pattern of the book
- Engaging the reader to use pictures to figure out words and what is going on in the story

Thinking Strategy: Monitoring

Comprehension Strategy: Monitoring for Fluency

Oral Storytelling Big Ideas:

- Tell stories that include who, where, when, what happened
- Tell stories that follow a logical sequence of events
- Use descriptive words (modifiers)
- Express opinions & explain reasoning (because...)

Common Language:

- Pattern books, Storyteller voice, Robot voice

Assessment/ Report Card Standards:

Report Card Standards:

- Reads and comprehends end of year text

Writer’s Workshop Big Ideas:

The student will:

- Write pattern books
- Write fancier pattern books
- Write pattern books with an opinion

Interactive Writing Big Ideas:

- Make big books that have a pattern
- Writing high frequency words

Grammar:

- Use noun and verb
- Use noun and verb agreement (I can)
- Use prepositional phrases (to the bus, on the bus)
- Use modifiers (red dress, ran fast)
- Write in past tense
- Write in present tense
- Write in future tense

Conventions:

- Demonstrate knowledge of the use of upper- and lowercase letters
- Use capital letters in the beginning position in a few familiar proper nouns
- Show awareness of the first place position of capital letters in words
- Use a capital letter for the first word of a sentence
- Capitalize I
- Use upper case letter in titles

Handwriting:

- Capital letters Q,G,S,T,J
- Numbers 10, Numbers for me, Review Numbers

Common Language:

- Label, writing celebration, revise, publish, pattern book

Assessment/ Report Card Standards:

Report Card Standards:

- Composes Narrative Piece

<ul style="list-style-type: none"> • Uses decoding strategies to read fluently • Concepts of print • High frequency words • Letter sounds • Upper and lowercase letters • Phonological awareness <p>Assessments:</p> <ul style="list-style-type: none"> • Teachers College: Benchmark, Concepts of Print Assessment, High Frequency Word Assessment, Letter Identification Assessment • Conferring Notes • Informal Running Records • Phonological Awareness Assessment 	<ul style="list-style-type: none"> • Composes Opinion Piece • Semi-phonetic spelling • Applies Grammar Skills in Written Work <p>Assessments:</p> <ul style="list-style-type: none"> • Conferring notes • Cold writes • Published pieces • Interactive writing
<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Reading Workshop Grade K By: Lucy Calkins • Multiple copies of Emergent Story Books (table baskets) • Fiction & Nonfiction Texts • Lots of Level A & B books (pattern books) • Classroom Library <ul style="list-style-type: none"> -ABC books -Simple Pattern books -Songs -Color books -Nursery Rhymes -Counting Books -Rhyming books -Poems 	<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Writing Workshop Grade K By: Lucy Calkins • Lucy Calkins Units of Study for Primary Writing • Lucy Writing Paper • Mentor Texts • The Continuum of Literacy Learning (Fountas & Pinnell) • Handwriting Without Tears Teaching Guide • Handwriting Without Tears Digital Teaching Tool
<p>Word Work:</p> <ul style="list-style-type: none"> • Learning to recognize high frequency words • Understanding that letters make up words • Exploring simple CVC patterns (example -an, -ay) • Understanding difference between consonant and vowels. • Sort letters by features (tall letters, short letters) <p>Phonics:</p> <ul style="list-style-type: none"> • Rhyme & Letters in words have sounds • Hearing beginning, middle and ending sounds & Blending syllables • Phoneme identity: Which sound is the same in all 3 words (cat, can, cake) • Short vowel sounds & Matching /sorting words with the same beginning sound <p>Resources:</p> <ul style="list-style-type: none"> • Words Their Way : Letter and Picture Sorts for Emergent Spellers (orange book) • Words Their Way : Letter Name Word sorts for Alphabetic Spellers (red book) • Phonics Lessons, Word and How They Work: Grade K (Fountas & Pinnell) • Teacher College High Frequency Word List 	<p>Assessment/ Report Card Standards:</p> <p>Report Card Standards</p> <ul style="list-style-type: none"> • Concepts of Print • Upper and Lowercase Letters • Letter Sounds • Phonological Awareness <p>Assessment</p> <ul style="list-style-type: none"> • Teachers College high frequency word assessment • Phonological Awareness Assessment

Reader’s Workshop Big Ideas:

The student will:

- Teach themselves about a book before they start reading
- Use what they know about a book to help them read it
- Teach and remind their partners to use good reading habits and strategies
- Reread books to become stronger readers

Interactive Read Aloud Big Ideas:

- Model what readers do before reading (picture walk and predictions)
- Use Think Alouds to model using pictures and patterns to help the reader make sense of the story
- Model concepts of Print
- Model how readers gain new vocabulary in texts

Shared Reading Big Ideas:

- Concepts of print
- Use the words we know to help us be a better reader
- Noticing patterns in books and when they change
- Develop new ideas for pages that fit pattern of the book
- Engaging the reader to use pictures to figure out words and what is going on in the story

Thinking Strategy: Monitoring / Schema / Visualizing

Comprehension Strategy: Making connections and predictions

Oral Storytelling Big Ideas:

- Tell stories to include who, where, when and logically sequenced events
- Tell stories that include an emotion
- Use prepositional phrases and words that describe (modifiers)

Common Language:

- Visualizing, Reading Habits, Reading Strategies

Assessment/ Report Card Standards:

Report Card Standards:

- Reads and comprehends end of year text

Writer’s Workshop Big Ideas:

The student will:

- Write small moment stories in booklets
- Get ready and practice writing more on the page
- Craft small moments with importance, detail, and purpose
- Bring small moments to life: fine-tuning, publishing, and sharing our best small moment stories

Interactive Writing Big Ideas:

- Make big books that have a pattern
- Writing high frequency words

Grammar:

- Use noun and verb
- Use noun and verb agreement (I can)
- Use prepositional phrases (to the bus, on the bus)
- Use modifiers (red dress, ran fast)
- Write in past tense, present tense, future tense

Conventions:

- Demonstrate knowledge of the use of upper- and lowercase letters
- Use capital letters in the beginning position in a few familiar proper nouns
- Show awareness of the first place position of capital letters in words
- Use a capital letter for the first word of a sentence
- Capitalize I
- Use upper case letter in titles
- Notice the use of punctuation marks in books & try them out in own writing

Handwriting:

- Review Capital letters, Lowercase letters c,o,s,v,w,
- Review Numbers

Common Language:

- Small Moment(seed story), label, watermelon story, writing celebration, revise, publish

Assessment/ Report Card Standards:

Report Card Standards:

- Composes Narrative Piece

<ul style="list-style-type: none"> • Concepts of print • High frequency words • Letter sounds • Upper and lowercase letters • Phonological awareness <p>Assessments:</p> <ul style="list-style-type: none"> • Teachers College: Benchmark, Concepts of Print Assessment, High Frequency Word Assessment, Letter Identification Assessment • Conferring Notes • Informal Running Records • Phonological Awareness Assessment 	<ul style="list-style-type: none"> • Composes Opinion Piece • Semi-phonetic spelling • Applies Grammar Skills in Written Work <p>Assessments:</p> <ul style="list-style-type: none"> • Conferring notes • Cold writes • Published pieces • Interactive writing
<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Reading Workshop Grade K By: Lucy Calkins • Multiple copies of Emergent Story Books (table baskets) • Fiction & Nonfiction Texts • Lots of Level C & D books (books where the pattern changes) • Classroom Library <ul style="list-style-type: none"> -ABC books -Simple Pattern books -Songs -Color books -Nursery Rhymes -Counting Books -Rhyming books -Poems 	<p>Resources:</p> <ul style="list-style-type: none"> • A Curricular Plan for Writing Workshop Grade K By: Lucy Calkins • Lucy Calkins Units of Study for Primary Writing: Small Moments: Personal Narrative Writing • Lucy Writing Paper • Mentor Texts • The Continuum of Literacy Learning (Fountas & Pinnell) • Handwriting Without Tears Teaching Guide • Handwriting Without Tears Digital Teaching Tool

<p>Word Work:</p> <ul style="list-style-type: none"> • Learning to recognize high frequency words • Understanding that letters make up words • Exploring simple CVC patterns (example -at, -in, -it etc.) • Changing the first letter to make a new word (bat changes to hat) • Understanding difference between consonant and vowels. <p>Phonics:</p> <ul style="list-style-type: none"> • Rhyme • Letters in words have sounds • Hearing beginning, middle and ending sounds • Breaking up words with onset and rime (/c/ - /ap/) • Short vowel sounds, digraphs • Matching /sorting words with the same beginning sound • Blending syllables <p>Resources:</p> <ul style="list-style-type: none"> • Words Their Way : Letter and Picture Sorts for Emergent Spellers (orange book) • Words Their Way : Letter Name Word sorts for Alphabetic Spellers (red book) • Phonics Lessons, Word and How They Work: Grade K (Fountas & Pinnell) • Teacher College High Frequency Word List 	<p>Assessment/ Report Card Standards:</p> <p>Report Card Standards</p> <ul style="list-style-type: none"> • Concepts of Print • Upper and Lowercase Letters • Letter Sounds • Phonological Awareness <p>Assessment</p> <ul style="list-style-type: none"> • Teachers College high frequency word assessment • Phonological Awareness Assessment
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<p>Reader’s Workshop Big Ideas: The student will:</p> <ul style="list-style-type: none"> • Work hard to learn information from nonfiction texts • See more than the text on the page in a nonfiction book • Compare and contrast nonfiction books on the same topic <p>Interactive Read Aloud Big Ideas:</p> <ul style="list-style-type: none"> • Model through think alouds why readers read non-fiction texts • Use think alouds to highlight what can readers can learn from nonfiction texts • Use think alouds to compare and contrast books on the same topic • Model how readers gain new vocabulary in nonfiction text • Model how readers notice the differences in format of a nonfiction text vs. fiction text <p>Shared Reading Big Ideas:</p> <ul style="list-style-type: none"> • Concepts of print • Model that we use nonfiction to read to learn instead of learn to read • Model the use of nonfiction text features and how they help you read the book <p>Thinking Strategy: Determining Importance</p> <p>Comprehension Strategy: Main Topic and Supporting Details</p> <p>Oral Storytelling Big Ideas:</p> <ul style="list-style-type: none"> • Tell stories to include who, where, when and logically sequenced events • Tell stories that include an emotion • Use prepositional phrases and words that describe (modifiers) • Express and reflect on feelings 	<p>Writer’s Workshop Big Ideas: The student will:</p> <ul style="list-style-type: none"> • Use their writing to teach others • Write how-to books • Write so that readers can read the text and follow the directions • Revise their how-to texts, and make new texts worlds better • Publish their how-to books <p>Interactive Writing Big Ideas:</p> <ul style="list-style-type: none"> • Make big books that have a pattern • Writing high frequency words <p>Grammar:</p> <ul style="list-style-type: none"> • Use noun and verb • Use noun and verb agreement (I can) • Use prepositional phrases (to the bus, on the bus) • Use modifiers (red dress, ran fast) • Write in past tense, present tense, future tense <p>Conventions:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the use of upper- and lowercase letters • Use capital letters in the beginning position in a few familiar proper nouns • Show awareness of the first place position of capital letters in words • Use a capital letter for the first word of a sentence • Capitalize I • Use upper case letter in titles • Notice the use of punctuation marks in books & try them out in own writing <p>Handwriting:</p> <ul style="list-style-type: none"> • Lowercase letters t,a,d,g,u,i,e • Review Numbers
<p>Common Language:</p> <ul style="list-style-type: none"> • Main Topic, Supporting Details, Nonfiction book, Fiction book, Compare and contrast 	<p>Common Language:</p> <ul style="list-style-type: none"> • how to writing, transitional words, sequencing, author’s celebration, cold write, writing prompt
<p>Assessment/ Report Card Standards: Report Card Standards:</p> <ul style="list-style-type: none"> • Reads and comprehends end of year text • Concepts of print 	<p>Assessment/ Report Card Standards: Report Card Standards:</p> <ul style="list-style-type: none"> • Composes Narrative Piece • Composes Opinion Piece

<ul style="list-style-type: none"> • High frequency words • Letter sounds • Upper and lowercase letters • Phonological awareness <p>Assessments:</p> <ul style="list-style-type: none"> • Teachers College: Benchmark, Concepts of Print Assessment, High Frequency Word Assessment, Letter Identification Assessment • Conferring Notes • Informal Running Records • Phonological Awareness Assessment 	<ul style="list-style-type: none"> • Semi-phonetic spelling • Applies Grammar Skills in Written Work <p>Assessments:</p> <ul style="list-style-type: none"> • Conferring notes • Cold writes • Published pieces • Interactive writing
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<p>Reader’s Workshop Big Ideas: The student will:</p> <ul style="list-style-type: none"> • Notice when there is a tricky part and take action • Reread with purpose • Help their reading partners when they encounter tricky parts <p>Interactive Read Aloud Big Ideas:</p> <ul style="list-style-type: none"> • Demonstrate using strategies to figure out tricky words • Think aloud “why?” questions to deepen thinking and pique curiosity • Model strategies such as finding the main idea, asking and answering questions and figuring out new vocabulary • Model identifying characters, setting and major events in stories • Model comparing and contrasting the adventures and experiences of characters in familiar stories • Model getting to know favorite characters in depth, studying their actions, behaviors and feelings <p>Shared Reading Big Ideas:</p> <ul style="list-style-type: none"> • Model using M,S,V cues to make sure what we read makes sense • Reinforce skills needed for students to begin monitoring independently • Reinforce skills needed for students to begin cross checking independently • Model using print strategies to word solve • Use spelling inventories to decide what features and word-solving strategies to highlight <p>Thinking Strategy: Questioning</p> <p>Comprehension Strategy: Compare & contrast</p> <p>Oral Storytelling Big Ideas:</p> <ul style="list-style-type: none"> • Tell stories to include who, where, when and logically sequenced events • Tell stories that include an emotion • Use prepositional phrases and words that describe (modifiers) • Express and reflect on feelings 	<p>Writer’s Workshop Big Ideas: The student will:</p> <ul style="list-style-type: none"> • Write to learn about the world around them • Use what they know about nonfiction writing to teach others what they have learned • Write with partners and record their experiments • Put all of their learning together and publish the “Lab Reports” <p>Grammar:</p> <ul style="list-style-type: none"> • Use noun and verb • Use noun and verb agreement (I can) • Use prepositional phrases (to the bus, on the bus) • Use modifiers (red dress, ran fast) • Write in past tense • Write in present tense • Write in future tense <p>Conventions:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the use of upper- and lowercase letters • Use capital letters in the beginning position in a few familiar proper nouns • Show awareness of the first place position of capital letters in words • Use a capital letter for the first word of a sentence • Capitalize I • Use upper case letter in titles • Notice the use of punctuation marks in books & try them out in own writing • Use periods, exclamation points, and question marks as ending marks • Read one’s writing aloud and think where punctuation would go <p>Handwriting:</p> <ul style="list-style-type: none"> • Lowercase letters l,k,y,j • Review uppercase letters and numbers
<p>Common Language:</p> <ul style="list-style-type: none"> • Main Topic, Supporting Details, Nonfiction book, Fiction book, Compare and contrast 	<p>Common Language:</p> <ul style="list-style-type: none"> • author, text/words, illustrator, illustration, small moment story/many moment story, revise/edit, publish, writers celebration

<p>Assessment/ Report Card Standards: Report Card Standards:</p> <ul style="list-style-type: none"> • Reads and comprehends end of year text • Concepts of print • High frequency words • Letter sounds • Upper and lowercase letters • Phonological awareness <p>Assessments:</p> <ul style="list-style-type: none"> • Teachers College: Benchmark, Concepts of Print Assessment, High Frequency Word Assessment, Letter Identification Assessment • Conferring Notes • Informal Running Records • Phonological Awareness Assessment 	<p>Assessment/ Report Card Standards: Report Card Standards:</p> <ul style="list-style-type: none"> • Composes Narrative Piece • Composes Informative/Explanatory Piece • Semi-phonetic spelling • Applies Grammar Skills in Written Work <p>Assessments:</p> <ul style="list-style-type: none"> • Conferring notes • Cold writes • Published pieces • Interactive writing
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Reader’s Workshop Big Ideas:

The student will:

- Have strategies for getting to know a character
- Work with partners to pretend we are the characters in our books
- Perform books in reading clubs to become experts about characters and stories

Interactive Read Aloud Big Ideas:

- Model integrating thinking strategies to deepen understandings of characters by making connections and empathizing with a character’s situations, experiences, and relationships
- Model using story elements to deepen understanding of characters
- Model reading and re enacting stories by taking on the roles of narrators and characters, using expressions, tones and gestures (dramatic interpretation)

Shared Reading Big Ideas:

- Emphasize reading high-frequency words in a snap
- Model cross checking meaning with letter/sound relationships
- Model using M,S,V cues to make sure what we read makes sense
- Reinforce skills needed for students to begin monitoring independently
- Reinforce skills needed for students to begin cross checking independently
- Model inferring through thinking aloud
- Model following characters to help us know what is happening in the story
- Model finding clues in the book to support what we are learning about our characters (studying text/pictures/title/cover)

Thinking Strategy: Inferring

Comprehension Strategy: Drawing conclusions

Oral Storytelling Big Ideas:

- Tell stories to include who, where, when and logically sequenced events
- Tell stories with a change in emotion from beginning to end
- Use prepositional phrases and words that describe (modifiers)
- Express and reflect on feelings

Common Language:

- Inferring, Drawing conclusions, Decoding Strategies

Writer’s Workshop Big Ideas:

The student will:

- Write like a mentor author
- Learn to live like an author

Interactive Writing Big Ideas:

- Make big books that have a pattern
- Writing high frequency words

Grammar:

- Use noun and verb
- Use noun and verb agreement (I can)
- Use prepositional phrases (to the bus, on the bus)
- Use modifiers (red dress, ran fast)
- Write in past tense, present tense, future tense

Conventions:

- Demonstrate knowledge of the use of upper- and lowercase letters
- Use capital letters in the beginning position in a few familiar proper nouns
- Show awareness of the first place position of capital letters in words
- Use a capital letter for the first word of a sentence
- Capitalize I
- Use upper case letter in titles
- Notice the use of punctuation marks in books & try them out in own writing
- Use periods, exclamation points, and question marks as ending marks
- Read one’s writing aloud and think where punctuation would go

Handwriting:

- Lowercase letters p,r,n,m,h,b,f,q

Common Language:

- label, all about book, revise, publish, writers celebration, author, illustration, how-to book
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<p>Assessment/ Report Card Standards: Report Card Standards:</p> <ul style="list-style-type: none"> • Reads and comprehends end of year text • Concepts of print • High frequency words • Letter sounds • Upper and lowercase letters • Phonological awareness <p>Assessments:</p> <ul style="list-style-type: none"> • Teachers College: Benchmark, Concepts of Print Assessment, High Frequency Word Assessment, Letter Identification Assessment • Conferring Notes • Informal Running Records • Phonological Awareness Assessment 	<p>Assessment/ Report Card Standards: Report Card Standards:</p> <ul style="list-style-type: none"> • Composes Narrative Piece • Composes Informative/Explanatory Piece • Semi-phonetic spelling • Applies Grammar Skills in Written Work <p>Assessments:</p> <ul style="list-style-type: none"> • Conferring notes • Cold writes • Published pieces • Interactive writing
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Reader’s Workshop Big Ideas:

The student will:

- Use reading to reach out and make connections with others
- Study the craft of structure in books to discover how they should be read (tone/voice)
- Set and work toward goals to make us even better at reading for others
- Engage in conversations about books

Interactive Read Aloud Big Ideas:

- Model studying cues from the craft of structure of books to read them fluently
- Model adding intonation, stress and tone to your voice as you read
- Model reading expository texts to gain new information
- Model picking up and talking about interesting information in a text

Shared Reading Big Ideas:

- Emphasize reading high-frequency words in a snap
- Model asking questions as you read to gain information about the text
- Model using decoding strategies to problem solve hard parts
- Model using the picture to help understand or solve unknown words in text
- Model reading aloud with fluency
- Model reflecting meaning with your voice (pause, stress and phrasing)
- Show interpretation of characters’ intentions or feelings in your voice

Thinking Strategy: Synthesizing

Comprehension Strategy: Drawing conclusions

Oral Storytelling Big Ideas:

- Tell stories to include who, where, when and logically sequenced events
- Tell stories with a change in emotion from beginning to end
- Use prepositional phrases and words that describe (modifiers)
- Express and reflect on feelings

Common Language:

- Synthesizing, Drawing conclusions, Decoding Strategies

Assessment/ Report Card Standards:

Report Card Standards:

- Reads and comprehends end of year text
- Concepts of print

Writer’s Workshop Big Ideas:

The student will:

- Exploring the craft of poetry
- Revising and publishing songs and poetry

Interactive Writing Big Ideas:

- Writing songs, rhymes and poems
- writing high frequency words

Grammar:

- Use noun and verb
- Use noun and verb agreement (I can)
- Use prepositional phrases (to the bus, on the bus)
- Use modifiers (red dress, ran fast)
- Write in past tense
- Write in present tense
- Write in future tense

Conventions:

- Demonstrate knowledge of the use of upper- and lowercase letters
- Use capital letters in the beginning position in a few familiar proper nouns
- Show awareness of the first place position of capital letters in words
- Use a capital letter for the first word of a sentence
- Capitalize I
- Use upper case letter in titles
- Notice the use of punctuation marks in books & try them out in own writing
- Use periods, exclamation points, and question marks as ending marks
- - Read one’s writing aloud and think where punctuation would go

Handwriting:

- Lowercase letters x,z
- Review uppercase, lowercase and numbers

Common Language:

- Poem, song, rhyme, poetry performance

Assessment/ Report Card Standards:

Report Card Standards:

- Composes Narrative Piece
- Composes Informative/Explanatory Piece

<ul style="list-style-type: none"> • High frequency words • Letter sounds • Upper and lowercase letters • Phonological awareness <p>Assessments:</p> <ul style="list-style-type: none"> • Teachers College: Benchmark, Concepts of Print Assessment, High Frequency Word Assessment, Letter Identification Assessment • Conferring Notes • Informal Running Records • Phonological Awareness Assessment 	<ul style="list-style-type: none"> • Semi-phonetic spelling • Applies Grammar Skills in Written Work <p>Assessments:</p> <ul style="list-style-type: none"> • conferring notes • cold writes • published pieces • interactive writing
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City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

Reading Workshop	Grade: K	Unit of Study: We Are Readers Exploring the Exciting World of Books	Timeline: August/September
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Big Idea: Be Part of a Community of Readers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Know that they are a reader● Follow established classroom routines during the workshop time such as:<ul style="list-style-type: none">○ coming to the carpet○ reading by themselves○ reading with a partner○ reading spots○ taking care of books○ respecting others time and space● Reread their books again and again● Readers know that we read at school and home	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Tell students that we are going to have a set time each day to have time to read, because it is important to learn how to read and there is going to be time to read by yourself and also reading with a partner each day.● Teach students that books need to be taken care of because we want everyone to be able to use them. Return books in baskets on tables when finished reading.● Teach students where the meeting place is in the room where we will come together as a community of readers each day and that we need to listen to the teacher when we are here to learn how to be a better reader.● Teach students to love books and that we read books again and again because we love reading them so much. We can read books in a variety of ways; read the pictures, read the words, retell the book to yourself or a partner.● Teach students what an appropriate noise level is when reading a book.● Teach students how to read with a partner. Sit by each other and share the books together and talk about the book.● Teach students that good readers read EVERYWHERE! We read at school, home, store, in the car, etc.● Teach students that they cannot get up and interrupt the teacher during the workshop unless they have an emergency.
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City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Concepts of Print ● TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL/Special Education students-Beginning language learners will benefit from a chart with pictures illustrating activities like coming to the carpet, reading to self, reading with partners, reading spots and other basic directions. Point to the picture when giving this instruction for the first few months. Use the same phrase like “come to the carpet” when asking students to follow that instruction while pointing to the picture. ● Stress the importance of reading and instill in students to love reading. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Start students that are readers in book shopping on their correct level.
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<p>Resources: Lucy Calkins' A Curricular Plan for The Reading Workshop Grade: K Unit 1: We Are Readers Exploring the Exciting World of Books</p> <p>Growing Readers by Kathy Collins Chapter 3 :Units of Study in the Primary Reading Workshop Getting Ready: Setting the Tone and the Bottom Lines</p>	<p>Teacher Notes: Sample Charts</p> 
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City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

Reading Workshop	Grade: K	Unit of Study: We Are Readers Exploring the Exciting World of Books	Timeline: August/September
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Big Idea: Build Good Reading Habits

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Understand what a good reader looks like● Understand what a good reader sounds like● Understand what a good reader does when they are finished reading a book● Understand how a good reader selects a book they want to read	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Demonstrate the wrong way to read a book, have students discuss what you were doing wrong and why we can't do that when we read. Then demonstrate the correct way to read a book and have the students tell you what you were doing correct and why we need to do those things when we are reading.<ul style="list-style-type: none">○ Repeat this mini lesson several times throughout the week and instead of you demonstrating have the students who are struggling come up and demonstrate.● Build students reading stamina each day (independently and with a partner).● Teach students they have a great job to become a reader this year. Share with students a forever book (a book that you love to read) and share the story with them. Have them in return bring in their forever book to share with the class tomorrow. [Growing Readers; Readers Build Good Habits Week 1 Day 1].● Have students share their forever book with the class and why it is their forever book [Growing Readers; Readers Build Good Habits Week 1 Day 2].● Share your favorite reading memory with students and sketch it and have the students begin to share their reading memories with each other and show how their reading memories will connect with what we do in reader's workshop Growing Readers; Readers Build Good Habits Week 1 Day 3].● Continue with Growing Reader's Lessons as fit for your classroom. Sample topics include: Reading Identities, Readers Take Care of Books, Making Our Classroom a Good Place to Read (Reader's Workshop Procedures), Staying Focused on Reading, Reader's think and talk about books with others.
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City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observation● Conferring
<p>Re-teaching:</p> <ul style="list-style-type: none">● Work in a small group with students who do not understand. Give them a designated space and a specific goal you would like them to work on for the day and check in with them often for understanding● Use a timer to cue students on time for increasing stamina. Remind students that as we increase stamina, the time will increase.● For ELL/Special Education students-provide a visual cue (like a photograph of a student reading correctly) and point to this before you begin a discussion of the right and wrong way to read a book. Do this each time you begin this discussion so that the student can connect these ideas.● For ELL/Special Education students- If students are struggling with behavioral expectations during read to self or come to the carpet, refer to the visual cue in the room that highlights this expectation and practice. You may need to model with your body several times. Use keywords like “my turn” when you practice and “your turn” when it is their turn to practice. Avoid changing these words or using synonyms until the routine is well established.	<p>Enrichment:</p> <ul style="list-style-type: none">● Work on reading strategies that students are struggling with and show them how to use post its to mark places in books they like or they have a question about.

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<p>Resources:</p> <p>Growing Readers by Kathy Collins</p> <p>Daily 5 by the Sisters</p> <p>Reading with Meaning by Debbie Diller</p> <p>Mosaic of Thought by Ellin Keene</p>	<p>Teacher Notes:</p>  <p>Website with Reader's Workshop minilessons http://www.maiolo.org/2nd_Grade/Mini_Lessons.html</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	Equity	Research
x	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	Technology	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Reading Workshop	Grade: K	Unit of Study: We Are Readers Exploring the Exciting World of Books	Timeline: August/September
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Big Idea: Go on Adventures in Books

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Understand that they have intentions and purposes for reading, no matter what kind of reading they are doing• Go on adventures in books by studying the pictures and pretending they are the characters• Be pattern detectives looking for word patterns, rhyming patterns, and so on	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Be a community of readers that go on adventures in books and get them excited to be a reader• Read lots of different genres of books to get the students excited about reading books and appeal to their individual interests<ul style="list-style-type: none">○ Take a survey of topics or subjects they are interested in to make a list of books to use with them• Take a book they enjoy reading and feel comfortable with and have a performance of the book for the class• Have the students practice retelling or reading to them or their partner talking in the characters voice• Show the students how they can use the patterns in books to help them when reading• Show the students how to use the pictures to help them solve unknown or tricky words when reading books• Have students pick a book, look at the cover, and think about what's going on• Show them book handling skills• Have students find stuff they know in books; have them find the things they know about and they are the expert on• When conferencing with students make sure to always ask them what they doing as a reader now
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Conferring
- Concepts of Print
- Observations
- Student Inventory

Re-teaching:

- Work with individuals that are struggling to read and start with the “classics” and things in which they are interested.
- Highlight the word patterns, rhyming words, and other patterns, using highlighting tape. Discuss these patterns while rereading the book/passage.
- Some students may still need to work on one-to-one, matching initial sounds and pictures to make a good guess at unfamiliar words and using the patterns to predict how books will go. You can then revisit those shared reading texts with small groups of children who need the extra support so that they can catch up.

Enrichment:

- Have students find patterns in independent reading.

Resources:

Lucy Calkins' A Curricular Plan for The Reading Workshop Grade: K
Unit 1: We Are Readers Exploring the Exciting World of Books

Teacher Notes:



<http://www.teacherspayteachers.com/Product/Blasting-Off-with-Readers-Workshop-Unit-1-by-Kim-Adsit-and-Michele-Scannell>

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Interactive Read Aloud	Grade: K	Unit of Study: We Are Readers Exploring the Exciting World of Books	Timeline: August/September
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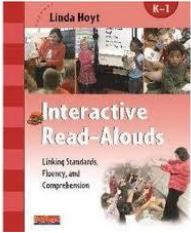

Big Idea: Modeling how to think about a book before reading using picture walk, in a variety of books, and gain new vocabulary

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Take picture walks in books before they begin reading books • Read a variety of genres • Gain new vocabulary through reading 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Model taking a picture walk prior to reading the book. • When reading plot out points in the book that you are going to stop and talk about that you saw during the picture walk. • Read lots of different genres of books. • Pick out different vocabulary terms to have the students define. • Provide students the opportunity to turn and talk about three times through the book.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) • Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Conferring • Turn and talk • Questioning students and their responses • Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Meet with students in a small group to review vocabulary terms. • Have students draw picture clues to help reinforce vocabulary. • Have students identify tricky words in their reading. • Discuss words that they don't understand. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • After modeling a picture walk, have a student model a picture walk for the book he/she is reading.
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<p>Resources: The Continuum of Literacy Learning by Fountas and Pinnell</p> <p>Interactive Read Aloud Lessons by Linda Hoyt</p> 	<p>Teacher Notes:</p>  <p>Turn and Talk/Partner Sharing</p> <p>Storylineonline.net listen to book and stop and talk during the read aloud</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.10

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Shared Reading	Grade: K	Unit of Study: We Are Readers Exploring the Exciting World of Books	Timeline: August/September
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Big Idea: Concepts of Print, Patterns in books, Using pictures to make meaning, Showing the reader what you do before, during, and after reading

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Identify all of the concepts of print ● Students will notice patterns in books ● Use the picture to say: “this picture teaches me that...” ● Show what you do as a reader before, during, and after reading 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Make an anchor chart labeling all of the parts of the book. ● Demonstrate and point out the parts of the book and concepts of print when reading your shared reading materials. ● Use a pointer to track print. ● Use grid games for directionality.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Concepts of Print Assessment
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Make copy of simple text to have child use a highlighter or colored chip to practice tracking text from left to right. ● Use chip to help with one to one correspondence. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● For kids who are early readers, have them dictate a caption for the picture, or write a simple caption that they can match to what the picture is telling them.
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<p>Resources: Big Books Poems The Continuum of Literacy Learning by Fountas & Pinnell</p>	<p>Teacher Notes: Parts of a Book</p>  
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning		Equity	X	Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.10

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Thinking Strategy	Grade: K	Unit of Study: We Are Readers Exploring the Exciting World of Books	Timeline: August/September
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Big Idea: Monitoring

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Learn to listen to their “inner voice” when reading or listening to read alouds to monitor their comprehension and enjoy reading• Begin to notice when the text they are reading or listening to makes sense and when it does not• Learn and apply decoding strategies that include using the meaning, visual and syntax cueing systems. (MSV)• Use strategies to monitor their comprehension such as re-reading, thinking aloud, using pictures, visualizing, questioning and thinking about what they already know (schema)	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Model monitoring when decoding- does it look right? Teach children to stop and notice when a word does not look correct in a text. Model how students will stop and think aloud about the word and try different words or sounds to figure out the correct word.• Model monitoring when decoding- does it sound right? Teach students to notice when sounds do not match with letters within a word.• Model monitoring when decoding- does it make sense? Teach students to notice when words do not make sense within a text.• Teach students that we also monitor for understanding by listening to our “inner voice.” Readers stop and think about the text and notice what is taking place in the story.• Teacher should be modeling monitoring strategies during both interactive read aloud and shared reading. Students will use turn and talks/stop and draws to demonstrate how they monitor their understanding. After the students have been familiarized with it, then try introducing it during reader’s workshop.• In read alouds, model how you notice when the story doesn’t make sense and what strategies you use to fix it. Example: “Huh? That doesn’t make sense. I don’t know what that word means. I am going to read to the end of the sentence and see if I can figure out its meaning. Then I can go back and reread.”
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts 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 about what a speaker says in order to gather additional information or clarify something that is not understood
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation.

Assessment for Learning:

- Observation
- Conferring notes
- Turn and talks

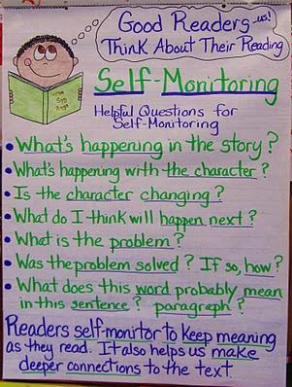
Re-teaching:

- Within a small group, guided reading or strategy group, ask students to stop after every sentence or every few sentences to monitor for meaning. Less proficient readers may be so focused on decoding that they don't pay attention to meaning. Repeated reading of the sentence/sentences provides opportunity to focus attention on questioning for meaning.
- Teach strategies to use when meaning is lost - rereading, asking questions, visualizing, etc. and model/provide tips on when to use each strategy.

Enrichment:

- Students reading at higher levels may need more support in monitor for comprehension than decoding.

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<p>Resources: Lucy Calkins' A Curricular Plan for The Reading Workshop Grade: K Unit 1: We Are Readers Exploring the Exciting World of Books</p> <p>Mosaic of Thought by Keene and Zimmermann</p>	<p>Teacher Notes:</p> <p>The thinking strategy can be integrated into several aspects in the classroom.</p> 
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.10

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Word Work	Grade: K	Unit of Study: We Are Readers Exploring the Exciting World of Books	Timeline: August/September
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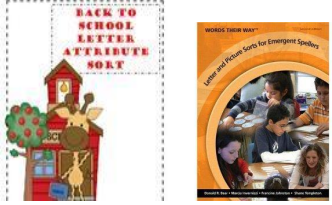
Big Idea: Recognize names of students in the class, understanding that letters make up your name, sort letters by features

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Know they have a name that has letters and know what the letters are• Sort letters by their different features (short, tall, letters with a tail)	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Find out what your students know about letters and sounds• Name inquiry; each day in whole class lessons, one child's name is featured and the class studies the name in many different ways• Children learn the concepts of words and of letters, first and last sounds, letter names and features, hearing and saying syllables.• Use the Sort 15 Font Sorts and Matching Capital/Lowercase Letters in the Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book)• Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: ELC1-2, LK 1-4, PA 1-2
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)• Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Identify their name• Write their name• Concept Sorts• Primary Words Spelling Inventory• Writing Samples• TC Benchmark for Reading Level• Concepts of Print Assessment
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Help student distinguish their name from classmates by giving them 2-3 names of students along with their own. Focus on counting letters and looking at letter features. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Have students sort names of classmates by the number of syllables found in each name, or by vowel sounds. Students who have letter and sound knowledge already can begin working on Consonant Sound Sorts 16, 19 & 22 in the Words Their Way for Emergent Spellers (Orange Book)
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<p>Resources: Lucy Calkins' A Curricular Plan for The Reading Workshop Grade: K Unit 1: We Are Readers Exploring the Exciting World of Books</p> <p>Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book)</p> <p>Phonics Lessons, Letters, Words and How They Work: Grade K by Fountas & Pinnell</p>	<p>Teacher Notes:</p>  <p>http://www.teacherspayteachers.com/Store/Deedee-Wills/Order:Best-Sellers/Page:2</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3	Goal 1.6	R1Ca.b.c	RF.K.2 RF.K.3

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Phonics	Grade: K	Unit of Study: We Are Readers Exploring the Exciting World of Books	Timeline: August/September
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Big Idea: Recognize that letters have sounds and putting sounds together makes words

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Recognize and produce rhyming words● Hear the first and last sounds in words● Recognize that letters in your names have sounds● Clap the syllables in the names of students	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Once rhyming has been introduced, gather students into a circle and have children walk around in a big circle taking one step each time a rhyming word is said by the teacher. When the teacher says a word that doesn't rhyme, the children sit down.● During shared reading of poems that rhyme, pause at the end of phrases and let the students supply the rhyming words. After you have read the poem together ask students to find the rhyming words. Generate other words that rhyme with these rhyming words.● Get a small bag (gift bag or small canvas bag) and place small manipulatives or picture cards inside the bag. Use the rhyme included below in the teacher notes as students try to guess what is in the bag.● Add the names of your students to your classroom word wall by saying each name while stressing the first sound. Have students identify the first sound and which letter represents that sound and help them place it on the word wall.● Talk with children about why knowing about syllables can help them when they read and write. Ask them to clap with you as you say the names of students in your class.● For Rhyming Words you can use Sorts 7-10, 13,18, 23 in the Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book)● For clapping syllables you can use Sorts 11-12 in the Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book)● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: ELC1-2, LK 1-4, PA 1-2
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Phonological Awareness Assessment
- Observations

Re-teaching:

- **For ELL/Special Education students-** Students may need a smaller set of rhyming words to begin. Introduce five words that rhyme with illustrations without any distracters at first. Add a physical response (like a dance with the words “that’s a rhyme”) that students will do each time they see a rhyme.
- Practice with words that rhyme then introduce a new set of words that do not rhyme with a different physical response (like a dance with the words “not a rhyme”).
- Have students practice with a smaller set of words for an extended period of time.
- Use the alphabet linking chart to help students match the beginning and end sounds in words.

Enrichment:

- Students who have a solid understanding of rhyming words, beginning and ending sounds can be challenged by creating new rhyming words. Using word families like -at, -an, students can use manipulatives to create new rhyming words by switching out the first letter.

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<p>Resources: Rhyming & Syllable activities were found at: http://teams.lacoe.edu/documentation/classrooms/patti/k-1/activities/phonemic.html</p> <p>What's in my Bag? activity found at: http://growingkinders.blogspot.com/2011/07/phonemic-fun.html</p> <p>For additional Phonemic Awareness activities visit: www.readingresource.net/phonemicawareness.html</p> <p>Phonemic Awareness Activity Cards http://www.u-46.org/dbs/roadmap/files/Appendix/4phonemic-cards.pdf</p> <p>Words Their Way Letter and Picture Sorts for Emergent Spellers(Orange Book)</p> <p>Phonics Lessons, Letters, Words and How They Work: Grade K by Fountas & Pinnell</p>	<p>Teacher Notes:</p> <div style="border: 2px dashed black; padding: 10px; text-align: center;"> <p>What's in my Bag? Tune: Where Oh Where?</p> <p>Who can guess what is in my bag? Let me peek in and see It starts with _____ (beginning sound) and ends with _____ (rime) Who can guess for me?</p> </div>
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Marzano Strategies:

Equity/Workplace Readiness

Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	Equity	Research
Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	Technology	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1,6	Goal 4:1 Goal 4:6	R2B.K R1C.K.b R1A.K.a, R1B.K. a, b, c, d	RL.K.10 RF.K.1 b, d RF.K.2 a, b, d, e

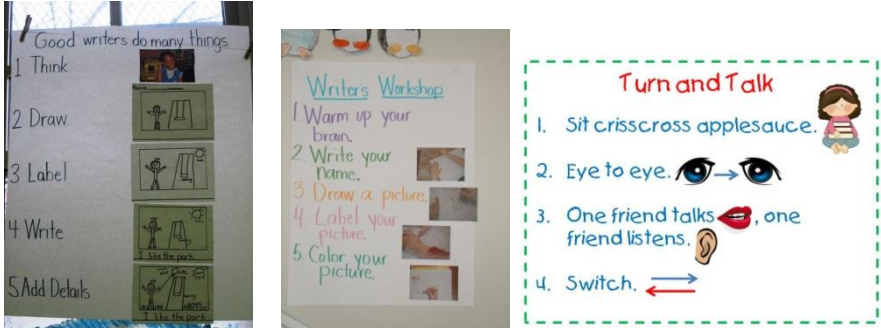
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Writing Workshop	Grade: K	Unit of Study: Launching the Writing Workshop	Timeline: August/September
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Big Idea: Writers Write (or Draw, or Pretend to Write) Right from the Start

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Know they are an author● Think, sketch, write● Work independently in Writing Workshop	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Give each student a blank sheet of paper and ask them to write a story about something they have done. Use this to see where to begin your teaching. Keep piece and place in child's writing portfolio to compare with future pieces.● Gather students around you and point out that all the books that around our classroom has been written by an author - and that they, too, will be authors this year. Tell the students "I'll show you how to be an author and this very day, every one of you will be an author."● Demonstrate that authors sometimes write about things that we have done and to do this we think of something that we have done (think), take a piece of paper, and draw what we remember we did first on the page and then what happened next and so on (sketch/write), and then sometimes they add words. Create an anchor chart with the class that reviews these steps.● Provide students opportunities to write, sketch, draw in a no pressure, fun environment. Kids should be having fun and pursuing their own wonderful ideas. Teachers should accept the children's approximations with pleasure and postpone the nudging and correcting until later on.● Teach students the routines of Writing Workshop which might include how to move to and from the meeting area quickly, what is expected when you say "turn and talk", the location of writing tools and paper, where to place the their name and date on top of their paper, what to do when they think they are done, and where to place finished pieces
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Describe familiar people, places, things and events and, with prompting and support, provide additional detail.• Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Cold writes• Conferring Notes• Published pieces
<p>Re-teaching:</p> <ul style="list-style-type: none">• If students have trouble coming up with an idea, they could discuss possible ideas for writing with a partner.• For ELL/Special Education students: ELL/Special Education students may need visual cues for routines for Writing Workshop. Use conversation prompts for “Turn and Talk.”	<p>Enrichment:</p> <ul style="list-style-type: none">• Encourage students needing enrichment to add words to their stories.• Encourage students to think/sketch/write a new piece or add to their initial piece (add to sketch or writing).
<p>Resources:</p> <p>A Curricular Plan for The Writing Workshop - Kindergarten Unit 1: Launching the Writing Workshop - September</p> <p>Lucy Calkins Units of Study for Primary Writing : Launching the Writing Workshop Sessions 1, 2, 3</p>	<p>Teacher Notes:</p> 

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	Goal 2:1 Goal 2:5	W3A.K.a W1A.1 ICTL 5A.K R1C.K.c, d	W.K.3 SL.K.4 SL.K.5 L.K.2c,d

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Writing Workshop	Grade: K	Unit of Study: Launching the Writing Workshop	Timeline: August/September
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Big Idea: Writers Use What They Know about Letters and Sounds to Spell Words When They Write

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use pictures and words when they write● Use what they know about letters and sounds to write words● Use an alphabet chart to help determine which letter to use for a sound	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that writers use both pictures <i>and</i> words when we write. Some writers use words as labels beside pictures and some write in sentences at the bottom on the page. Create an anchor chart together to remind students of how to use labels and words in their writing.● Teach students that when writers want to write a word, we stretch that word out like a rubber band, saying it really slowly. Using a rubber band (or motions like having a rubber band), demonstrate how to say the word over and over listening for each sound and writing what you hear.● Teach students that when we don't know which letter to use for a sound, we say the sound we want to write as we look at an alphabet chart. We look for a picture of something that starts like we want to write and when we find it, we copy the letter onto our paper.● Give each student their own alphabet linking chart to place in his/her writing folder. Use this chart to help your students become more familiar with the letters and pictures on the chart by chanting each letter with sound and picture associated with it. You can also play a say and cover type game where students place colored chips on chart on the correct sound, letter, or picture that the teacher calls out.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Describe familiar people, places, things and events and, with prompting and support, provide additional detail.● Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Cold writes● Conferring Notes● Published pieces
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Re-teaching:

- Review how to use the alphabet linking chart with individuals or small group. Play a game by naming a word and having the student identify the sounds of their name on the alphabet chart.
- **For ELL Students-** Depending on the sounds found in the students native language, there may be certain letter sounds that will be especially difficult. For students who are not yet fluent English speakers, it may be more useful to focus on the sounds present in the student's native language and leave new sound letter pairs until the student has had more exposure to those sounds in oral language. Ask your ELL teacher if you have concerns that a sound is not developing as the year progresses.

Enrichment:

- Encourage students to add to their pictures or words.

Resources:

A Curricular Plan for The Writing Workshop - Kindergarten
Unit 1: Launching the Writing Workshop - September

Lucy Calkins Units of Study for Primary Writing :
Launching the Writing Workshop Sessions 4, 5, 6, 7, 9, 10

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	Goal 2:1 Goal 2:5	W3A.K.a W1A.1 ICTL 5A.K R1C.K.c, d	W.K.3 SL.K.4 SL.K.5 L.K.2c,d

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Writing Workshop	Grade: K	Unit of Study: Launching the Writing Workshop	Timeline: August/September
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Big Idea: Writers Revise Their Writing, Sometimes Turning a Page into a Whole Book!

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Place their writing in a writing folder● Revise their writing by adding details to and elaborating their writing● Celebrate their hard work	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that writers have systems for storing our work so we can return to it another day. Hand students each a red and green dotted sticker to place in their writing folder and explain that the red side is for finished pieces and the green side is for pieces that are still being written.● Teach students that writers don't only stretch their words but also their stories by writing across several pages. Explain that when authors have more to say, we get another sheet of paper and draw or write what happened next.● Teach students that writers fix up and fancy up their writing before we publish it by re-reading it using their finger to point to each word and thinking "Does this make sense?" and then change the confusing parts.● Teach students that writers celebrate their hard work and writing by sharing it with others. Have students bring their published pieces to the carpet and sit in a circle. Each student will choose a part of their story and read it to the class until we get all the way around the circle. Once each child has gotten to share a part of their story, break the students into little groups where they get to share the whole story.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Describe familiar people, places, things and events and, with prompting and support, provide additional detail.● Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Cold writes● Conferring Notes● Published pieces
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Re-teaching:

- **For ELL students-** Beginning language learners and some intermediate language learners may need to acquire the necessary oral language to tell their story. Working in a small group, help students to tell a story aloud to go with their illustrations. You may have to provide words for the vocabulary the students haven't learned yet. Have the student retell the same story to a friend before beginning to write. Some students may tell stories that are very similar to stories other students have shared. This is a necessary step for many students to acquire the language they need.

Enrichment:

- Students who can expand their writing into a whole story can be encouraged to think of a title to their story and create a cover with a picture that illustrates the main focus of the story.

Resources:

A Curricular Plan for The Writing Workshop - Kindergarten:
Unit 1: Launching the Writing Workshop - September

Lucy Calkins Units of Study for Primary Writing :
Launching the Writing Workshop Sessions 11, 12, 15, 16, 17

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	Goal 2:1 Goal 2:5	W3A.K.a W1A.1 ICTL 5A.K, R1C.K.c,d	W.K.3 SL.K.4 SL.K.5, L.K.2c,d

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Interactive Writing	Grade: K	Unit of Study: Launching the Writing Workshop	Timeline: August/September
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Big Idea: Writers write messages we can read.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Recognize and write beginning sounds● Stretch words● Recognize rhyming words● Recognize words that belong in the same word family <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write letters in groups to form words● Leave appropriate space between words● Hold pencil or pen with satisfactory grip● Write left to right in lines● Return to the left margin to start a new line● Use preferred hand consistently for writing● Write letters and words that can be easily read● Form upper- and lowercase letters efficiently in manuscript print● Form upper- and lowercase letters proportionately in manuscript print	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Write a morning message to your class and complete any of the following activities with your students' help:<ul style="list-style-type: none">○ Say the words as you write, spelling each as you go.○ Discuss how what you say, you can write○ Practice saying the words, then saying each letter, one at a time, as it is written○ Clap the sounds (syllables) you hear in words, like today (to-day)○ Circle all the words that begin with a certain sound○ Leave blanks in the message where students assist you in filling in whatever is missing (letters, words, word family endings)● Display Nursery Rhymes on chart paper and read during your shared reading time together. After students are familiar with the rhymes, cover up some of the words and encourage the students to help you figure out how to spell words that are missing.● Help students generate other words that would rhyme and have students come up and record the words on a Chunking Chart. Highlight the chunks that make the words rhyme. Example: Using Jack and Jill's hill as the background of the chart, the students can generate other rhyming words to record on the hill that rhyme with "Jill" and "hill".● Teacher model Handwriting Objectives during Interactive Writing● Explicitly teach skills listed in Weeks 1-4 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Prewriting & Capitals:○ Posture, Paper & Grip○ Capital Letters F, E, D○ Numbers 1-2
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Speaking/Listening Objectives:

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

Assessment for Learning:

- Interactive writing
- Observations

Re-teaching:

- Pull together small groups of students to re-teach stretching words to hear beginning or ending sounds. Use Elkonin boxes or colored chips to help students see and hear the sounds in isolation that make up words.

Enrichment:

- Students who are early readers and writers can take more a leadership role by composing their own morning message to share with the class. They could be responsible for illustrating the morning message in a journal that could serve as another familiar reading piece in the class for students.

Resources:

Handwriting Without Tears Teacher's Guide: Kindergarten Edition

Handwriting Without Tears Digital Teaching Tool

Morning Message ideas can be found at:

<http://www.mrsjonesroom.com/jones/morningmessage.html>

Nursery Rhyme Interactive Writing and Reading ideas can be found at:

<http://www.readwritethink.org/resources/resource-print.html?id=83>

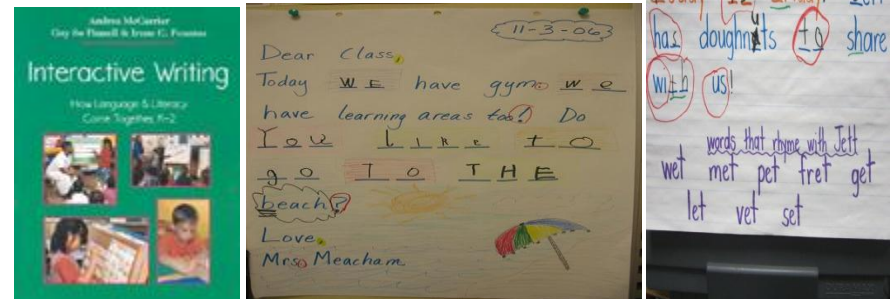
Morning Message Samples (in Teacher Notes) can be found at:

<http://littlemindsbigideas.blogspot.com/2011/10/morning-message.html>

<http://www.jmeacham.com/balanced%20literacy/shared.writing/shared.writing.morning.message.htm>

Interactive Writing by Fountas & Pinnell

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1,4	GOAL 2:1 GOAL 2:2	R1A.a-d R1B.a-d R1Ca-c W2C W2E.a-e	W.K.5 W.K.7 SL.K.1a-b L.K.1 a-f L.K.2 a-d

City of St. Charles School District Communication Arts Curriculum K-6
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Grammar	Grade: K	Unit of Study: Launching the Writing Workshop	Timeline: August/September
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Big Idea: Sentences are made of different types of words.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Identify nouns and verbs● Use noun and verb agreement (ex. I can.)● Use capital letters in the beginning position and in a few familiar proper nouns● Demonstrate knowledge of the use of upper-and lowercase letters of the alphabet	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● If you have access to an interactive whiteboard, pull up You tube and search for the following songs/videos and have kids watching sing along:<ul style="list-style-type: none">● Noun Song (Have Fun Teaching)● Verb Song (Have Fun Teaching)● Fun Action-Verbs Song for Kids: What Can You Do?● Schoolhouse Rock - A Noun is a Person Place or Thing● Schoolhouse Rock Verbs● After introducing nouns, go on a “noun hunt” throughout the classroom and hallways of your school. Students can either share the nouns they see verbally or have students record words or pictures of nouns on a piece of paper on a clipboard.● Play charades with your class by placing pictures of clipart showing different actions in a bag and having students draw out the card and perform the action while the rest of the class guesses what the action is.● During interactive writing, create a chart that says “I Can _____” and then call on each student to fill in the blank with one action word (verb) that they can do.● During interactive writing, demonstrate and practice using capital letters in the beginning of a sentence and some proper nouns (I, names, places)
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Speaking/Listening Objectives:

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

Assessment for Learning:

- Conferring notes
- Interactive writing
- Observation

Re-teaching:

- **For ELL students-**Beginning language learners might benefit from a smaller bank of nouns and verbs with illustrations. Introduce these words during a small group or whole group time until students can point to or repeat the word you reference. These could be displayed on a chart somewhere in the room and worked into whole class activities or students could use a personal list. Reference the chart if students are confused.

Enrichment:

- A student who is an early writer could use index cards to label items in the classroom like the clock, chair, etc. This would support and reinforce the concept for other students. Also it would serve as a resource later in the year for reading and writing.

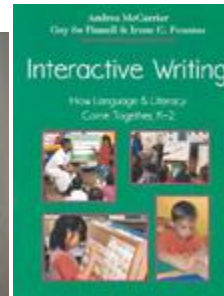
Resources:

Simon Says Verbs- <http://www.brighthubeducation.com>

PBS Kids Game: Word Play (action words)
<http://pbskids.org/lions/games/wordplay.html>

Interactive Writing by Fountas & Pinnell

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 5	Goal 1:10	W2.C W2E.K.a-d	W.K.6 L.K.1a-f L.K.2a-d

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Reading Workshop	Grade: K	Unit of Study: Readers Read, Think, and Talk about Emergent Story Books	Timeline: October
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Big Idea: Readers will read well known books using their knowledge of the story

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Know that they are a reader ● Be able to read emergent story books across the text ● Use their knowledge of the story and of story structure to “tell” the story across pages in a way that connects the key details including characters, setting, and major events of the story 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Today I want to teach you that we can use the pictures to name the things we see in our books, predict what will happen next and then move on to the next page. <ul style="list-style-type: none"> ○ Tip: Sometimes even careful readers forget how the story goes. When this happens, we can use the pictures to remind us of what’s going on in the story ● Today I want to teach you that when we read out books we read them in a way that connects the pages together so that it sounds like one whole story. We can do this by saying things like “After that,” “Then,” “And so…” ● Today I want to teach you that when we read books we can read in the way a story telling voice sounds-some parts are fast, and other parts are slow. Our voices get louder and softer in different parts, and we match our voices to what is happening in the story.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Concepts of Print ● TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For ELL/Special Education students-Reread familiar books multiple times and use these in strategy groups to practice retelling. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Have students perform a readers theater of the book for the class
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<p>Resources: Lucy Calkins' A Curricular Plan for The Reading Workshop Grade: K Unit 2:Readers Read, Think, and Talk about Emergent Story Books</p> <p>Growing Readers by Kathy Collins</p>	<p>Teacher Notes:</p>  <p>Powerful Partnerships Reader's Workshop Unit 2 by Kim Adsit and Michelle Scannell</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice			Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback			Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Reading Workshop	Grade: K	Unit of Study: Readers Read, Think, and Talk About Emergent Story Book	Timeline: October
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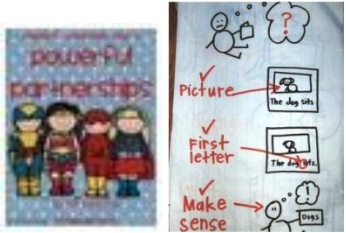
Big Idea: When reading books the know well, readers can talk about connections within and across books, comparing and contrasting the characters

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Talk with others about books● Understand that talking with others helps them understand their book better● Share thoughts they have about their books with others● Mark places in books to share and talk about with their partner when they read by their self	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Today I want to teach you that we can read and talk about our books with our partners. We can mark the place in our books during private reading time that we want to share with our reading partners.<ul style="list-style-type: none">○ There are lots of things we can talk about with our partners, like parts that give us a strong feeling about pages that connect, or about how different book and different character can be alike and different. You can invent your own ways to talk about your books, too!● Today I want to teach you that we can make connections within and across our books by finding parts of books that are similar and different. Then we can talk about that we've noticed with our partners.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Concepts of Print● TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL/Special Education students-Show students in a strategy group how to mark a spot they like or would like to talk to their partner about. Help students learn phrases or sentences that they can use with partners. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have them jot their thoughts on post-its to discuss with their partner.
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<p>Resources:</p> <p>Lucy Calkins' A Curricular Plan for The Reading Workshop Grade: K Unit 2: Readers Read, Think, and Talk about Emergent Story Books</p> <p>Growing Readers by Kathy Collins</p>	<p>Teacher Notes:</p>  <p>Powerful Partnerships Reader's Workshop Unit 2 by Kim Adsit and Michelle Scannell</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6


City of St. Charles School District Communication Arts Curriculum K-6
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Reading Workshop	Grade: K	Unit of Study: Reader Read, Think and Talk about Emergent Story Books	Timeline: October
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Big Idea: It is important to read with purpose and understanding, using knowledge of story structure, patterns and the sound of language

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Transfer and apply their knowledge of story structure, patterns and language to familiar shared texts and to texts they read on their own● Use what they've learned about the story and the pattern to help them read books on their own● Learn to pay attention to what's staying the same and what's changing in the pictures and how to use that to help them read the words of their books● Listen for how a book sounds. Does it repeat? Does it rhyme? Does it have a rhythm?● Match the words they say to the words on the page, pointing under the words one at a time● Double check their reading by looking at the beginning letter in the word.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Today I want to remind you that you can get ready to read by looking through the pictures in a book to notice things that repeat (or stay the same), knowing that if something repeats in the pictures, we can predict that it will probably repeat in the words too.<ul style="list-style-type: none">○ Tip: before reading, we can point to and name out loud what we see happening in the pictures to get our minds ready to read the words on the page, knowing that sometimes it's not the object on the page that changes, it's the action● Today I want to teach you that when we come to tricky parts in our books, sometimes it helps to go back a page or two to get a running start. Read the words as smoothly as you can, and then reread if you need to smooth it out so that you can hear how the pattern sounds. Sometimes if we read too slowly it makes it harder to hear the pattern● Today I want to teach you that when we come to tricky parts in our books we can study the picture and think, "what's going on here?", "what is on this page that might help me figure out this word?" Finding and pointing to an object or action in a picture can help us make better guesses about a tricky word.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Concepts of Print● TC Benchmarks
<p>Re-teaching:</p> <ul style="list-style-type: none">● For ELL/Special Education students-Help identify things in the picture and review vocabulary.	<p>Enrichment:</p> <ul style="list-style-type: none">● Start students that are readers in book shopping on their correct level.
<p>Resources: Lucy Calkins' A Curricular Plan for The Reading Workshop Grade: K Unit 2 Readers Read, Think and Talk about Emergent Story Books</p> <p>Growing Readers by Kathy Collins</p>	<p>Teacher Notes:</p>  <p>Powerful Partnerships Reader's Workshop Unit 2 by Kim Adsit and Michelle Scannell</p>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

Reading Workshop	Grade: K	Unit of Study: Reader Read, Think and Talk about Emergent Story Books	Timeline: October
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Big Idea: When reading familiar text, students can use drama to retell in various ways, to grow an understanding of characters, setting and events in the text as well as orally confirm their understanding of it.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Learn that readers often invent fun things to do with the books they know really well, such as improvising and dramatizing the events of the story• Know that careful readers think about how the characters feel in their books• Make their voices sound just like the character would sound• Use facial expressions and body gestures that go along with the actions and feelings of the characters• Be able to retell their stories in a different way and help them grow their understanding of characters, setting and events in the text as well as confirm their understanding of a text orally	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Today I want to teach rereading our books helps us understand them better. One thing that we can do when we reread our books is to choose scenes to act out together with our partners and figure out the reason why we chose it (i.e., importance to the story, drama involved, favorite part, and so on.)• Today I want to teach you that another way we can reread our books is to think about how the characters feel in our books, making our voices sound just like the characters would sound, and to use the facial expressions and body gestures that go along with the actions and feelings of the characters.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)• Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Concepts of Print• TC Benchmarks
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City of St. Charles School District Communication Arts Curriculum K-6
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For ELL/Special Education students-Help identify items in the picture and review vocabulary. Use pictures to reinforce dramatic book retells. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Start students that are readers in book shopping on their correct level.
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<p>Resources: Lucy Calkins' A Curricular Plan for The Reading Workshop Grade: K Unit 2 Readers Read, Think and Talk about emergent readers</p> <p>Growing Readers by Kathy Collins</p>	<p>Teacher Notes:</p>  <p>Powerful Partnerships Reader's Workshop Unit 2 by Kim Adsit and Michele Scannell</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice			Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback			Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Thinking Strategy	Grade: K	Unit of Study: Reader Read, Think and Talk about Emergent Story Books	Timeline: October
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Big Idea: Schema

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Activate their prior knowledge before, during and after reading• Use schema to make connections between the text and their lives, between one text and another, and between the text and the world.• Distinguish between connections that are meaningful and relevant and those that aren't• Build, change, and revise their schema when they encounter new information in the text, engage in conversations with others, and gain personal experience.• Use their schema to enhance understanding.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Model during interactive read alouds how to think about what you already know. This is called using your schema or background knowledge. Teach students that great readers think and read at the same time.• Teach students that when you make connections with what you read it is like having a conversation going on in your head.• Model how you make text to self connections. Have students use turn and talks to demonstrate their connections with text.• Model MEANINGFUL connections when the text-to-self connections become very surface. Example: The story is written by Eve and students say "I have a friend named Eve." Instead model how connections can be more meaningful to the story. Example: Character is feeling upset because they are being excluded from a game. Your connections can be focused on that same feeling or problem the character has had.• Teach students to recognize they are using their schema when they read and realize they already know something about what they are reading.• Chart student connections to a text on chart paper. Then spend time analyzing the text to self connections to see which KIND of connections helped them understand the story more. (activity from pg 60 resource book Reading with Meaning)
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Speaking/Listening Objectives:

- Students participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
- Students ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Students ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Students produce complete sentences when appropriate to task and situation.

Assessment for Learning:

- Observation
- Conferring Notes

Re-teaching:

- Within a small group, guided reading or strategy group, ask students to think about the book and what might be in the book before you read. Explain to the definition of schema and how use our schema to make meaning.
- Teach strategies to use when meaning is lost - rereading, asking questions, visualizing, etc. and model/provide tips on when to use each strategy.

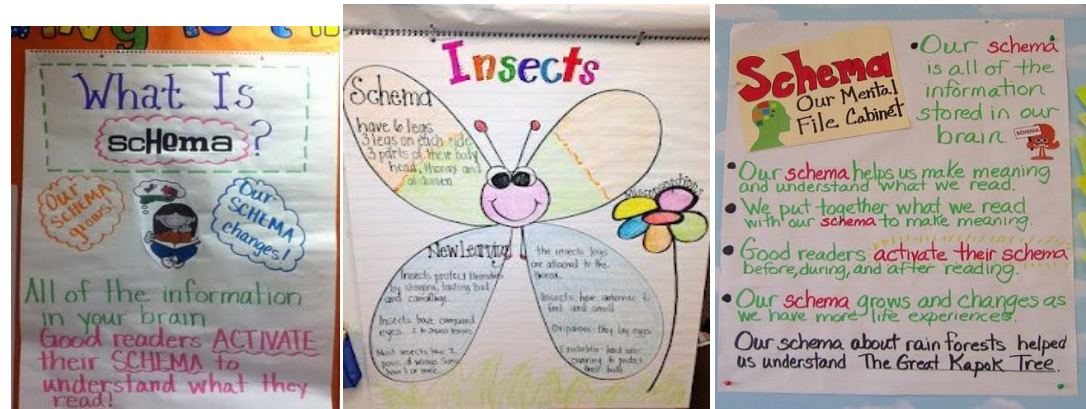
Enrichment:

- For readers at a higher level, you may ask them to think about what they have added to their schema when they are finished reading a book.
- Readers may use post it notes to record and compare what schema they have before and after reading.

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Resources:
 Mosaic of Thought by Keene and Zimmermann
 Reading with Meaning by Debbie Miller

Teacher Notes:
 The thinking strategy can be integrated into several aspects in the classroom.



Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 1.6	R1Ca.b.c.	RF.K.2 RF.K.3

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Word Work	Grade: K	Unit of Study: Readers Read, Think, and Talk about Emergent Story Books	Timeline: October
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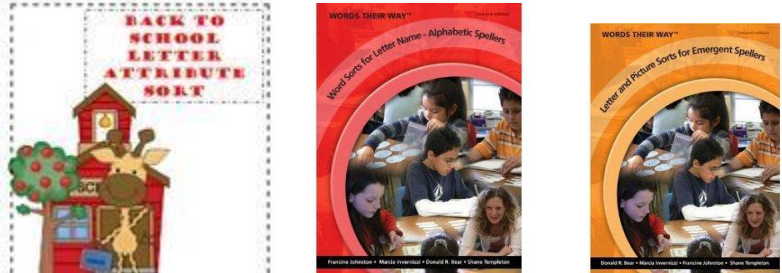
Big Idea: Recognize names of students in the class, understanding that letters make up your name, sort letters by features

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Recognize names of others on the word wall ● Recognize rhymes and syllables in words and names ● Concept of a word ● Know they have a name that has letters and know what the letters are ● Sort letters by their different features 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Have student names on index cards or in a PowerPoint to play lots of versions of the guess who games. Example: “This person has 5 letters/or 2 syllables in their name. I am thinking of a person who has name that starts with the same sound as the word Baby. This name rhymes with silly....Billy.” ● For sorting letters by features you can use the Sort 15 Font Sorts and Matching Capital/Lowercase Letters in the Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book) ● For working with beginning sounds you can use Consonant Sound Sorts 16, 19 & 22 in the Words Their Way for Emergent Spellers (Orange Book) ● For Rhyming Words you can use Sorts 7-10, 13,18, 23 in the Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book) ● For clapping syllables you can use Sorts 11-12 in the Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book) ● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: ELC 3, PA 3-7, LK 5
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Identify their name ● Write their name
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Help student distinguish their name from classmates by giving them 2-3 names of students along with their own. Focus on counting letters and looking at letter features. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Have students sort names of classmates by the number of syllables found in each name, or by vowel sounds.
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<p>Resources:</p> <p>Lucy Calkins' A Curricular Plan for The Reading Workshop Grade: K</p> <p>Unit 2 Readers Read, Think and Talk about emergent readers</p> <p>Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange book)</p> <p>Phonics Lessons, Letters, Words and How They Work: Grade K by Fountas & Pinnell</p>	<p>Teacher Notes:</p>  <p>http://www.teacherspayteachers.com/Store/Deedee-Wills/Order:Best-Sellers/Page:2</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	Equity	Research
	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	Technology	x Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3	Goal 1.6	R1Ca.b.c	RF.K.2 RF.K.3

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Interactive Read Aloud	Grade: K	Unit of Study: Readers Read, Think, and Talk about Emergent Story Books	Timeline: October
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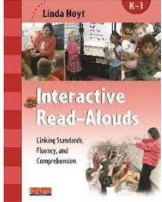
Big Idea: Modeling how to read the book like a storyteller, using voices and becoming the characters

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Identify the characters and setting in the given book● Take picture walks in books before they begin reading books● Read a variety of genres● Gain new vocabulary through reading	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Talk about characters, problems and events in a story● Notice and derive information from pictures● Perform a Reader's Theater● Small group performances of Emergent Story Books● Model taking a picture walk prior to reading the book● When reading plot out points in the book that you are going to stop and talk about that you saw during the picture walk● Read lots of different genres of books● Pick out different vocabulary terms to have the students define● Provide students the opportunity to turn and talk about three time through the book
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring● Turn and talk● Questioning students and their responses● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Meet with students in a small group to review vocabulary terms. Have students draw picture clues to help reinforce vocabulary. ● Have students identify tricky words in their reading. Discuss words that they don't understand. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● After modeling a picture walk, have a student model a picture walk for the book he/she is reading.
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<p>Resources: The Continuum of Literacy Learning by Fountas and Pinnell Interactive Read Aloud Lessons by Linda Hoyt</p>	<p>Teacher Notes:</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Turn and Talk/Partner Sharing Storylineonline.net listen to book and stop and talk during the read aloud</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.10

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Shared Reading	Grade: K	Unit of Study: Readers Read, Think and Talk about Emergent Story Books	Timeline: October
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Big Idea: Concepts of Print, Patterns in books, Using pictures to make meaning, Showing the reader what you do before, during, and after reading

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use their knowledge of words to read ● Listen for words that rhyme and for language patterns ● Use patterns in books to predict what will come next ● Identify all of the concepts of print ● Students will notice patterns in books ● Use the picture to say: “this picture teaches me that...” ● Show what you do as a reader before, during, and after reading 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Support children’s awareness of concepts of print such as the difference between a letter and a word and the concept of word ● As you read use prompts such as, “where should I start reading?” “Here at the top of the page?” “ I’m at the end of the line where should I go next?” ● You will build on the work from August/September by teaching children to not only identify the beginnings and ends of the book, but to look more closely at how the pages go together to tell the whole story. ● Show children how to use the first letter to help figure out what a word says. ● Show them one-to-one matching. ● Read fun brief poems. ● Make an anchor chart labeling all of the parts of the book. ● Demonstrate and point out the parts of the book and concepts of print when reading your shared reading materials. ● Use a pointer to track print. ● Use grid games for directionality.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Concepts of Print Assessment
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Make copy of simple text to have child use a highlighter or colored chip to practice tracking text from left to right. ● Use chip to help with one to one correspondence. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● For kids who are early readers, have them dictate a caption for the picture, or write a simple caption that they can match to what the picture is telling them.
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<p>Resources: Big Books Poems The Continuum of Literacy Learning by Fountas and Pinnell</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice			Nonlinguistic Representation		Cooperative Learning		Equity	X	Research
	Setting Objectives and Providing Feedback			Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.10

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Writing Workshop	Grade: K	Unit of Study: Approximating Small Moments	Timeline: October
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Big Idea: Launching the Unit - and the Writing

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Write small moment stories by thinking about their writing, drawing a picture, labeling the picture, writing words and adding details to their story	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Determine a set time in your school day for oral storytelling. (Right after recess or lunch might be a good time) During this time, gather the class at the carpet and help the students recall events that the class has experienced together and then spin them into stories (not written stories, but oral accounts). Say: “I love to think back and remember special moments. Let’s all do that together. What happened first? Who can get us started by telling us just the first thing that happened? Then what? Who can tell us what happened next?”• Another oral storytelling opportunity is to ask students to bring in objects from home that hold meaning to them and to then tell the stories of those items.• During read alouds, share stories that resemble personal narratives such as <i>Shortcuts</i> by Donald Crews, <i>A Day with Daddy</i> by Nikki Grimes, and <i>The Snowy Day</i> by Ezra Keats.• Invite students to draw and write the true stories of their lives in booklets. Each page should contain writing, although for many children this might simply be labels for the drawings or attempts at letter/word writing. Students should take hold of a blank book and then think about the true story he/she will write and then touch the pages of the blank book saying aloud what she/he hopes to write on that page. Then students will draw or sketch a picture on each page before returning to write something on each page.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups • Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Cold writes • Writing prompts • Observation Notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For struggling students, oral storytelling is key for find a small moment and structure their story before they begin drawing or writing. When discussing what a small moment is...also showing them what it is NOT might be helpful. Illustrating what a “bed to bed” story is on chart paper and helping them zoom into one key event in that day to elaborate on. • For ELL students- Some ELL students may benefit from practicing with you or another adult before sharing their story aloud. Some beginning language learners may not feel comfortable speaking and should not be forced to take a turn or share during whole group activities if they are not ready to do so. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • For early writers, encourage them to tap into how they were feeling during their small moment. Brainstorm with them ‘rich’ words for emotions that could be used in the place of sad or happy when talking about their feelings in the small moment.
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<p>Resources: A Curricular Plan for the Writing Workshop, Unit 2 Approximating Small Moments Grade K, 2011-2012, pgs. 19 – 31</p>	<p>Teacher Notes: Writing Workshop organizers and ideas http://writingfix.com/workshop/jodies_units/Unit2.htm</p>
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
C.A. 1 C.A. 6	GOAL 2	W3A.K.a	W.K.3

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Writing Workshop	Grade: K	Unit of Study: Approximating Small Moments	Timeline: October
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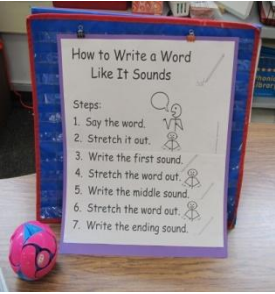
Big Idea: Writers Work Hard to Tell Stories Using Many Words and Pictures

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use pictures and words to write a story● Stretch their words out to write a story● Spell the best they can to write a story● Label their picture	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Meet with students individually and confer with them on their writing as another layer of instruction.● During whole class instruction, continue to model the writing process discussed in the previous months but focusing in on a different skill as you write.● Create an anchor chart with the following steps and practice saying and writing words on the board using these steps.<ul style="list-style-type: none">○ Step 1. Say the word.○ Step 2. Stretch out it.○ Step 3. Write the first sound.○ Step 4. Stretch out it.○ Step 5. Write the middle sound (s).○ Step 6. Stretch out it.○ Step 7. Write the ending sound
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring Notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Additional word work instruction is crucial for students who are having trouble sounding out words and matching letters to sounds. Practice with using magnetic letters or Elkonin boxes to give students extra support with the phonological skills of segmenting and blending sounds to make words. 	<p>Enrichment:</p> <ul style="list-style-type: none"> When conferring with advanced writers, they may need support in stretching words because they may be choosing more difficult but descriptive words to write. Meet their level by providing instruction in blends or digraphs if they are ready to learn those skills. You want to support the continued use of 'rich' words.
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<p>Resources:</p> <p>A Curricular Plan for the Writing Workshop, Unit 2 Approximating Small Moments Grade K, 2011-2012, pgs. 19 - 31</p> <p>How to Write a Word Like it Sounds lesson & chart http://heidisongs.blogspot.com/2011/12/how-to-teach-children-to-write-words.html</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1	GOAL 2.1	W2E.K.d W3A.K.a	L.K.2.a-d W.K.3

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Writing Workshop	Grade: K	Unit of Study: Approximating Small Moments	Timeline: October
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Big Idea: Writer’s Ask, “Can I Add More to My Story?”

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● See if they can add more to their story 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Create an anchor chart with the students as a visual to help remind them to add details to their stories by including how they were feeling, where they were, and who were they with. ● Using a story you have already written in front of your students, go back and add details using the anchor chart that you just created. ● Teach students to reflect back on their work and ask themselves <ul style="list-style-type: none"> ○ Can I add more to my story? ○ Can I add more to my picture? ○ Have I labeled enough? ○ Do the most important things have a label?
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring Notes ● Published piece
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Giving students specific question stems when conferring to help scaffold adding details to a story. Basing on the five senses is a concrete way to start. “What did ___look like?” “How did it taste?” “How did you feel and why?” 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Share an exemplar piece of writing with these students and have them compare their writing side by side. Ask them to self-reflect by saying “What’s in this piece that I can put in my piece?”
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<p>Resources:</p> <p>A Curricular Plan for the Writing Workshop, Unit 2 Approximating Small Moments Grade K, 2011-2012, pgs. 19 - 31</p>	<p>Teacher Notes:</p>  <p>Anchor charts from http://tc.readingandwritingproject.com/resources/classroom-charts/kindergarten.html</p>
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1	GOAL 2.1	W2E.K.d W3A.K.a	L.K.2.a-d W.K.3

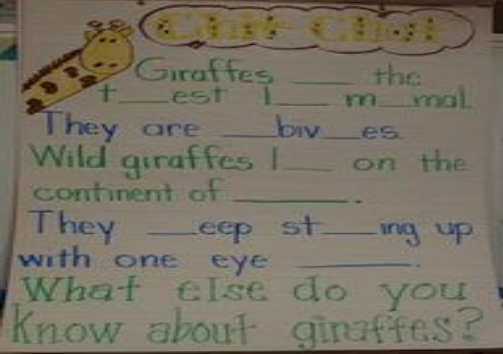
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Interactive Writing	Grade: K	Unit of Study: Approximating Small Moments	Timeline: October
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Big Idea: Writer's write messages we can read.

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● Identify and write beginning sounds of words● Stretch words when spelling them● Label a picture● Identify, produce, and write rhyming words● Identify, produce, and continue word family patterns <p>Handwriting Objectives Throughout the Year: The student will:</p> <ul style="list-style-type: none">● Write letters in groups to form words● Leave appropriate space between words● Hold pencil or pen with satisfactory grip● Write left to right in lines● Return to the left margin to start a new line● Use preferred hand consistently for writing● Write letters and words that can be easily read● Form upper- and lowercase letters efficiently in manuscript print● Form upper- and lowercase letters proportionately in manuscript print	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● To integrate the non-fiction writing into your interactive writing time, introduce a "Chit Chat Chart" based on scientific/nonfiction topics such as animals, plants, weather, etc... Have students help fill in missing words, letters, and information on topic.● After explaining the importance of labels in writing, tell the students that today they are going to be labeling YOU (the teacher). Call on individual students to share the name of the body part you are pointing to and have that student come up and write the name of the body part on a post-it note and stick it on you. After the teacher has been labeled, give each student 2 post-it notes and invite students to go around a label items in the classroom. Even if only they can get the first sound of the object, that's fine! Go around the room and read the labels once students are finished.● Teacher model Handwriting Objectives during Interactive Writing● Explicitly teach skills listed in Weeks 5-8 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Capital Letters: R, N,M,H, K,L○ Numbers 3-6
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups• Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Observational notes
<p>Re-teaching:</p> <ul style="list-style-type: none">• Use of environmental print is another way to expose students to importance of labels in our world around us. The symbols help to support both struggling and ELL students. Seeing a familiar sign or box label gives the student a context in which to read the word or beginning sound.	<p>Enrichment:</p> <ul style="list-style-type: none">• Give your advanced students a leadership role in creating labels for the classroom. Perhaps working in a team where one student fills in beginning or ending sound while the advanced student tackles the middle sounds.
<p>Resources: Handwriting Without Tears Teacher's Guide: Kindergarten Edition Handwriting Without Tears Digital Teaching Tool</p> <p>A Curricular Plan for the Writing Workshop, Unit 2 Approximating Small Moments</p> <p>Post-it labeling lesson idea http://mrsleeskinderkids.blogspot.com/2011/09/labeling-lesson.html</p>	<p>Teacher Notes:</p>  <p>The image shows a student's handwritten work on a piece of paper. At the top, there is a drawing of a giraffe and a cloud containing the words 'Giraffes' and 'Giraffes'. Below the drawing, the text reads: 'Giraffes the', 't _ est l _ m _ mal.', 'They are _ biv _ es.', 'Wild giraffes l _ on the', 'continent of _ _ _ .', 'They _ eep st _ ing up', 'with one eye _ _ _ .', 'What else do you', 'know about giraffes?'</p> <p>http://mrsjumpsclass.blogspot.com/2012/03/zoo-unit-day-1-giraffes.htm</p>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	GOAL 2.1	W.2E.K.d R1B.K.a,c,d	L.K. 2d L.K. 5c RF.K.2.a-e

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Grammar	Grade: K	Unit of Study: Approximating Small Moments	Timeline: October
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Big Idea: Words have a JOB when they are in a sentence. Nouns are NAMING words. Verbs are ACTION words. Prepositions are WHERE words.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Identify a noun and verb and plural nouns● Use noun and verb agreement (I can)● Use prepositional phrases (to the bus, on the bus) <p><u>Conventions:</u></p> <ul style="list-style-type: none">● Use capital letters in the beginning position in a few familiar proper nouns● Show awareness of the first place position of capital letters in words● Demonstrate knowledge of the use of upper-and lowercase letters	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Create a Noun Anchor Chart by dividing a piece of chart paper into 3 sections and labeling each section: Person, Place, Thing. Prepare a few pictures of either clip art or from magazines and have students help you decide whether it is a noun and which category it goes under. As an extension, have students look through magazines and cut out pictures of people, places, and things and glue them onto the chart. Add student pictures once available to the people category.● Play “Simon Says Verbs” Have the children all stand up in an area large enough for each child to move around safely such as in the school gym or outside on the playground. The teacher will stand in front of the class and say, "Simon says..." followed by a verb. The students should then do or be what Simon said. For example, if the teacher says, "Simon says dance," then all the students should dance. If the teacher says, "Simon says be excited," then the students should be excited. The teacher can also include some words that are not verbs. For example, if the teacher says, "Simon says table," the students should stop moving because table is a noun, not a verb. Optional: Instead of the teacher making all the commands, individual students can take turns playing Simon. Each student should get a chance to stand at the front of the class and say, "Simon says."● If you have access to an interactive whiteboard, pull up this PowerPoint and have students describe what they see by using the following prepositions: in , on, under, by, near, above, under. Or print out pictures. (http://www.kindergartenkindergarten.com/2010/07/math-warmup-position-words.html)● During interactive writing, demonstrate and practice using a capital letter at the beginning of a word in each new sentence.
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
- Speak audibly and express thoughts, feelings, and ideas clearly

Assessment for Learning:

- Observational Notes

Re-teaching:

- **For ELL students-** Some ELL students will need help building vocabulary to be able to participate in noun and verb activities. Consider teaching students a small set of verbs with their actions and a small set of nouns with pictures or illustrations. Help the students to match these words, when said aloud, with the corresponding picture. When students become comfortable with these, allow them to use a chart that contains these pictures to participate in noun and verb activities.

Enrichment:

- Advanced students can be encouraged to look back in their writing and find a complete sentence. Help them notice that a complete sentence or thought has a noun and a verb. A strong detailed sentence is going to include prepositions because it will tell you where. How can they expand their writing to include prepositions? *Example: The boy kicked the ball. With your conferring they could revise to The boy kicked the ball in the net.*

Resources:

Simon Says Verbs

<http://www.brighthubeducation.com/preschool-lesson-plans/45639-preschool-verb-lesson-teach-preschool-or-kindergarten-students-about-verbs-with-downloads/>

Teacher Notes:



<http://www.thevirtualvine.com/Literacy.html>

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning		Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	GOAL 1.8 GOAL 2	R1E.K W2E.1.d	L.K.5a-d L.K.6 L.K.1b-f

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Phonics	Grade: K	Unit of Study: Approximating Small Moments	Timeline: October
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Big Idea: Letters in words can be changed to make new words.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Identify and produce rhyming words● Recognize letters in words have sounds● Identify the first and last sounds in words● Produce short vowel sounds● Match and sort words with the same beginning sound● Clap the syllables in words	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● <u>Rhyming I Spy</u> - This game puts a rhyming twist on the old I Spy game. Pick out an object in the room your students to find, (a toy car for example) and say, "I spy something that rhymes with star." Once the student has guessed correctly, let him/her pick an object for you the class to guess.● <u>Mystery Bag</u> -Using an old book bag filled with random objects is a great way to help children with rhyming. Find things that are of meaning to you or place objects in the book bag that will make them laugh. See how many words you can think of that rhyme with that object, even if it is not a real word!● <u>Phoneme Jumping</u> - Place a green, yellow, and red mat on the floor (in that order). Begin by giving a child a word with 1-3 sounds. Have your child say the sounds they hear as they jump from mat to mat. For increased difficulty, move the mats so they are further apart.● <u>Tapping Syllables</u>-Using different items such as hand clappers, drums, or tennis rackets you can have children determine the number of syllables in a given word. For example, you would tap a drum two times for the word "sister" because it has two syllables. For increased difficulty, tap the drum (any number of times) and have your child think of a word that contains that same number of syllables.● Create a 4 column, "Word, Letter, Sound, and Syllable" chart so your students can determine the letters, sounds, and syllables in new words you are working on in the classroom. This helps children visualize that some words might have a lot of letters, but not a lot of sounds and vice versa.● For working with sorting between two beginning sounds you can use Consonant Sound Sorts 16, 19 & 22 in the Words Their
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	<p>Way for Emergent Spellers (Orange Book)</p> <ul style="list-style-type: none">• For working with sorting between four different beginning sounds you can use Beginning Consonant Sorts 1-5 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book)• For Rhyming Words you can use Sorts 7-10, 13,18, 23 in the Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book)• For clapping syllables you can use Sorts 11-12 in the Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book)• Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: ELC 3, PA3-7, LK5
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups• Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Observational Notes• Phonological Awareness Assessment
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<p>Re-teaching:</p> <ul style="list-style-type: none">• For ELL students- Anytime a student needs to break a word into syllables, allow them to repeat the word first and make sure that they are saying it correctly before breaking it into syllables.	<p>Enrichment:</p> <ul style="list-style-type: none">• Encourage using blends or digraphs to expand rhyming words with word families. Example: cat, fat...flat, scat
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<p>Resources: Phonics Lessons, Letters, Words and How They Work: Grade K by Fountas & Pinnell</p> <p>Rhyming I Spy; Word, Letter, Sounds, Syllables Chart (printable version) ;Phoneme Jumping; Mystery Bag, and Tapping Syllables were found at http://www.readingresource.net/phonemicawarenessactivities.html</p>	<p>Teacher Notes: If you have access to an interactive whiteboard, go to YouTube and play the following videos:</p> <ul style="list-style-type: none"> • Alphabet Song - Have Fun Teaching • Koala's ABC Phonics Chant • Vowel Bat 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	GOAL 5 GOAL 2	R1C.K.b R1B.K.a,c,d	RF.K.1.b R.F K.2 a-e

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Thinking Strategy	Grade: K	Unit of Study:	Timeline: November
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Big Idea: Schema/Questioning

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Activate their prior knowledge before, during and after reading● Use schema to make connections between the text and their lives, between one text and another, and between the text and the world.● Distinguish between connections that are meaningful and relevant and those that aren't● Build, change, and revise their schema when they encounter new information in the text, engage in conversations with others, and gain personal experience.● Spontaneously and purposefully ask questions before, during and after reading● Ask questions to:<ul style="list-style-type: none">○ Clarify meaning○ Speculate about text yet to be read○ Determine an author's style, intent, content or format○ Focus attention on specific components of the text○ Locate a specific answer in the text○ Consider rhetorical questions inspired by the text● Determine whether the answers to their questions can be found in the text or whether they will need to infer the answer using the text, background knowledge or outside source● Understand that many of the most intriguing questions are not answered explicitly in the text, but left to the reader's interpretation	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Model during interactive read alouds how to think about what you already know. This is called using your schema or background knowledge. Teach students that great readers think and read at the same time.● Teach students that when you make connections with what you read it is like having a conversation going on in your head.● Model how you make text to self connections. Have students use turn and talks to demonstrate their connections with text.● Model MEANINGFUL connections when the text-to-self connections become very surface. Example: The story is written by Eve and students say "I have a friend named Eve." Instead model how connections can be more meaningful to the story. Example: Character is feeling upset because they are being excluded from a game. Your connections can be focused on that same feeling or problem the character has had.● Teach students to recognize they are using their schema when they read and realize they already know something about what they are reading.● Chart student connections to a text on chart paper. Then spend time analyzing the text to self connections to see which KIND of connections helped them understand the story more. (activity from pg 60 resource book Reading with Meaning)● Model how to ask questions before, during and after reading. Uses turn and talk to get kids to ask questions to clarify meaning.
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Speaking/Listening Objectives:

- Students participate in collaborative conversations with diverse partners about Kindergarten
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation.

Assessment for Learning:

- Stop and Draws/Jots that document connections to text.
- Anecdotal notes of student conversations during Turn and Talk or individual conferences.

Re-teaching:

- Work in small groups or pair students with a model for turn and talks to help students gain language skills needed to discuss connections with books.

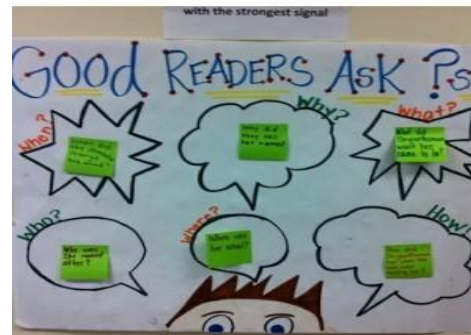
Enrichment:

- Encourage students to begin to make connections from text to text as a way to monitor and deepen understanding.

Resources:

Mosaic of Thought by Ellin Keene
Reading with Meaning by Debbie Miller

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 1.6	R1Ca.b.c.	RF.K.2 RF.K.3

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Reader's Workshop	Grade: K	Unit of Study: Readers Use All Our Super Powers to Actually Read	Timeline: November
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Big Idea: Use superpowers(decoding strategies) to read

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Ramp up the strategies they know for reading familiar texts, using the pictures and the patterns as they attend to print. ● Use their “Super Powers” for reading books--the reading strategies ● Build their sight word knowledge ● Learn how to shop for books using the Just Right Books strategy or I-PICK strategy ● Work with a partner when reading to help figure out tricky parts of the book, becoming “Super Friends” 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Very soon, I think your super powers will give you the strength to write anything you want to write and to read anything you want to read. For the next several weeks, I’m thinking that we will discover all of our super powers and learn some cool tricks for reading. “Today I want to teach you that when you want to read someone else’s book, you think about what’s happening in the book, point to the pictures and the writing and poof! You have the power to read the story that goes with those picture and words. ● “Today I want to teach you that when you read you look at the picture on the page and then you make a movie in your mind about what’s happening in the book. The movie in your mind helps you think about what the words probably say.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring with students ● Guided Reading Groups ● TC Benchmark
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Re-teaching:

- If students aren't ready for this set of skills use the strategies of teaching concepts of print still and review lessons from the months prior.
- **For ELL students-** Some students may have the concepts of print but not have the vocabulary to begin reading. Help students to develop a vocabulary for their "movie" book by book. This can be accomplished one on one with the student or by pairing the students with a proficient speaker. Make sure that the student knows not only the nouns associated with the story but also the verbs.

Enrichment:

- Have students start using post-its to mark places to talk about with their reading partner.

Resources:

Teacher's College Unit Map Unit 3: Readers Use Super Powers
<http://tc.readingandwritingproject.com/> (Curricular Calendars)

Curricular Plan for The Reading Workshop K
Unit 3: Readers Use All Our Powers to Actually Read

Teacher Notes:



Reading Strategies Bookmark **Reading Strategies Posters**

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Reader's Workshop	Grade: K	Unit of Study: Readers Use All Our Powers to Actually Read	Timeline: November
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Big Idea: Use more than one superpower at once (MSV) to read

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Use more than one strategy when reading• Use a combination of strategies to read words and begin to monitor for meaning	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Today, I want to teach you that readers can't just use one superpower at a time. You use all that you know-you think about the story AND study the pictures AND look at the words. You use many superpowers all at once to figure out the story of the book.• Today, I want to teach you that when we want to get ready to read, we can remember a superpower that we have, and then we can say, "I'm going to bring that superpower going as a way to get ready to read it, For example, one of your powers might be to guess what will happen in the rest of the story using clues before your begin reading• Today I want to teach you when you are reading and you say a word that makes you think, "Huh? That doesn't sound right," you need to go back, reread the word and use the picture to make another guess You can think, "What word matches the pictures?"• Readers look for patterns to help them figure out what is going on in the book. What is the same on each page? Notice when the pattern stops or changes. Sometimes the change is the opposite, or something it takes each part and makes it a whole.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring with students● Guided Reading Groups● TC Benchmark
<p>Re-teaching:</p> <ul style="list-style-type: none">● If students aren't ready for this set of skills use the strategies of teaching concepts of print still and review lessons from the months prior.● For ELL students- Students who are ready for this set of skills may not have the language structures to understand the meanings in a pattern book. This is a great opportunity for students to learn new language structures. Have students practice this language structure orally. For example "Where is the _____?" "It is _____." Allow students to master the appropriate use of this structure orally before using it in reading.	<p>Enrichment:</p> <ul style="list-style-type: none">● Have students start using post-its to mark places to talk about with their reading partner.
<p>Resources:</p> <p>Teacher's College Unit Map Unit 3: Readers Use Super Powers http://tc.readingandwritingproject.com/ (Curricular Calendars)</p> <p>Curricular Plan for The Reading Workshop K Unit 3: Readers Use All Our Powers to Actually Read (Teacher's College Curricular Calendar)</p>	<p>Teacher Notes:</p> <p>Reading Strategies Posters & Bookmark</p>

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Reader's Workshop	Grade: K	Unit of Study: Readers Use All Our Powers to Actually Read	Timeline: November
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Big Idea: Practice superpowers with a partner

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Work with a partner during the workshop time to build automaticity, phrasing, and expression when reading. ● Help their partner remember the strategies and use them when they are reading 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Today I want to teach you that you can practice your reading by reading to a friend. Super Readers try to read so a friend who is listening can really understand and feel the story. Your super friend can give you tips on how to read it better and with more feeling. ● Today I want to teach you that reading partners are like coaches. They cheer you on! They jump in to help! They help you build our reading muscles by reminding you of strategies you can try: "Check the picture! Think about what's happening in the book!"
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring with students ● Guided Reading Groups ● TC Benchmark
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● If students aren't ready for this set of skills use the strategies of teaching concepts of print still and review lessons from the months prior. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have students start using post-its to mark places to talk about with their reading partner.
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<p>Resources: Teacher’s College Unit Map Unit 3: Readers Use Super Powers http://tc.readingandwritingproject.com/ (Curricular Calendars)</p> <p>Curricular Plan for The Reading Workshop K Unit 3: Readers Use All Our Powers to Actually Read (Teacher’s College Curricular Calendar)</p>	<p>Teacher Notes: Reading Strategies Posters & Bookmarks</p>
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Interactive Read Aloud	Grade: K	Unit of Study: Readers Use All Our Powers to Actually Read	Timeline: November
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Big Idea: Modeling thinking aloud to build schema, asking questions about the characters and setting, and how we gain new vocabulary when reading

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Talk about characters, problems, and events in a story● Use characters, problems and events in a story to give an accurate retell● Notice and derive information from pictures● Bring background knowledge to understanding characters and their problems● Recognize interesting new information and add it to their understandings● Give reasons to support thinking	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Use fiction and nonfiction books● Pull in topics from science and social studies● Pre-read the book and jot down notes on post-its to use when you are reading the book.● Preview vocabulary terms and discuss terms when reading in the context● Turn and talk about 3 times during the read aloud● Model thinking aloud when reading● Ask students questions about the characters● Ask students questions about the setting
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion● Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring● Turn and talk● Questioning students and their responses● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Meet with students in a small group to review vocabulary terms, have students draw picture clues to help reinforce vocabulary. • Have students identify tricky words in their reading. Discuss words that they don't understand • For ELL students- Some students will benefit from using a personal dictionary for new words. This dictionary might consist of boxes and a space to put down each word. Students may draw a picture to go with the new word. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Have students use highlighting tape to find sight words in their own books.
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<p>Resources: The Continuum of Literacy Learning Grades K-8 Pinnell and Fountas</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Conferring • Turn and talk • Questioning students and their responses • Observation
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA4	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF. K.1 RF. K.2 RF. K.3 RF. K.4 RF. K.10

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Shared Reading	Grade: K	Unit of Study: Readers Use All Our Powers to Actually Read	Timeline: November
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Big Idea: Practice using Superpowers when reading

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Read aloud with others on familiar texts ● Notice information in pictures ● Talk about characters, problems, and events in a story ● Make predictions as to what will happen next ● Show interpretation of character's intentions or feelings in the voice while reading ● Recognize and identify some aspects of text structure, such as beginning and ending 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Use very simple, repetitive text <ul style="list-style-type: none"> ○ i.e. <i>A Monster Sandwich</i> or <i>What's for Lunch?</i> ○ needs to be highly supportive, containing concepts and themes that are familiar ○ include language patterns ● Create text with your students <ul style="list-style-type: none"> ○ have large pictures that are labeled ○ simple sentences ○ patterned text ● Use pointers to show one-to-one correspondence ● Reread familiar text ● Include nursery rhymes, songs, and poems ● Look for high frequency words as they read ● Knowing the difference between a letter and a word
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Concepts of Print Assessment ● TC Benchmarks ● Turn and Talks ● Conferring ● Questioning ● Observation
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Re-teaching: <ul style="list-style-type: none"> Practice skills in a small group setting 	Enrichment: <ul style="list-style-type: none"> Encourage your early readers to use expression and change voice to match the character's feelings. Give students a leadership role by asking them to label pictures in texts.
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Resources: Big Books Class made texts Poems The Continuum of Literacy Learning by Fountas and Pinnell	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity	x	Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	GOAL 4.6	R1G a.b.c R1H a.b.c.d.e	RF. K.1 RF. K.2 RF. K.3 RF. K.4

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Word Work	Grade: K	Unit of Study: Readers Use All Our Powers to Actually Read	Timeline: November
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Big Idea: Learning to recognize high frequency words, letters make up words, exploring simple CVC patterns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Recognize and use beginning consonant sounds and the letters that represent them to read and write words ● Understand there is a relationship between sounds and letters ● Recognize simple CVC patterns (-at, -an, -ad, -ap, -ag, -op, -ot, -og, -et, -eg, -en, -ug, -ut, -un, -ip, -ig, and -ill) ● Recognize the high frequency words that have been taught 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Give student the Primary Spelling Inventory to determine what sort to begin with if not already given ● For recognizing beginning sounds you can use Beginning Consonant Sorts 1-5 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● For recognizing simple CVC patterns you can use Same Vowel Word Families Sorts 6-12 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Add one to two high frequency words to the word wall each week ● Have hands on door frame with high frequency words to “high-five” on their way out of the door ● Have a classroom password of the high frequency word for that week ● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 8-9, LK 6-7, WSA 1-2
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Sorts ● Weekly Assessment on sort for the week ● Writing Samples ● Reading Level
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Re-teaching:

- Continue to work on letter recognition, names and previous unit ideas
- **For ELL students-** Give students the opportunity to use high frequency words in complete sentences. Model using high frequency words in different ways. As you use the words throughout the day, point to them in the room.

Enrichment:

- Determine what sort is appropriate for students and use that. Continue with high frequency words list beyond List B

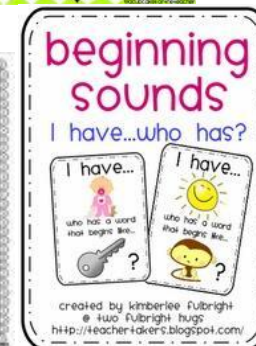
Resources:

Words Their Way Word Sorts for Letter Name-Alphabetic Spellers (Red Book)

Continuum of Literacy Learning by Pinnell and Fountas (Word Work Section)

Phonics Lessons, Letters, Words and How They Work: Grade K by Fountas & Pinnell

Teacher Notes:



Example sight words and beginning sound games

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity	x	Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3	Goal 1.6	R1C a.b.c	RF. K.2 RF. K.3

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Writing Workshop	Grade: K	Unit of Study: Looking Closely	Timeline: November
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Big Idea: Launching the Unit: Living Like Writers, Living Like Scientists

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Understand writers are like scientists	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Take a writerly scientific walk outside and show students that scientists find interesting things anywhere in the world. On some of your excursions, give each student a plastic baggie to collect “stuff” to bring back into the classroom and observe. Provide students with clipboards and special paper and supplies, such as blank researchers’ notepads and colored pencils so they can record their observations.• Explain to students that part of being a scientific writer is that we revise our work. When we are revising, we are literally “re-seeing”. The writer looks again and sees information that he/she forgot to include in a first draft. Sometimes this means a writer might add a whole new drawing that includes lots of details or zooms in on an object. Explain that scientists use magnifying lenses to zoom in on objects which allow them to re-see and notice more. Allow students opportunities to use magnifying lenses to view items from their nature walk or other objects that they are writing about.• Share nonfiction mentor texts and ask students to create books about their own topic such as pattern books, focusing on one scientific topic such as leaves, plants, weather, rocks, etc.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups• Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Consider labeling some of the items or discussing orally what is in the bag. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Encourage students using descriptive specific language when creating nonfiction writing on a scientific topic. Confer with them and model how to use their five senses to be more specific and descriptive in writing.
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<p>Resources: xA Curricular Plan for the Writing Workshop Unit 3: Looking Closely Grade K, 2011-2012, pgs. 32 - 48</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● If you do not have access to magnifying lenses, take 3x5 index cards and make a zoom lens by cutting an one inch hole out of the center of the card.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation		Cooperative Learning		Equity	x	Research
	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 3	Goal 1:5 Goal 2.1	ICTL2B.K.a ICTL5B.K W3A.K.a	W.K.5 W.K.6 W.K.2

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Writing Workshop	Grade: K	Unit of Study: Looking Closely	Timeline: November
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Big Idea: Writing More! Elaboration, Writing Sentences, Adding Details and Information

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Elaborate, write sentences, and add details and information to their writing	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Create an anchor chart with the students reminding them to add details to their stories by using their 5 senses. Discuss what words might be used when thinking about each of the senses. Ex. hot, bright, loud, soft, wet• Encourage students to elaborate their writing by asking themselves “I notice..., I wonder..., or I think” when thinking about the topic they have chosen to write about• Teach children that there are many different types of sentences. Encourage them to write a book of questions or questions and answers about their topic.• Build scientific vocabulary with students through read alouds and mentor text selections. Add these words to your classroom word wall for students to use in their writing.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups• Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Conferring Notes• Published Pieces
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Reading aloud LOTS of books in this genre of writing will help students build background knowledge and vocabulary that will help to support them as they enrich their language. If the class is writing on specific scientific topic, brainstorm descriptive words and specific facts about “frogs” and make an anchor chart. If necessary add pictures to go along with words to make it more user-friendly for your struggling students. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Find your experts in the room who can take a leadership role in creating an anchor chart with descriptive words based on 5 senses and facts on the class topic.
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<p>Resources:</p> <p>A Curricular Plan for the Writing Workshop Unit 3: Looking Closely Grade K, 2011-2012, pgs. 32 - 48</p>	<p>Teacher Notes:</p>  <p>http://mrsosterman.blogspot.com/search/label/Writing</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity	x	Research
	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 3	Goal 1:5 Goal 2.1	ICTL2B.K.a ICTL5B.K W3A.K.a	W.K.5 W.K.6 W.K.2

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Writing Workshop	Grade: K	Unit of Study: Looking Closely	Timeline: November
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Big Idea: Scientists Think, Make Connections, Predict, Have Ideas, Compare and Contrast - And So Do Writers!

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Make connections, predict, have ideas, and compare and contrast as a writer 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach students push themselves to think, “Why?”, “Why does...”, “What is the reason for...” and then stretch their thinking even more by encouraging them to make a predictions about the scientific topics they have been studying. • Create a chart with your students with a list of some language for comparing and contrasting such as.. <ul style="list-style-type: none"> ○ I noticed...is the same as... ○ They both... ○ I noticed...is different from... ○ One has...but the other has...
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups • Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Conferring Notes • Published Pieces
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For ELL students- Some ELL students will need to do many of the activities orally many times before they will be able to write about them. Consider choosing one or two phrases to practice and practicing several times before students begin to write. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Introduce a Venn Diagram to your advanced students a way to organize their ideas with comparing and contrasting. Stretch their thinking by posing questions like...”What would happen if...there were no more spiders?” By thinking aloud such questions in either whole class or conferring, students will begin to predict and make connections at a higher level of understanding.
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Writing Workshop	Grade: K	Unit of Study: Looking Closely	Timeline: November
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Big Idea: Finishing Up Our Books, Getting Ready to Present Our Work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Finish books and get ready to present their work	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Ask students to choose two of the many books they have written over the unit to return to and publish• Talk to students about who the audience will be for publishing their work. Where will it be displayed? The school library? The hallway? Perhaps you will invite another class to come and visit?• Teach students that writers reread their own writing again and again to see if it makes sense, sounds good, and looks right. Encourage students to use everything they know from Reading Workshop to read their own writing (to themselves and to partners) such as pointing to one word at a time, making sure the words make sense, and reading to smooth out their voices.• Encourage students to create a cover or “about the author” page to “fancy it up” and get it ready to share.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups• Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Conferring Notes• Published Pieces
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Provide a template or make an example of how the cover of the book has a picture that supports the big idea of the story. Confer with students before they start designing to cover to ‘talk’ out what they are going to draw. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Introduce/show examples of a dedication page. Discuss how writing a book is hard work and ‘dedicating’ it to someone is a very special gift. ● Find an opportunity for students to become leaders in modeling how to read their published books to others.
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<p>Resources: A Curricular Plan for the Writing Workshop Unit 3: Looking Closely Grade K, 2011-2012, pgs. 32 - 48</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation		Cooperative Learning		Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 3	Goal 1:5 Goal 2.1	ICTL2B.K.a ICTL5B.K W3A.K.a	W.K.5 W.K.6 W.K.2

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Interactive Writing	Grade: K	Unit of Study: Looking Closely	Timeline: November
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Big Idea: Books that have patterns repeat phrases. They are fun to write and read!

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Make big books that have a pattern ● Writing high frequency words <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write letters in groups to form words ● Leave appropriate space between words ● Hold pencil or pen with satisfactory grip ● Write left to right in lines ● Return to the left margin to start a new line ● Use preferred hand consistently for writing ● Write letters and words that can be easily read ● Form upper- and lowercase letters efficiently in manuscript print ● Form upper- and lowercase letters proportionately in manuscript print 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Read the book “I Went Walking” by Sue Williams to your students and discuss the patterned language the students see and hear on each page. Create a chart that uses the patterned language “I saw a _____ looking at me.” several times on the page and invite students to come up and write in the blank the name of an animal of their choice. After each (or most) student has contributed, share with students that they each are going to write their patterned sentence they contributed and draw a picture to go along with it on a piece of paper that you will be giving them. Once all students are finished, turn the individual pages into a class book. ● Write silly sentences on the board or a piece of chart paper leaving sight words blank and have students come up and write in a sight word to complete the sentence. Ex. _(The) cat has pink _(and)_ purple spots.; _(I)_ see _(a)_ yellow hippopotamus. etc.; I _(like)_ dogs _(that)_ dance _(and)_ sing. ● Teacher model Handwriting Objectives during Interactive Writing ● Explicitly teach skills listed in Weeks 9-11 in Handwriting Without Tears Teaching Guide <ul style="list-style-type: none"> ○ Capital Letters W,X,Y,Z,C,O,Q ○ Numbers 7-9
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observational Notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Use this interactive writing as a way to practice concepts of print skills for your struggling readers and writers. Modeling as you write going left to right and one to one correspondence as you read. Confer with struggling students to help them orally repeat the pattern found in books. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Expose your writers to more sophisticated pattern books like "<u>Mortimer</u>" or "<u>50 Below Zero</u>" by Robert Munsch. The pattern is found in the repetition of events instead of "I like..." or "I saw..."
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<p>Resources:</p> <p>Handwriting Without Tears Teacher's Guide: Kindergarten Edition</p> <p>Handwriting Without Tears Digital Teaching Tool</p> <p>I Went Walking activity http://www.wiseowlfactory.com/BookaDay/archives/3859</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 4 CA 1	GOAL 6 GOAL 1	R1D.K.a	RF.K.3.a-d

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Phonics	Grade: K	Unit of Study: Looking Closely	Timeline: November
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Big Idea: You can sort words in LOTS of different ways by their sounds.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Rhyme● Letters in words have sounds● Hearing beginning, middle and ending sounds● Phoneme identity: Which sound is the same in all 3 words (cat, can, cake)● Short vowel sounds● Matching /sorting words with the same beginning sound● Blending syllables	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● <u>Whack a Rhyme</u> - Write several words that belong to several different word families on the board (Ex. man, cat, sit, and pet). Call on a student volunteer to come up to the board and hand him/her a foam/rubber mallet or fly swatter. Explain that you are going to say a word aloud and you would like him/her to “whack” a word that rhymes with that word using a fly swatter or foam hammer/mallet. Repeat with new students and new rhymes.● <u>Short Vowel Hunt</u>-Tell students they are going to be detectives and go on a hunt for one of the vowel sounds. Students can work in pairs or individually to look through books, at classroom charts, and on labels around the room to find words that have the specified short vowel sound and write them on a paper. Often children will look for any word with the vowel in it, so remind them to read the word out loud to make sure it makes the short vowel sound. When they have collected several words, gather the class together and ask volunteers to share the words they found. As they offer words you may want to sort the words into categories, like: words that start with short a, words that have a short a between two consonants, and words that have short a at the end● <u>Heads, Shoulders, Knees, and Toes</u> - Give students a word with 1-4 phonemes (sounds). Have them stand up and touch their head, shoulders, knees, and toes as they are saying the sounds in words. For example, the word "cat" would be /c/ (head), /a/ (shoulders), and /t/ (knees). A great active, phonemic awareness activity for helping students with segmenting!● <u>Silly Putty</u> - Have your child/class place their hands together with a piece of silly putty in them in.. Give them a word. Each
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	<p>time they hear a sound in a word, have them say it and move their hands further apart using the silly putty to stretch the sounds in words. Using the silly putty helps children to visualize words that have a few sounds and words that have many sounds. (Children really get excited when they find words with many sounds, causing the silly putty to break apart).</p> <ul style="list-style-type: none"> • For recognizing beginning sounds you can use Beginning Consonant Sorts 1-5 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) • For reinforcing rhymes, you can use Same Vowel Word Families Sorts 6-12 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) • For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) • Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 8-9, LK 6-7, WSA 1-2
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups • Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Phonological Awareness Assessment • Observational notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For ELL students- Anytime a student needs to blend syllables into a word, allow them to repeat the syllables first and make sure that they are saying them correctly before blending it into a word. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • For those who have beginning and ending consonants sounds mastered, begin to expose them to short and long vowel sounds or patterns when focusing on middle sounds.
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<p>Resources: Phonics Lessons, Letters, Words and How They Work: Grade K by Fountas & Pinnell</p> <p>Words Their Way Word Sorts for Letter Name-Alphabetic Spellers (Red Book)</p> <p>Short Vowel Hunt Activity http://www.brainpopjr.com/readingandwriting/phonics/shortvowels/grownups.weml</p> <p>Head, Shoulders, Knees, and Toes & Silly Putty Activity http://www.readingresource.net/phonemicawarenessactivities.html</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 5.1 Goal 2.1	R1C.K.b R1B.K. a,c,d	RF.K.1.b R.F.K.2 a-e

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Grammar	Grade: K	Unit of Study: Looking Closely	Timeline: November
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Big Idea: Words work together in a sentence so it makes sense.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use noun and verb and plural nouns● Use noun and verb agreement (I can)● Use prepositional phrases (to the bus, on the bus)● Use modifiers (red dress, ran fast) <p><u>Conventions:</u></p> <ul style="list-style-type: none">● Demonstrate knowledge of the use of upper and lower case letters● Use capital letters in the beginning position and in a few familiar proper nouns● Show awareness of the first place position of capital letters in words● Use a capital letter for the first word of a sentence● Capitalize I	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● <u>Noun Game</u> - Have students sit in a circle and explain that you are going to be giving them a letter of the alphabet and then each person is going to name one noun that starts with that letter. You can also pretend you are going on a trip and you are taking these things with you. Choose a different letter once everyone has had a chance to share one noun. Encourage students to use plurals of their nouns as well as singular.● <u>Scrambled Sentences</u> - Write several simple sentences on sentence strips and cut each sentence strip into words, yet keep each sentence in its own pile. Read the sentence aloud to the students and then have the child rearrange the words/pictures to make the sentence. Once the child has placed the words/pictures in the correct order, have them read the sentence to you. Consider color coding the nouns and verbs so students can quickly identify them in each sentence. This will help them notice that EVERY sentence has them! Ask the students if there is a word that you could use to help describe some of the nouns in our sentences. Write them on a sentence strip in a different color, cut them out and add to the sentences.● <u>Preposition House</u> - Draw a simple, square house on a blackboard. Have the students copy the drawing on a piece of paper. Write a preposition on the board and have the students illustrate it. For example, if you used the preposition "on," kids could draw a doorknob "on" the door, or a bird "on" the chimney. Make sure the kids are working independently to express their own creativity. Provide a few more prepositions one at a time, such as "around" or "inside," and have the students continue to illustrate each in relation to the house. Afterward, have the students compare their drawings. Finally, have each student write a sentence to describe each preposition they illustrated, such as "I can see a person inside the house."● During interactive writing, demonstrate and practice capitalizing the first word in each new sentence, familiar proper nouns and the word I.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> Observational Notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> For ELL students- Some ELL students will need help building vocabulary to be able to participate in grammar activities. Consider teaching students a small set of prepositional phrases or modifiers with pictures or illustrations. Help the students to match these words, when said aloud, with the corresponding picture. When students become comfortable with these, allow them to use a chart that contains these pictures to participate in grammar activities. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Advanced students can be encouraged to look back in their writing and find a complete sentence. A strong detailed sentence is going to include prepositions and modifiers because it will tell you where and give more details. How can they expand their writing to include prepositions and modifiers? <i>Example: The dog ate a bone. With your conferring they could revise to The dog loudly crunched a bone in his dog house.</i>
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<p>Resources: Scrambled Sentence activity (& more!) http://phonologicalawareness.org/5.html</p>	<p>Teacher Notes: Preposition House http://www.ehow.com/list_7631036_classroom-activities-teach-prepositional-phrases.html</p>
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Marzano Strategies:

Equity/Workplace Readiness

Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	GOAL 1.8 GOAL 2	R1E.K W2E.1.d	L.K.5a-d L.K.6 L.K.1b-f

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Reading Workshop	Grade: K	Unit of Study: Readers Study Pattern in Big Books and Little Books to Help Us Read and Talk about Books	Timeline: December
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Big Idea: Readers Notice patterns in books and use these patterns to solve tricky parts in books

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Read the best they can using the pattern in the book to help them solve unknown words● Use the picture and their finger underneath each word to help them read the story	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Create small copies of these large texts and add them to the baskets in your classroom library.● Create new big books from your shared reading texts by changing a part or what happens to the character● Use the pattern books that the students are creating in Writing Workshop this month● Look at books in your classroom library to get familiar with the patterns that are in these books● Today I want to teach you that there are ways that readers can get ready to read our books. One way we can get ready to read is to think, “How will this book go?” Some of our books we know well. We can remember how these books go based on the many times we have read them. We can look at the cover and the pictures, remember some characters and what happened, and think how the book will go. Then as we read, we can see if we were right or wrong.”● Today I want to teach you that when readers read a familiar book, we already know how the pattern goes and we can carry it with us across the pages. The pattern can sweep us along in our reading. When we read our books aloud, we can point under each word of the pattern, matching what we say to the words on the page, letting the pattern sweep us along.● Readers can get ready to read by looking through the pictures in a book to notice things that repeat(or stay the same), knowing that if it repeats in the pictures, we can predict that it will probably repeat in the words too● Readers, today I want to remind you that sometimes we can get stuck on tricky parts in our books and we’re not sure what to do. Here’s a trick. Sometimes it helps to go back a page or two to get a running start. We read the words as smoothly as we can, and reread if we need to smooth out our reading so that we can really hear how the pattern sounds.● Today I want to teach you that readers can continue to point under each word, even when we know the pattern by heart, because it will help us make sure that we aren’t skipping any words by accident, and it can help when we get to a tricky part. If we’re pointing we’ll know if it is a long word or a short word, one word or two words that we need to figure out.
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Conferring with students
- Guided Reading Groups
- TC Benchmark

Re-teaching:

- If students are having trouble using the sound of the sentence, that is the pattern of language to help them, give them more support with matching them with a peer who can use the pattern to read the book, or pull them into a small group to practice noticing the pattern. Also give them more support if they do not use pictures to help them figure out story or are struggling with one to one correspondence.

Enrichment:

- Keep an eye on students who quickly pick up on the pattern of the story and give them opportunity to work with more difficult text that still has a pattern and pictures to support. For example books that have a pattern where the verb changes in the sentence instead of the noun at the end. "I can jump down the stairs. I can climb up the wall." instead of "I like carrots. I like bananas."

Resources:

A Curricular Plan for The Reading Workshop Grade K:
Unit 4: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books pages 56-73

Use books that are in the A-C range for mini lessons
Use big books that you have read to make small versions
Use any emergent reader with a pattern in it

Teacher Notes:



Sparkle Reader made by Fran Kramer on Teachers Pay Teachers
<http://www.teacherspayteachers.com/Store/Fran-Kramer/Order:Best-Sellers/Search:sparkle+readers/>



Readers Workshop Unit 4 - Discovering Patterns by Kim Adsit and Michele Scannel

<http://www.teacherspayteachers.com/Product/Readers-Workshop-Unit-4-Discovering-Patterns-by-Kim-Adsit-and-Michele-Scannel>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Reading Workshop	Grade: K	Unit of Study: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books	Timeline: December
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Big Idea: Readers will make books come alive and see through the pattern to figure out what the book is really about

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Read their books more smoothly each time they read their books● Learn how to change their voice when reading to make it sound interesting● Learn what a fluent reader sounds like● Learn how to use expression when they are reading● Make the characters in the book come alive through them reading the text● Change their voice with how the character is feeling● They can “see through” the pattern to discover what the book is telling them as a reader	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Today I want to teach you that readers can make our books sound better and better. We read our books first, figuring out the pattern and the changing words. After we stumble through the tricky word(s) we can read them again and again to make them sound better and better<ul style="list-style-type: none">○ Patterns can help us read our books and they can also help us make them sound better. Readers want to read so that we can hear the pattern, rhythm, or rhyme when we read.● Today I want to teach you that partners can practice making our books come alive together. Partners can read our books chorally, matching and keeping our voices together, as we read during partner time<ul style="list-style-type: none">○ Now I want to teach you another way for partners to read together. One partner can read a page, and the other partners can read the same page over again, like an echo● Today I want to teach you that partners can make our books come alive and actually act like the characters. We can do what they do, say what they would say, or think out loud for them!● Today I want to teach you that readers think about what their book was all about when we finish. We don't just finish the last page and say, “Done!” Knowing the pattern can help us know what our book is all about!● Readers today I want to teach you that when we read books we need to make sure our reading makes sense. We know it makes sense if it fits with what has been happening on all of the pages and the page and picture we are working on. We can remind ourselves to always do this work by thinking, “What makes sense?”
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Conferring with students
- Guided Reading Groups
- TC Benchmark

Re-teaching:

- Give extra support to students who struggling with expression by providing a good model when working in a small group. The use of a whisper phone, microphone, or tape recording can be a motivator to help them hear themselves when reading and noticing when they are using great expression.

Enrichment:

- As students make the books come alive, find the opportunity with your high fliers to infer how the character could be feeling in the book in order to make their voice or physical actions match the mood of the character. Reading books like Goldilocks and 3 bears, Robert Munsch books, kids can see the more sophisticated patterns of the book as well as bring it to life.

Resources:

A Curricular Plan for The Reading Workshop Grade K:
Unit 4: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books pages 56-73

Teacher Notes:

Readers Workshop Unit 4 - Discovering Patterns by Kim Adsit and Michele Scannel



<http://www.teacherspayteachers.com/Product/Readers-Workshop-Unit-4-Discovering-Patterns-by-Kim-Adsit-and-Michele-Scannel>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Shared Reading	Grade: K	Unit of Study: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books	Timeline: December
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Big Idea: Notice patterns in books, read books using a storyteller's voice, engage the reader to use pictures to figure out words and what is going on in the story

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use the pattern in the book to help them solve tricky parts● Develop new ideas for pages that fit pattern of the book● Use the pictures to figure out words and what is going on in the story● Use their concepts of print strategies	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Use big books with patterns in them to teach them how to use the pictures to help them read the book.● Use big books to show them how to use a pattern and how that pattern helps them read the book.● Read the pattern slowly and rhythm when reading so they can see that the same rhythm is carried over from page to page.● Use a storyteller voice when reading to help emphasize the pattern on each page.● Create pages to follow the pattern of the book.● Continue to use the concepts of print when reading a book(only if students are still struggling with this).
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring with students● Guided Reading Groups● TC Benchmark
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Pattern books are great ways for ELL students to build confidence and vocabulary. Be sure to review the meaning of words in the pattern and help students associate new words with picture clues. Also make sure students are familiar with the language structures in the pattern books. Practice new language structures orally before looking at them in print. When students find pattern books with several new words, encourage them to reread several times. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Take advantage of your advanced students who are currently writing pattern books. Turning their published books into a shared reading experience for your whole class will challenge them in writing and add to your shared reading library for the entire class.
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<p>Resources: A Curricular Plan for The Reading Workshop Grade K: Unit 4: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books pages 56-73</p>	<p>Teacher Notes: Readers Workshop Unit 4 - Discovering Patterns by Kim Adsit and Michele Scannel http://www.teacherspayteachers.com/Product/Readers-Workshop-Unit-4-Discovering-Patterns-by-Kim-Adsit-and-Michele-Scannel</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Interactive Read Aloud	Grade: K	Unit of Study: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books	Timeline: December
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Big Idea: Stopping and thinking about your reading when it doesn't make sense, reading like a storyteller with a smooth rhythm vs. robot

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Understand that readers are always think about what they are reading and making sure that it makes sense ● Reread when something doesn't make sense ● Use the picture to help with the understanding when something read doesn't make sense ● Read using a storyteller voice instead of a robot voice 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Model stopping to think about what has been read several times throughout the book. <ul style="list-style-type: none"> ○ Preview the book before reading it to your students and jot post-its to model this strategy to your students ● Model how to re-read to sound more like a storyteller <ul style="list-style-type: none"> ○ read in a robot voice and then read with expression and ask the students which sounds better ○ have several students demonstrate for the class some using the robot voice and some using expression and ask the class their opinion of which reader sounded better ● Model how readers gain new vocabulary when reading
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring ● Turn and talk ● Questioning students and their responses ● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Work in small groups with students who are struggling. Model for them strategies to stop and reread when something doesn't make sense. Extra work on activating background knowledge and building vocabulary may be necessary. 	<p>Enrichment:</p> <ul style="list-style-type: none"> During turn and talks, partner your stronger students with those who need to hear a good model of fluency, monitoring for meaning and rereading. Have the stronger student go first and teach students 'coaching' phrases to help their partner find success.
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<p>Resources: The Continuum of Literacy Learning by Fountas & Pinnell</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Word Work	Grade: K	Unit of Study: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books	Timeline: December
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Big Idea: Letters can be sorted by how they look. Letters make up words. Words can have a pattern that helps us make NEW words.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn high frequency words in isolation and in text ● Learn that letters make up words ● Recognize simple CVC patterns (-at, -an, -ad, -ap, -ag, -op, -ot, -og, -et, -eg, -en, -ug, -ut, -un, -ip, -ig, and -ill) ● Learn the difference between vowels and consonants ● Sort letters by features(tall letters, short letters, letters with a tail) 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Have student sort letter tiles, magnetic letters etc. by their features(sort, tall, and letters with a tail) ● Teach two sight words a week from the Teacher’s College high frequency word list ● For CVC patterns, you can use Same Vowel Word Families Sorts 6-12 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 2 after Sort 12 to assess students ● For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 6 after Sort 37 to assess students ● Look at students writing to see if the spelling patterns are transferring ● Look at students reading level to see what level corresponds to the WTW materials. ● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: ELC 4-6, PA 10-11, LK 8-12, LS 1-2, HF 1, WM 1
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Sorts ● Weekly Assessment on sort for the week ● TC Benchmarks ● Running records ● Writing sample
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Re-teaching:

- Use earlier sorts from the orange book
- Use activities that teach students letters
- Learn high frequency words using movement such as writing the words in various ways and saying the word as it is written.
- Go on a word or letter hunt in stories or around the room to help students see the words in the context of the story.

Enrichment:

- Use higher sorts in the Red Book or go on to the Yellow Books
- Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds.
- Introduce CCVC words to bring in blends and digraphs to challenge students.

Resources:

Phonics Lessons, Letters, Words and How They Work:
 Grade K by Fountas & Pinnell

Words Their Way Word Sorts for Letter Name-Alphabetic Spellers
 (Red Book)

Letter tiles
 Magnetic letters
 Word Family posters
 Teacher College high frequency word list (A and B)

Teacher Notes:

mrsriccaskindergarten.blogspot.com mrsjumpsclass.blogspot.com
 Example CVC activities, sight word activities

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3	Goal 1.6	R1C a.b.c	RF. K.2 RF. K.3

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Thinking Strategy	Grade: K	Unit of Study: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books	Timeline: December
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Big Idea: Monitoring

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn to listen to their “inner voice” when reading or listening to read alouds to monitor their comprehension and enjoy reading. ● Begin to notice when the text they are reading or listening to makes sense and when it does it not. ● Learn and apply decoding strategies that include using the meaning, visual and syntax cueing systems. (MSV) ● Use strategies to monitor their comprehension such as re-reading, thinking aloud, using pictures, visualizing, questioning and thinking about what they already know (schema) 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Model monitoring when decoding- Does it look right? Does it sound right? Does it make sense? Teach children to stop and use fix up strategies. ● Model fix up strategies for reading that help to clarify ideas. Examples: Reread the confusing sentence, perhaps you read it too quickly the first time. Figure out what is EXACTLY confusing you. Do you know enough about the characters or where the story is taking place? Is the topic one you know little about? Using your schema (background knowledge) or talking to a friend/teacher could help. Knowing your problem will help you find the solution. ● When doing interactive read aloud, model when you are having trouble monitoring your understanding and how you try to solve the problem. You can make an anchor chart to document these strategies. Examples listed below. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"> <p>If I’m having trouble....</p> <p>keeping track of the characters</p> <p>understanding what is happening in the story</p> </td> <td style="width: 50%; padding: 5px;"> <p>Then I might try...</p> <p>making a character web to list what I know about the character</p> <p>read the story over, slowing down and thinking more about what is happening to see if it becomes clearer</p> </td> </tr> </table>	<p>If I’m having trouble....</p> <p>keeping track of the characters</p> <p>understanding what is happening in the story</p>	<p>Then I might try...</p> <p>making a character web to list what I know about the character</p> <p>read the story over, slowing down and thinking more about what is happening to see if it becomes clearer</p>
<p>If I’m having trouble....</p> <p>keeping track of the characters</p> <p>understanding what is happening in the story</p>	<p>Then I might try...</p> <p>making a character web to list what I know about the character</p> <p>read the story over, slowing down and thinking more about what is happening to see if it becomes clearer</p>		

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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts 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 about what a speaker says in order to gather additional information or clarify something that is not understood
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation.

Assessment for Learning:

- Stop and Draws/Jots that document use of strategies
- Anecdotal notes of student conversations during Turn and Talk or individual conferences.

Re-teaching:

- Within a small group, guided reading or strategy group, ask students to stop after every sentence or every few sentences to monitor for meaning. Less proficient readers may be so focused on decoding that they don't pay attention to meaning. Repeated reading of the sentence/sentences provides opportunity to focus attention on questioning for meaning.
- Teach strategies to use when meaning is lost - rereading, asking questions, visualizing, etc. and model/provide tips on when to use each strategy.
- **For ELL students-** Help students correct oral language errors that affect their reading. For instance, if students do not add "s" on the ends of verbs that require "s" when speaking, they will not be able to use the strategy "does is sound right?" to correct their errors. A sentence like, "he eat lunch" will "sound right" to them. Point it out in their reading but re-teach it by practicing verbs with "s" when the student speaks throughout the day. When the student says a word incorrectly, repeat the sentence for them correctly and give them a turn to repeat the sentence correctly. Early correction is key to keeping this from becoming a lifelong problem.

Enrichment:

- Students reading at higher levels may monitor more for comprehension than decoding.

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<p>Resources: Mosaic of Thought by Keene and Zimmermann Reading with Meaning by Debbie Miller Comprehension from the Ground Up by Sharon Taberski</p>	<p>Teacher Notes: The thinking strategy can be integrated into several aspects in the classroom.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.10

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Writing Workshop	Grade: K	Unit of Study: Writing Pattern Books to Read, Write, & Teach	Timeline: December
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Big Idea: Writing Pattern Books

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Write pattern books	<p>Suggested Learning Activities</p> <ul style="list-style-type: none">• Set the purpose for this unit by rallying the kids around writing books that they like to read. Say “Writers, I looked around our classroom during Reading Workshop, and I saw all you reading, and I realized that you are reading so many books now that we many need more books in our library. So, I thought maybe you would be willing to make more books for our library. I thought this month we could be writers of the kinds of books we have been reading. We can fill our library with books about our favorite things, about our families, and about our friends. The readers in this class will have no trouble finding books they are interested in reading, because we will be in charge of making the books we want to read!”• During read alouds and shared reading, read several pattern books and think aloud and invite your kindergarteners to notice things like sight words, repeating sentence structure, and the way pattern books communicate meaning. Ask your students to pay close attention to how these books (levels A-D) talk.• When explaining pattern books students, keep in mind pattern books involve all three cueing systems: meaning, structural, and visual. They are setup to help the reader make sense of the book (meaning), to talk to the reader in a certain way (structural), and to use illustrations (visual). These don’t explicitly have to be taught at this point but you want to make sure your explanation is balanced by these three sources of information.• Create a chart that says something like: “Pattern books have: a topic, four to six ideas about a topic, words that talk about the topic and are the same on every page and representational or meaningful drawings that help your reader read your book.• Explain these characteristics of pattern books to students:<ul style="list-style-type: none">○ The title of a pattern book holds all of the pages together and it might be repeated on the last page.○ Pattern books might have a twist on the last page which involves changing the pattern and a slight change in the book’s message. This could be as simple as reversing the pattern.○ The pictures in a pattern book don’t just help support the words but add meaning to the new words on each page.• Try to avoid using a “pattern of the day” approach or heavy prompting of which pattern your students should use. Let your students explore a variety of patterns. Ask your students “What are the big things I want to say in this book?” and encourage them to create a pattern book that expresses themselves.
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	<ul style="list-style-type: none"> • Remind students that there are lots of ways to find ideas and topics for their pattern books such as writing information about a particular topic, writing books about themselves or their friends and family, or even looking at books in the Level A-D baskets and think about how they could make their own version of the same thing. • Teach students to use words from the word wall and other words they know to create their patterns. • Provide students with full or half page booklets 6-8 pages long to write their pattern books. The paper should have a picture space and a line or two (or three) underneath for writing. • Prompt students to put spaces between their words, to reread their own writing pointing under words, to notice when they have left out a word and to add that to their writing, and to write using first and last letters. Students may also choose to label items in their pictures. • Encourage students to write a lot of pattern books -at least one per day. • Conclude each week in this unit with partner time and have students read to each other books they have created. After reading their books, they may place the books they created in a basket in the classroom library. You may choose to type up their pattern books and copy their pictures at this point to make them extra special (and easier to read) and then add them to the basket..
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups • Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Conferring notes • Published Pieces
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Work in a small group with students who are struggling. Ask them to find a simple pattern book in the room they are familiar with. With your model they could use this to get them started. Talk with them about how they could change the pattern to make the book their own. Help them map out spaces for what they would say on each page. Example: Student says “I like cheese.” Show them how to make a line on the paper for each word they spoke to put that one to one match into practice. _____ . Then student can go back in and write the words to match what they said. Having a word wall and alphabet linking chart are crucial tools for them to use. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Challenge your students to use a reverse pattern as a way to compare and contrast within their story. For example: If the student’s idea was talking about the difference between summer and winter, they might write....” I can swim in summer. I can’t swim in the winter. I can sled in the winter. I can’t sled in the summer.”
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Resources: A Curricular Plan for The Writing Workshop - Kindergarten Unit Four - Writing Pattern Books to Read, Write, and Teach	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	Equity	Research
	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	Technology	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 6	Goal 2:1	R3A.K R2A.K.b R2B.K	R.I.K.7 RL.K.10

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Writing Workshop	Grade: K	Unit of Study: Pattern Books	Timeline: December
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Big Idea: Writing Fancier Pattern Books
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<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write fancier pattern books	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● At this point in the unit you will help students pay attention to how their pattern books work and how authors choose a structure to effectively communicates meaning in a book.● During shared reading, you might want to point out that some books have different types of patterns such as:<ul style="list-style-type: none">○ A “seesaw pattern” in which one page goes one way and the next page another. Ex. I like ice cream. My mom does too. I like pizza. My dad does too.○ A “question and answer” pattern where one page asks a question and then spending pages answering that question.○ A “twist or surprise ending” on the last page which involves changing the pattern and a slight change in the book’s message.● Encourage students to figure out what their pattern books are about and how they can work to communicate their meaning.● Remind students that the title is one way to communicate their meaning clearly. Another way to convey meaning is in their endings. It could say the opposite of the rest of the book, and be surprising. Teach your writers that using your ending to help a reader understand what you are really trying to say is what writers do in all kinds of writing.● Continue supporting your students in using several strategies to find ideas and inspiration
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups● Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● conferring notes● published pieces
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Conference with struggling writers to help them pick a topic, and choose a pattern to support what they want to say in their book. In order for their books to convey meaning, you will have to use questioning to help them verbalize and plan out the message they want to send to the reader. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Students can be challenged to write dialogue within in the seesaw pattern. "My mom likes ice cream. I say "YUM!" My dad likes mustard. I say "YUCK!"
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<p>Resources:</p> <p>A Curricular Plan for The Writing Workshop - Kindergarten Unit Four - Writing Pattern Books to Read, Write, and Teach</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	X	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 6	Goal 2:1	R3A.K R2A.K.b R2B.K	R.I.K.7 RL.K.10

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Writing Workshop	Grade: K	Unit of Study: Pattern Books	Timeline: December
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Big Idea: Writing Pattern Books with an Opinion

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write pattern books with an opinion 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● In the last part of the unit, you are going to teach your writers to write pattern books with an opinion. ● Explain to your students that people often have opinions about a topic and teach them strategies for finding their opinion topics such as: <ul style="list-style-type: none"> ○ Thinking about times when you should do something but you would rather do something else instead ○ Thinking about what you want to have or do ○ Thinking about things they like or dislike help them say why ● Teach students that to state an opinion clearly, they need to say what they think or feel in one of three ways - in the title, as a beginning, or as an ending. ● Stress the importance of the drawing process to say more about their ideas. They might do this by focusing on the part of the drawing that goes with the words and drawing it in an up-close kind of way. This could include showing feelings on faces in their pictures. ● To help your children write a little more in their opinion pattern books, teach students to use dialogue to capture the opinion voice by having them ask other how they feel or what they think about their topic. ● As you finish this last part of the unit, you will want to have a culminating celebration of the writing that your kindergarteners have done across the unit.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Published pieces
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Give your struggling students support by helping them find their opinion on a topic. Brainstorming with students about what they like and dislike before they begin writing will help them map out their message. Also creating a chart of rich words or feelings will give them a resource to use when stuck. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Using dialogue can not only challenge your students but help to capture the opinion voice. Encourage them to think and ask how other people feel and what they think about their topic. They can be taught to talk directly to the reader by saying things like..."What you really need to know is that spiders are cool." Then the rest of the story includes reasons to support their opinion.
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<p>Resources:</p> <p>A Curricular Plan for The Writing Workshop - Kindergarten Unit Four - Writing Pattern Books to Read, Write, and Teach</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 6	Goal 2:1	R3A.K R2A.K.b R2B.K	R.I.K.7 RL.K.10

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Interactive Writing	Grade: K	Unit of Study: Pattern Books	Timeline: December
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Big Idea: Writers can create pattern books together

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Make big books that have a pattern● Writing high frequency words <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write letters in groups to form words● Leave appropriate space between words● Hold pencil or pen with satisfactory grip● Write left to right in lines● Return to the left margin to start a new line● Use preferred hand consistently for writing● Write letters and words that can be easily read● Form upper- and lowercase letters efficiently in manuscript print● Form upper- and lowercase letters proportionately in manuscript print	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Read patterned books such as <i>Goodnight Moon</i> by Margaret Wise Brown or <i>Have You Seen My Cat?</i> by Eric Carle, <i>I Like</i> by Gay Su Pinnell, or <i>We Can Go</i> by Ellen Geist.<ul style="list-style-type: none">○ After discussing the pattern in the book, have the students verbally think ways we can extend the pattern and add to the story. Model writing a few of the patterns shared on a piece of chart paper as they are shared.○ After discussing the pattern in the book, display a pre-made chart of the patterned text matching the story with words missing and have students have students come up and fill in high frequency words or other words to complete the pattern.● Create a class book using a pattern such as “In kindergarten we ___ “Kindergarteners can _____” or “Penguins can __”, , “My name is _____”, or “In winter _____”● Teacher model Handwriting Objectives during Interactive Writing● Explicitly teach skills listed in Weeks 12-14 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Capital Letters Q,G,S,A,I,T,J○ Number 10○ Numbers for me○ Review Numbers
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups • Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Observations
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Give your struggling students a pointer to find the sight words on the word wall that you have incorporated into your interactive writing for that day. Have them help you check to see if you spelled them correctly to model how to use the word wall as a resource. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Enlist your kids with strong vocabulary to come up with rich words to replace the “boring” words you might include in your interactive writing to model how writers revise their writing and pick rich words to paint a clear picture in the reader’s minds.
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<p>Resources: Handwriting Without Tears Teacher’s Guide: Kindergarten Edition Handwriting Without Tears Digital Teaching Tool Curricular Calendar for Writing: Unit 4 Writing Pattern Books to Read, Write and Teach</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	Research
Setting Objectives and Providing Feedback	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 6	Goal 2:1	R3A.K R2A.K.b R2B.K	R.I.K.7 RL.K.10

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Phonics	Grade: K	Unit of Study: Pattern Books	Timeline: December
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Big Idea: Letters have sounds that work together to make words. We need to listen for and pay attention to the sounds in words. When we notice different sounds in words we can do AMAZING things like rhyme, sort, read and write!

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Rhyme ● Letters in words have sounds ● Hearing beginning, middle and ending sounds ● Phoneme identity: Which sound is the same in all 3 words (cat, can, cake) ● Short vowel sounds ● Matching /sorting words with the same beginning sound ● Blending syllables 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Rounding up the Rhymes -Read <i>I Wish I Had Duck Feet</i> by Dr. Seuss (or another book listed below) to the class for meaning and enjoyment. <ul style="list-style-type: none"> ○ After enjoying the book, point out to children that in addition to a silly story and great illustrations, Dr. Seuss books are fun to read because of all the rhyming words. ○ Tell the children you are going to reread several of the pages again and they can help you “round up the rhymes”. ○ Read the first page and have students help you decide that the rhyming words are why and dry. Write these words on two index cards and place them under one another on a pocket chart. Continue reading until you have six or seven sets of rhyming words. ○ Now reread the pages again and as you get to the rhyming words, point to them in the pocket chart and have the students say them. ○ Additional stories that work well with this activity are: <i>Hop on Pop, In a People House, Ten Apples Up on Top, and One Fish, Two Fish, Red Fish, Blue Fish</i> by Dr. Seuss, <i>Golden Bear</i> by Ruth Young, <i>Ten Little Dinosaurs</i> by Pattie Schnetzler, or any book with lots of rhyming words - most of which have the same spelling pattern. ● Clapping Syllables - Write on sentence strips some words from a category of your choice that children cannot read and cut the strips into words so that short words have short strips and long words have long strips. Have some of the words begin with the same letters but be different lengths. Ex. For the category animals you might write horse, hippopotamus; dog and donkey; kid and kangaroo. Tell the children that you are going to say the names of the animals and they should clap to see how many beats the word has (don't show them the words yet!). Say the first pair one at a time (horse, hippopotamus) and have students repeat them. Help the children decide that horse is a one beat word and hippopotamus is a five beat word. Show them the words and ask them which word they think is which helping explain that bigger words have more beats so it takes more letters to write it. ● Sound Soup -Tell the children, “Today we'll be making Sound Soup - all the ingredients must begin with the /s/ sound.” Fill the bowl with items such as salt, spaghetti, and strawberries. Add in some non-food items for fun (e.g., straws, socks, and sleeping bags). For additional fun and practice, have the children stir the soup.
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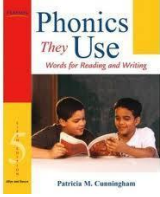
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	<ul style="list-style-type: none"> ● Say it Loud -Ask three children to be your assistants in the front of the group. The child on the group's left crouches down on her hands and knees. The middle child stands tall and the child on the right is on her hands and knees. When you say a three-sound word like 'bell' have the first child say the /b/ in a very quiet voice, the second child says the middle sound loudly and the third child says her sound very quiet. Emphasize the middle sounds of several words. ● Hot Potato - Have the children line up in two lines. Give each child at the beginning of the line a beanbag. Start playing some favorite music and have the children all face forward and pass the beanbag to the person behind them alternating between over their heads and between their legs. When the music stops the clinician names a picture from a basket and the person in each line holding the beanbag tells the class what the last sound in that word is. The music starts again and the game continues until all have had a chance to respond ● For recognizing beginning sounds you can use Beginning Consonant Sorts 1-5 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● For reinforcing rhymes, you can use Same Vowel Word Families Sorts 6-12 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: ELC 4-5, PA 10-11, LS 1-2, LK8-12, HF 1, WM 1
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Phonological Awareness Assessment ● Observation notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Some ELL students will need practice with some words such as animal names and may need to repeat the name as a whole first before breaking it up into syllables. Anytime a student needs to break a word into syllables, allow them to repeat the word first and make sure that they are saying it correctly before breaking it into syllables. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● After looking at the index cards of rhyming works, have the children help you identify the spelling pattern. Taking each card out, underline the rimes that have the same spelling pattern. If the words do not, tell students that we are going to put them aside for now. Then have the students transfer the information by asking them if there are any other words that rhyme with the pairs of words that could be added.
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<p>Resources:</p> <p>Words Their Way for Letter Names-Alphabetic Spellers (Red Book)</p> <p>Rounding Up the Rhymes activity, p. 129 Clapping Syllables activity, p. 31</p> <p>Phonics Lessons, Letters, Words and How They Work: Grade K by Fountas & Pinnell</p> <p>Additional activities found at: http://phonologicalawareness.org/6.html</p>	<p>Suggested Teacher Notes:</p> <p>Phonics They Use, 5th edition by Patricia Cunningham, pg. 129</p> 
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 5 Goal 2	R1B.K.a-d	RF.K.2.a-e

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Grammar	Grade: K	Unit of Study: Pattern Books	Timeline: December
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Big Idea: Writers use specific, descriptive words to help make their writing interesting and clear to the reader. Writers use special words and phrases to show WHEN something happened in their story to help the reader understand.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use noun and verb● Use noun and verb agreement (I can)● Use prepositional phrases (to the bus, on the bus)● Use modifiers (red dress, ran fast)● Write in past tense● Write in present tense● Write in future tense <p>Conventions:</p> <ul style="list-style-type: none">● Demonstrate knowledge of the use of upper and lower case letters● Use capital letters in the beginning position in a few familiar proper nouns● Show awareness of the first place position of capital letters in words● Use a capital letter for the first word of a sentence● Capitalize I● Use uppercase letters in titles	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Read the book <i>Doing the Animal Bop</i> by Jan Omerod or <i>Move!</i> by Steve Jenkins (or another animal action book) for fun and have the students act out the animal movements as you read. Reread the book and this time have students look for the names of the animals (nouns) and the animal movements (verbs) and create a list of them on the board in a T chart. Use this T chart of the nouns and verbs and model how you can now use these words in sentences.● Read the book <i>Rosies Walk</i> by Pat Hutchins. Tell the children that they are going on an imaginary walk. Tape the word card across to the blackboard. Ask children if they can ever remember walking across something, encouraging them to use across as they respond. Remind the children that Rosie walked across the yard. Have them walk across the room, moving like a hen. Repeat this process with each of the other prepositions. Begin by taping the word to the board, and then asking the children if they can ever remember walking around, over, past, through, or under something. Then, select a few children to walk around, over, past, through, or under some object in your classroom. For through, you might put two chairs together to represent the fence that Rosie walked through.● Teach verb tense by playing the "I'm busy game." Have all the kids stand in a ring. The first kid asks any other kid if she would like to go and do something. The person the question is aimed at must respond by saying "I'm sorry, I am busy swimming/reading/dancing" or any other activity and they must mime the activity they say. It is then her turn to ask a question to someone else. To work on future tense, ask the person if they would like to go and do something tomorrow and the response would be "I'm sorry, I will be busy swimming/reading, dancing tomorrow."
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| | <ul style="list-style-type: none">● Teach students about past and present verbs by having them act out steps. Go outside, in gym, or hallway, and have one student kick a ball after the group yells "Kick." Ask the group, "What did she do?," with the expectation they will respond, "She kicked the ball." Think of other verbs, including irregular ones, that are represented in the outdoor or indoor environment, such as stand, climb, swing, run, skip, turn, sit and hit● During interactive writing, demonstrate and practice using capital letters in the beginning of sentences, proper nouns, and the word I.● During interactive read aloud/shared reading, point out how the title is capitalized. Encourage students to add a title to their stories using correct capitalization. |
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
- Speak audibly and express thoughts, feelings, and ideas clearly

Assessment for Learning:

- Observation notes

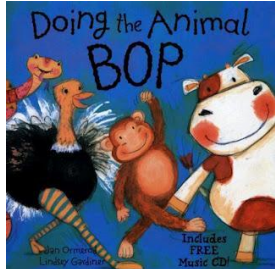
Re-teaching:

- For ELL students or struggling students, you need to provide a good model for grammar especially when using words to signal present, future or past tense. Make a list of phrases or words and have students sort them into the correct categories of present, past and future. When reading stories, find words that signal when the story is taking place and have them identify the tense to connect it to text.

Enrichment:

- Challenge students to brainstorm rich specific verbs that when translated into present, past and future tense don't fit the "add -ed rule" but are more irregular. Example I **buy** candy at the store. Yesterday I **bought** candy at the store. Tomorrow I **will be buying** candy at the store. Put these in an anchor chart with pictures.

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<p>Resources: Doing the Animal Bop lesson can be found at: http://larremoreteachertips.blogspot.com/2010/11/nouns-and-verbs.html</p> <p>Rosie's Walk lesson can be found at: http://curry.virginia.edu/go/wil/Rosies_Walk.pdf</p> <p>Verb Circle game can be found at: http://www.ehow.com/how_8723047_teach-verb-tense-kindergartners.html#ixzz2CAKXwJTU</p> <p>Past and Present Verb activity can be found at: http://www.ehow.com/info_12100717_games-learn-past-present-verbs.html#ixzz2CANiUgfy</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 1.8 Goal 2	R1E.K W2E.1.d	L.K.5a-d L.K.6 L.K.1b-f

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Reader's Workshop	Grade: K	Unit of Study: We Can Be Reading Teacher	Timeline: January
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Big Idea: Readers Teach Ourselves about a Book Before We Start to Read It and Then We Use What We Know as We Read

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Get their mind ready to read books<ul style="list-style-type: none">○ study the cover, including the title and the cover picture● Ask themselves questions about the book before reading	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Readers, today I want to teach you that when we read books, we need to remember to “warm up!” Just like before you play soccer, you stretch your bodies, before we read, readers stretch our minds. So here’s the thing to warm up: we look at the pictures and the title on the book and we say to ourselves, “what might this book be about?” and “what hints do the title and the cover of the book give me about what I might find inside?”● “Readers, in the previous session I taught you that we “warm up” before we start reading. Sometimes we need just a quick warm-up. We can look at the pictures on the cover and think about the title and then we are ready to read. But today I want to teach you that sometimes we need a longer warm-up. That’s when we look through the pictures in the book and say what we see happening. As we go through all the pages, we think about what the book might be about. That helps us get ready to read new words.”● “Today, I want to teach you that when we read our books and we get to a new or tricky word there are special reading muscles we use to figure out the word. We look at the picture and the first letter of the word and we think, “ what in the picture starts with that sounds?” We make our best guess about what the word might be and keep reading to see if that works.”● “Readers, today I want to teach you that when we read books, reader make sure our reading makes sense. We know it makes sense if it fits with what has been happening on all of the pages and it also fits with the stuff on this page. We can remind ourselves to always do this work by thinking, “What makes sense?”● “Readers, today I want to teach you how to make your reading “sound-right.” The words you are reading should sound the way a person would talk. If when you are reading, you notice that it does not sound right, go back and read it again, thinking, “Did I leave a word out? Did I say the right words?” This will help you make it sound right.”
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Conferring with students
- Guided Reading Groups
- TC Benchmark

Re-teaching:

- For students with limited background knowledge or vocabulary, it may be difficult for them to ask themselves questions about the book based on the cover/topic. Work in small groups with students to build the necessary skills to 'even' the playing field so they can begin question about a topic. It might be helpful to get several books on the same topic or theme so they can begin to practice this skill.

Enrichment:

- Since there is heavy emphasis on print work during this unit, make sure you are giving your students LOTS of opportunities to share ideas and thoughts about the meaning of the book during shared reading. You can challenge your high readers by letting them respond to their reading in a graphic organizer, post-its and journals to demonstrate where they used the strategies.

Resources:

A Curricular Plan for The Reading Workshop Grade K: Unit 5:We Can Be Reading Teachers p. 74-85
Teaching Points on page 86-88

Teacher Notes:



[Readers Workshop Unit 5 - Revving Up! by Kim Adsit and Michele Scannell](http://www.teacherspayteachers.com/Product/Readers-Workshop-Unit-5-Revving-Up-by-Kim-Adsit-and-Michele-Scannell)

<http://www.teacherspayteachers.com/Product/Readers-Workshop-Unit-5-Revving-Up-by-Kim-Adsit-and-Michele-Scannell>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL. K.6

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Reader's Workshop	Grade: K	Unit of Study: We Can Be Reading Teachers	Timeline: January
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Big Idea: Readers Can Be Teachers for Our Partners

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Help their reading partner by teaching them to use good reading habits and strategies	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● “Readers, sometimes when we are reading by ourselves or even with a partner, we say a word that makes us go, “Huh? That doesn’t sound right!” Today I want to teach you that when that happens, we need to remind our partners or go back ourselves, reread the word, and use the pictures to make another guess. We think, “What word would match the picture?”● “Today I want to teach you that readers can teach each other to use the letters in a word to help each other read our books. When your partner is reading, check to make sure that the words look like the ones they read.”● “Today, I want to teach you that reading partners are like our coaches. They cheer us on They don’t sit and watch us have hard time. No way! They remind us of strategies we can try. “Check the picture,” they say, and they point to the picture. “Get your mouth ready!” or “That’s a snap word!”● “Today, I want to teach you that partners are good helpers and thinkers. They think, ‘What’s the way this book is going to go?’ As your partner read, you can be a good helper and think about what is going to happen next. Then as your partner turns the page and reads it, check to see if it is right. Then we say, “Yes, I was right!’ or ‘Oh! I need to change what I thought was happening to something new!”
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring with students● Guided Reading Groups● TC Benchmark
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Since this part of this unit focuses on using letter sounds and ‘snap’ words to help students practice reading strategies, it is important you support those students who are struggling with matching sounds to letter and knowing sight words. It helps student understand how to use the high-frequency words if you introduce and work with the words in the context of reading and writing. During interactive writing remember to continue to read each time a word has been written. This helps children make sure that what is written sounds right and makes sense in the story they are writing. These texts created in interactive writing can serve as a resource for reading/Re-teaching during Reading Workshop. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Allow your stronger students to take a leadership role during this part of the unit. Thoughtfully making the right partnerships is so important. Place your stronger students with a person that they could be a good model for when using the strategies, but make sure they are not the ones doing ‘all the work’. The unit moves quickly and you may decide to slow down and give kids more chances to practice the strategies repeatedly. Encourage students to invent their own strategies, listen in to the partnership work and praise kids who have that “I can do this” attitude who are resourceful and not panicked when faced with text difficulties.
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<p>Resources: A Curricular Plan for The Reading Workshop Grade K: Unit 5:We Can Be Reading Teachers p. 74-85 Teaching Points on page 86-88</p>	<p>Teacher Notes: Readers Workshop Unit 5 - Revving Up! by Kim Adsit and Michele Scannell http://www.teacherspayteachers.com/Product/Readers-Workshop-Unit-5-Revving-Up-by-Kim-Adsit-and-Michele-Scannell</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K Ls2A.K	SL. K.1.a SL. K. 6

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Reader's Workshop	Grade: K	Unit of Study: We Can Be Reading Teachers	Timeline: January
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Big Idea: Readers Reread Our Books and Share Our Books and Ideas with the Community

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Reread their books to gain deeper meaning, and to become more fluent readers	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● “Readers, today I want to teach you that we can share books with our friend. We do this by telling our friends about the book. We tell who the book is about, what is happening, and then we read the book together.”● “Readers, today I want to remind you that when you don’t understand something that a friend is telling you about a book, you need to ask questions. IF you aren’t sure who the character is you can ask, “Who is this book about? Or if you aren’t sure about what’s happening you can say, I don’t get it. Let’s read it together and think about what’s happening in this story.”● “Readers, today I want to teach you that we can remember all of the big parts of a story, so when we are finished reading, we can say the story back to ourselves. Sometimes when we retell the story to ourselves we notice that we forgot parts. We can go back and read the story again and again, to make sure that we remember all for the big parts of the story.”
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring with students● Guided Reading Groups● TC Benchmark
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Capitalize on your stronger student partnerships. Try putting a strong partnership together with another pair that needs help when talking about books. Use your read aloud time to help scaffold this small group talk. After your read-aloud, have these two partnerships sit together to practice talking about the shared book. They will have your support as they practice and may be more apt to share and talk during the Reading Workshop. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Stronger readers can begin using simple graphic organizers as a way to reflect on the characters and the plot of the story. Encourage these readers to model for the class how to go back and remember the big important parts of story.
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<p>Resources: A Curricular Plan for The Reading Workshop Grade K: Unit 5:We Can Be Reading Teachers p. 74-85 Teaching Points on page 86-88</p>	<p>Teacher Notes: Readers Workshop Unit 5 - Revving Up! by Kim Adsit and Michele Scannell http://www.teacherspayteachers.com/Product/Readers-Workshop-Unit-5-Revving-Up-by-Kim-Adsit-and-Michele-Scannell</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B. K LS2A.K	SL.K.1.a SL.K.6

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Interactive Read Aloud	Grade: K	Unit of Study: We Can Be Reading Teachers	Timeline: January
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Big Idea: Readers Think About What they will be reading about

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Think about the book before reading ● Use the pictures and patterns in the book to make sense of the story ● gain new vocabulary through the text 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Model stopping to think about what has been read several times throughout the book. <ul style="list-style-type: none"> ○ Preview the book before reading it to your students and jot post-its to model this strategy to your students ● Model how to re-read to sound more like a storyteller <ul style="list-style-type: none"> ○ read in a robot voice and then read with expression and ask the students which sounds better ○ have several students demonstrate for the class some using the robot voice and some using expression and ask the class their opinion of which reader sounded better ● Model how readers gain new vocabulary when reading
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring ● Turn and talk ● Questioning students and their responses ● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> For students with limited background knowledge or vocabulary, it may be difficult for them to think about the book before reading by just using the cover. Model how you make connections, question yourself and use pictures to make sense of the story while doing your interactive read aloud. Anytime you can bring in objects or use visuals/sounds to build their vocabulary and background knowledge it is very helpful for ELL students. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Encourage students to act out parts of the story with gestures and facial expressions. Have your stronger readers pick a part of the story to practice reading over and over, then get with another partnership to perform that part of the story to practice expression and fluency.
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<p>Resources: The Continuum of Literacy Learning by Fountas & Pinnell</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL.K.1.a SL.K.6

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Shared Reading	Grade: K	Unit of Study: We Can Be Reading Teachers	Timeline: January
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Big Idea: Notice patterns in books and when they change

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use the pattern in the book to help them solve tricky parts● Develop new ideas for pages that fit pattern of the book● Use the pictures to figure out words and what is going on in the story● Use their concepts of print strategies	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Use big books with patterns in them to teach them how to use the pictures to help them read the book● Use big books to show them how to use a pattern and how that pattern helps them read the book● Read the pattern slowly and rhythm when reading so they can see that the same rhythm is carried over from page to page.● Use a storyteller voice when reading to help emphasize the pattern on each page● Create pages to follow the pattern of the book● Continue to use the concepts of print when reading a book(if students are still struggling with this)
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring with students● Guided Reading Groups● TC Benchmark
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Pattern books are great ways for ELL students to build confidence and vocabulary. Be sure to review the meaning of words in the pattern and help students associate new words with picture clues. Also make sure students are familiar with the language structures in the pattern books. When students find pattern books with several new words, encourage them to reread several times. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Take advantage of your advanced students who are currently writing pattern books. Turning their published books into a shared reading experience for your whole class will challenge them in writing and add to your shared reading library for the entire class.
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<p>Resources: A Curricular Plan for The Reading Workshop Grade K: Unit 5:We Can Be Reading Teachers p. 74-85 Teaching Points on page 86-88</p>	<p>Teacher Notes: Readers Workshop Unit 5 - Revving Up! by Kim Adsit and Michele Scannell http://www.teacherspayteachers.com/Product/Readers-Workshop-Unit-5-Revving-Up-by-Kim-Adsit-and-Michele-Scannell</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Word Work	Grade: K	Unit of Study: We Can Be Reading Teachers	Timeline: January
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Big Idea: Recognize high frequency words and explore CVC patterns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn high frequency words in isolation and in text ● Learn that letters make up words ● Learn simple CVC words (-at, -an, -ad, -ap, -ag, -op, -ot, -og, -et, -eg, -en, -ug, -ut, -un, -ip, -ig, and -ill) ● Change the first letter to make a new word(bat changes to hat) ● Understand the difference between consonant and vowels 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Have student sort letter tiles, magnetic letters etc. by their features(sort, tall, and letters with a tail) ● Teach two sight words a week from the Teacher's College high frequency word list ● For CVC patterns, you can use Same Vowel Word Families Sorts 6-12 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 2 after Sort 12 to assess students ● For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 6 after Sort 37 to assess students ● Look at students writing to see if the spelling patterns are transferring ● Look at students reading level to see what level corresponds to the WTW materials. ● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 12-15, LK 13-14, LS 3-5, HF 2, WSA 3, SP 1-2
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Sorts ● Weekly Assessment on sort for the week ● TC Benchmarks ● Running records ● Writing sample
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Re-teaching:

- **For ELL students-** If students are not able to produce a sound (like “utch” or “ug”) or consistently substitute one sound for another sound (like “v” for “b”) they may not be hearing the sound correctly. You may want to consider removing letter combinations that require these sounds from the sorts and listen to the students’ oral language. Reintroduce the sound when the students begin consistently producing the sound correctly. Consult your ELL teacher for ways to work with them on this sound.

Enrichment:

- Use higher sorts in the Red Book or go on to the Yellow Books
- Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds.
- Introduce CCVC words to bring in blends and digraphs to challenge students.

Resources:

Phonics Lessons, Letters, Words and How They Work:
 Grade K by Fountas & Pinnell

Words Their Way Word Sorts for Letter Name-Alphabetic
 Spellers (Red Book)

Continuum of Literacy Learning Pinnell and Fountas-
 Word Work Section

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2, 3	Goal 1.6	R1C a.b.c	RF. K.2 RF. K.3

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Thinking Strategy	Grade: K	Unit of Study: We Can Be Reading Teachers	Timeline: January
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Big Idea: Visualizing (Creating Mental Images)

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Learn to create mental images during and after reading. These images come from all five senses and their emotions that are part of their prior knowledge● Understand how creating mental images to enhances comprehension and adds to the enjoyment of reading.● Begin to use mental images to recall significant details and draw conclusions.● Learn to adapt their images as they continue to read, share and /or listen to others share their mental images.● Begin to use mental images as a way to add rich detail to their writing.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Use think alouds to model how readers create mental images. Find a part in the story that has descriptive language that would serve as a good example for you to model.● Example from Reading with Meaning pg 77. Use the book <i>Night Sounds, Morning Colors</i> by Rosemary Wells. “Listen again to the words about the faraway train and its whistle. When I read those words such vivid images or pictures come into my mind. I have an image of my mother, brother and me streaking across the flatlands of Kansas on a train. I see us looking up at the night sky through the skylights above us. My brother and I thinking we could count the stars. I hear the rumble of the wheels on the tracks, and see the porters in their fancy red and black outfits talking in whispers outside our compartment. Girls and boys, did you notice how creating mental images seemed to make the text come alive for me? It was like I was back on the train. This part of the story will always be important to me; I will always remember it because of my connections to it and the images they make in my mind. Someone else reading the book would have a different image because that person’s schema is different. No one else will remember the train rides the same way I do.”● Have students lie down, close their eyes and listen to the words as you read. Have them pay attention to the images that come alive in their minds. Have them put their thumb up when an image comes into their head. Then give them a chance to share with others and the group. Chart their images. What do you notice about all the images? Why are all the images in our minds so different? (We all have different schema)● Explain how mental images are sort of like connections only bigger. A connection is like a kernel of corn. but when you put it in the microwave and it pops ups big and hot, now that is a mental image. You hear it, see it, smell it, taste it and love it!● Use familiar poems to reread and have children draw the images they are creating in their head.● Use the book <i>Greyling</i> by Jane Yolen in a read aloud to show how your mental images changes as you incorporate new information.
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts 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 about what a speaker says in order to gather additional information or clarify something that is not understood
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation.

Assessment for Learning:

- Stop and Draws/Jots that document use of strategies
- Anecdotal notes of student conversations during Turn and Talk or individual conferences.

Re-teaching:

- Choose books with common themes but descriptive language to help students with limited prior experiences to practice this strategy. Example: if many of your students have never been in a boat, plane etc it will be difficult for them to use their schema to build images. Emotions like feeling left out or excited about a birthday or common event is a safer bet for success for all students.

Enrichment:

- Encourage students to use rich sensory based details in their writing to help support creating mental images when writing and reading. Pull in mentor texts to demonstrate the use of all five senses and emotions.

Resources:

Mosaic of Thought by Keene and Zimmermann
Reading with Meaning by Debbie Miller

Teacher Notes:

The thinking strategy can be integrated into several aspects in the classroom.

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3 CA 7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.10

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Writing Workshop	Grade: K	Unit of Study: Raising the Quality of Small Moment Writing	Timeline: January
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Big Idea: Launch Young Writers in Rehearsing and Drafting Focused Small Moment Stories

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write small moment stories in booklets ● Get ready and practice writing more on the page ● Craft small moments with importance, detail, and purpose ● Bring small moments to life: fine-tuning, publishing, and sharing our best small moment stories 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Remind students that small moment narratives are true stories that are all their own, and that they are the capture such stories across the pages of booklets. Refer back to any charts you had created earlier in the school year and review. ● Teach students that small moment stories can be told over several pages. Say “Today I am to teach you that writers catch small moments from our lives and stretch those moments out across a few pages. First, we think about something that we have done and then draw and write the first part using itsy-bitsy details then we turn the page, draw and write the next part using itsy-bitsy details, and then we turn the page one more time and draw and write the last part using lots of itsy-bitsy details” ● Teach students that small moment stories zoom in on an important part of the story to write about. Say “Today I am going to teach you that writers don’t always write about everything that we do, instead we often pick one small part of the story to zoom in on. After we think of one small part of the story to zoom in on, we can picture the moment in our heads, kind of like we are watching a movie, then we draw and write what we see in our head on the paper. We might look back before we go to the next page to make sure we wrote down everything that happened in the moment we choose to write about.” ● Emphasize the importance of sketching by modeling for students how to sketch quickly the important parts of the story and then move to the next page and sketch quickly again, again, and again across the pages. After sketching, go back and fill in the pages with writing. ● Remind the students the importance of partnerships and how writing partners rely on each other not only to read and share past work but also think about and plan for the work they might do next. Say “Writers also work with partners to help them revise. One way to do this is to reread our Small Moments with a partner to find a favorite or most important page and we can add more. We act out the important part-with action, feeling, and talking- and go back and put those tiny details into our picture and words.” ● Say “Writer’s, I want to teach you another tip to help you add details to your stories. Writers add feelings to our stories so the reader can learn more about us. We reread each page and think, ‘How did I feel at this part of the story?’ We write on each page with tons of detail to show how we felt. We write the words that tell and show how we felt. We write the words that tell and show exactly how we felt. (Example: I jumped up in the air when I scored the goal. I felt proud.)”
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	<ul style="list-style-type: none"> ● To get ready for celebrating, the children will each choose one piece to revise, edit, and make beautiful. Show your writers how you go through your folder, reread each piece you've created, and ask yourself 'Does this piece share a big feeling?' "Is this piece one I put my whole heart into?" "Do I think there is more work I can do on this piece to make it even more spectacular?" ● Teach students that they can use revision strips, flaps, post-its, or extra pages to add missing information, to elaborate on ideas, and to make big changes. Demonstrate by adding these to a piece you have already written. ● Say "Today I am going to teach you how writers think about the whole story-thinking of ways to end our stories in strong ways. Writers like to make a 'close-in to the moment' endings. One way to do this is to keep the last page in the same place as the page before it and think about how you felt or what you think that moment and end with that." ● Say "Today, I want to teach you how to get your writing ready for other people to read. Remember that writers ask themselves, 'How can I make this easier for others to read?'" <ul style="list-style-type: none"> ○ We reread all of our writing, pictures, labels, and sentences. ○ We think about what we need to 'fix-up' like our handwriting, spaces between the words, or uppercase and lowercase letters. ○ We can use our partners to help us edit our work ○ We make sure our snap words are spelled correctly ● Hold a writing celebration at the end of the unit where students can share their writing with the class or another audience.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring Notes ● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● If you have a few children whose "sentences" seem to be random strings of letters, it is crucial to have those students label lots of items in each drawing, hearing and recording all the phonemes in the word. Coach students to label each object in their pictures by saying one word and listening for the sounds they hear. ● For ELL students- Allow struggling ELL students to share their ideas aloud before writing them. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Support them as they label at least five things in the picture and guide them beyond labeling objects to labeling actions and feelings.
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<p>Resources: A Curricular Plan for The Writing Workshop - Kindergarten Unit 5: Raising the Quality of Small Moment Writing - January</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Provide students with a few pieces (3-5 pages) of paper stapled together and place extras booklets in your writing center. • Expect throughout the month that children will write a story or two every day, at least five pages, as well as revising with ease by adding strips and flaps and pages to tell more. By the end of this unit, your kindergarteners will be able to reread all their pieces and when it is time to choose one to publish, their choice will be connected to who they are writing for and the purpose of their piece.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation		Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
C.A. 1 C.A. 6	Goal 2	W3A.K.a	W.K.3

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Interactive Writing	Grade: K	Unit of Study: Pattern Books	Timeline: January
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Big Idea: Writers can create pattern books together

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Make big books that have a pattern● Write high frequency words <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write letters in groups to form words● Leave appropriate space between words● Hold pencil or pen with satisfactory grip● Write left to right in lines● Return to the left margin to start a new line● Use preferred hand consistently for writing● Write letters and words that can be easily read● Form upper- and lowercase letters efficiently in manuscript print● Form upper- and lowercase letters proportionately in manuscript print	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Use this month to catch up on any Interactive Writing objectives not covered in December● Read <i>Polar Bear, Polar Bear What Do You Hear?</i> by Eric Carle a few times to the class. Tell the students that we will be using this book as a model for writing a classroom pattern book titled “Children, Children What Do You Hear?” Take pictures of each of the students and paste them on large sheets of white construction paper. Put the captions, “_____, _____, what do you hear? I hear a _____ ing in my ear.” on each page. One by one, the students should come up and fill in the blanks on their page. For example, “Juan, Juan what do you hear? I hear a lion roaring in my ear.” After all students come up and share the pen, have them illustrate their own pages. Put the finished pages together into a class book and read to the class. Place it in your classroom library for students to read freely.● <u>After completing January grammar activity.</u> Read the <i>Jacket I Wear in the Snow</i> by Shirley Neitzel to the students. Have students sit in a circle. Lay a life size paper person in the middle of the circle. You will need markers, tape, and sentence strips. Have students identify the items of clothing on the person. Have students talk about why they might be important to wear in the winter. Have students sound out with you and write on the sentence strips and tape the strip to that part of the person.<ul style="list-style-type: none">○ Additional activity: Create a class pattern book by having students fill in the high frequency words and winter clothing item using the pattern: “_____ wear in _____ snow” on a page and then illustrate it. Example: <u>The mittens I wear in the snow.</u> Put the pages together to create a class book or place them around your labeled person on a bulletin board.
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| | <ul style="list-style-type: none">● Teacher model Handwriting Objectives during Interactive Writing● Explicitly teach skills listed in Weeks 15-17 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Review Frog Jump Capitals○ Review Corner Start Capitals○ Review Center Starting Capitals○ Review Numbers○ Lowercase letters c, o,s,v,w, |
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Observation notes
- Conferring notes

Re-teaching:

- Give your struggling students a pointer to find the sight words on the word wall that you have incorporated into your interactive writing for that day. Have them help you check to see if you spelled them correctly to model how to use the word wall as a resource.

Enrichment:

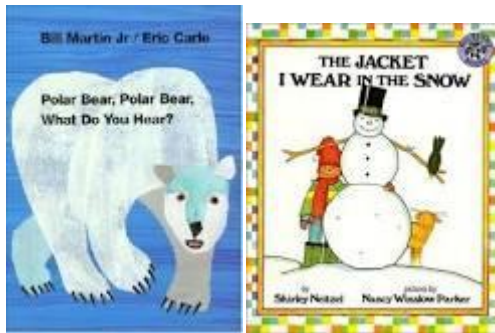
- Enlist your kids with strong vocabulary to come up with rich words to replace the “boring” words you might include in your interactive writing to model how writers revise their writing and pick rich words to paint a clear picture in the reader’s minds.

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Resources:

Handwriting Without Tears Teacher's Guide: Kindergarten Edition
 Handwriting Without Tears Digital Teaching Tool

The Jacket I Wear In The Snow activity can be found at:
<http://larremoreteachertips.blogspot.com/2010/12/jacket-i-wear-in-snow.html>



Teacher Notes:



Marzano Strategies:

Equity/Workplace Readiness

Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	Research
Setting Objectives and Providing Feedback	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 6	Goal 2:1	R3A.K R2A.K.b R2B.K	R.I.K.7 RL.K.10

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Phonics	Grade: K	Unit of Study: Raising the Quality of Small Moment Writing	Timeline: January
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Big Idea: Letters have sounds that work together to make words. We need to listen for and pay attention to the sounds in words. When we notice different sounds in words we can do AMAZING things like rhyme, sort, read and write!

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Rhyme ● Understand letters in words have sounds ● Hear the beginning, middle and ending sounds ● Break up words with onset and rime (/c/ - /ap/) ● Use and identify short vowel sounds ● Use and identify digraphs (sh, ch, th, wh) ● Match /sort words with the same beginning sound ● Blend syllables 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Continue with your favorite rhyming, sounds, short vowel, and blending syllable activities from previous months. ● Ask two children to help you model. You will be the onset of a word and the children will be the rime. Break apart the word bat. Link your arm with the children. Tell the children that you will be the onset, /b/ and they will be the rime, /at/. Say the first part of the word and then the second part of the word -- /b/ ... /at/. When your arms are linked, you say /bat/ together. When you drop your arms, you each say your part /b/ ... /at/. Show them how to do this and say the word bat and then the word parts /b/ .. /at/. Then put the onset and rime back together /bat/. Do one or two other words. <ul style="list-style-type: none"> ○ Additional activity -Show how to represent the onset and rime with pop beads or Unifix cubes, breaking the word apart like they did with their bodies in the arm link – one cube representing onset, two cubes representing rime. ● <u>Sound Blocks</u> -The teacher gives students two blocks that do not have any numbers or letters written on them. Blocks are placed in a row. The teacher says: “When I want to say tap in two parts, I touch the blocks like this.” [Touch the first block and say /t/; touch the second block and say -ap.] The teacher says other words that end in -ap. The students touch the blocks as they say the words in two parts. Continue with other onsets and rimes. ● <u>Introduce Digraphs</u> - List several different words; some that begin with /sh/ and some that don't. As you say the words, look for students to raise their hands when they hear a word that begins with the /sh/ sound. Provide clarifications if you notice students don't understand the task. Do the same with /ch/ and /th/
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- Find the Digraphs - Write a list of words on chart paper that contains a specific digraph, as well as words that don't contain the digraph. Hang the chart paper in the front of the class. Write a digraph on the board. Explain to students the sound that the given digraph makes. Explain that the given combinations of letters are found in a variety of words. Direct students' attention to the chart paper. Inform them that there are words on the chart paper that contain the given digraph. Invite one student to come to the chart paper. Instruct her to look through the list of words and circle a word with a marker that contains the digraph. Upon circling a word that contains the digraph, read it out loud and have students repeat the word. Follow the same procedure, inviting each student to circle a word that contains the digraph on the list. Continue the activity until all of the words that contain the digraph have been circled.
- For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book)
- For digraphs you can use picture sorts for digraphs Sorts 13-17 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book)
- Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 12-15, LK 13-14, LS 3-5, SP 1-2, HF 2, WSA 3

Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Phonological Awareness Assessment
- Observation Notes

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Re-teaching:

- **For ELL students-** If students are not able to produce a sound (like “utch” or “ug”) or consistently substitute one sound for another sound (like “v” for “b”) they may not be hearing the sound correctly. You may want to consider removing letter combinations that require these sounds from the sorts and listen to the students’ oral language. Reintroduce the sound when the students begin consistently producing the sound correctly. Consult your ELL teacher for ways to work with them on this sound.

Enrichment:

- Once students exhibit that they are able to identify the sound at the beginning of words, have them identify the sound in the middle and end of words. Inform students of the new task. As you say words that have the /sh/ digraph in the middle or at the end, students should raise their hands to indicate that they hear the sound in the words.
- Use higher sorts in the Red Book or go on to the Yellow Books
- Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds.
- Introduce CCVC words to bring in blends and digraphs to challenge students.

Resources:

Words Their Way Word Sorts for Letter Name-Alphabetic Spellers (Red Book)
Phonics Lessons, Letters, Words and How They Work: Grade K by Fountas & Pinnell

Introduce Digraphs activity can be found at:

http://www.ehow.com/how_8394825_teach-digraphs-kindergarten.html

Segmenting Onset & Rime activity can be found at:

<http://www.arstudentsuccess.org/intervention-tools-and-resources/literacy/literacy-matrix/grades-k-4/phonemic-awareness/segmentation-onset-and-rime.html>

Sound Blocks activity can be found at:

http://www.esc19.net/documents/programs/Phonological_Awareness.pdf

Teacher Notes:

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 5 Goal 2	R1B.K.a-d	RF.K.2.a-e

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Grammar	Grade: K	Unit of Study: Raising the Quality of Small Moment Writing	Timeline: January
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Big Idea: Writers use specific, descriptive words to help make their writing interesting and clear to the reader. Writers use special words and phrases to show WHEN and WHERE something happened in their story to help the reader understand.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use noun and verb ● Use noun and verb agreement (I can) ● Use prepositional phrases (to the bus, on the bus) ● Use modifiers (red dress, ran fast) ● Write in past tense, present tense, future tense <p><u>Conventions:</u></p> <ul style="list-style-type: none"> ● Demonstrate knowledge of the use of upper-and lowercase letters ● Use capital letters in the beginning position in a few familiar proper nouns ● Show awareness of the first place position of capital letters in words ● Use a capital letter for the first word of a sentence ● Capitalize I ● Use uppercase letter in titles ● Notice the use of punctuation marks in books & try them out in own writing 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● The Jacket I Wear In the Snow Activity <ul style="list-style-type: none"> ○ Use a “mystery bag” to introduce the lesson. Place a carrot, a button, two sticks, a top hat, and a small piece of ice in a bag. Have students pull the items out of the bag one at a time and make guesses about what was in the bag. (it’s a snowman, of course) ○ Review previous lessons on action words (verbs) and naming words (nouns). Make sure students are clear on the differences between the two. ○ Demonstrate for students a variety of naming words and action words related to winter (for example, pretend to ski, drink hot chocolate, point to a scarf or hat, etc.) Have students guess what word you are acting out and if it is noun or verb. ○ Have students partner up. Explain that they will take turns demonstrating a word and guessing if the word is a noun or verb. Have them begin and walk around the room and observe to check for understanding. ○ Call students back to the carpet and tell them that today we are going focus on naming words associated with winter. Read <i>The Jacket I Wear In the Snow</i> by Shirley Neitzel. Have students read along with you as they figure out the pattern. As you read point out the nouns and verbs. List these words on a chart as you read the book. ● <u>Five Senses</u> - Teach your students to use their senses to identify adjectives. Bring in a variety of objects that present a variety of surfaces for a lesson on touch. Sandpaper, silk, marbles and pillows are some items you can present to the kids. Ask them to describe how the objects feel when they touch them. Smooth, soft, cold and rough are some adjectives they may name. Bring in numerous scented candles, and allow them to name smells and colors that can be used as adjectives as well such as spicy, floral, sweet, pink and blue. Have students describe the items using the modifier (adjective) and the noun (example soft pillow, sweet candy, cold ice)
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- Adjective Art - Distribute crayons and drawing paper to the class, and ask your students to draw a picture of their choice. Afterward, allow each child to display his drawing in front of the class. Ask the students who remain seated to use adjectives to describe the drawing. Alternatively, assign adjectives to groups of two or three students, and ask them to draw a corresponding picture. Have one group focus on the word "tall" to produce images of tall people, buildings and animals. Have another group focus on items that are square, round or rectangular and so on.
- Read a variety of read alouds (see teacher notes) that introduce various types of punctuation. Create an anchor chart that lists that shows a period, question mark, and exclamation mark as well as it being used in a sentence.
- Punctuation Scavenger Hunt - Create a "Punctuation Scavenger Hunt" poster that you can reuse again and again. As you read aloud books during interactive read aloud, shared reading, and other read alouds keep track of the types of punctuation you see by using tally marks.
- Encourage the use of punctuation in students own writing and during interactive writing time.

Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Observation Notes
- Conferring notes
- Cold Writes

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Re-teaching:

- For ELL students or struggling students, you need to provide a good model for grammar especially when using words to signal present, future or past tense. Make a list of phrases or words and have students sort them into the correct categories of present, past and future. When reading stories, find words that signal when the story is taking place and have them identify the tense to connect it to text.

Enrichment:

- Challenge students to brainstorm rich specific verbs that when translated into present, past and future tense don't fit the "add -ed rule" but are more irregular. Example I **buy** candy at the store. Yesterday I **bought** candy at the store. Tomorrow I **will be buying** candy at the store. Put these in an anchor chart with pictures.
- Challenge students to use exclamation points or question marks after modeling during conferring to encourage a variety of sentence structures in their writing.

Resources:

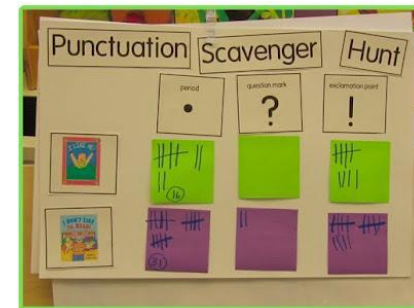
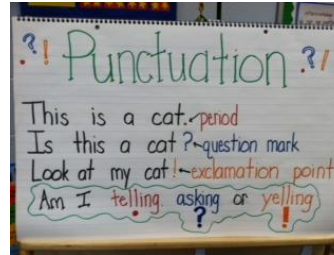
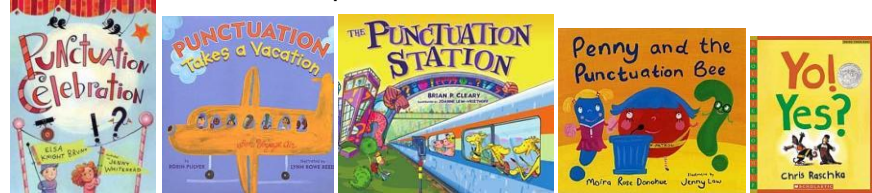
The Jacket I Wear In The Snow activity can be found at:
<http://larremoreteachertips.blogspot.com/2010/12/jacket-i-wear-in-snow.html>

Five Senses and Adjective Art activities can be found at:
http://www.ehow.com/info_12185484_teaching-simple-adjectives-kindergarten-students.html#ixzz2DYDCIohH

<http://joyfullearninginkc.blogspot.co.nz/2012/04/literacy-lessons-in-kc.html>

Teacher Notes:

Read aloud books about punctuation



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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 1.8 Goal 2	R1E.K W2E.1.d	L.K.5a-d L.K.6 L.K.1b-f

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Reading Workshop	Grade: K	Unit of Study: Learning About Ourselves and Our World	Timeline: February
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Big Idea: Learn information from non-fiction texts

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Discover that books will take them places● Discover how they can learn lots of information from books	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Rally students around the work they will be doing by telling them that each book is a trip.● When we read books to learn new information we read all around in the book. We also reread the book to gain new information.● We learn new words and facts on our reading trips. We wonder and notice and make sense of the world around us.● Demonstrate how to use the title to figure out the main topic of a book. “The title of your book is like a sign that tells you where you are going on your trip”<ul style="list-style-type: none">○ “Book titles help us ready ourselves for the noticing and naming we will need to do on our travels in this new place”○ Point out that the images on the front and back covers of a book can also give them clues about the book’s main idea.● Teach reader to use what they already know about a topic to help them get ready to read. Teach students that as they look at a book’s cover, they can say things like, “ This reminds me of ...” or “This is just like...” or “I’ve seen this before...”● “When we get to a word that we don’t know, we can look to the picture on the page, but if that doesn’t help us we can also think about the title and what we know about the topic of the book to help us figure out the tricky word.”● You may even model for readers that they can confirm what they have read. Remind them that they can anticipate what will be coming on the next pages of the book.● Model for students too that you may have disconnections from a book such as, “This is different than books I’ve read before,” or “I haven’t seen this before,” or “I really don’t know much about...but hope to learn...”. We can teach them that they can be their own teachers when reading a book. We want students to know that when readers work hard to gather new words and facts from the pages of our books, we can learn about things we never knew existed.● Show students how to put their fingers on the photographs of each page and point to the important action or object that dominates the picture by saying, “What’s going on here?”● Teach partnerships to share their learning by opening to specific pages, pointing to photographs and teaching newly acquired facts or words. Teach them to share the highlights of their reading journeys with their partners.<ul style="list-style-type: none">○ After one partner has already shared a fact or two, you might teach students to ask, “what else did you learn about...? Or “What’s the most important thing to know about...?”
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring with students ● Guided Reading Groups ● TC Benchmark
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For students with limited background knowledge or vocabulary, it may be difficult for them to connect to the topic. Work in small groups to build the necessary skills to help students question or connect to a topic. It might be helpful to get several books on the same topic or theme to read aloud in class or small group to give these students shared background knowledge. ● For ELL students- Some students may have a lot of background but be missing the vocabulary. For these students, pre-teach vocabulary they are likely to encounter in the topic. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Capitalize on your high flyers to provide a solid model to their partners and classmates when doing the work of this unit. You can challenge your high readers by letting them respond to their reading in a graphic organizer, post-its and journals to demonstrate where they used the strategies.
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<p>Resources:</p> <p>A Curricular Plan for The Reading Workshop Grade K: Unit 6: Learning about Ourselves and Our World p. 89-99</p>	<p>Teacher Notes:</p>  <p>Sample non-fiction books</p>
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City of St. Charles School District Communication Arts Curriculum K-6
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Reading Workshop	Grade: K	Unit of Study: Learning about Ourselves and Our World	Timeline: February
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Big Idea: See more than the text on the page in a nonfiction book

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Collect new vocabulary and facts as they read page after page● Develop big ideas around topics by synthesizing information● Formulate ideas and to understand that having thoughts about books is work that readers do again and again	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● “Readers, when you are reading for information, you may come across words that you have never seen before or even heard.”<ul style="list-style-type: none">○ I.e. if you are reading a book about flower, there might be special word about flower parts or if you are reading about the ocean, you may find words those scientists who study the ocean use.● Teach students to stop at unknown words and ask, “What might this word mean?” “Are there any clues in the picture?” the show them how to find the answers to those questions.● Look closely at the visuals in a book to take a guess at what an unknown word mean.● Teach readers to search a picture and find which parts of it teach the words and which parts of it teach other things.● Work with your partner to study the pictures in the book by pointing and labeling parts, commenting on what they see, and saying how parts in the picture go together. This will help them understand the big idea of reading see more than text on the page.● Have partners describing the picture to their partner, “what part of the picture would I describe first?”Or “what seems to be the most important part?” or” What do I want to say about this?”● Nudge kids to “bring the picture to life” by reading between the text and pictures. You can suggest to them to ask, “How does this work?” and “Why does this happen?”● Demonstrate how you can read a page and then talk about how the picture on the page helped you to add on to the information you gathered from the text on the page.● Remind students that rereading is key to make their reading smoother and stronger, but we can also learn new words and to actively learn about a topic.
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Conferring with students
- Guided Reading Groups
- TC Benchmark

Re-teaching:

- Help struggling students collect facts and new vocabulary words by making a visual chart together as you read that they refer to when reading books on the same topic.-This is a great strategy for **ELL students** too!

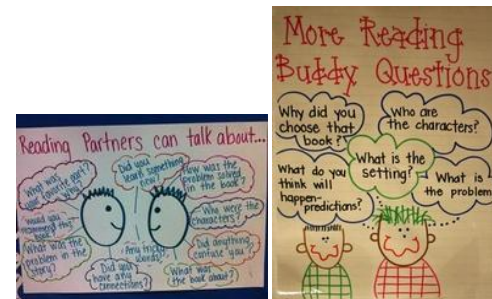
Enrichment:

- Encourage students to invent their own strategies for figuring out unknown words in nonfiction text and allow them to share/demonstrate with partners and class. Encourage them to come up with their own questions to ask buddies when reading together.

Resources:

A Curricular Plan for The Reading Workshop Grade K:
 Unit 6: Learning about Ourselves and Our World p. 89-99

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL.K.1.a SL.K.6

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Reading Workshop	Grade: K	Unit of Study: Learning about Ourselves and Our World	Timeline: February
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Big Idea: Readers compare and contrast nonfiction books on the same topic

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Combine their learning from more than one book● Compare and contrast books	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach partnerships to play the “Same and Different” game. To do this, one partner selects a book from her book baggie and then asks the other partner to dig into her/his baggie and find a book on a similar topic. You can teach kids to say something like, “I have a book that’s about _____. Do you have a book that is the same?” Once partners have found similar books, they can look through them, flipping page by page, search for facts and images that are the same and things that are different across both books.<ul style="list-style-type: none">○ Teach them to notice things when comparing by say, “Look at this page.” “This page is just like your page on _____.” or, “Our books are both on _____ but the pages are different.” or “My pages go like _____ and yours go like _____.”● Teach them that the words may say one thing, but the picture is conveying a different meaning.● Teach students to use the patterns in their books to look for similar information and ideas in their books.● Teach your readers to lay books side by side and then ask themselves, “What did I learn about the topic from this one and what did I learn about the topic from this other one?” Teach them it is important to listen to many voices.<ul style="list-style-type: none">○ They can move from book to book, saying a sentence or two about the learning they did in each one.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring with students● Guided Reading Groups● TC Benchmark
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Re-teaching:

- Work in small groups with students to help them see similarities in texts and topics. Students with limited vocabulary may need to have support with learning synonyms and antonyms in order to recognize if facts are similar or different.

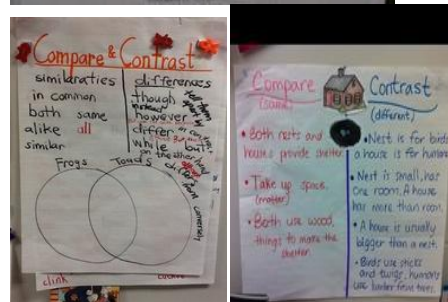
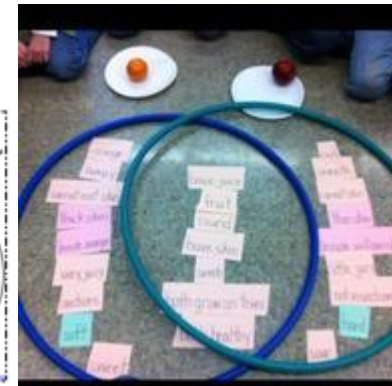
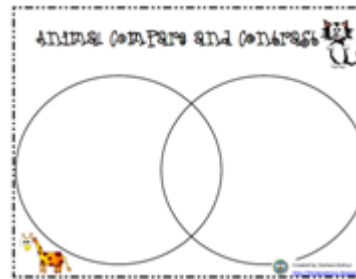
Enrichment:

- Challenge your high readers by giving them graphic organizers to independently compare and contrast facts found in books. Encourage them to continue to question themselves about a topic in order to lead them into reading more on that subject.

Resources:

A Curricular Plan for The Reading Workshop Grade K: Unit 6: Learning about Ourselves and Our World p. 89-99

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL.K.1.a SL.K.6

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Shared Reading	Grade: K	Unit of Study: Learning about Ourselves and Our World	Timeline: February
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Big Idea: We use nonfiction to read to learn instead and learn to read

Learning Objectives: The student will: <ul style="list-style-type: none">● Use the book to gain new information and vocabulary● Use the pictures and the text to make meaning when reading	Suggested Learning Activities: <ul style="list-style-type: none">● Use big books that are non-fiction to teach students about topics they may be familiar with● Use big book that are non-fiction to make new discoveries and gain new information.● Show them how to use the text features:<ul style="list-style-type: none">○ What are they?○ How do we use them when we read?
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Speaking/Listening Objectives: <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) Speak audibly and express thoughts, feelings, and ideas clearly.	Assessment for Learning: <ul style="list-style-type: none">● Conferring with students● Guided Reading Groups● TC Benchmark
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Re-teaching: <ul style="list-style-type: none">● For students with limited background knowledge or vocabulary, it may be difficult for them to connect to the topic. Work in small groups to build the necessary skills to help students question or connect to a topic. It might be helpful to get several books on the same topic or theme to read aloud in class or small group to give these students shared background knowledge.	Enrichment: <ul style="list-style-type: none">● Take advantage of your advanced students who are currently writing how to books. Turning their published books into a shared reading experience for your whole class will challenge them in writing and add to your shared reading library for the entire class.
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<p>Resources: A Curricular Plan for The Reading Workshop Grade K: Unit 6: Learning about Ourselves and Our World p. 89-99</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL.K.1.a SL. K.6

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Interactive Read Aloud	Grade: K	Unit of Study: Learning about Ourselves and Our World	Timeline: February
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Big Idea: Readers use non-fiction text to gain information and think how the information can be used

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use details from illustrations to support points made in discussions ● Recognize interesting new information and add it to their understandings ● Give reasons to support their thinking ● Acquire new vocabulary from listening and use in discussion ● Talk about interesting information in a text 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Model through think alouds why readers read non-fiction texts ● Use think alouds to highlight what can readers can learn from nonfiction texts ● Use think alouds to compare and contrast books on the same topic ● Model how readers gain new vocabulary in nonfiction text ● Model how readers notice the differences in format of a nonfiction text vs. fiction text
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring ● Turn and talk ● Questioning students and their responses ● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For students with limited background knowledge or vocabulary, it may be difficult for them to acquire new vocabulary from just listening or using it in discussion. Anytime you can bring in objects, use visuals or sounds to help them build their vocabulary and aid in their understanding it is very helpful. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Encourage your high readers to share their thoughts with a partner or the class when you observe them noticing the differences in nonfiction vs. fiction text and how they gain new vocabulary. Encourage them to use post-it notes, graphic organizers or journals to document their thinking about text.
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<p>Resources: The Continuum of Literacy Learning by Fountas & Pinnell</p>	<p>Teacher Notes:</p> <div data-bbox="1066 305 1291 474" style="border: 1px dashed green; padding: 5px;"> <p align="center">Turn and Talk</p> <ol style="list-style-type: none"> 1. Sit crisscross applesauce. 2. Eye to eye. 3. One friend talks, one friend listens. 4. Switch. </div> 
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Word Work	Grade: K	Unit of Study: Learning about Ourselves and Our World	Timeline: February
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Big Idea: Recognize high frequency words and explore CVC patterns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn high frequency words in isolation and in text ● Learn that letters make up words ● Learn simple CVC words (-at, -an, -ad, -ap, -ag, -op, -ot, -og, -et, -eg, -en, -ug, -ut, -un, -ip, -ig, and -ill) ● Change the first letter to make a new word(bat changes to hat) ● Understand the difference between consonant and vowels 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Have student sort letter tiles, magnetic letters etc. by their features(sort, tall, and letters with a tail) ● Teach two sight words a week from the Teacher’s College high frequency word list ● For CVC patterns, you can use Same Vowel Word Families Sorts 6-12 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 2 after Sort 12 to assess students ● For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 6 after Sort 37 to assess students ● Look at students writing to see if the spelling patterns are transferring ● Look at students reading level to see what level corresponds to the WTW materials. ● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 16-18, Lk15-16, SP 3-4, HF 3-4, WSA 4-5
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Sorts ● Weekly Assessment on sort for the week ● TC Benchmarks ● Running records ● Writing sample
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Re-teaching:

- **For ELL students-** If students are not able to produce a sound (like “utch” or “ug”) or consistently substitute one sound for another sound (like “v” for “b”) they may not be hearing the sound correctly. You may want to consider removing letter combinations that require these sounds from the sorts and listen to the students’ oral language. Reintroduce the sound when the students begin consistently producing the sound correctly. Consult your ELL teacher for ways to work with them on this sound.
- **For ELL students-** Note whether or not you hear your ELL students using the high frequency words when they are speaking. If students are still learning the oral language that possesses the high frequency words they are learning to read, provide opportunities to use high frequency words orally and to hear them used correctly.

Enrichment:

- Use higher sorts in the Red Book for go on to the Yellow books.
- Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds.
- Introduce CCVC words to bring in blends and digraphs to challenge students.

Resources:

Phonics Lessons, Words and How they Work:
 Grade K by Fountas & Pinnell

Words Their Way Letter and Picture Sorts for Emergent Spellers
 (Orange Book)

Words Their Way Word Sorts for Letter Name-Alphabetic Spellers
 (Red Book)

Continuum of Literacy Learning by Pinnell and Fountas
 (Word Work Section)

Teacher Notes:

The collage includes several educational resources:

- cvc build-a-word mats:** A set of colorful mats for building words with consonants, vowels, and consonants. It includes a 'Short & CVC mat!' and a 'Short I CVC mat!'.
- th digraph illustration:** A large, stylized 'th' with a red teardrop and a small figure, representing the sound.
- Blends worksheet:** A worksheet titled 'Blends' with a 'by' and 'by' structure. It lists words like 'breeze', 'blur', 'blow', 'bruise', 'braid', and 'black'.
- Jealous with a Kiss! worksheet:** A worksheet with a large 'SK' in the center, surrounded by words like 'skin', 'skate', 'skate', and 'ate'.
- Child working on a mat:** A photograph of a young child sitting at a table, working on a large mat with letters and pictures.

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2, 3	Goal 1.6	R1C a.b.c	RF. K.2 RF. K.3

City of St. Charles School District Communication Arts Curriculum K-6
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Thinking Strategy	Grade: K	Unit of Study: Learning about Ourselves and Our World	Timeline: February
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Big Idea: Determining Importance

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Distinguish the difference between fiction and nonfiction text.• Distinguish important from unimportant information in order to identify key ideas or themes as they read.• Use knowledge of narrative and nonfiction text features to make predictions.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Hold up a copy of a fiction book like “Grandfather’s Journey” by Allen Sayer. Ask students to predict what type of text it is and ask them HOW they might expect the story to be organized. Example: Fiction texts will have a beginning, middle and end, characters, setting, problem, events and solution. Then ask students to predict how the story could go. Example: “It’s about a grandpa who went on a trip across the ocean and he will probably have trouble along the way like robbers. But then he might make new friends, get married and live happily ever after.”• Hold up a copy of nonfiction book like “Bugs! Bugs! Bug!” by Jennifer Dussling. Ask “What do you know about this type of text?” Read aloud parts as you leaf through the book. “You won’t find a beginning middle or end in books like this. And you won’t find characters, problems or resolutions either. Instead these kinds of books--you already know them as nonfiction--are organized around specific topics and main ideas. They try to teach you something. Nonfiction writing gives you information that is true. Let’s read and see what we can learn. We can even make predictions about the kinds of things that we expect to learn from this book. When readers make predictions about what they’ll learn, they activate their schema about the topic and what they know about the type of text they are about to read.”• Model for students during interactive read aloud how you can predict what a nonfiction book is going to teach you based on the cover, table of contents, headings and index. Example: Using the book “Nature Watch Spiders” by Barbara Taylor. “Right away from the title and the photographs on the cover I can tell this is a nonfiction text that will teach me about spiders. See all the different kinds of spiders on the cover? I don’t know a lot about spiders, but I do know they have eight legs, they spin webs and they’re part of a group of creatures called arachnids. I am predicting this book will be all about different kinds of spiders, their life cycles and even which ones are dangerous to humans.” Flip through the book checking the table of contents, the headings and the index and explaining how these helped you make predictions.• Have students practice this skill with turn and talks.• Get lots of different fiction and nonfiction books and have children group them by fiction and nonfiction and explain how they know.
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- Create a Venn diagram with the class illustrating the difference as seen on pg 146 in “Reading with Meaning” by Debbie Miller.
- Model how you don’t have to read nonfiction text in order but skim and scan, access index and table of contents to find out what you need to know.
- Model how you react when you learn something new in a book. “Wow! Listen to this....some spiders eat their webs and reweave them up to 5 times a day! Amazing, I never knew that. Model with sticky notes how you make new learning from facts you already knew in books and give students a chance to practice this with a partner.
- Use Convention Notebooks to teach kids how to recognize, remember and begin to understand the purpose of the nonfiction features they have been finding in text. Refer to pages 148-150 in “Reading with Meaning.”
- Have students fill out a “wonder card” something they wonder about and turn into a basket. Choose a wonder card and model how you would search for the answer. Model what to do when I want to find specific information, and show them how to think aloud about certain questions. Example: “What do I already know about this topic? What type of book or other source would help me best? Where will I find the information? How is the information organized in this source? Then after you looked through information ask yourself “What did I learn. How can I synthesize my learning for myself and others? (Put it in my own words)

Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts 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 about what a speaker says in order to gather additional information or clarify something that is not understood
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation.

Assessment for Learning:

- Stop and Draws/Jots that document use of strategies
- Anecdotal notes of student conversations during Turn and Talk or individual conferences.

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Re-teaching:

- Choose books with common topic but different text features to help students with limited prior experiences to practice this strategy. Example: if many of your students have never seen or heard of iguanas or condors etc. it will be difficult for them to use their schema to connect to the book. Spiders, bugs, are a safer bet for success for all students.

Enrichment:

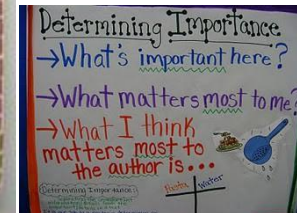
- Encourage students to use what they know about how nonfiction is organized in their writing to help support determining importance in what they read and write. Pull in mentor texts to demonstrate how different fiction and nonfiction are organized and how we can predict their organization.

Resources:

Mosaic of Thought by Keene and Zimmermann
Reading with Meaning by Debbie Miller

Teacher Notes:

The thinking strategy can be integrated into several aspects in the classroom.



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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3 CA 7	Goal 4.6	R1K1 a.b.c. R1HK a.b.c.d.e.	R3CK.a-e SLK.3

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Writing Workshop	Grade: K	Unit of Study: Procedural Writing	Timeline: February
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Big Idea: Writers write so that readers can read the text and follow the directions

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use their writing to teach others● Write how-to books● Write so that readers can read the text and following the directions	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● To begin this unit, gather many examples of how-to writing so that you can start immersing children in the sounds of these texts. Choose a few to read aloud and study, examining how writers use their words and pictures to teach readers. A few examples of texts to start with are: <i>The Pumpkin Book</i> by Gail Gibbons, <i>How to Make a Bird Feeder</i> by Lydia Tuckfield, <i>How to Make Salsa</i> by Jamie Lucero, <i>Make a Valentine</i> by Dale Gordon or <i>How to Make a Hot Dog</i> by Joy Cowley.● Open the unit by saying “Today is an important day. We start a new unit of study. I believe you are ready to graduate to a whole new level. It will be hard work, but it is important work. Starting today you will not be just writers-you will also be teachers.”● Help children generate ideas for how-to books they can write. Their everyday lives are full of things children know how to do and could teach others. Steer your writers from the more abstract topics and from topics for which they don’t have a lot of experience. Create a list of topics on a piece of chart paper that you and your students generate together. In order to help them think of potential ideas, draw your topics from a variety of sources (cooking related topics, pet related topics, school related topics, home related topics).● Invite students to join you on a tour of the classroom with each student carrying a basket or bag. Students are invited to fill their baskets with a few objects they like to work with (books, blocks, cubes, counting bears, scissors, etc.). After the walk (which should just take a few minutes), writers might sit at their writing places and do something with the writing that they have collected. Then you might ask them to FREEZE and to think “What did I do first?” and record that as the first portion of their book. Then writers can think “What did I do next?” and record that step as well. Before long, writers will be shifting from doing something to recording what they do. For homework, you might ask the students to follow the same steps while walking through their home. They can either bring the objects in or write about them at home.
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- Have students generate a list of how-to topics or a pile of covers they've made for ten how-to books they are dying to write about. Say: "Today I want to teach you that as we get started writing our how-to books, we can think about the things we know how to do so that we can teach others. We can think about the writing we do every day at home, school, or even outside and then we'll want to get start writing our how-to's right away. As we think of our topics, rather than just making a list of ideas, we can write our how-to titles on the covers of different booklets so that we have several books ready to go!"
- Encourage students to use oral storytelling and acting out when sequencing their procedural texts. Encourage them to use words like *first, then, next, afterward, before, finally, last* as a way to convey timing and order.
- Encourage students to think about the precise words they use to convey actions. Say "Writers of how-to's use a special kind of voice in their writing. They use a telling voice that teaches their readers what to do. When we write our own how-to books, our voices can sometimes sound a little bossy. Our writing often sounds like, 'First, you need to...' 'Next stir the bowl quickly.' Today I want to teach you that our writing makes more sense to our readers when we use precise words. One way we do this is to think about the action in our steps as we act each step out asking ourselves 'What is the word that describes what I am doing exactly?' (Ex. Do I *put* the milk in or do I *pour* the milk in?)
- Tell writers they need to write in such a way that their book can be passed into the hands of someone who will read it and they need to make sure they write in such a way that others can read it. This means leaving spaces between words, hearing all the sounds in a word, drawing on the sight words that the writers know or almost knows in a jiffy and using the words and chunks of words that one knows in order to write words on doesn't know.
- Explain to students that pictures should also be added to their how to to help show materials needed, steps, and actions. Remind students that the pictures should be only of the step they are writing about and not many steps together. More details can be added to the picture during the revision process.
- Give students plenty of opportunities to put their writing in the hands of another child and to watch while that child reads their writing-and follow their directions.

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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <p>Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion</p> <ul style="list-style-type: none">• Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Conferring notes• Published Pieces
<p>Re-teaching:</p> <ul style="list-style-type: none">• For your A/B readers, continue supporting these kids in doing the reading work they need to do. These children need to label their drawings and diagrams, using beginning, middle, and ending sounds in each label and rereading those labels. Help them add articles to their labels such as <i>the</i> pot, <i>the</i> stove, and <i>my</i> cookies. When these children write sentences, you may want to point out to them that their books can be pattern books. Ex. Put the butter in the bowl. Put the eggs in the bowl. Put the flour in the bowl etc. These writers should also be reminded to use their fingers to put spaces between words as well as to use them to reread their writing.• For ELLs- For ELLs who do not have instruction words in their oral vocabulary, teach words like “put, take, grab, and fold.” They can practice these words with classmates orally.	<p>Enrichment:</p> <ul style="list-style-type: none">• For your C/D/E readers, expect for them to go far beyond labeling their pictures. These children should be expected to write sentences alongside each step in each of the procedural books, with the higher-level reading adding bits of advice and tips to each step in the procedure. You will also want to make sure these writers don’t spend most of their time drawing because they are ready to write with volume and fluency.
<p>Resources:</p> <p>A Curricular Plan for The Writing Workshop – Kindergarten Unit 6:Procedural Writing: How-To Books - February</p> <p>Nonfiction Writing: Procedures and Reports Units of Study for Primary Writing: A Yearlong Curriculum</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none">• Before inviting kids to write how-to texts, prepare paper that can scaffold their writing so that it follows the conventions of this genre. The paper should have a sequence of small boxes (3-4), each numbered, in which the writer will draw with what is entailed in a step of the procedure, with space for written text beside each box (six or seven lines).• Only spend about 10-15 minutes at the beginning of your Writing Workshop time generating how-to ideas so they have plenty of time to write and share their work with their writing partners.

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
C.A. 1 C.A. 6	GOAL 2	W3A.K.a	W.K.3

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Writing Workshop	Grade: K	Unit of Study: Procedural Writing	Timeline: February
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Big Idea: Writers revise their how-to texts and make new texts worlds better.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Revise their how-to texts and make new texts worlds better● Publish their how-to books	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Take a child's directions in hand and read them aloud while the class watches, trying to follow exactly what the writer has said and you are almost sure to meet with confusion. By dramatizing how hard it is to actually follow directions children have written you can invite kids to step up the challenge of this genre.● To prepare students for revision say: "Today I want to teach you that when writers are getting ready to celebrate our how-to books, we choose our best writing and work to make it stronger so that we can share it with others. We reread our pieces to our partners asking if we are missing a part, and we add it in. If we have a step we don't need, we take it out."● Have every writer in the room read aloud his/her text to a listener who does (or pantomimes doing) as told, in order to discover the missing steps of details. Model for them as they act out each other's partner's steps, if they can't do the next thing because of information to freeze and say, "Wait! How can I do that?" Then writers can listen and revise their steps to fill in the missing parts. Teach them to go back and add steps using strips, post-its, or extra pages.● Explain to your students the importance of adding to their pictures in their how-to's. Say: "Today I want to teach you that as we write our how-to books we can help our readers understand our steps by adding to our pictures. There are so many things we might do! We might zoom in on the important parts of our pictures so that the reader has a close view of what we are talking about, we might also use a picture inside a picture to show special parts up close. We can also add labels, diagrams, action lines, and arrows to give readers a more precise view of what we are saying with our words."● To prepare students for publication say: Say "Today I want to teach you that when writers are getting ready to celebrate our how-to books we fix up our words and sentences to make our pieces smooth. We point and reread word by word, and we might add missing words with a carat or cross out words that don't belong."● To prepare students for celebration say: "Today, I want to teach you that when writers are ready to celebrate we fancy up our work. We might do this by adding color to our pictures or creating a book cover that matches the information inside. We can even add an "About the Expert" page, so that readers can learn more about us!"
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion● Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring notes● Published pieces
<p>Re-teaching:</p> <ul style="list-style-type: none">● Writers who have a difficult time naming precise words may need more practice in small groups to develop their oral language. Doing small group language rehearsal and practicing using ordinal words will support them. Give children specific words to use and have them act out the different how-to instructions. Suggest words to describe actions of the children. Partners could then practice naming the actions as well. You could also grow a chart of words children are learning with pictures or photographs to support them, for example a picture of a child pouring water with the word <i>pour</i>.	<p>Enrichment:</p> <ul style="list-style-type: none">● As students finish re-reading and revising their directions once, adding a whole lot of information, they can scrutinize what they have written to be sure as many words as possible are specific. Instead of <i>putting</i> the cookie plate into the oven, the writer now writes that she <i>slides</i> it.
<p>Resources: A Curricular Plan for The Writing Workshop – Kindergarten Unit 6:Procedural Writing: How-To Books - February</p> <p>Nonfiction Writing: Procedures and Reports Units of Study for Primary Writing: A Yearlong Curriculum</p>	<p>Teacher Notes:</p>

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
C.A. 1 C.A. 6	Goal 2	W3A.K.a	W.K.3

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Interactive Writing	Grade: K	Unit of Study: Procedural Writing	Timeline: February
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Big Idea: Writers write so that readers can read the text and follow the directions

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Create big books, charts, and posters using procedural writing● Read and write high frequency words <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write letters in groups to form words● Leave appropriate space between words● Hold pencil or pen with satisfactory grip● Write left to right in lines● Return to the left margin to start a new line● Use preferred hand consistently for writing● Write letters and words that can be easily read● Form upper- and lowercase letters efficiently in manuscript print● Form upper- and lowercase letters proportionately in manuscript print	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Create opportunities outside Writing Workshop time to immerse children in this genre by building, cooking or making something with your children so that you can, as you proceed to do that thing together, jointly construct a shared/interactive how-to text capturing the steps of that process. Start out creating patterned how to books and progress to more complex how to writing. Publish the books and let another classroom follow the directions to create, cook, or build whatever was written.● To practice writing and using high frequency words have students fill in words such as my, the a, and, in, on, with of that are missing in sentences and phrases written on the board or chart paper. Ex. Pour ____ water ____ the pot., Cut ____ square out ____ paper. Mix the flour ____ a spoon.● Take photos or draw pictures of the different steps needed to perform a certain task. Have students partner up and write the step for the photo on a sentence strip. Then put all the pictures and strips together in order and read the class how to. Revise and edit as needed as a whole class.● Teacher model Handwriting Objectives during Interactive Writing● Explicitly teach skills listed in Weeks 18-21 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Lowercase Letters t,a,d,g,u,i,e,
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observations
<p>Re-teaching:</p> <ul style="list-style-type: none">● Remind students that they can find high frequency words using the word wall.● For ELL students- Note whether or not you hear your ELL students using the high frequency words when they are speaking. If students are still learning the oral language that possesses the high frequency words they are learning to read, provide opportunities to use high frequency words orally and to hear them used correctly.	<p>Enrichment:</p> <ul style="list-style-type: none">● Enlist your kids with strong vocabulary to come up with rich words to replace the “boring” words you might include in your interactive writing to model how writers revise their writing and pick rich words to paint a clear picture in the reader’s minds. This will be helpful as they can make the directions easier to understand for the reader. Example: “Mix the batter” could be “Stir the batter quickly to get out all the lumps.”
<p>Resources:</p> <p>Handwriting Without Tears Teacher’s Guide: Kindergarten Edition Handwriting Without Tears Digital Teaching Tool</p> <p>A Curricular Plan for The Writing Workshop - Kindergarten Unit 6:Procedural Writing: How-To Books - February</p> <p>Ideas for picture/sentence strip activity was found at: http://activemindsactivebodies.wikispaces.com/Procedural+Writing</p>	<p>Teacher Notes:</p> <p>Due to the variety of experiences or more likely lack of experiences the students in your class might have, try to pick topics that are familiar to all children so they can interact and contribute during this shared writing time.</p>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation		Cooperative Learning		Equity	x	Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
C.A. 1 C.A. 6	Goal 2	W3A.K.a	W.K.3

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Phonics	Grade: K	Unit of Study: Procedural Writing	Timeline: February
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Big Idea: When we notice different sounds in words we can do AMAZING things like rhyme, sort, read and write!

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Rhyme ● Understand letters in words have sounds ● Hear the beginning, middle and ending sounds ● Break up words with onset and rime (/c/ - /ap/) ● Use and identify short vowel sounds ● Use and identify digraphs (sh, ch, th, wh) ● Match /sort words with the same beginning sound ● Blend syllables 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Continue with your favorite activities from the previous months ● <u>Super Rhyming Queen</u> - Display/create the poster (below) and place three pictures or words on the squares, 2 of which rhyme and 1 which does not. Have students sing the song with you and then have the students tap the one that does not rhyme with a magic wand! ● <u>Valentine's Day Beginning & Ending Sound Activity</u> (in teacher notes below) this is a free cut and paste activity found on teachers pay teachers. ● <u>Valentine Syllables</u> - Print pictures of items with 1, 2, or 3 syllables and glue them onto construction paper hearts. Get three baskets, mini mailboxes or bags and number them 1, 2, 3. Students will take turns selecting a card, identifying the picture and number of syllables in the word, then placing the card in the corresponding mailbox. ● <u>Consonant Digraph Sorting</u> - Print this activity (below) and have children sort the pictures based on the beginning digraphs. ● <u>Short Vowel Sounds Clothespin Activity</u> - Write several short vowel words with the vowel missing on small sentence strips. Place in a basket along with multiple clothespins with the vowels on them. Students will pick out a strip and then decide which vowel clothespin to place on it. If students are ready, you can also have strips with long vowel words on them as well. You could also use this idea with digraphs, blends, and onset/rimes. ● <u>Onset/Rhyme Activity</u> - Say, "Let's see if you can guess what I am hiding under my hand. I will say parts of the word and if you put these parts together, you will be able to guess what is under my hand." Holding up the stack of cards, cover the top picture with your hand and pronounce the onset and rime separately. Ex: c-at If the students are able to blend the parts and come up with the word, show them the picture and repeat the process with the next card. Ex: b-at. If the students are not able to blend onset and rime, model the process for them. Ex: c-at cat, b-at bat. Repeat this practice with several cards until students begin to get proficient in blending parts into whole words.
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	<ul style="list-style-type: none"> • For digraphs, you can use Digraphs and Blends Picture Sorts 13-17 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) • Can use the spell check 3 after Sort 17 to assess students • For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) • Can use the spell check 6 after Sort 37 to assess students • Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 16-18, LK 15-16, SP 3-4, HF 3-4, WSA 4
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) • Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Phonological Awareness Assessment • Observations
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For ELL students- If students are not able to produce a sound (like “utch” or “ug”) or consistently substitutes one sound for another sound (like “v” for “b”) they may not be hearing the sound correctly. You may want to consider removing letter combinations that require these sounds from the sorts and listen to the students’ oral language. Reintroduce the sound when the student begins consistently producing the sound correctly. Consult your ELL teacher for ways to work with them on producing this sound. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Once students exhibit that they are able to identify the sound at the beginning of words, have them identify the sound in the middle and end of words. Inform students of the new task. As you say words that have the /sh/ digraph in the middle or at the end, students should raise their hands to indicate that they hear the sound in the words. • Use higher sorts in the Red Book or go on to the Yellow Books • Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds. • Introduce CCVC words to bring in blends and digraphs to challenge students.
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Resources:

Words Their Way Letter and Picture Sorts for Emergent Spellers
(Orange Book)

Words Their Way Word Sorts for Letter Name for Alphabetic Spellers
(Red Book)

Phonics Lessons, Letters, Words and How They Work:
Grade K by Fountas & Pinnell

Super Rhyming Queen poster can be found at:

<http://www.mrswillskindergarten.com/2011/09/phonological-awareness-rhyme.html>

Valentine's Day Beginning & Ending Sound Activity can be found at:

<http://www.teacherspayteachers.com/Product/FREEBIE-Valentines-Day-Beginning-and-Ending-Sound-Activity>

Valentine's Day Syllables can be found at:

<http://www.pre-kpages.com/valentine-syllables/>

Consonant Digraph sorting activity can be found at:

<http://blog.maketaketeach.com/a-springtime-activity-for-sorting-consonant-digraphs/>

Onset & Rhyme Activity can be found at:

<http://www.actionfactor.com/pages/lesson-plans/v0.04-sounding-out-words.html>

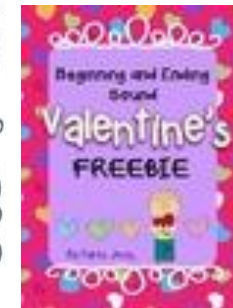
Teacher Notes:



Super Rhyming Queen
(Tune: Twinkle, Twinkle, Little Star)

I'm the Super Rhyming Queen
All my words rhyme that I sing.
I need your help to write my song.
Guess the words that don't belong.
I'll say three, and you'll choose one.
Pick the right one, and you're done.
By Tracy Zapf

The poster features a decorative floral border, a small illustration of a queen, and three blue boxes for word selection.



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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 5 Goal 2	R1B.K.a-d	RF.K.2.a-e

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Grammar	Grade: K	Unit of Study: Procedural Writing	Timeline: February
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Big Idea: Writers use nouns and verbs to help the reader understand WHO and WHAT are happening in the story. These special words change depending on when that action is happening (past tense, present tense and future tense).

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use noun and verb ● Use noun and verb agreement (I can) ● Use prepositional phrases (to the bus, on the bus) ● Use modifiers (red dress, ran fast) ● Write in past tense, present tense, future tense <p><u>Conventions:</u></p> <ul style="list-style-type: none"> ● Demonstrate knowledge of the use of upper-and lowercase letters ● Use capital letters in the beginning position in a few familiar proper nouns ● Show awareness of the first place position of capital letters in words ● Use a capital letter for the first word of a sentence ● Capitalize I ● Use uppercase letter in titles ● Notice the use of punctuation marks in books & try them out in own writing 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Continue with your favorite activities from the previous month ● <u>Valentine’s Day Noun fill in-</u> Using a piece of chart paper; create the following sentence stem repeated as many times as you have students in your classroom. <i>Every _____ loves _____</i>. Call on students to give you nouns to fill in the blanks. Continue until everyone has shared. As an extension of this activity, write each word of the sentences created on individual index cards and have students put them in correct order to form a complete sentence. ● <u>Noun & Verb Memory Game</u> - To begin a lesson on noun-verb agreement, kindergarten children need to have a basic understanding of what nouns and verbs are. Create memory game cards. Get two pictures of different objects and two pictures of different actions. Make these as obviously different as possible. For example, you could have a picture of an apple and a picture of someone eating an apple. The children play Memory, turning over two pictures at a time until they find a matching pair. The children take turns turning over pictures. When they find a matching pair, they can get bonus points for telling the others whether the picture represents a noun or a verb. They can get an additional bonus point for using the word correctly in a sentence with proper noun-verb agreement. For example, they could say, "This is a verb. The verb is eat. The man is eating the apple. ● <u>The Gumball Game</u> - Gather a pile of blank index cards and divide it in half. Have your class help you come up with several prepositions of motion (over, through, under, around, into, out of . . . etc) which you will write on one pile of index cards in one color. Then have them help you come up with several nouns which you will write on other pile of index cards in a different color. Hand each child a dry erase board or large piece of white paper. Explain that a gumball has been dropped and they are going to draw where the gumball went. Draw a preposition card and a noun card and give them a sentence using the cards drawn to describe where the gumball went. The students will then draw a picture showing the sentence read. Ex. into & garbage can cards were drawn. The teacher would say “I dropped my gumball, and it went . . . into the garbage can.” and the students would then draw a picture of gumball in a garbage can. Continue this until the paper is full or when you feel students have grasped the concept.
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- Where is cupid? - Print the cards out (found at the link below) and use them in a variety of ways such as:
 - Using one set have your child/student label each preposition
 - Using one set have your child/student match opposite prepositions
 - Using two sets play memory or go fish
 - Using one set play memory or go fish by matching/pairing opposite prepositions
 - Using one set place cards in a pile. Take turns having your child/student pick a card and then demonstrate the preposition in some form (i.e. using manipulatives, pictures, a barrier game, using their own bodies, etc).
- Sentence Building - Using groundhog, hearts, president face profiles, or fun cut outs, create simple sentences of 4 -5 words and place in separate baggies or envelopes. Students will then take the words out of the bag and rearrange them to create a complete sentence and then record it on a piece of paper or special record sheet. They should then double check that a capital letter begins the sentence and a punctuation mark ends the sentence.
- Using all the holidays in the month of February, teach your students that each holiday should begin with a capital letter, just like your name or the title of a book. Create a list that students can use as a word bank during writing time. Ex. Groundhog's Day, Valentine's Day, President's Day, etc.

Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Observations
- Conferring notes

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Re-teaching:

- For ELL students or struggling students, you need to provide a good model for grammar especially when using words to signal present, future or past tense. Make a list of phrases or words and have students sort them into the correct categories of present, past and future. When reading stories, find words that signal when the story is taking place and have them identify the tense to connect it to text.

Enrichment:

- Challenge students to brainstorm rich specific verbs that when translated into present, past and future tense don't fit the "add -ed rule" but are more irregular. Example I **buy** candy at the store. Yesterday I **bought** candy at the store. Tomorrow I **will be buying** candy at the store. Put these in an anchor chart with pictures.
- Challenge students to use exclamation points or question marks after modeling during conferring to encourage a variety of sentence structures in their writing.

Resources:

Valentine's Day Noun & Verb fill in activity can be found at:

<http://sweetkindergarten.blogspot.com/search/label/valentines>

Noun Verb Memory Game can be found at:

http://www.ehow.com/info_12081918_kindergarten-lessons-nounverb-agreement.html

The Gumball Game was adapted from an activity found at:

<http://teachingrecipes.com/2009/09/03/the-gumball-game-prepositions-of-motion/>

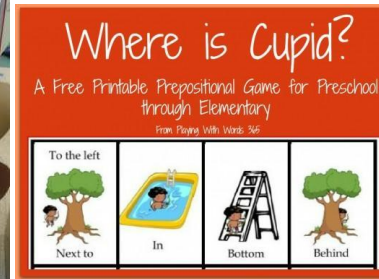
Where is Cupid? cards can be found at:

<http://www.playingwithwords365.com/2012/02/freebie-friday-where-is-cupid-a-prepositional-game/>

Sentence Building activity can be found at:

<http://mrsosterman.blogspot.com/2011/02/valentine-thematic-centers.html>

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 1.8 Goal 2	R1E.K W2E.1.d	L.K.5a-d L.K.6 L.K.1b-f

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Reading Workshop	Grade: K	Unit of Study: Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books	Timeline: March
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Big Idea: Readers Notice When There is a Tricky Part and We Take Action

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use strategies to help them become better readers● Use ALL of the strategies they have been taught to help them when they reach a tricky part	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● “Today I want to teach you that readers act when we read a part that does not make sense. We are brave. We search the pictures on a page and across the book. We check the word to make sure what we are reading matches the words and letter on the page. Then we think about what is happening and what strategy we can use to help us check the word. We ask ourselves, “What strategy can I use now to help me check the word?”● “Strong readers don’t give up when we run across something difficult. We take action! We say to ourselves, “Which strategy can I use to help me figure out this hard part?” One strategy we can use is to look at the picture. Today I want to teach you that when we read, we can’t just look at the picture like this (glance); instead, readers scan the whole picture and think, ‘What’s happening here?’ or ‘What’s this about?’ Then we think about how everything in the picture goes together to tell what’s happening in the story and how we can use that to help us figure out the hard part.”● “Readers, today I want to remind you that when we come to word that is tricky, we don’t just stop. We are brave and take action. We remember the words we just read and look at the pictures. We ask ourselves, ‘What is happening in this part of the story?’ Then we go back and reread, getting ready to say the first part of the tricky word and thinking, ‘What would make sense here?’”● Readers work hard to figure out words. We don’t give up after one try. One thing that I want to teach you is, if one strategy doesn’t work, try another one! Readers are flexible and try different strategies if the first one doesn’t work.”
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observations● Conferring notes
<p>Re-teaching:</p> <ul style="list-style-type: none">● For ELL students- Some ELL students will need help monitoring their understanding. This is especially true for ELLs that are good decoders. Help students to monitor by having them point to spots where they are confused. It is hard for some ELLs to understand the difference between words they understand and words they can pronounce.	<p>Enrichment:</p> <ul style="list-style-type: none">● Readers who are reading level E books and above will be coming to unfamiliar vocabulary as they read and these readers won't be able to guess at the word, they won't know it. These children will need help looking all the way across the words. Help them break down polysyllabic words and think about what would make sense in the context of the sentence and the page. Coach them to say the first part of the word and think about what is happening in the text, and to look through the entire word, searching for information in the text and in the picture that may help them think about what the word could be. You could also teach kids to return back to the beginning of a sentence and reread the sentence with better fluency thinking, "Does that make sense?"
<p>Resources:</p> <p>A Curricular Plan for The Reading Workshop Grade K: Unit 7:Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books p. 100-123</p>	<p>Teacher Notes:</p>

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning		Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2	Goal 1.6	LS1B.K LS2A.K	SL.K1.a SL.K.6

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Reading Workshop	Grade: K	Unit of Study: Readers are Brave and Resourceful When we Encounter Hard Words and Tricky Parts in our Books	Timeline: March
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Big Idea: Readers Reread with Purpose

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn to reread with a particular goal in mind ● Reread to figure out confusing parts, or scan our books for the tricky words that we've figured out and rehearse the words before they read 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● "Today I want to teach you that readers reread! When we notice that the words we just read don't make sense or don't connect with what came before, we stop and say, 'Wait! This does not go with what I just read. What's happening?' Then we say, 'Oh, I can go back to where the book made sense and reread those pages. That will give me a better idea of what the words say on this page where it didn't make sense.'" ● "When readers are confused, we can go back to the beginning of the sentence. We think about what is happening. We get a running start and look at the first part of the word and think what would make sense." ● "When readers finish a book we don't just say, 'I'm done!' We remember what the whole book is about and retell the important parts to ourselves. Then we reread to make sure that we did not leave anything important out!"
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations ● Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Some ELL students will need help monitoring their understanding. This is especially true for ELLs that are good decoders. Help students to monitor by having them point to spots where they are confused. It is hard for some ELLs to understand the difference between words they understand and words they can pronounce. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Readers who are reading level E books and above will be coming to unfamiliar vocabulary as they read and these readers won't be able to guess at the word, they won't know it. These children will need help looking all the way across the words. Help them break down polysyllabic words and think about what would make sense in the context of the sentence and the page. Coach them to say the first part of the word and think about what is happening in the text, and to look through the entire word, searching for information in the text and in the picture that may help them think about what the word could be. You could also teach kids to return back to the beginning of a sentence and reread the sentence with better fluency thinking, "Does that make sense?"
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<p>Resources: A Curricular Plan for The Reading Workshop Grade K: Unit 7: Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books p. 100-123</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning		Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Reading Workshop	Grade: K	Unit of Study: Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books	Timeline: March
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Big Idea: Partners Help Each Other When There are Tricky Words and/or Parts

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn how to support their reading partner when they encounter a tricky part ● Mark places in their book to share with their reading partner ● Mark places in their book where they need help from their partner ● Learn how to figure out what a new word means 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● “Partners help each other when one of us gets stuck on a tricky part. When one partner is stuck, the other partner becomes a helper. S/he doesn’t tell the word; s/he coaches the stuck partner like a teacher! S/he uses prompts such as, ‘Try something. “Look at the picture.” Think about where the tricky word is in the sentence, and think about what kind of word it might be. “Look at the word.” The helping partner gives the stuck partner the energy to continue.” ● “Partners listen to each other when we listen to each other read and think alongside each other. We try to catch each other’s mistakes! When something doesn’t seem quite right, we remind each other to “check it, “fix it,” or “try that again.” ● “Partners help each other when we listen to each other read and notice that something our partner tried did not work. We often help our partners to look more closely at words. We might say, “Read this again” and then point under the first part of the word. Or we might say, “Cover the last part with your thumb and get a running start. Think about what would make sense.” ● “Partners listen to each other and think together. When you finish a book together, don’t say, “I’m done!” Remember, partners retell the story to each other to make sure we both understand what is happening in the book. If you or your partner forgets a part, go back and reread to find the missing part. If one partner doesn’t agree with something the other partner said in a retelling, we go back together and reread to fix our retelling.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations ● Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Some ELL students will need help monitoring their understanding. This is especially true for ELLs that are good decoders. Help students to monitor by having them point to spots where they are confused. It is hard for some ELLs to understand the difference between words they understand and words they can pronounce. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Readers who are reading level E books and above will be coming to unfamiliar vocabulary as they read and these readers won't be able to guess at the word, they won't know it. These children will need help looking all the way across the words. Help them break down polysyllabic words and think about what would make sense in the context of the sentence and the page. Coach them to say the first part of the word and think about what is happening in the text, and to look through the entire word, searching for information in the text and in the picture that may help them think about what the word could be. You could also teach kids to return back to the beginning of a sentence and reread the sentence with better fluency thinking, "Does that make sense?"
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<p>Resources: A Curricular Plan for The Reading Workshop Grade K: Unit 7:Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books p. 100-123</p>	<p>Teacher Notes:</p>
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Marzano Strategies:				Equity/Workplace Readiness					
x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:			
Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Shared Reading	Grade: K	Unit of Study: Readers Are Brave and Resourceful When We Encounter hard words and tricky parts in our books	Timeline: March
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Big Idea: Students will uses all sources of information independently when they encounter difficulty

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Make sure what we read makes sense ● Begin monitoring independently ● Begin cross checking independently ● Use print strategies to word solve 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Model for students how to use the following prompts when reading: “Does that make sense?” “How do you know?” You can ask these questions when their reading makes sense and when it does not. This way, children will learn to monitor themselves for coherence. Using clear prompts during shared reading, like the ones you use in guided reading, will help children problem solve independently. ● Have the students “guess the covered word” using all of the strategies that you have taught them
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations ● Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For students with limited background knowledge or vocabulary, it may be difficult for them to connect to the topic. Work in small groups to build the necessary skills to help students question or connect to a topic. It might be helpful to get several books on the same topic or theme to read aloud in class or small group to give these students shared background knowledge. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Provide a collection of nonfiction books and ask students to categorize books based on concepts/what they will learn in each set (animals, transportation, weather, etc) ● Have students explain how they put books in categories and what they used to figure it out (the pictures, the cover, the title, etc.)
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<p>Resources: A Curricular Plan for The Reading Workshop Grade K: Unit 7: Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books p. 100-123</p> <p>The Continuum of Literacy Learning by Fountas & Pinnell</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL.K.1.a SL. K.6

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Interactive Read Aloud	Grade: K	Unit of Study: Readers Are Brave and Resourceful When We Encounter hard words and tricky parts in our books	Timeline: March
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Big Idea: Use nonfiction text to show students how to compare and contrast books on the same topic

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Think aloud “why?” questions to deepen thinking and pique curiosity ● Identify the main idea, and ask and answer questions and figure out new vocabulary ● Identify characters, setting and major events in stories ● Compare and contrast the adventures and experiences of characters in familiar stories ● Get to know favorite characters in depth, studying their actions, behaviors and feelings 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Demonstrate the use of your strategy toolbox. ● Use the read aloud time to model these important strategies ● Give students plenty of opportunity to ask “Why?” to deepen their thinking and foster curiosity. ● Choose set of nonfiction book on a topic to enable children to encounter new vocabulary in multiple texts, and help them compare and contrast information. ● Model vital strategies such as finding the main idea, asking and answering question, and figuring out new vocabulary. ● Nudge children to get to know their favorite characters in depth looking at the character’s feelings and actions. ● Have students act out different parts of a book to identify with characters.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations ● Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Help strugglers form questions by asking questions. Have students repeat your question. Have students form similar questions. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Challenge students by modeling how to use a Venn diagram or T chart to compare and contrast topics and characters. By choosing a well known character like Franklin the turtle, you can read both fiction and nonfiction books on turtles. Using the graphic organizer, students can show how they can distinguish between fiction and nonfiction books based on the actions of the turtle in each genre.
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<p>Resources: A Curricular Plan for The Reading Workshop Grade K: Unit 7: Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books p. 100-123</p> <p>The Continuum of Literacy Learning by Fountas & Pinnell</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

x Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	Equity	x	Research
x Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Word Work	Grade: K	Unit of Study: Readers Are Brave and Resourceful When We Encounter hard words and tricky parts in our books	Timeline: March
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Big Idea: Recognize high frequency words and explore CVC patterns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn to recognize high frequency words ● Understanding that letters make up words ● Exploring simple CVC patterns (example -ot, -op, -og, -ug, -un, etc.) ● Changing the first letter to make a new word (bat changes to hat) ● Understanding difference between consonant and vowels 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Have student sort letter tiles, magnetic letters etc. by their features(sort, tall, and letters with a tail) ● Teach two sight words a week from the Teacher’s College high frequency word list ● For CVC patterns, you can use Same Vowel Word Families Sorts 6-12 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 2 after Sort 12 to assess students ● For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 6 after Sort 37 to assess students ● Look at students writing to see if the spelling patterns are transferring ● Look at students reading level to see what level corresponds to the WTW materials. ● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 19-21,LK 17-19,LS 6-7, SP 5, HF 5,
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Sorts ● Weekly Assessment on sort for the week ● TC Benchmarks ● Running records ● Writing sample ● Conferring notes
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Re-teaching:

- Consult the student's Primary Spelling Inventory to see what sort would be helpful to build the skills they are lacking.

Enrichment:

- Use higher sorts in the Red Book for go on to the Yellow books.
- Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds.
- Introduce CCVC words to bring in blends and digraphs to challenge students.

Resources:

Phonics Lessons, Words and How they Work:
Grade K by Fountas & Pinnell

Words Their Way Letter and Picture Sorts for Emergent Spellers
(Orange Book)

Words Their Way Word Sorts for Letter Name-Alphabetic Spellers
(Red Book)

Continuum of Literacy Learning Pinnell and Fountas
(Word Work Section)

Teacher Notes:



75 Fun Way to Practice Spelling

<http://www.momto2poshlildivas.com/2012/10/75-fun-ways-to-practice-and-learn.html>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 1.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Thinking Strategy	Grade: K	Unit of Study: Readers Are Brave and Resourceful When We Encounter hard words and tricky parts in our books	Timeline: March
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Big Idea: Questioning

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Spontaneously and purposefully ask questions before, during and after reading. ● Ask questions to clarify meaning, speculate about text yet to be read (predict) ● Ask questions to determine author’s style, intent, content or format ● Ask questions to focus on specific components of the text ● Ask questions to locate a specific answer in the text or consider rhetorical questions inspired by the text ● Determine whether the answers to their questions can be found in the text or whether they will need to infer the answer by using text, background knowledge and/or an outside source ● Listen to others’ questions and answers to inspire new questions and new thinking ● Make the connection that the process of questioning is used in other areas of their lives, both personal and academic ● Make the connection that asking questions deepens their comprehension and is a strategy to monitor their understanding of the material. 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Model how to ask questions before, during and after reading. Use turn and talk to get kids to ask questions to clarify meaning. ● Create a chart entitled “Thinking about Questioning” as seen on pgs 126-127 in Reading with Meaning. It includes the following headings. “What do we know about asking questions?” “How does asking questions help reader?” “How do readers figure out the answers to their questions?” This would help students see the reasons why readers ask questions and how it helps deepen our comprehension. After each read aloud, ask the questions on the chart to students and use post-it notes to add new learning to the chart under the appropriate category. ● Read aloud a rich texts such as The Lotus Seed by Sherry Garland and How Many Days to America by Eve Bunting where students will be able to practice making deep connections between the stories and demonstrate how some answers require you to infer or consult an outside source, while others could be found right in the text. Make a chart of questions that students ask during these type of books. Then work with students to code how we figure out their answers. This is the beginning of forming “thick and thin” questions that students will need in upper grades. An example of this chart is on pages 128-129 in Reading with Meaning. Header for the chart looks like this: “We are learning that readers figure out the answers to their questions by rereading and looking for clues in the text (T), inferring (I) and/or using an outside source (OS). When we read the _____, we asked these questions and coded how we figured out their answers.
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- Model through read alouds how the most intriguing questions are not always answered explicitly in the text, but are left to the reader's interpretation. Through the process of posing these "wondering or burning" questions students can have conversations through turn and talks or whole class discussions (grand conversations). It is important to realize coming up with the 'right' answer is not the goal, but the process of children working together to actively construct meaning *for themselves* that is key.
- Encourage student questioning using a Wonder Box (described on pgs 134-135 in Reading with Meaning). Giving students 3 by 5 inch file boxes, they have brightly colored index cards on which to record their questions. Not only in reading but in other areas such as science and life. Using magnifying glasses and taking these boxes around the school and on field trips encourages students to explore their world and ask questions in order to see that the secret to their wisdom is to be curious.

Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts 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 about what a speaker says in order to gather additional information or clarify something that is not understood
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation

Assessment for Learning:

- Stop and Draws/Jots that document use of strategies
- Anecdotal notes of student conversations during Turn and Talk, grand conversations or individual conferences.

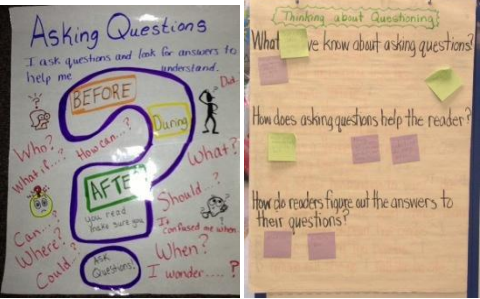
Re-teaching:

- Work in small groups or pair students with a model for turn and talks to help students gain language skills needed to ask questions when reading/listening to books.

Enrichment:

- Encourage students to ask higher level questions using HOW and WHY when reading/listening to books. Encourage them to reflect on what helped them figure out the question and pair students in partnerships so they can be a 'coach' and 'model' for a classmate who needs support.

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<p>Resources: Mosaic of Thought by Ellin Keene Reading with Meaning by Debbie Miller</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning		Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3 CA 7	Goal 1.6	R1C.a.b.c.	R.F.K.2 RF.K.3

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Writing Workshop	Grade: K	Unit of Study: Informational Books	Timeline: March
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Big Idea: Writers write to teach others what they know

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write informational books to teach others about what they know● Revise books and make new books even more ambitious by using categorization● Revise by elaborating and then begin writing longer books from the start● Revise and elaborate by adding non-fiction text features● Publish an all about book and share with the class	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● To understand what your children can do as informational writers you will want to take a day, right at the start of this unit to engage your children in a performance assessment. Say to writers, “What do you know a lot about? You can make a book that teaches others a lot about that.” Give your kindergarteners fifty minutes to do their best informational writing.● To launch the unit say: “Today I want to teach you that when informational book writers get started, we think about topics in which we are experts, things we know all about, so that we can teach others. We think about people we know all about (people in our lives and famous people), places we go (to eat, to play, to shop), things that we do (at home, at school and outdoors). We choose a topic, say everything we know across our fingers, grab a booklet and write, write, write.”● Brainstorm with students topics that they are experts in during a group discussion. Also allow time for students to get with their writing partner so they can suggest topic ideas to each other.● To teach students about categorization say: “Today I want to give you a big tip. When you want to teach people about something and we have a huge armload of junk to teach, we don’t just throw it all down on the table in front of the reader like this. Instead, we first sort it out into piles or bins of stuff- and we say to the reader, I want to teach you about basketball. Here’s the stuff I know basketball rules (then we tell that stuff). Here is the stuff I know about basketball teams (and we tell that stuff). So to get ready to teach others (that is, to teach readers) it helps to sort our information into piles of stuff that go together. That’s what a table of contents does. A table of contents can help us to tell the reader how our information is organized.”● To help students think of a topic and then what categories might be, have them all write on a kind of animal, just for starts. They should list across their fingers the categories they could use and then tell or write a sentence about each finger-topic. You may need to help suggest possible categories to get this going.● Provide students with pre-made booklets with a table of contents page and a line on which the child will write the chapter title at the top of each page. As the unit progresses you may want to let children construct their own booklets as well as introduce them to paper that is written in different formats such as diagram paper or how-to paper.
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	<ul style="list-style-type: none"> ● To teach students about elaborating as part of revision say: “Today I want to teach you that one way we can revise our informational books is to add stuff to them. We can re-read our own writing and ask ourselves, ‘What else can I say here?’ Then, we add more to <i>each</i> page. ● Challenge students to write a book that is five to six pages long in <i>one day</i> with more than one line on each page. ● Remind students that they can use post-its or slips of paper to add examples or more information about a certain section of the book. ● To encourage questioning as part of revision say: “Another way to revise is to also think about the questions that readers will ask us and then answer those questions. One way we can do this is share our books with our writing partners to see if they have any questions about parts of our books that might be confusing. Then we can go back and fix up those parts answering their questions.” ● Teach students to use text features by having students study mentor texts to get ideas about which text features to include in our informational books. ● To teach students to add text features in their own writing say: “Today I want to teach you that writers carefully choose the text features we want to include in our informational books when we are writing new books and revising older ones. We don’t want to include a feature just because we can. We think about which features would help us to teach more about our topics. What would make sense to add? For example, we may include a caption to a picture that we need to explain or we may include a diagram to explain the parts of something.” ● To prepare students to publish say: “Writer’s today is an exciting day because we are choosing a piece to publish. We have been writing and revising all-about books all month and now we are getting ready for our celebration. Before we celebrate, we need to choose our best piece of writing and revise it a bit more. Today I want to teach you that writers can reread the pieces we want to publish, revisit the strategies that we were introduced to, and find places in our writing that we could add to. We can ask ourselves, ‘What other parts can I push myself to add?’
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Cold writes ● Observations ● Conferring notes ● Published pieces
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Re-teaching:

- To help children choose topics that they will be able to write about with breadth and depth, you might have them brainstorm places; people, things, and topics that they know well and could teach others about (dance class, the barber shop, the Yankees, a sticker collection, Sesame Street, submarines). You could work in small groups with students with limited experiences to help stir up topic ideas.

Enrichment:

- Encourage writers to elaborate by considering readers' questions. Teach children that they can read their books to a partner, hear questions that the partner has, and try to write in ways that answer those questions. That is, if a child has said, "There are a lot of bad guys in Star Wars," then another child might reread this and ask, "What are their names? Who are the bad guys?" The author, then, can insert this information. You may need to teach children that they can use carets (not carrots!) and arrows to insert information into the right spot in a text. Of course, the bigger lesson is that writers reread, asking ourselves the questions that we anticipate readers will want to ask. We become our own partners.

Resources:

A Curricular Plan for The Writing Workshop - Kindergarten
Unit 7: Informational Books - March

Additional resources:

Explorations in Nonfiction Writing - Grade K
Tony Stead & Linda Hoyt

Units of Study for Primary Writing: A Yearlong Curriculum (Heinemann, 2003) Nonfiction Writing: Procedures and Reports

Teacher Notes:

- Even though you have not yet taught informational writing, kindergarteners have been doing informational writing since the beginning of kindergarten and the work they will produce will floor you. You will also have students of course that have little concept of this genre. The point of doing this at the beginning of the unit is so that you can adjust your teaching plans accordingly and so you also have a baseline which to compare the work students are able to do in a few short weeks.

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity	x	Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 3	Goal 1:5 Goal 2.1	ICTL2B.K.a ICTL5B.K W3A.K.a	W.K.5 W.K.6 W.K.2

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Interactive Writing	Grade: K	Unit of Study: Informational Writing	Timeline: March
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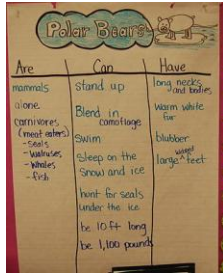
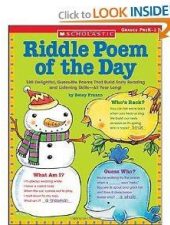
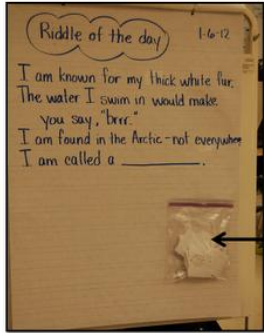
Big Idea: Writers write to teach others what they know

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Participate in non-fiction interactive writing opportunities● Write high frequency words <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write letters in groups to form words● Leave appropriate space between words● Hold pencil or pen with satisfactory grip● Write left to right in lines● Return to the left margin to start a new line● Use preferred hand consistently for writing● Write letters and words that can be easily read● Form upper- and lowercase letters efficiently in manuscript print● Form upper- and lowercase letters proportionately in manuscript print	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Share the pen with your students either in small or large groups while creating books that have the text characteristics of Level C or D information books (lower or higher if need be). These texts should have a language pattern that repeats, include known high frequency words, pictures that match the text, simple sentences and familiar concepts.● After reading a book about a certain non-fiction topic (such as Polar Bears) to the class, create together an ARE, CAN, HAVE chart with information learned from the text. Repeat the process on a different day with another book about the same topic and add this information to the text in a different color. Now use the information to create an all about book about the topic. Have students recite sentences using the chart while you write them down. Give students the opportunity to then illustrate the sentence they created. You can also have students come up and write the sentence or fill in the blanks left by teacher.● Incorporate a “Riddle of the Day” in your morning message (see example below) and have students write their answer on a slip of paper and place it in a baggie below the message. Invite a student who guessed the answer to the riddle correctly to write the answer on the message.● Create “All About Posters” in small groups about various topics and display in hallway or classroom.● Teacher model Handwriting Objectives during Interactive Writing● Explicitly teach skills listed in Weeks 22-24 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Lowercase Letters l,k,y,j○ Review Capital○ Review Numbers○ Review lowercase letters previously taught
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations ● Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Remind students that they can find high frequency words using the word wall. ● For ELL students- Note whether or not you hear your ELL students using the high frequency words when they are speaking. If students are still learning the oral language that possesses the high frequency words they are learning to read, provide opportunities to use high frequency words orally and to hear them used correctly. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Enlist your kids with strong vocabulary to come up with rich words to replace the “boring” words you might include in your interactive writing to model how writers revise their writing and pick rich words to paint a clear picture in the reader’s minds. ● Encourage students to use parts of words they already know such as hat, chop, dad to write new words pat, shop, and sad.
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<p>Resources: Handwriting Without Tears Teacher’s Guide: Kindergarten Edition Handwriting Without Tears Digital Teaching Tool Polar Bear Nonfiction Writing idea http://www.mrswillskindergarten.com/search/label/nonfiction All About Poster resources http://writingfix.com/workshop/jodies_units/Unit5.htm</p>	<p>Teacher Notes:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <table border="1"> <thead> <tr> <th>Are</th> <th>Can</th> <th>Have</th> </tr> </thead> <tbody> <tr> <td>mammals</td> <td>stand up</td> <td>long necks</td> </tr> <tr> <td>alone</td> <td>Blend in</td> <td>and bodies</td> </tr> <tr> <td>carriagers (meat eaters)</td> <td>Swim</td> <td>warm white fur</td> </tr> <tr> <td>- seals</td> <td>Sleep on the snow and ice</td> <td>blubber</td> </tr> <tr> <td>- walrus</td> <td>hunt for seals</td> <td>wet large feet</td> </tr> <tr> <td>- whales</td> <td>under the ice</td> <td></td> </tr> <tr> <td>- fish</td> <td>be 10 ft long</td> <td></td> </tr> <tr> <td></td> <td>be 1,000 pounds</td> <td></td> </tr> </tbody> </table> </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p style="margin-left: 850px;">Riddle of the Day It starts out like this. I read the riddle a few times as they are coming in the class. Students place their guess on a piece of paper and place it in this bag. Shhh... Don't tell your neighbor!</p>	Are	Can	Have	mammals	stand up	long necks	alone	Blend in	and bodies	carriagers (meat eaters)	Swim	warm white fur	- seals	Sleep on the snow and ice	blubber	- walrus	hunt for seals	wet large feet	- whales	under the ice		- fish	be 10 ft long			be 1,000 pounds	
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 6	Goal 2	W3A.K.a	W.K.3

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Phonics	Grade: K	Unit of Study: Informational Books	Timeline: March
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Big Idea: We can use letter sounds to help us read and write

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Rhyme● Understand letters in words have sounds● Hear the beginning, middle and ending sounds● Break up words with onset and rime (/c/ - /ap/)● Use and identify short vowel sounds● Use and identify digraphs (sh, ch, th, wh)● Match /sort words with the same beginning sound● Blend syllables	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Continue with your favorite activities from previous months● <u>Phoneme Segmentation Song</u> Listen, listen to my word, Then tell me all the sound you heard: race /r/ is one sound /a/ is two, /s/ is last in race it's true. Thanks for listening to my word And telling all the sounds you heard!● <u>Tricky Rhyming Riddles Using Onset and Rime</u> Ask children riddles that require them to manipulate sounds in their heads. The easiest are the ones that ask for endings. The next easiest are the ones that ask for a single consonant substitution at the beginning. The most difficult are the ones that ask for a consonant blend or digraph at the beginning. Examples: What rhymes with pig and starts with /d/? dig What rhymes with book and starts with /c/? cook What rhymes with sing and starts with /r/? ring What rhymes with dog and starts with /fr/? Frog
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- What Does Not Belong?
Teacher gives the child three words. Two of the words rhyme. Child finds the word that does not belong (does not rhyme).
Example:
Parent: "rat, men, hat"
Child: "men"
Sample Word List
hit-sit-fat
hen-Tom-pen
man-can-bell
hill-mop-top
- Visit <http://www.plattscsd.org/oak/smartboard/phonemic.htm> or <http://ethemes.missouri.edu/themes/543> and use an interactive white board to do these activities with your students
- Beginning Consonant Digraphs - What a Farm!
 1. Review beginning consonant digraphs:
 - What is the beginning sound in the word chop (short, thick, what)?
 - Can you name the letters that spell this sound?
 2. Sing "Old MacDonald Had a Farm" with the class. However, instead of animals, name words that begin with ch, sh, th, and wh, and instead of animal sounds, say the sound of the digraph. For example:
"...on that farm he had a shell, E-I-E-I-O. With a sh-sh here and..."
Possible words include ship, shelf, shoe, chart, child, chessboard, whistle, whiskers, wheel, thimble, thunder, and thermometer.
(Extra work: Complete the 2 worksheets that go with the lesson)
- Short Vowel activities - Visit <http://havefunteaching.com/worksheets/phonics-worksheets/vowels-worksheets/> for sorts, activities, and games.
- For digraphs, you can use Digraphs and Blends Picture Sorts 13-17 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book)
- Can use the spell check 3 after Sort 17 to assess students
- For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book)
- Can use the spell check 6 after Sort 37 to assess students
- Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 19-21, LK 17-19, LS 6-7, SP 5, HF 5

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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Phonological Awareness assessment
- Conferring notes
- Observational notes

Re-teaching:

- **For ELL students-** When practicing phoneme segmentation, make sure students are pronouncing the words correctly orally before segmenting.
- **For ELL students-** If students are not able to produce a sound (like “utch” or “ug”) or consistently substitutes one sound for another sound (like “v” for “b”) they may not be hearing the sound correctly. You may want to consider removing letter combinations that require these sounds from the sorts and listen to the students’ oral language. Reintroduce the sound when the student begins consistently producing the sound correctly. Consult your ELL teacher for ways to work with them on producing this sound.

Enrichment:

- Once students exhibit that they are able to identify the sound at the beginning of words, have them identify the sound in the middle and end of words. Inform students of the new task. As you say words that have the /sh/ digraph in the middle or at the end, students should raise their hands to indicate that they hear the sound in the words.
- Use higher sorts in the Red Book or go on to the Yellow Books
- Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds.
- Introduce CCVC words to bring in blends and digraphs to challenge students.

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<p>Resources: Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book) Words Their Way Word Sorts for Letter Name for Alphabetic Spellers (Red Book) Phonics Lessons, Letters, Words and How They Work: Grade K by Fountas & Pinnell</p> <p>Phoneme Segmentation and Tricky Rhyming Riddles Using Onset and Rime activities can be found at: http://teams.lacoe.edu/documentation/classrooms/patti/k-1/activities/phonemic.html</p> <p>What Does Not Belong? activity can be found at: http://www.mrsjonesroom.com/brooks/phonics.html</p> <p>Beginning Consonant Digraph Activity - What a Farm! can be found at: http://m.jumpstart.com/JumpstartNew/uploadedFiles/sne/beginning-consonant-digraphs.pdf</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 5 Goal 2	R1B.K.a-d	RF.K.2.a-e

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Grammar	Grade: K	Unit of Study: Informational Books	Timeline: March
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Big Idea: We can learn ways to make our writing look right and sound right.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use noun and verb● Use noun and verb agreement (I can)● Use prepositional phrases (to the bus, on the bus)● Use modifiers (red dress, ran fast)● Write in past tense, present tense, future tense <p><u>Conventions:</u></p> <ul style="list-style-type: none">● Demonstrate knowledge of the use of upper-and lowercase letters● Use capital letters in the beginning position in a few familiar proper nouns● Show awareness of the first place position of capital letters in words● Use a capital letter for the first word of a sentence● Capitalize I● Use uppercase letter in titles● Notice the use of punctuation marks in books & try them out in own writing● Use periods, exclamation points, and question marks as ending marking● Read one's writing aloud and think where punctuation would go	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Continue with your favorite activities from previous months● Verb Tenses Children's Song <p>Teacher: To Eat Students: Now I am eating. Every day I eat. Yesterday I ate. Tomorrow I will eat. Already I have eaten.</p> <p>Teacher: To Write Students: Now I am writing. Every day I write. Yesterday I wrote. Tomorrow I will write. Already I have written.</p>
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- Visit McGraw-Hill's "Grammar Tunes" and listen to songs about:
 - Direction Words
 - Nouns in Your Neighborhood
 - Think of an Action Word
 - Tell, Ask, or Exclaim!
 - Hear, Smell, Taste, Feel, and See
 - Send in the Pronouns
- Capitalizing I Sort - Sort sentences that correctly capitalize I and those that do not and then students can recopy the sentences correctly. (see below)
- Using highlighter tape, call students up to locate punctuation marks in big books, charts, or the morning message and highlight them.
- Write sentences on the board and have students add in the punctuation as needed.
- Have students read aloud a sentence that they have written to a partner and have the partner hold up a period, exclamation point, or question mark sign to indicate which type of punctuation should be found at the end of the sentence.
- Write out sentences, without punctuation. If you are studying a certain non-fiction topic use factual sentences. Ex. If you were studying penguins write factual sentences about penguins. Color and cut out more penguin pictures than you need, writing a period on some tummies, question marks on others. Place the sentence strips in a pocket chart or just sticky-tack them to a white board. Read them one time together, then go back and take turns reading the sentence, finding the right kind of penguin, and placing it at the end of the sentence. You can then leave it up for students to do individually for a learning center.
*This will work with any theme unit- shamrocks, apples, bears, frogs, turtles, pilgrims...whatever you are studying at the time!

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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment for Learning:

- Observation notes
- Published pieces
- Conferring notes

Re-teaching:

- **For ELL students-** Provide visuals if verb tenses are confusing to students.

Enrichment:

- Challenge students to use exclamation points or question marks after modeling during conferring to encourage a variety of sentence structures in their writing.

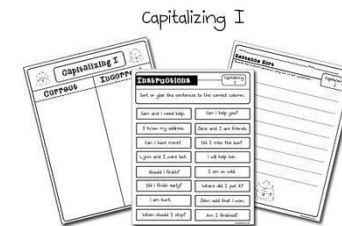
Resources:

Verb Tenses Children's Song can be found at:
<http://www.mamalisa.com/?t=es&p=2625&c=83>

McGraw Hill's Grammar Tunes can be found at:
<http://treasures.macmillanmh.com/california/teachers/building-reading-and-writing-skills/ogrammar-tunes-grades-k>

Capitalize I Sort can be found at:
<http://www.lessonplandiva.com/2011/12/free-capitalizing-i-sentence-sort.html>

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 1.8 Goal 2	R1E.K W2E.1.d	L.K.5a-d L.K.6 L.K.1b-f

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Reading Workshop	Grade: K	Unit of Study: Readers Get to Know Characters by Pretending and by Performing Our Books	Timeline: April
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Big Idea: Readers Have Strategies for Getting to Know a Character

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Get to know character in books in meaningful ways ● Focus on the illustrations and photographs while paying close attention to the characters' moods, personality, and feelings ● Talk with their partner about what they have noticed about the characters in their books 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Briefly revisit the book walk; concentrating on how important the title and cover are in helping readers to get ready for the story. ● Ask the questions, "What does this tell me about the character(s)?" ● Have students pay attention to the ending. Teach children to ask themselves, "How might the character feel now?" or "What might the character be thinking now?" ● Teach children how to focus on the illustrations and photos and gestures because these can reveal quite a bit about character's moods, personality, and feelings ● Teach them that they can accumulate text across pages so they're able to say not just what they learned about a character on each page, but also what all the pages together can teach us about a character. ● Teach them they can talk with their partners about what they have noticed about the character in their books, in addition to all the choices that you have already taught them as partners. ● Have children practice imagining (inferring) what their character might be saying or might be thinking.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations ● Conferring notes ● Turn and Talks ● TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> For students with limited background knowledge or vocabulary, it may be difficult for them to connect to the characters. Work in small groups to build the necessary skills to help students be able to use illustrations, schema and acting out emotions. It might be helpful to get several books where characters experience similar problems or emotions to read aloud in class or small group to give these students shared background knowledge. 	<p>Enrichment:</p> <ul style="list-style-type: none"> For students who are in higher level of texts where the illustrations may not add more depth to the character, work on vocabulary or character dialogue that indicates how the character is feeling. Example: "I'm not hungry" grumbled Sarah as she shuffled out of the room.
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<p>Resources: Lucy Calkins' A Curricular Plan for the Reading Workshop Grade K Unit Eight: Reader's Get to Know Characters by Pretending and by Performing Our Books</p>	<p>Teacher Notes: Choose a favorite character to pretend to be every week and create a reader's theater setting in the classroom.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	Equity	Research
x	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	Technology	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A,K	SL.K.1.a SL.K.6

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Reading Workshop	Grade: K	Unit of Study: Readers Get to Know Character by Pretending and by Performing Our Books	Timeline: April
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Big Idea: Readers Can Work with Partners to Pretend We are the character in our books

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Pretend how to be the character in a book ● Act out scenes from books with a partner or group of students 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students how to pretend to be the characters in their book. ● Model how partners might act out scenes from texts together. Include a few children in your demonstration as you show kids that one child could be the character(s) while the other child narrates the story. The narrator’s job is to read the text that is not a “talking part.” Your students will develop a more sophisticated notion about dialogue, quickly identifying the talking parts through the unique punctuation. ● Show children how it looks when partners read the book together, each pretending to be a character or the narrator and then making the character or narrator come alive with expressive voices and dramatic gestures as they read. <ul style="list-style-type: none"> ○ In early level books with character that don’t talk, you will want to teach children to infer what the character would say.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations ● Conferring notes ● Turn and Talks ● TC Benchmarks
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<p>Re-teaching: For ELL students-</p> <ul style="list-style-type: none"> ● Allow students an opportunity practice being a character in their book independently or with an adult before sharing with a partner if they are reluctant. They can try the same lines several times so they feel confident before sharing. If this is not possible, allow them to observe until they are comfortable. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● For students who are in higher level of texts where the illustrations may not add more depth to the character, work on vocabulary or character dialogue that indicates how the character is feeling. Example: “I’m not hungry” grumbled Sarah as she shuffled out of the room.
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Resources: Lucy Calkins' A Curricular Plan for the Reading Workshop Grade K Unit Eight: Reader's Get to Know Characters by Pretending and by Performing Our Books	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A,K	SL.K.1.a SL.K.6

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Reading Workshop	Grade: K	Unit of Study: Readers Get to Know Characters by Pretending and by Performing Our Books	Timeline: April
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Big Idea: Readers Perform Book in Reading Clubs to Become Experts about Character and Stories

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn how to use performance to help them understand their character in deeper way, while also orchestrating all the strategies for getting to know characters well. ● Work and play with text within the structure of reading clubs. ● Perform different versions of the same book ● Extend their performance beyond the book; expand the story 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Have student working in character specific reading clubs where they are becoming and acting out the characters. Really looking and studying the character on the page and taking into account their feelings and reactions. ● “You’ll want to reread the book and really study the pictures, really study what your character does and says, so that you can make the character your own. ● Teach them how to perform different version of the same book. ● Imagine your character in other setting, and say to themselves, “Given what I know about her already, what could I expect in a new situation?” ● Once the clubs have practiced and chosen their favorite way of performing their texts, you can give them the stage and let them show off their new performing and thinking skills for each other!
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations ● Conferring notes ● Turn and Talks ● TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Allow students an opportunity practice being a character in their book independently or with an adult before sharing with a partner if they are reluctant. They can try the same lines several times so they feel confident before sharing. If this is not possible, allow them to observe until they are comfortable. 	<p>Enrichment:</p> <ul style="list-style-type: none"> For students who are in higher level of texts where the illustrations may not add more depth to the character, work on vocabulary or character dialogue that indicates how the character is feeling. Example: "I'm not hungry" grumbled Sarah as she shuffled out of the room.
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<p>Resources: Lucy Calkins' A Curricular Plan for the Reading Workshop Grade K Unit Eight: Reader's Get to Know Characters by Pretending and by Performing Our Books</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	Equity	Research
x	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	Technology	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A,K	SL.K.1.a SL.K.6

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Shared Reading	Grade: K	Unit of Study: Readers Get to Know Characters by Pretending and by Performing Our Books	Timeline: April
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Big Idea: Recognizing high-frequency words, cross-checking meaning with letter/sound relationships, inferring, and character work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Look for patterns in books to help them read● Using pictures to make meaning; “this picture teaches me that...”● Show what you do before, during and after reading● Look for high-frequency words in the text● use letters and sounds to help them read● Emphasize reading high-frequency words in a snap● Model cross checking meaning with letter/sound relationships● Model using M,S,V cues to make sure what we read makes sense● Reinforce skills needed for students to begin monitoring independently● Reinforce skills needed for students to begin cross checking independently	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● You will want to be using texts that are at the children’s level (D and E) and some of the higher-level texts that you used at the beginning of the year (traditional tales, big books with compelling stories and so on)● Help children learn how to monitor and use all the sources of information independently when they encounter difficulty, nudging them to cross-check meaning with images, meaning with syntax, and to self-correct.● Use the prompts used in guided reading to help children learn how to question themselves while they are problem-solving through tricky parts.● Teach them it is important to fix up tricky words, to stay with a word until you know it makes sense in the story.● Read texts and have children identify and talk about the characters. These could be familiar shared reading books from across the year and/or new books.● Have students follow a character through a book; noting how that may help you understand what is happening in the book.● Talk to them about getting to know the character, making friend with characters, noticing how they are feeling, and how all of that can help you know what is happening in the book.● Teach them how to find parts in the book that can support what they are learning about the character.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Turn and Talks ● Conferring
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Allow students an opportunity practice being a character in their book independently or with an adult before sharing with a partner if they are reluctant. They can try the same lines several times so they feel confident before sharing. If this is not possible, allow them to observe until they are comfortable. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● For students who are in higher level of texts where the illustrations may not add more depth to the character, work on vocabulary or character dialogue that indicates how the character is feeling. Example: "I'm not hungry" grumbled Sarah as she shuffled out of the room.
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<p>Resources: Big Books Poems The Continuum of Literacy Learning by Fountas & Pinnell</p>	<p>Teacher Notes:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="682 961 856 1188"> </div> <div data-bbox="961 928 1306 1188"> <p>What do you know about the character?</p> <p>Describe the character using adjectives:</p> <ol style="list-style-type: none"> _____ _____ _____ _____ _____ <p>What is your favorite thing about this character?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div data-bbox="1579 896 1801 1188"> </div> </div> <p>Make a chart with the focus character and list their traits</p> <p>Describe your focus character</p> <p>Froggy description</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3 CA 7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K. 2 RF.K. 3 RF.K. 4

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Interactive Read Aloud	Grade: K	Unit of Study: Readers Get to Know Characters by Pretending and by Performing Our Books	Timeline: April
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Big Idea: Model what it is like to pretend to be a character

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Model inferring through thinking aloud ● Model following characters to help us know what is happening in the story ● Model finding clues in the book to support what we are learning about our characters (studying text/pictures/title/cover) ● Model integrating thinking strategies to deepen understandings of characters by making connections and empathizing with a character’s situations, experiences, and relationships ● Model using story elements to deepen understanding of characters ● Model reading and re enacting stories by taking on the roles of narrators and characters, using expressions, tones and gestures (dramatic interpretation) 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● demonstrate the use of your strategy toolbox. ● Use the read aloud time to model these important strategies ● Give students plenty of opportunity to ask “Why?” to deepen their thinking and foster curiosity. ● Choose set of nonfiction book on a topic to enable children to encounter new vocabulary in multiple texts, and help them compare and contrast information. ● Model vital strategies such as finding the main idea, asking and answering question, and figuring out new vocabulary. ● Nudge children to get to know their favorite characters in depth looking at the character’s feelings and actions. ● Have students act out different parts of a book to identify with characters.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring ● Turn and talk ● Questioning students and their responses ● Observation ● Stop and Jot/Draw
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- allow students a chance to practice orally any new words they encounter. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● For students who are in higher level of texts where the illustrations may not add more depth to the character, work on vocabulary or character dialogue that indicates how the character is feeling. Example: “ I’m not hungry” grumbled Sarah as she shuffled out of the room.
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<p>Resources: The Continuum of Literacy Learning by Fountas & Pinnell Interactive Read-Alouds by Linda Hoyt</p>	<p>Teacher Notes:</p>  <p>Turn and Talk/ Partner Sharing</p> <p>Barnes and Noble Storytime http://www.barnesandnoble.com/u/online-storytime-books-toys/379003588 has books read by the authors that you could use Use the stuffed animal character or make a puppet of the character Use props to help with the story</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA4	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.10

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Word Work	Grade: K	Unit of Study: Readers Get to Know Characters by Pretending and by Performing Our Books	Timeline: April
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Big Idea: Recognize high frequency words and explore CVC patterns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learning to recognize high frequency words ● Understanding that letters make up words ● Exploring simple CVC patterns (example -ot,-op, -og, -ug,-un, -etc.) ● Changing the first letter to make a new word (bat changes to hat) ● Understanding difference between consonant and vowels. 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Have student sort letter tiles, magnetic letters etc. by their features(sort, tall, and letters with a tail) ● Teach two sight words a week from the Teacher’s College high frequency word list ● For CVC patterns, you can use Same Vowel Word Families Sorts 6-12 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 2 after Sort 12 to assess students ● For short vowel sounds you can use picture sorts for short vowels Sorts 34-37 in the Words Their Way for Letter Names-Alphabetic Spellers (Red Book) ● Can use the spell check 6 after Sort 37 to assess students ● Look at students writing to see if the spelling patterns are transferring ● Look at students reading level to see what level corresponds to the WTW materials. ● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 22-23, LK 20, LS 8, WM 5-7, SP 6, HF 6, WSA 6-8
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Sorts ● Weekly Assessment on sort for the week ● TC Benchmarks ● Running records ● Writing sample ● Conferring notes
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Re-teaching:

- Consult the student's Primary Spelling Inventory to see what sort would be helpful to build the skills they are lacking.
- **For ELL students-** Provide ELL students with an opportunity to use high frequency words orally.

Enrichment:

- Use higher sorts in the Red Book for go on to the Yellow books.
- Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds.
- Introduce CCVC words to bring in blends and digraphs to challenge students.

Resources:

Phonics Lessons, Words and How they Work:
Grade K by Fountas & Pinnell

Words Their Way Letter and Picture Sorts for Emergent Spellers
(Orange Book)

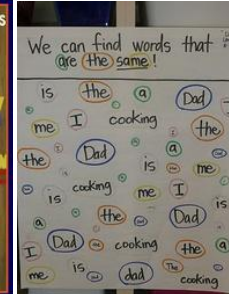
Words Their Way Word Sorts for Letter Name-Alphabetic Spellers
(Red Book)

Continuum of Literacy Learning Pinnell and Fountas
(Word Work Section)

Teacher Notes:



Sight word pointers: pick a pointer and find the word on the pointer in your book



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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA3	Goal 1.6	R1C a.b.c	RF.K.2 RF.K.3

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Thinking Strategy	Grade: K	Unit of Study: Readers Get to Know Characters by Pretending and by Performing Our Books	Timeline: April
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Big Idea: Inferring

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Determine meanings of unknown words by using their schema, paying attention to textual and picture clues, rereading and engaging in conversations with others.● Make predictions about text and confirm or contradict their predictions as they read on.● Use prior knowledge and textual clues to draw conclusions and form unique interpretations of text.● Know to infer when the answers to their questions are not explicitly stated in the text.● Create interpretation to enrich and deepen their experience in a text.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● During interactive read aloud choose a book that lends itself to using picture and text clues to help students figure out the meaning to unknown words. Examples: <u><i>Where Are You Going, Manyoni?</i></u> by Catherine Stock and <u><i>The Royal Bee</i></u> by Frances and Ginger Park● Model how readers use the pictures, words in the text, their schema, reread, thinking and listening to the ideas of others to figure out the meaning of unknown words. Made an anchor chart where you and students list the unknown word, what we infer it means, and what helped you. A sample of this anchor chart is found on page 109 in Reading with Meaning. Afterwards if the text is a nonfiction text and has a glossary, model how you use the glossary to either confirm or correct the definitions made on the chart. Mark if your thinking was correct with C and if it was contradicted in the book's glossary than mark it with an X.● Model how to use sticky notes to mark unknown words, demonstrate how readers don't just jump over unknown words but try to use their strategies to figure out the meaning. Giving students sticky notes to mark words they don't know and lead to a discussion that can give them a chance to learn new words and clear up any misconceptions.● Model in read alouds how to make predictions more meaningful by asking yourself "What is your thinking behind it?" Make a two column chart entitled "Our predictions and the thinking behind them." By doing this you can help children learn how to make meaningful predictions and reflect on their thinking (metacognitive). Then as you read on and refer to the text you can make confirmed predictions with a C. You can adapt this chart as a graphic organizer for students to use as well. Example of chart is on page 112 in Reading with Meaning.
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- Poetry is a great vehicle for inferring. Using Georgia Heard’s book of poems *Creatures of the Earth, Sea and Sky* give students the opportunity to ask themselves “Hmmm what is this poem really about?” They can work in a small group to ‘act out’ the meaning of the poems. You can model how you ‘think’ through a poem using a 2 column chart. By taking out the animal name in the poem you turn it into a riddle that kids LOVE to try to figure out. One side has the poem on it, the other side has lines for you to show your thinking as you pick phrases that would give you clues to what the mystery animal is. Example: I swim in the sea, flipping and shining; now you see me now you don’t. An example of this is on page 114 in Reading with Meaning.
- In order for students to create interpretations to enrich and deepen their experience in a text, you have to be thoughtful in choosing books for read alouds. Ask yourself if you have ever read a book that changed the way you thought or felt about something? Or it helped you see something from another point of view or learned something about yourself that you never knew? These types of experiences need to be created for kids to create their own interpretations of books and think deeply. Find books that have rich characters that experience the ups and downs of childhood will help children gain new perspectives. By reading a variety of books on a similar theme, you can model how to think about important things in new ways. Model how you ask yourself about what the author wants us to think about and remember when they were writing the story. Example books to use: *Miss Maggie* by Cynthia Rylant, *Something Beautiful* by Sharon Dennis Wyeth and *Oliver Button is a Sissy* by Tomie DePaola.

Speaking/Listening Objectives:


- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts 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 about what a speaker says in order to gather additional information or clarify something that is not understood
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation

Assessment for Learning:

- Stop and Draws/Jots that document use of strategies
- Anecdotal notes of student conversations during Turn and Talk, grand conversations or individual conferences.

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<p>Re-teaching:</p> <ul style="list-style-type: none"> Work in small groups or pair students with a model for turn and talks to help students gain language skills needed to ask questions when reading/listening to books. 	<p>Enrichment:</p> <ul style="list-style-type: none"> To challenge your students you can adapt any of the above charts into a graphic organizer for students to use with a partner or independently to write or draw about their thinking as they use inferring skills when reading.
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<p>Resources: Mosaic of Thought by Ellin Keene Reading with Meaning by Debbie Miller</p>	<p>Teacher Notes:</p>  <p>When we read words we don't understand, we can <i>infer</i> what they mean by using our <i>schema</i> and <i>clues from the text</i>.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>What we infer it means</th> <th>What helped us</th> </tr> </thead> <tbody> <tr> <td>beware</td> <td>be careful</td> <td>words, schema</td> </tr> <tr> <td>proving</td> <td>a man way to work</td> <td>words, picture</td> </tr> <tr> <td>croquet</td> <td>a game with a ball</td> <td>schema, picture</td> </tr> <tr> <td>stephane</td> <td>a kid's name</td> <td>picture, word</td> </tr> <tr> <td>concrete</td> <td>cement</td> <td>schema, picture</td> </tr> <tr> <td>slung</td> <td>swing</td> <td>word</td> </tr> <tr> <td>sketch</td> <td>draw like pictures</td> <td>picture, Nelson's</td> </tr> </tbody> </table> <p><i>Making inferences ... putting the pieces together</i></p> <p><i>A HA! I have put the pieces together!</i></p>	Word	What we infer it means	What helped us	beware	be careful	words, schema	proving	a man way to work	words, picture	croquet	a game with a ball	schema, picture	stephane	a kid's name	picture, word	concrete	cement	schema, picture	slung	swing	word	sketch	draw like pictures	picture, Nelson's
Word	What we infer it means	What helped us																							
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning		Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3 CA 7	Goal 1.6	R1C.a.b.c.	R.F.K.2 RF.K.3

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Writing Workshop	Grade: K	Unit of Study: Authors as Mentors	Timeline: April
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Big Idea: Writers can study an author or book and learn “cool things” that they can do in their own writing.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Write like a mentor author• Learn to live like an author	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Before launching this unit, you will want to select an author who writes at least two or three texts that are rather like the Small Moment stories the children have been writing. Some authors that are strongly recommended are: Angela Johnson (<i>Joshua's Night Whispers</i>), Kevin Henke (<i>Book of Treats</i>) or Rosemary Wells (<i>Max and Ruby</i>).• To launch this unit, start by recalling the work that children did when writing Small Moment stories, encouraging them to show how, now that they are older, they can go back to the idea of writing Small Moment stories, only this time, write them as if they are practically first graders.• Take your students into first-grade classrooms in your school to watch how those first graders write up a storm and to see that they revise all on their own. Turn to your kindergarteners and say “Is there any chance you guys would be brave enough and powerful enough to try writing like <i>first graders</i>?”• Tell your students that, “We are going to write just like, real, published authors” to help support their participation in the writing process. This will encourage them to walk through life a bit differently; aware of rich moments that happen each day that could be “seeds” for writing.• Once students have fastened their eyes on a mentor text, you’ll need to do a bit a fancy footwork because their instincts will most likely be to learn from the mentor author by <i>writing about the same content</i> rather than by borrowing craft moves. To make it less likely that children look at a published text and then produce one matching the content, start the author study by talking up the idea that when we learn from a writer, we start by thinking, “How did this writer probably get the idea to write this story?”• Students should then be encouraged to lead writerly lives and start writing, producing a draft of a story or two that you can then help them revise, and borrowing craft moves from the mentor author.• As you read and reread your mentor texts with students, you will muse about (and in many cases, invent) ways your author may have gotten the idea for the text. You might find yourself telling stories about how the author <i>probably</i> went about writing the story.• Look at your students’ work to determine what the next steps for your writers are, and so you harness the work of the author to teach toward those steps. Ex. IF you student are writing stories in which they tell a sequence of events they experiencing but they rarely show how they responded to those events, their feelings or thoughts, then you will want to explicitly teach them how to do this, using the author’s work to make the point.
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	<ul style="list-style-type: none"> ● Once students have written at least two to three stories, you can invite the children to look at a text and think, “I bet I could do something like that in my story!” and then you will invite them to go at it. You will want to steer children toward reading-writing connections that make a big difference in the quality of a piece and then have them set goals to add to their piece. ● Teach children how to reread their pieces, thinking about which part is the most important. If they are having a hard time figuring this out, teach them to ask themselves, “What in my story do I have the biggest feelings about?” This is the part that you’ll probably help children stretch out with details using the mentor author’s work. Some examples of goals students could set when adding more detail to their piece is looking at how the author... <ul style="list-style-type: none"> ○ uses dialogue ○ develops the character ○ describing character actions ○ begins and ends their stories ● Partners should meet and show each other parts they have revised. They can help each other plan additional revision strategies and read and reread their stories together thinking more deeply about them. ● Towards the end of this unit, students should choose one booklet to revise, edit, and make beautiful. Remind students to go back and reread their pictures, labels, and words to make sure their writing makes sense. They can revise by adding details to their pictures like labels, feelings to faces, and speech bubbles. They might even look back at their mentor author’s for illustration inspiration such as how they use color or add details to their pictures. You can also ask them to add a cover and a title. ● When their pieces are published, you may choose to celebrate by having the children sit around and read the one section that they feel is most like the author they have emulated. If you want a more formal event, have the students participate in a book reading and signing in your school library, complete with copies of the book for the authors to sign and hand out.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Published pieces ● Conferring Notes
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Re-teaching:

- For students whose narrative writing is merely a sequence of events instead of showing feelings, thoughts and reactions to events this unit of writing could be challenging. Work in small groups and confer with students to help provide support. Having students identify the feeling they are trying to convey. Then have them act out how the character would respond to the event. Brainstorm words and phrases they could use to help them paint that rich picture of the character to use in their writing.

Enrichment:

- Encourage writers to elaborate by considering readers' questions. Teach children that they can read their books to a partner, hear questions that the partner has, and try to write in ways that answer those questions. That is, if a child has said, "Then Billy saw that the dog had run away," then another child might reread this and ask, "What was Billy thinking inside his head? How does Billy feel about that?" The author, then, can insert this information. You may need to teach children that they can use carets (not carrots!) and arrows to insert information into the right spot in a text. Of course, the bigger lesson is that writers reread, asking ourselves the questions that we anticipate readers will want to ask. We become our own partners

Resources:

A Curricular Plan for the Writing Workshop, Grade K, 2011-2012
Unit 8- Authors as Mentors

Teacher Notes:

- This month students should be generating 2-5 stories a week, each 3-5 pages long and each containing the numbers of lines that is just beyond the amount of writing your children can produce without nudging. Most of your children will be writing on paper with 4 lines.

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
C.A. 1 C.A. 6	Goal 2	W3A.K.a	W.K.3

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Interactive Writing	Grade: K	Unit of Study: Authors as Mentors	Timeline: April
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Big Idea: We can use what we have learned from authors to write our own messages.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Make big books that have a pattern• Write high frequency words <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">• Write letters in groups to form words• Leave appropriate space between words• Hold pencil or pen with satisfactory grip• Write left to right in lines• Return to the left margin to start a new line• Use preferred hand consistently for writing• Write letters and words that can be easily read• Form upper- and lowercase letters efficiently in manuscript print• Form upper- and lowercase letters proportionately in manuscript print	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Continue with your favorite interactive writing activities from previous months.• Write a story with your class about something you have all experienced together. Use a mentor author and emulate a technique/craft he or she has used.• Increases the amount of class participation during your morning message. Have students help identify and help with punctuation, capitalization, verbs, and nouns.• Teacher model Handwriting Objectives during Interactive Writing• Explicitly teach skills listed in Weeks 25-28 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Lowercase Letters p,r,n,m,h,b,f,q
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observation Notes
<p>Re-teaching:</p> <ul style="list-style-type: none">● Remind students that they can find high frequency words using the word wall.● For ELL students- Note whether or not you hear your ELL students using the high frequency words when they are speaking. If students are still learning the oral language that possesses the high frequency words they are learning to read, provide opportunities to use high frequency words orally and to hear them used correctly.	<p>Enrichment:</p> <ul style="list-style-type: none">● Enlist your kids with strong vocabulary to come up with rich words to replace the “boring” words you might include in your interactive writing to model how writers revise their writing and pick rich words to paint a clear picture in the reader’s minds.● Encourage students to use parts of words they already know such as hat, chop, dad to write new words pat, shop, and sad.
<p>Resources: Handwriting Without Tears Teacher’s Guide: Kindergarten Edition Handwriting Without Tears Digital Teaching Tool A Curricular Plan for the Writing Workshop, Grade K, 2011-2012 Unit 8- Authors as Mentors</p>	<p>Teacher Notes:</p>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 2.1	W.2E.K.d R1B.K.a,c,d	L.K. 2d L.K. 5c RF.K.2.a-e

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Phonics	Grade: K	Unit of Study: Authors as Mentors	Timeline: April
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Big Idea: We can use letter sounds to help us write and read.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Rhyme● Understand letters in words have sounds● Hear the beginning, middle and ending sounds● Break up words with onset and rime (/c/ - /ap/)● Use and identify short vowel sounds● Use and identify digraphs (sh, ch, th, wh)● Match /sort words with the same beginning sound● Blend syllables	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Continue your favorite phonics activities from the previous months.● <u>Word Detective Game</u> - Take some index cards and write clues on the back such as “Which letter comes at the beginning of a red fruit?” And have your students find a picture card that matches the clue. In this case the answer is letter A, for apple so your students would look for the picture card of an apple. The clues can focus on beginning sounds, middle sounds or ending sounds. For additional clues or ideas, visit the link in the resource box below.● <u>Grocery Store Decoding</u> - Model this activity by first by looking through the magazines or grocery store advertisements for a picture of a product that contains a word family chunk in its name. For example, if you find a picture of grapes, you can use the “ape” word ending for the activity. You can use any picture that’s simple enough to build a word family around. After selecting a picture, cut it out and glue it at the top of a piece of chart paper. Have your class help you figure out all the spelling on the picture and write it below the picture. Then have them help you create more words that it in that same word family below it, having them notice that the same chunk is at the end of each word. After the students have grasped this idea, have them search for their own magazines/grocery store ads and find a picture that they and then do this same activity with on their own sheet of paper or in a notebook.● <u>Consonant Blends Scavenger Hunt</u> - Write a variety of consonant blends on index cards and review them with your students. Then have them get into partners or groups of 3 and have them search the classroom for items that start with that same blend. Once they have found 2 or 3 items have them switch cards with another group and search for that blend.● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 22-23, LK 20, LS 8, SP 6, HF 6, WSA 6-8, WM 5-7
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Phonological Awareness Assessment● Observational notes
<p>Re-teaching:</p> <ul style="list-style-type: none">● For ELL students- When practicing phoneme segmentation, make sure students are pronouncing the words correctly orally before segmenting. ● For ELL students- If students are not able to produce a sound (like “utch” or “ug”) or consistently substitutes one sound for another sound (like “v” for “b”) they may not be hearing the sound correctly. You may want to consider removing letter combinations that require these sounds from the sorts and listen to the students’ oral language. Reintroduce the sound when the student begins consistently producing the sound correctly. Consult your ELL teacher for ways to work with them on producing this sound.	<p>Enrichment:</p> <ul style="list-style-type: none">● Once students exhibit that they are able to identify the sound at the beginning of words, have them identify the sound in the middle and end of words. Inform students of the new task. As you say words that have the /sh/ digraph in the middle or at the end, students should raise their hands to indicate that they hear the sound in the words.● Use higher sorts in the Red Book or go on to the Yellow Books● Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds.● Introduce CCVC words to bring in blends and digraphs to challenge students.

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<p>Resources: Phonics Lessons, Words and How they Work: Grade K by Fountas & Pinnell</p> <p>Word Detective Game can be found at: http://www.education.com/activity/article/worrdgame_kindergarten/</p> <p>Grocery Store Decoding can be found at: http://www.education.com/activity/article/Play_with_Product_Name_Phonics/</p> <p>Consonant Blend Scavenger Hunt can be found at: http://www.education.com/activity/article/Blend_Scavenger_Hunt/</p>	<p>Teacher Notes: Check out these interactive whiteboard games</p> <ul style="list-style-type: none"> ○ See-n-Spell Digraphs http://www.primarygames.com/see-n-spell/digraphs/start.htm ○ Digraph SH Game http://www.kizphonics.com/phonics/digraph-sh-phonics-game/ ○ CH,SH,WH,TH Sounds Games http://www.softschools.com/language_arts/phonics/games/ch_sh_wh_th_sounds.jsp ○ Phonemic Awareness Interactive Sites http://www.plattscsd.org/oak/smartboard/phonemic.htm ○ Websites for Kids http://www.readingresource.net/websitesforkids.html ○ Picture Match http://www.readwritethink.org/files/resources/interactives/picturematch/ ○ CVC words & Short Vowel Games http://www.theclassroomkit.com/classroom-links-cvc-words.html <p>Check out these websites for printable CVC word activities</p> <ul style="list-style-type: none"> ○ http://havefunteaching.com/activities/phonics-activities/cvc-activities/ ○ http://mrskilburnkiddos.wordpress.com/reading/cvc-words/
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	x	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 5 Goal 2	R1B.K.a-d	RF.K.2.a-e

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Grammar	Grade: K	Unit of Study: Authors as Mentors	Timeline: April
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Big Idea: We can use grammar skills to help make our writing look right and sound right.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Use noun and verb• Use noun and verb agreement (I can)• Use prepositional phrases (to the bus, on the bus)• Use modifiers (red dress, ran fast)• Write in past tense, present tense, future tense <p><u>Conventions:</u></p> <ul style="list-style-type: none">• Demonstrate knowledge of the use of upper- and lowercase letters• Use capital letters in the beginning position in a few familiar proper nouns• Show awareness of the first place position of capital letters in words• Use a capital letter for the first word of a sentence• Capitalize I• Use upper case letter in titles• Notice the use of punctuation marks in books & try them out in own writing• Use periods, exclamation points, and question marks as ending marks• Read one’s writing aloud and think where punctuation would go	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Continue with your favorite grammar activities from previous months.• Create worksheets with sentences using high frequency words complete with capital letters and punctuation. Give students the opportunity to read the sentence, write/copy the sentence, and cut and paste together the sentence. Extend the learning by having students highlight nouns and verbs in the sentence. You can also challenge students by adding in adjectives to the sentences. For examples look at teacher notes or check out the resource links below.• <u>Clap or Swish</u>: Make a statement or ask a question. Then hold up a hand and let your students indicate the appropriate end punctuation. For a statement, students should clap their hands as if stamping a period: “Clap.” For a question, students should rub their palms in a circular motion as if making a question mark: “Swish.”
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Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly

Assessment for Learning:

- Published pieces
- Observation notes
- Conferring notes

Re-teaching:

- **For ELL students-** Provide visuals if verb tenses are confusing to students.

Enrichment:

- Challenge students to use exclamation points or question marks after modeling during conferring to encourage a variety of sentence structures in their writing.

Resources:

Clap and Swish activity can be found at
<http://www.jumpstart.com/common/activities-practicing-punctuation>

Sentence builders
<http://mrsisclass.blogspot.com/search/label/freebie?updated-max=2011-03-23T11:37:00-05:00&max-results=20>

CVC cut and past sentences
<http://www.classroomfreebiestoo.com/2012/09/simple-c-v-c-cut-and-pasting-sentences.html>

Cut & Paste Sentences
<http://www.teacherspayteachers.com/Product/Cut-Paste-Sentences-for-SIGHT-WORDS-SET-10>

Teacher Notes:

The image shows several educational worksheets for sight words. On the left, there are three cards: 'Read it' with the sentence 'There are animals at the zoo.', 'Trace it' with the same sentence, and 'Cut it' with a dashed line and a scissors icon. Below these is a word bank with the words 'are', 'zoo', 'the', 'there', 'at', and 'animals'. To the right of the word bank is a 'Write and draw' card with two boxes for writing and drawing, containing the sentences 'The four red pots got hot.' and 'A tot got on the cot.'. To the far right is a 'Cut and paste' card with a grid for words and a sentence 'A tot got on the cot.' with dashed lines for cutting.

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 1.8 Goal 2	R1E.K W2E.1.d	L.K.5a-d L.K.6 L.K.1b-f

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Reading Workshop	Grade: K	Unit of Study: Giving the Gift of Reading	Timeline: May
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Big Idea: To Read a Book Like it is a Gift, We Let the Book Show us How it should be read

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Find books that will be shared with classmates 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Students will generate a list of kids in their class they will want to give the gift of read. ● Have them find books they would like to share with the people on their list ● Have students practice reading the book with their reading partner or a stuffed animals so that when they share they have a great reader's voice ● End the week with a mini-reading celebration. During this event, each child will read the book once to him or herself, letting the book help them know how to read it. Then each child will give the gift of reading to another in the class by rereading it aloud.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Conferring ● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Since fluency and expression is a large part of this unit, you may need to work with small groups of students who struggle with these skills. Modeling how to put emphasis on important words in the text will improve their expression. Also model how to pay attention to punctuation to add inflection in your voice. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Enlist your higher readers to model smooth voices with lots of inflection when working on the fluency and expression component of this unit. Teaching them how to coach other students will not only help support other students when they work in partnerships, but give them the opportunity share their expertise and strategies.
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Resources: Lucy Calkins' A Curricular Plan for the Reading Workshop Grade: K Unit Nine: Giving the Gift of Reading	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Reading Workshop	Grade: K	Unit of Study: Giving the Gift of Reading	Timeline: May
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Big Idea: Readers Set and Work towards Goals that make us better reading gift-givers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Think about choosing books to give as reading gifts to specific people--this time to people outside the classroom, perhaps at home.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Encourage your children to pick many new books to put in their baggies.• Set goals to grow as readers.• “This week we are going to think about how we can make our gifts even more beautiful. We are going to think about the gift of reading celebration we had on Friday, and we are going to think about what we liked best and what felt tricky.”• Encourage children to use their partners for support, sharing the good parts and the tricky parts, then setting goals together.• During the week, children can meet with their partners to work on these goals; i.e. working on picturing the characters better and using more gestures as they read, focus on volume or stamina.• Have them share their reading at home with a family member and then report back of how their reading went.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion)• Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• TC Benchmarks• Conferring• Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Since fluency and expression is a large part of this unit, you may need to work with small groups of students who struggle with these skills. Modeling how to put emphasis on important words in the text will improve their expression. Also model how to pay attention to punctuation to add inflection in your voice. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Enlist your higher readers to model smooth voices with lots of inflection when working on the fluency and expression component of this unit. Teaching them how to coach other students will not only help support other students when they work in partnerships, but give them the opportunity share their expertise and strategies.
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<p>Resources: Lucy Calkins' A Curricular Plan for the Reading Workshop Grade: K Unit Nine: Giving the Gift of Reading</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Reading Workshop	Grade: K	Unit of Study: Giving the Gift of Reading	Timeline: May
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Big Idea: Reading is Best When we not only Read, We also Talk about the Book

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Share book and participate in book talk with someone in the building; buddy or adult 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Show students how to give a book talk before they read their book selection ● Show students how to talk about the vocabulary in a non-fiction book if they chose to read this genre or they could use a fun fact about the content of the book ● Create a chart that show nonfiction on one side and fiction on the other and things you could do before reading this type of book ● You will want to make sure that this last week gather up all of your teaching from the first three weeks and nudges children to use all that they have learned this year about book talk to share with the recipient of their reading gift.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Conferring ● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Since fluency and expression is a large part of this unit, you may need to work with small groups of students who struggle with these skills. Modeling how to put emphasis on important words in the text will improve their expression. Also model how to pay attention to punctuation to add inflection in your voice. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Enlist your higher readers to model smooth voices with lots of inflection when working on the fluency and expression component of this unit. Teaching them how to coach other students will not only help support other students when they work in partnerships, but give them the opportunity share their expertise and strategies.
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Resources: Lucy Calkins' A Curricular Plan for the Reading Workshop Grade: K Unit Nine: Giving the Gift of Reading	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Reader's Workshop	Grade: K	Unit of Study: Giving the Gift of Reading	Timeline: May
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Big Idea: Getting Ready for the Biggest Celebration of All--Reading and Talking about books with special guests

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Share a book or books with a special guest and show them all of the things they know that good readers do. 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Have students chose a book they are going to share and have them practice reading the book: <ul style="list-style-type: none"> ○ Things you could work on: <ul style="list-style-type: none"> ■ Plan for turn and talks ■ Use post-it to mark places where they can stop reading and do some sort of interaction with their gift recipient. ■ Point out details in their pictures ■ Make sound effects or facial expressions to communicate meaning ■ Read certain pages more than once ■ Stop and say what they are thinking at a certain part ● Have a BIG celebration where you will invite the outside guests into the room to have the students read with their special guest ● Send them home with large bag of take home books to read for the summer (www.keepbooks.org) ● Give them the information about the Summer Reading Program at the Public Library
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Conferring ● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Since fluency and expression is a large part of this unit, you may need to work with small groups of students who struggle with these skills. Modeling how to put emphasis on important words in the text will improve their expression. Also model how to pay attention to punctuation to add inflection in your voice. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Enlist your higher readers to model smooth voices with lots of inflection when working on the fluency and expression component of this unit. Teaching them how to coach other students will not only help support other students when they work in partnerships, but give them the opportunity share their expertise and strategies.
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<p>Resources: Lucy Calkins' A Curricular Plan for the Reading Workshop Grade: K Unit Nine: Giving the Gift of Reading</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2,3,7	Goal 4.6	LS1B.K LS2A.K	SL. K.1.a SL.K.6

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Shared Reading	Grade: K	Unit of Study: Giving the Gift of Reading	Timeline: May
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Big Idea: Reading high frequency words and using our reading strategies to help us be fluent readers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Read high-frequency words in a snap ● Ask questions as you read to gain information about the text ● Use decoding strategies to problem solve hard parts ● Use the picture to help understand or solve unknown words in text ● Read aloud with fluency 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● You will want to be using texts that are at the children’s level (D and E) and some of the higher-level texts that you used at the beginning of the year (traditional tales, big books with compelling stories and so on) ● Help children learn how to monitor and use all the sources of information independently when they encounter difficulty, nudging them to cross-check meaning with images, meaning with syntax, and to self-correct. ● Use the prompts used in guided reading to help children learn how to question themselves while they are problem-solving through tricky parts. ● Teach them it is important to fix up tricky words, to stay with a word until you know it makes sense in the story. ● Read texts and have children identify and talk about the characters. These could be familiar shared reading books from across the year and/or new books. ● Have students follow a character through a book; noting how that may help you understand what is happening in the book. ● Talk to them about getting to know the character, making friend with characters, noticing how they are feeling, and how all of that can help you know what is happening in the book. ● Teach them how to find parts in the book that can support what they are learning about the character.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Turn and Talks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Since fluency and expression is a large part of this unit, you may need to work with small groups of students who struggle with these skills. Modeling how to put emphasis on important words in the text will improve their expression. Also model how to pay attention to punctuation to add inflection in your voice. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Enlist your higher readers to model smooth voices with lots of inflection when working on the fluency and expression component of this unit. Teaching them how to coach other students will not only help support other students when they work in partnerships, but give them the opportunity share their expertise and strategies.
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<p>Resources: Big Books Poems The Continuum of Literacy Learning</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4

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Interactive Read Aloud	Grade: K	Unit of Study: Giving the Gift of Reading	Timeline: May
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Big Idea: Teach students how and why we use strategies to help

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Model studying cues from the craft of structure of books to read them fluently● Model adding intonation, stress and tone to your voice as you read● Model reading expository texts to gain new information● Model picking up and talking about interesting information in a text	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Demonstrate the use of your strategy toolbox.● Use the read aloud time to model these important strategies● Give students plenty of opportunity to ask “Why?” to deepen their thinking and foster curiosity.● Choose set of nonfiction book on a topic to enable children to encounter new vocabulary in multiple texts, and help them compare and contrast information.● Model vital strategies such as finding the main idea, asking and answering question, and figuring out new vocabulary.● Nudge children to get to know their favorite characters in depth looking at the character’s feelings and actions.● Have students act out different parts of a book to identify with characters.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring● Turn and talk● Questioning students and their responses● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Since fluency and expression is a large part of this unit, you may need to work with small groups of students who struggle with these skills. Modeling how to put emphasis on important words in the text will improve their expression. Also model how to pay attention to punctuation to add inflection in your voice. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Enlist your higher readers to model smooth voices with lots of inflection when working on the fluency and expression component of this unit. Teaching them how to coach other students will not only help support other students when they work in partnerships, but give them the opportunity share their expertise and strategies.
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<p>Resources: The Continuum of Literacy Learning by Fountas & Pinnell Interactive Read Alouds by Linda Hoyt</p>	<p>Teacher Notes:</p>  <p align="center">Turn and Talk/ Partner Sharing</p> <p>Barnes and Noble Storytime http://www.barnesandnoble.com/u/online-storytime-books-toys/379003588 has books read by the authors that you could use Use the stuffed animal characters, puppets or props to help with the story</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA3 CA7	Goal 4.6	R1G a.b.c R1H a.b.c.d.e	RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.10

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Word Work	Grade: K	Unit of Study: Giving the Gift of Reading	Timeline: May
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Big Idea: Learning high frequency words and CVC spelling patterns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learning to recognize high frequency words ● Understanding that letters make up words ● Exploring simple CVC patterns (example -ot,-op, -og, -ug,-un, - etc.) ● Changing the first letter to make a new word (bat changes to hat) ● Understanding difference between consonant and vowels. 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Be wrapping up giving different assessments to pass on to next year's teacher ● At this time, you'll administer your final assessments to pass along to next year's teacher. You might include information about your children's knowledge of letter identification, letter/sound relationships, high-frequency words (both in reading and writing), and their ability to rhyme and use spelling patterns to generate new words for writing and figure out new words in reading. ● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 24-26, LK 21-24, WS 2-4, SP 7, HF 7, WSA 9
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) ● Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Sorts ● Weekly Assessment on sort for the week ● TC Benchmarks ● Running records ● Writing sample ● Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Consult the student's Primary Spelling Inventory to see what sort would be helpful to build the skills they are lacking. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds. ● Introduce CCVC words to bring in blends and digraphs to challenge students
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<p>Resources: Phonics Lessons, Words and How they Work: Grade K by Fountas & Pinnell Words Their Way Letter and Picture Sorts for Emergent Spellers (Orange Book) Words Their Way Word Sorts for Letter Name-Alphabetic Spellers (Red Book) Continuum of Literacy Learning Pinnell and Fountas (Word Work Section)</p>	<p>Teacher Notes:</p>  <p>Sight word pointers: pick a pointer and find the word on the pointer in your book</p> 
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice			Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback			Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3	Goal 4.6	R1C a.b.c	RF.K.2 RF.K.3

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Thinking Strategy	Grade: K	Unit of Study: Giving the Gift of Reading	Timeline: May
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Big Idea: Synthesizing

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Monitor overall meaning, important concepts, and themes in text as they read, understanding that their thinking evolves in the process.● Retell what they have read as a way of synthesizing.● Use opportunities to share, recommend and criticize books they have read.● Extend their synthesis of the literal meaning of a text to the inferential level.● Synthesize to understand more clearly what they have read.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Explain to students how synthesizing is MORE than a fancy name for summarizing. It is like when you throw a rock in a pond. First there is a splash, and then the water ripples out, making little waves that get bigger and bigger. As you read, your thinking evolves as you encounter new information, and the meaning gets bigger and bigger, just like the ripples in the pond.● There is a language to synthesis that you can model as you read aloud from a story. There is a model of this chart on page 160 in Reading with Meaning. The thinking stems you can model are: “At first I thought....but now I’m thinking....” “I used to think....but now I’m thinking...” “Oh! This changes everything.....” “Here’s what I am thinking so far....” “This is way different than I thought it was going to be...”● Retelling is literal recounting of what children have read, learned and remembered. You can model a framework for thinking about retelling as you synthesize by teaching kids to:<ul style="list-style-type: none">○ Tell what’s important○ In a way that makes sense○ Without telling too much● When modeling retells of fiction text you can include the setting, characters, problem and event or two with the problem’s resolution to help focus and support their understanding of the book.● When modeling retells of nonfiction text, focus on what you have learned rather than the story elements. Model how to take notes by writing down only a few important words, just enough to help them remember what they’ve learned and ask them to share their learning either orally or in writing in their own words.
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- You can model synthesizing through read alouds and into shared/independent reading through a gradual release of responsibility.
 1. Use turn and talks when doing read alouds by stopping now and then as you read aloud, asking children to get eye to eye and knee to knee in order to synthesize the text so far, then collaborating and sharing their thoughts as a whole group.
 2. Ask children to read independently for 5 to 10 minutes, then stopping them to find a partner and retell the story or what they have learned in their own words.
 3. Ask children who are reading the same text to synthesize it when they finish, then get together and compare their thinking.
- Give students the opportunity to recommend books to each other and synthesize and critique the books they have read through book reviews. A sample form of a child's book review can be found on page 165 in Reading with Meaning.
- Use fairy tales and fables as a way for students to extend their synthesis from the literal meaning to inferential by finding the "lesson or moral" of the story. After you have worked in fables you can move to more sophisticated stories such as *Oliver Button is a Sissy* by Tomie DePaola and *The Story of the Jumping Mouse* by John Steptoe. There are various anchor charts and individual graphic organizers on pages 159 and 166 which show how you can model/practice the thinking stems of synthesizing and create that 'ripple effect' in your student's thinking.

Speaking/Listening Objectives:


- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts 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 about what a speaker says in order to gather additional information or clarify something that is not understood
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation

Assessment for Learning:

- Stop and Draws/Jots that document use of strategies
- Anecdotal notes of student conversations during Turn and Talk, grand conversations or individual conferences.

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<p>Re-teaching:</p> <ul style="list-style-type: none"> Work in small groups or pair students with a model for turn and talks to help students gain language skills needed to ask questions when reading/listening to books. 	<p>Enrichment:</p> <ul style="list-style-type: none"> To challenge your students you can adapt any of the above charts into a graphic organizer for students to use with a partner or independently to write or draw about their thinking as they use synthesizing skills when reading.
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<p>Resources: Mosaic of Thought by Ellin Keene Reading with Meaning by Debbie Miller</p>	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning		Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3 CA 7	Goal 1.6	R1C.a.b.c.	R.F.K.2 RF.K.3

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Writing Workshop	Grade: K	Unit of Study: Poetry and Songs	Timeline: May
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Big Idea: Writer's can write poetry and songs.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Explore the craft of poetry and songs● Revise and publish songs and poetry	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● To set the tone for this unit, remind children that songs and poems are literature, just like the stories and information pieces they write in the Writing Workshop.● To start this unit, you'll want to copy songs and poems onto chart paper and use these to read, sing, and teach a wide variety of songs and poems to your students. Some of your shared reading work may focus on noticing how songs and poems look on the page- verses, line breaks, repeated lines, and white space.● You will want the children to notice that songs and poems can be about anything! Keep in mind that if you only read rhyming songs or general lullabies or ditties, then that is all the children will write. Fill their heads with lots of different kinds of poems and songs, but above all, with poems and songs that capture life's rich and beautiful details with precision.● One way you can launch this unit is by spending a few days having your students visit song and poetry centers such as:<ul style="list-style-type: none">○ listening to popular children's songs○ creating their own rhythms and use instruments to keep the beat○ sketching pictures to accompany images and scenes they hear in the lyrics of songs○ listening to tunes that don't have lyrics and think about the feelings that music inspires and sketch pictures or jot down words○ having several copies of a variety of poems for students to read and illustrate○ having students look out the window and practice looking at the world through the eyes of a poet and recording what they see● After they have spent a few days rotating through these centers, have your students look back through what they have written and ask themselves, "Did I already write a song or poem? Or did I write an almost song/poem?" If so, that work can be the start material for their poetry and song folder.
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- To start students writing their own songs and poetry, you may channel them in a certain direction that you feel best fits your class such as:
 - using a familiar tune and writing their own lyrics
 - writing a poem or song using all their senses
 - writing a poem that describes an everyday object by likening it to something else
 - writing a poem or song that teaches something such as counting songs, alphabet songs, how-to songs, or environmental awareness songs
 - patterning a poem using repeated language
- Once your students start writing poems and songs, they should be writing 3-5 a day. You also want to be providing them with the appropriate type of paper to write their pieces such as long skinny paper that promotes short lines, larger paper with multiple lines, and poem graphic organizers.
- Encourage students to group like poems together and create poetry anthologies that they can then share with others.
- Have students choose a few poems or songs that they know they can read and can image performing. Remind students of those strategies they should use to get their work ready for readers.
- Partnerships are a powerful tool in this unit. Writing partners can support each other in revision, asking questions and offering advice.
- Poetry in a genre meant to be read aloud. Conclude this unit with a poetry performance where other children can snap or clap their approval at the end of the show!

Speaking/Listening Objectives:

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Speak audibly and express thoughts, feelings, and ideas clearly

Assessment for Learning:

- Published pieces
- Conferring notes
- Observational notes

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Re-teaching:

- If your kids are emergent writers and readers, having them write songs instead of poetry may be an easier transition into this unit. One of the advantages of writing songs is that it lures kids into writing with a lot of repetition, including that of sight words, and into rereading often. This is invaluable fluency work for emergent writers, and it's fun, too! Support this work by modeling how to write a song with a small group.

Enrichment:

- Use partnerships as a way to challenge your writers. Writing partners can support each other in revision, asking questions and offering advice. During this unit, one partner might ask, "Why did you put that word alone on that line?" or "Why did you write about this topic?" By posing these sorts of questions, your children are actually learning ways that we as teachers talk to our young writers. They can help each other to imagine how the poem will look on the page and to think about the words they want to include. In this role, partners will be encouraged to ask each other to say more, developing both their oral language skills and their writing craft.

Resources:

A Curricular Plan for the Writing Workshop, Grade K 2011-2012
Unit 10- Poetry and Songs

Units of Study for Primary Writing: A Yearlong Curriculum K-2;
Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and
Stephanie Parsons

These websites have great ideas for writing poetry with
kindergarteners:

http://writingfix.com/workshop/jodies_units/Unit8.htm

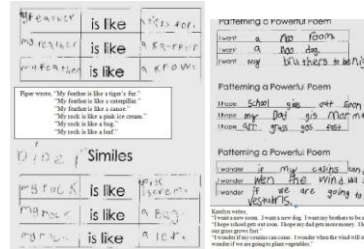
<http://prekandksharing.blogspot.com/2012/04/we-love-poetry.html>

<http://kinder-pond.blogspot.com/2011/07/poetry-journals-making-them-matter.html>

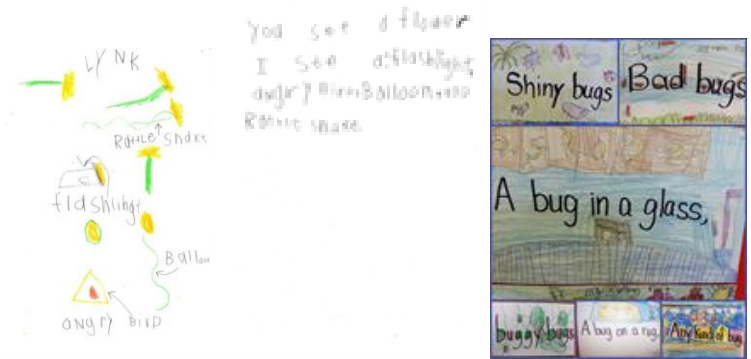
<http://twowritingteachers.wordpress.com/2012/04/11/first-attempt-at-poetry/>

<http://mrscateskindergarten.blogspot.com.au/2011/04/kindergarten->

Teacher Notes:



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<p>poetry.html</p>	
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
C.A. 1 C.A. 6	Goal 2	W3A.K.a	W.K.5 W.K.8 L.K.1 L.K.2

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Interactive Writing	Grade: K	Unit of Study: Poetry and Songs	Timeline: May
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Big Idea: Writer's write poetry and songs.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write songs, rhymes and poems● Write high frequency words <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write letters in groups to form words● Leave appropriate space between words● Hold pencil or pen with satisfactory grip● Write left to right in lines● Return to the left margin to start a new line● Use preferred hand consistently for writing● Write letters and words that can be easily read● Form upper- and lowercase letters efficiently in manuscript print● Form upper- and lowercase letters proportionately in manuscript print	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Interactive writing is a great place to model and create the types poems, songs, and rhymes with your class that you want them to write on their own as well.● Read a poem to the class and have the students visualize what images come to mind when reading it and then illustrate the poem.● Write a class song together. Have student listen to a familiar tune with you and have them imagine their own lyrics. Songs such as “Twinkle, Twinkle Little Star”, “The Wheels on the Bus”, Happy Birthday” and “Mary Had a Little Lamb” have melodies that are easy to remember.● Write a five senses poem with your students about something that you can all experience together like eating popcorn.● Write a patterned poem together using repetitive language● Write a simile and/or metaphor poem together by having students fill in the blanks such as _____ is like _____; _____ is the color of _____● Teacher model Handwriting Objectives during Interactive Writing● Explicitly teach skills listed in Week 29 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Lowercase letters x, z○ Review Capitals○ Review Lowercase Letters○ Review Numbers
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observation notes
<p>Re-teaching:</p> <ul style="list-style-type: none">● If your kids are emergent writers and readers, having them write songs instead of poetry may be an easier transition into this unit. One of the advantages of writing songs is that it lures kids into writing with a lot of repetition, including that of sight words, and into rereading often. This is invaluable fluency work for emergent writers, and it's fun, too! Support this work by modeling how to write a song with a small group.	<p>Enrichment:</p> <ul style="list-style-type: none">● Use partnerships as a way to challenge your writers. Writing partners can support each other in revision, asking questions and offering advice. During this unit, one partner might ask, "Why did you put that word alone on that line?" or "Why did you write about this topic?" By posing these sorts of questions, your children are actually learning ways that we as teachers talk to our young writers. They can help each other to imagine how the poem will look on the page and to think about the words they want to include. In this role, partners will be encouraged to ask each other to say more, developing both their oral language skills and their writing craft.
<p>Resources:</p> <p>Handwriting Without Tears Teacher's Guide: Kindergarten Edition Handwriting Without Tears Digital Teaching Tool A Curricular Plan for the Writing Workshop, Grade K 2011-2012 Unit 10- Poetry and Songs</p> <p>Units of Study for Primary Writing: A Yearlong Curriculum K-2; Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons</p>	<p>Teacher Notes:</p>

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
C.A. 1 C.A. 6	Goal 2	W3A.K.a	W.K.5 W.K.8 L.K.1 L.K.2

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Phonics	Grade: K	Unit of Study: Poetry and Songs	Timeline: May
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Big Idea: Letter sounds can help us read and write.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Rhyme● Understand letters in words have sounds● Hear the beginning, middle and ending sounds● Break up words with onset and rime (/c/ - /ap/)● Use and identify short vowel sounds● Use and identify digraphs (sh, ch, th, wh)● Match /sort words with the same beginning sound● Blend syllables	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Continue your favorite phonics activities from the previous months.● Use this month to review all those skills learned throughout the year.● Suggested lessons from Phonics Lessons-K from Fountas & Pinnell: PA 24-26, LK 21-24, WS 2-4, SP 7, HF 7, WSA 9
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion)● Speak audibly and express thoughts, feelings, and ideas clearly	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Phonological Awareness Assessment● Observational notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- When practicing phoneme segmentation, make sure students are pronouncing the words correctly orally before segmenting. ● For ELL students- If students are not able to produce a sound (like “utch” or “ug”) or consistently substitutes one sound for another sound (like “v” for “b”) they may not be hearing the sound correctly. You may want to consider removing letter combinations that require these sounds from the sorts and listen to the students’ oral language. Reintroduce the sound when the student begins consistently producing the sound correctly. Consult your ELL teacher for ways to work with them on producing this sound. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Once students exhibit that they are able to identify the sound at the beginning of words, have them identify the sound in the middle and end of words. Inform students of the new task. As you say words that have the /sh/ digraph in the middle or at the end, students should raise their hands to indicate that they hear the sound in the words. ● Use higher sorts in the Red Book or go on to the Yellow Books ● Encourage students in their writing to attempt to write the sounds they hear for beginning, middle and end sounds. ● Introduce CCVC words to bring in blends and digraphs to challenge students.
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<p>Resources: Phonics Lessons, Words and How they Work: Grade K by Fountas & Pinnell</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 5 Goal 2	R1B.K.a-d	RF.K.2.a-e

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Grammar	Grade: K	Unit of Study: Poetry and Songs	Timeline: May
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Big Idea: Using grammar skills can help our writing sound right and look right.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Use noun and verb• Use noun and verb agreement (I can)• Use prepositional phrases (to the bus, on the bus)• Use modifiers (red dress, ran fast)• Write in past tense, present tense, future tense <p><u>Conventions:</u></p> <ul style="list-style-type: none">• Demonstrate knowledge of the use of upper- and lowercase letters• Use capital letters in the beginning position in a few familiar proper nouns• Show awareness of the first place position of capital letters in words• Use a capital letter for the first word of a sentence• Capitalize I• Use upper case letter in titles• Notice the use of punctuation marks in books & try them out in own writing• Use periods, exclamation points, and question marks as ending marks• Read one’s writing aloud and think where punctuation would go	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Continue with your favorite grammar activities from previous months.• Use this month to review those skills learned throughout the year• <u>Clap or Swish</u>: Make a statement or ask a question. Then hold up a hand and let your students indicate the appropriate end punctuation. For a statement, students should clap their hands as if stamping a period: “Clap.” For a question, students should rub their palms in a circular motion as if making a question mark: “Swish.”
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> Follow agreed-upon rules for discussions(e.g. listening to others and taking turns speaking about the topics and texts under discussion) Speak audibly and express thoughts, feelings, and ideas clearly 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> Published pieces Observation notes Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> For ELL students- Provide visuals if verb tenses are confusing to students. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Challenge students to use exclamation points or question marks after modeling during conferring to encourage a variety of sentence structures in their writing.
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<p>Resources:</p> <p>Clap and Swish activity can be found at http://www.jumpstart.com/common/activities-practicing-punctuation</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 6	Goal 1.8 Goal 2	R1E.K W2E.1.d	L.K.5a-d L.K.6 L.K.1b-f

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Appendix

English Language Arts Glossary of Terms
Depth of Knowledge (DOK) Levels
Balanced Literacy Terms
Helpful WEB Links for Communication Arts
K-6 Collective Commitments Reading Workshop
Show Me Standards
GLEs
Communication Arts Common Core State Standards

GLOSSARY OF TERMS
COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

November, 2009

This Glossary of Terms provides definitions and elaborations for terms used in the **2.0 Version** of the Communication Arts Grade and/or Course Level Expectations (GLE/CLE) documents. The Glossary includes additional terms to clarify important concepts in Communication Arts. The GLE/CLE correlations are listed in the third column. e.g., W2F = Writing. 2 Compose well-developed text using standard English conventions. F Sentence construction. Information Literacy definitions and the corresponding GLE/CLEs will be added after revisions have been completed.

*Asterisk denotes words that are content-related terminology that are not referenced in the GLE/CLE documents.

active voice	writing in which the subject of the sentence performs the action of the verb active voice - "My sister decorated the cake." (passive voice - when the subject receives the action - "The cake was decorated by my sister.")	W2C
active-listening behaviors	actions that let the speaker know the audience is listening (e.g., non-verbal body language cues such as facial expressions, gestures, eye contact; verbal cues such as questioning and summarizing main points, etc.)	LS1B
affixes	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes	R1E
alliteration	repetition of sounds in stressed syllables or words in sequence [see sound device]	R2B
allusion	reference, within a literary work, to another work of fiction, film, a piece of art, or even a real event; a kind of shorthand, drawing on this outside work to provide greater context or meaning to the situation being written about. (While allusions can be an economical way of communicating with the reader, they risk alienating readers who do not recognize these references.) [see rhetorical devices]	R2B
analogy	expression showing similarities between two things. (Analogies show relationships. For example, "Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance." Analogies take the printed form A:B :: C:D and are read "A is to B as C is to D.") [see rhetorical devices]	R2B R3B

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analyze	To break something down into parts to examine its nature	R1H R1I R2A R2C R3A R3C
antecedent	word, phrase, or clause to which a pronoun refers, as understood by the context	W2C W2E
author's purpose	author's intent or reason for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage	R2C R3C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (In the early stages of learning to read, readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, <u>not</u> to reading with expression or comprehension.)	R1D
awareness of audience	writing for a specific purpose with a specific reader or group of readers in mind	W2A
cause and effect	connection or relationship between a precipitating event or reason and its effects or results <ul style="list-style-type: none"> • cause: makes something occur • effect: outcome of the cause 	R2C R3C
character traits	characterization developed by describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, glossary, or technological tool	R1E
cohesive devices	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of "reference words" that "point back" to ideas in the text	W2C

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colloquialism	common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (e.g., "How's it goin'?" is a colloquialism for "How are you?")	LS1A
compare	to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I R2C R3C
complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D
concepts of print	conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words, use of upper- and lower-case letters, spelling patterns, punctuation, etc.)	R1A
conflict	struggle or clash between opposing characters or opposing forces <ul style="list-style-type: none"> • external conflict: a struggle between a character and an outside force <ul style="list-style-type: none"> ○ person versus person ○ person versus society ○ person versus nature ○ person versus "fate" • internal conflict: a struggle within a character <ul style="list-style-type: none"> ○ person versus self 	R2C
connotation	attitude and emotional feelings associated with a word or idea (Denotation - a word's literal meaning.)	R3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	to explain how things are different	R1I R2C R3C
conventions	capitalization, punctuation, spelling, grammar	W2E

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cueing system	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
culture	customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	R1I
decode	to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)	R1C
decoding strategies	methods of translating symbols into words or identifying unknown words (roots and affixes, word chunking, context clues, etc.)	R1C
description/ descriptive writing	writing that portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) [see types of writing]	W3A
dialect	representation of the language spoken by the people of a particular place, time or social group <ul style="list-style-type: none"> • regional dialect: spoken in a specific geographic region • social dialect: spoken by members of a specific social group or class 	R2B
diary/journal	log kept by an individual or group of individuals recording daily events, thoughts and opinions, the weather, or other topics	W3A
directionality	ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)	R1A
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H

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enunciation	clear pronunciation and articulation of words	LS2A
environmental print	print and other graphic symbols, in addition to books, that are found in the physical environment	R1D
euphemism	literary technique that is more acceptable and usually more pleasant way of saying something that might be inappropriate or uncomfortable (“He went to his final reward” is a common saying for “He died.”) [see literary techniques/devices]	R2B R3B
evaluate	to make a judgment of quality based on evidence	R2A R2B R2C R3A R3B R3C
exposition/ expository writing	writing that presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic [see types of writing]	W3A
fact and opinion	<ul style="list-style-type: none"> • fact: statement that can be proven • opinion: statement that reflects a writer’s belief, but which cannot be supported by proof 	R3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R2A R2B R2C
figurative language	word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought [see literary techniques/devices]	R2B R3B W2D
flashback	literary technique in which the author presents information that happened before the events currently taking place [see literary techniques/devices]	R2C

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fluency	ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	R1D
foreshadowing	literary technique in which the author provides clues to coming events in a narrative [see literary techniques/devices]	R2C
freshness of thought	creativity or originality in writing	W2B
genre	<ul style="list-style-type: none"> • categories used to classify literature (e.g. fiction, non-fiction, poetry, drama) • categories used to classify writing (e.g. narrative, descriptive, expository, persuasive) 	W3A
grade-level instructional text	<ul style="list-style-type: none"> • instructional reading level: the text level at which a student reads 90%-95% of the words accurately with 75%-89% comprehension; the level at which a student needs support from the teacher • independent reading level: the text level at which a student reads 96%-100% of the words accurately and comprehends 90%-100% of the content without help 	R1D

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graphic organizer	<p>a visual device in reading/and or writing for organizing information around a concept, theme, or topic; includes, but not limited to, the following:</p> <ul style="list-style-type: none"> • advanced organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons with pictures, symbols and/or words • concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its parts relate to one another • graph: presents information with lines, pictures, and symbols rather than words • mind map: uses pictures and symbolic drawings rather than written words to display thoughts • outline: organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details • Venn diagram: uses two overlapping circles to express similarities and differences in two things 	R1F W1A IL1C
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time frame	era, or time period, in which the plot is set; the cultural era reflected in the literature	R1I
humor	writing that is meant to entertain in a light manner, often in funny or absurd situations	W2D
hyperbole	literary technique in which exaggeration is used to convey meaning (e.g., "I've told you a million times.") [see literary techniques/devices]	R2B
idiom	term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., "I am pulling your leg." or "You're skating on thin ice.") [see literary techniques/devices]	R2B

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imagery	language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of simile and metaphor; sensory language [see literary techniques/devices]	R2B
infer	to draw meaning from a combination of clues in the text without explicit reference in the text	R1G
irony	literary technique that compares expectations and reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters <ul style="list-style-type: none"> • situational irony involves an occurrence that contradicts the expectations of the reader or audience • verbal irony occurs when a writer or speaker says one thing but means the opposite [see literary techniques/devices]	R2B R3B
jargon	technical terms, acronyms, and language used by people of the same profession or specialized interest group [see literary techniques/devices]	R2B R3B
letter	<ul style="list-style-type: none"> • a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address/heading, inside address, salutation, body paragraphs, closing, and signature • a friendly letter (informal or personal letter) has five parts: date/heading, greeting/salutation, body, closing, and signature 	W3A

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literary techniques/devices	techniques/devices used in writing which are intended to create a special effect or feeling, which include, but are not limited to, the following: <ul style="list-style-type: none"> • euphemism • hyperbole • figurative language • flashback • foreshadowing • idiom • imagery • irony • jargon • metaphor • personification • propaganda • satire • simile • slang • symbolism 	R2B R3B
main idea	implicit or explicit message; what a text is “mostly about”	R1H
metaphor	literary technique that makes a direct comparison between two unlike things; a comparison that <i>does not</i> use the connective words “like” or “as” (e.g., “Love is a rose.”) [see literary techniques/devices]	R2B R3B
mood	feeling created in the reader which is evoked through the language of the text	R2C
narrative/ narrative writing	writing that relates a story or a personal essay (e.g., anecdote, autobiography, memoir) [see types of writing]	W3A
nonfiction	writing that reflects real events and is intended to explain, inform, entertain, persuade, or give directions (e.g., autobiography, biography, memoir, essay, workplace communications)	R3A R3B R3C R3D
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A

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onomatopoeia	sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.) [see sound device]	R2B R3B
onset and rime	parts of monosyllabic words in spoken language, smaller units than syllables but may be larger than phonemes <ul style="list-style-type: none"> • onset: initial consonant sound of a syllable (The onset of bag is b-; The onset of swim is sw-) • Rime: part of a syllable that contains the vowel and all that follows it (The rime of bag is -ag; The rime of swim is -im. Rime is also referred to as a word chunk.) 	R1B
pace	rate or speed	R1D LS2A
parallel structure/ parallelism	deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs [see rhetorical devices]	R2B R3B W2C
paraphrase	using one's own words to express the main ideas in what has been read, seen, or heard	R1H
passage	piece of text, fiction or non-fiction, used for instruction/assessment	*
personification	literary technique in which a non-living or non-human thing (e.g. animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., "a happy home") [see literary techniques/devices]	R2B R3B
perspective/ viewpoint	position from which something is considered or evaluated; standpoint	R2C R3C
persuasive writing/ argument	writing that seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) [see types of writing]	W3A

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phoneme	smallest part of spoken language that makes a difference in the meaning of words (English has approximately 41 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonemic awareness	awareness of the sounds that make up words (Beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as “cat.”)	R1B
phonetic spelling	spelling a word as it sounds	W2E
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
plot	action or sequence of events in a story; five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
point of view	perspective from which a story is told <ul style="list-style-type: none"> • first person point of view: the narrator participating in the action and referring to himself/herself as “I” • second person point of view: the “you” in directions, explanations or arguments (not frequently used) • third person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as “he” or “she” as the events are told <ul style="list-style-type: none"> ○ limited omniscient point of view: the narrator relating the inner thoughts and feelings of just one character ○ omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters 	R2C R3C
poise	appearance of ease, self-confidence, and self-control in one’s manner	LS2A
post-reading skills	strategies used to reflect on reading and to integrate new information and concepts with previously learned understandings	R1H

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predict	to use context and content clues to anticipate what might happen next	R1F R1G R1H
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea, and set a purpose for reading [see graphic organizer]	R1F
pre-writing strategies	activities that take place before writing to give structure and organization to the piece [see graphic organizer]	W1A
pronoun case	pronouns may be used as subjects, objects, or possessives <ul style="list-style-type: none"> • subjective/nominative case: "He went to the mall." • objective case: "The cat sat on her lap." • possessive case: "Is that your sweater?" 	W2E
propaganda techniques	methods used to make arguments more persuasive <ul style="list-style-type: none"> • appeal to ignorance: suggests that if a claim has not been proven false, then it must be true • bandwagon: promotes the idea that if everyone does it or believes it, it must be right • broad generalization: claims something to be true for all members of a group • circular thinking: uses the claim as foundational proof • either/or: assumes only two alternatives • loaded words: uses emotionally charged words to produce strong positive or negative reactions • oversimplification: makes complicated issues simple to solve • red herring: changes the subject to distract from the real argument • straw man: dismisses the other side of the argument as ridiculous 	R2B R3B
purpose	writing to explain or inform, to entertain, to describe, or to persuade	W3A
question to clarify	comprehension technique in which a student generates questions about text during reading in order to come to a deeper understanding of the text	R1H
read-alouds	fiction or nonfiction that is read aloud with students	R1G

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reading rate	speed at which a selection is read based on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text, presentation, or experience	R1H
reflective writing	written text conveying the writer's critical thinking about text	W3A
refrain	word, phrase or sentence that is repeated for emphasis in a poem	
reliability	dependability and credibility	LS1AI L1B
repetition	words or certain phrases repeated for a stronger emphasis by the author. [see rhetorical devices]	R2B W2D
respond to literature	to express one's thoughts and feelings about a work to reinforce understanding of the text	W3A
resume	organized summary of a job applicant's background and qualifications	W3A
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhetorical device	method used in writing or speaking in which language is used to influence or persuade an audience <ul style="list-style-type: none"> • allusion • analogy • parallelism • repetition • rhetorical question • understatement 	R2B R3B W2D LS1A
rhetorical question	question posed for its persuasive effect without the expectation of a reply [see rhetorical device]	*

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rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in “bee” and “see” • approximate rhyme: the final consonant sounds are identical, as in “trip” and “slap” • end rhyme: the rhyming words occur at the end of the lines of poetry • internal rhyme: rhyming words occur within the lines of poetry <p>[see sound device]</p>	R2B
rhyme scheme	<p>pattern of rhyming lines in a poem. (Rhyme schemes are denoted by representative letters to show which lines rhyme. For example, abab could denote a quatrain’s rhyme scheme.)</p>	*
rhythm	<p>sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables</p> <p>[see sound device]</p>	R2B
root word	<p>form of a word after all affixes are removed</p>	R1E
satire	<p>literary technique that combines a critical attitude with humor, often with the intent of correcting or changing the subject of the satire</p> <p>[see literary techniques/devices]</p>	R2B R3B
semi-phonetic spelling	<p>stage in spelling development in which the spelling represents only the surface sound features of the word</p> <p>(A few letters may represent whole words: “bk” for the word “book.”)</p>	W2E
sensory details	<p>details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)</p>	R2B W2D
sentence variety	<p>four basic types:</p> <ul style="list-style-type: none"> • declarative sentence: informs the reader; punctuated with a period • exclamatory sentence: expresses strong feelings; punctuated with an exclamation point • imperative sentence: commands, makes requests; usually punctuated with a period, sometimes with an exclamation point • interrogative sentence: asks a question; punctuated with a question mark 	W2C

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sentence structures	four basic sentence structures include: <ul style="list-style-type: none"> • simple sentence: one independent clause and no dependent clauses, as in “The dog ate my homework.” • compound sentence: two or more coordinate independent clauses, but no dependent clause, as in “George talked about global warming, and Harry listened to every word.” • complex sentence: one independent clause and one or more dependent clauses, as in “I knew when you came in.” • compound complex: compound sentence with two or more independent clauses and one or more dependent clauses, as in “Teachers speak and students listen when both are motivated.” 	W2C
setting	geographic location and time period of a story	R2C
simile	literary technique in which two unlike things are compared, using the words “like” or “as” (e.g., “Ice is smooth as glass.”) [see literary techniques/devices]	R2B R3B
slang	informal words or phrases used in casual conversation [see literary techniques/devices]	R2B R3B
sound device	use of sound for certain literary effects <ul style="list-style-type: none"> • alliteration • onomatopoeia • rhyme • rhythm 	R2B R3B
stanza	division of a poem consisting of a series of lines arranged together	*
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
style	author’s use of language; its effect and appropriateness to the author’s purpose and audience	R2C W2A
style manual	systematic explanation of print conventions; rules for citing sources in text, as in the MLA Guidebook, APA Publication Manual, Chicago	IL1D
subplot	smaller story within the larger story	R2C

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summarize	to make a brief statement about the essential ideas or major points in a text	R1H
summary	shortened version of the original; (Main purpose of a summary is to highlight the major points from a text/passage, a film, or an event.)	W3A
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
symbolism	object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning [see literary techniques/devices]	R2B R3B
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
theme	underlying or implicit meaning, concept, or message in a text	R2C
tone	attitude the author takes toward the subject, the characters, or the audience	R2C
transitional spelling	stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
types of writing	modes, forms, and purposes of writing: <ul style="list-style-type: none"> • description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • persuasive writing/argument seeks to influence readers to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) 	W3A
understatement	form of speech in which a lesser expression is used than what would be expected [See rhetorical devices]	R2B R3B

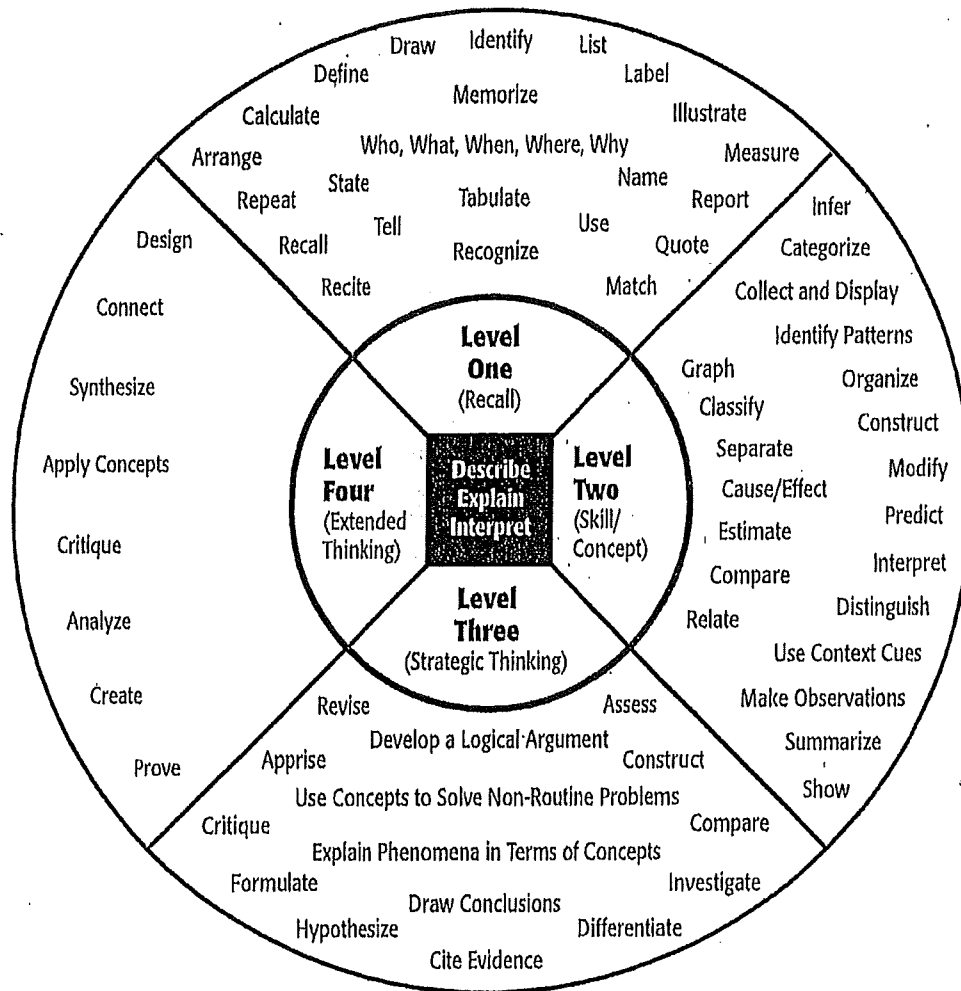
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validity	message that is relevant, accurate, justifiable, and logically correct	LS1A
verbal communication	words spoken aloud	LS1A
viewpoint/ perspective	[See perspective/viewpoint]	R2C R3C
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	words one can understand and use correctly	R1E
voice	distinctive tone or style of a particular writer; a reflection of the personality of the writer	W2D
word chunk	parts of monosyllabic words in spoken language [see onset and rime]	R1B
workplace communication	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	W3A
writing plan	organizational format used to “think through” a piece of writing. It is generally chosen by the student and may take the form of pictures, webs, outlines, etc.	W1A

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Depth of Knowledge Level Descriptors

	READING	WRITING
Level 1- Recall	<p>Requires students to receive or recite fact or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a minimal understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas by reference to details in the text. ➤ Use a dictionary to find the meaning of words. ➤ Identify figurative language in a reading passage. <p><i>Automatic responses will be dependent on grade level.</i></p>	<p>Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Use punctuation marks correctly. ➤ Identify Standard English grammatical structures and refer to resources for correction.
Level 2 – Basic Application of Skill/ Concept	<p>Includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter sentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as <i>summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion</i>. Literal main ideas are stressed. A Level 2 assessment item may require students apply some of the skills and concepts that</p>	<p>Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2</p>

	<p>are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are:</p> <ul style="list-style-type: none"> ➤ Use context cues to identify the meaning of unfamiliar words. ➤ Identify and summarize the major events in a narrative. <p>Use information or conceptual knowledge.</p> <p><i>At this level 2 or more steps are typical.</i></p>	<p>performance are:</p> <ul style="list-style-type: none"> ➤ Construct compound sentences, ➤ Use simple organizational strategies to structure written work. ➤ Write summaries that contain the main ideas of the reading selection and pertinent details.
<p>Level 3 – Strategic Thinking</p>	<p>Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Determine the author's purpose and describe how it affects the interpretation of a reading selection. ➤ Summarize information from multiple sources to address a specific topic. ➤ Analyze and describe the characteristics of various types of literature. 	<p>Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentences and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas with details and examples. ➤ Use voice appropriate to the purpose and audience. ➤ Edit writing to produce a logical progression of ideas.

<p>Level 4 – Extended Thinking</p>	<p>Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are:</p> <ul style="list-style-type: none"> ➤ Analyze and synthesize information from multiple sources. ➤ Examine and explain alternative perspective across a variety of sources. ➤ Describe and illustrate how common themes are found across texts from different cultures. 	<p>Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:</p> <ul style="list-style-type: none"> ➤ Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both. <p><i>At Level 4 students are typically expected to include creativity as part of the overall process.</i></p>
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L.A. examples from: Council of Chief State School Officers TILSA Alignment Study, *Reviewer Background Information and Instruction, May 2001.*

Balanced Literacy Terms

Revised March 2013

Term	Definition
Oral Story Telling	Component of balanced literacy that supports the writing workshop and language development. Students are engaged in various story telling opportunities. This may include retelling a teacher's story, a partner's story or their own story. Teaching opportunities may include the five finger story, listening skills, expressive language, vocabulary, turn-taking and semantics.
Reader's Workshop	Component of balanced literacy in which reading is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently read, partner read, and/or participate in book clubs. While students are reading the teacher is conferring with readers, leading a small guided reading or strategy group and/or assessing reading. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Mini-lesson	<p>Component of reader's workshop lasting 7-12 minutes. The components of the mini-lesson are:</p> <ul style="list-style-type: none"> • Connection: link to prior learning, building background knowledge, ie... "Readers, yesterday we learned..." • Teaching Point: A focused reading skill/strategy to be explicitly taught through teacher modeling with mentor texts. Create a chart with your students to use as a tool on how to use this strategy while they are independent reading. ie... "Readers, today we will be learning..." As you model from a mentor text, "Readers, watch me while I..." • Active Engagement: Students will practice the reading strategy modeled on their own or with a partner in their independent text or a provided text. "Readers, now you try..." • Link: Restate the teaching point. Remind students of the skill or strategy they will practice in their independent reading during workshop today. Send them off to read. "Readers, today and everyday you can...."
Midworkshop Teaching Point	This is an opportunity halfway through the workshop time to pause the reader or writer and address the whole class in a 1-2 minute teaching point. This can include: highlighting student thinking or work, reminders, a previous teaching point, etc...

Teach Share	The workshop ends with a small amount of time for the students to work collaboratively with others sharing thinking or the work they have done. (this is NOT an author's chair) The teach share begins with the teacher framing the time with a statement highlighting or celebrating student work or providing another reminder/teaching point. Then students share with partners, clubs or as a whole what they did in relation to the teaching point. (lasts 3-5 minutes)
Writer's Workshop	Component of balanced literacy in which writing is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently write within the genre study. While students are writing the teacher is conferring with writers, leading a small guided writing groups or strategy groups and/or assessing writers. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Reading Logs	Each reader should have a reading log that is used daily at home and school throughout the course of the school year. This tool will provide the teacher and student with evidence of growth of stamina, volume, genre choices, reading life at home and school. Goal setting can be done around the reading log.
Interactive/Shared Writing	This is a strategy in which to teach structure and mechanics in writing. The class can use a shared experience to write about while practicing mechanics, spelling, grammar and writing structures (ie. parts of a letter) This is typically done on chart paper and the "pen" is shared by teacher and student. All interactive writing charts should display accurate conventions to act a model for reading and writing. (everything should be spelled correctly and grammatically correct)
Interactive Read Aloud	Interactive read aloud is the heart of the balanced literacy classroom. Children should be read to everyday, while given time for accountable talk 3 times per week. Read aloud text should be at or slightly above the average reading level in your classroom. The read aloud should support the work done in Reader's Workshop. (ie. Unit of Study) The read aloud consist of a book introduction, vocabulary, think alouds, turn and talks and finally grand conversation.
Turn and Talk (Think, Pair, Share)	Turn and Talk is an opportunity for all students to have a voice. Students should be paired with a partner that they will discuss a topic, question or idea during mini-lesson or interactive read aloud. During a turn and talk the teacher is listening in on children's conversations while coaching thinking. This is also a time when the teacher can take notes about student thinking and talking about books, writing, reading skills, etc...

Think Aloud	Think alouds are modeled by the teacher during interactive read aloud. The think aloud is a time when the teacher pauses and models thinking aloud that he/she wants readers to do in a few minutes during turn and talk.
Guided Reading	While students are independently reading during the workshop time, A-J readers may be pulled together for a guided reading group on their instructional level. Guided reading consists of setting up the book through vocabulary instruction, looking at the cover, and making predictions. Students are coached on thinking within (MSV), thinking beyond (comprehension), and thinking about the text (critiquing and/or analyzing). Students read independently of each other while the teacher listens in and coaches on MSV. The teacher may also take a running record during this time.
Strategy Groups	While students are independently reading and/or writing during the workshop time, readers/writers may be pulled together for a strategy group. This group could consist of various leveled readers/writers working on the same strategy or skill.
Conferring	While students are independently reading or writing the teacher will confer with students on previously taught skills or strategies that students are expected to do in their independent reading/writing. The components of a conference are research, decide, teach, and link. During the RESEARCH the teacher will question the reader/writer about what they are doing as a reader/writer. The teacher will take anecdotal notes on the child's strengths and weaknesses. From the notes taken, the teacher will DECIDE on a skill or strategy to teach. The teacher will model (TEACH) the skill or strategy. The student will practice the skill or strategy. At the end of the conference the teacher will LINK the new learning to future work.
Running Records	Running records are an assessment tool that the teacher uses to gain instructional information around the cuing systems of reading (meaning, structure, visual). Informal running records are done frequently to determine the next steps of instruction.
Word Work	Word work is a component of balanced literacy that includes phonemic awareness, phonics instruction, spelling instruction, word wall and high frequency words.
Word Wall	A word wall is a scaffolding tool for readers and writers as they are gaining independence. Examples of word walls are high frequency words and content word walls.

Book Clubs	During the independent reading time of reader's workshop, students may participate in book clubs. Approximately three times per week book clubs will meet and discuss their books. These are readers using multiple copies of the same book in sync with each other. Book club participants will engage in conversations much like the conversations you have had in interactive read aloud.
Partner Reading	During K-2 reader's workshop, as students are gaining stamina they may participate in partner reading. This is when two students on the same reading level are sharing the same text. Reading is done aloud either chorally or I read, you read. During this time teachers should be listening in, conferring with partnerships, and taking anecdotal records.
Stop and Jot (Post-it)	Students should be writing about reading. Stop and jot provides students with an opportunity to anchor their thinking and talk back to their books. Students could post-it about character's feelings, how characters change over time, boxes and bullets, story gist, envisionment, predictions, etc.. This can be done in their independent books or and/or during interactive read aloud time.
Reader's Notebook	A reader's notebook can be used by students during the workshop time or interactive read aloud time to record thinking and talking back to texts. This could include stop and jot, writing long and strong, question/answer, graphic organizers, etc..
Writer's Notebook (Grades 3-6)	All student grades 3-6 will have a writer's notebook. A writer's notebook is used during the writer's workshop time for generating ideas, drafting, revising and editing pieces of writing. The writer's notebook is for student use as they practice craft, structure, meaning/significance, conventions, and ideas.
Book Boxes	All students should have a place to keep "just right books" that they are to be reading at home and school. This can be baggies, boxes, magazine cartons, etc... Students reading levels A-E should have at least 10-12 books in their baggies, F-L: 8-10. Once student are in chapter books they should have a variety of chapter books as well as picture books consisting of fiction and non-fiction at their fingertips.
Anchor Chart	A visual aid created with students that teaches and supports a skill or strategy for readers and writers.
Reading Stamina & Volume	Reading stamina is how LONG a student is engaged in independent reading. Reading volume is how MUCH a student is independently reading during a given amount of time. Stamina and volume vary based on reading level.
Writing Stamina & Volume	Writing stamina is how LONG a student is engaged in independent writing. Writing volume is how MUCH a student is independently writing during a given amount of time. Stamina and volume vary based on writing level.

Helpful Links for Communication Arts

Common Core State Standards (CCSS):

- English/Language Arts - <http://www.corestandards.org/ELA-Literacy>

Missouri Department of Elementary and Secondary Education (DESE):

- Missouri Core Academic Standards for Communication Arts:
<http://dese.mo.gov/webinar/Webinar-fall2012-english-CCR.htm>
- Grade Level Expectations (GLE) / Crosswalk
 - Kindergarten - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-K-11.pdf>
 - 1st Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-1-11.pdf>
 - 2nd Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-2-11.pdf>
 - 3rd Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-3-11.pdf>
 - 4th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-4-11.pdf>
 - 5th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-5-11.pdf>
 - 6th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-6-11.pdf>

Teachers College (TC): <http://readingandwritingproject.com/>

- Reading Assessments -
<http://readingandwritingproject.com/resources/assessments/reading-assessment>
- Writing Assessments (narrative writing continuum) -
<http://readingandwritingproject.com/resources/assessments/writing-assessments.html>
- Additional Assessment Tools -
<http://readingandwritingproject.com/resources/assessments/additional-assessment-tools.html>
- Classroom Charts
 - Kindergarten - <http://readingandwritingproject.com/resources/classroom-charts/kindergarten>
 - 1st Grade - <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>
 - 2nd Grade - <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>
 - 3rd/6th Grade - <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>

Reading Workshop	
Teacher	<ul style="list-style-type: none"> ● Engages students with effective whole group mini lessons that follow a similar structure (connection, teaching point, active involvement, link) ● Confers with readers to move them along learning pathways ● Meets with small groups of students with similar reading needs in guided reading and/or strategy groups ● Includes mid-workshop teaching point and a teaching share to highlight exemplary work, to problem solve, give an additional point, or highlight a conference ● Uses formal and informal reading assessments to drive whole group and individual instruction ● Develops individual student goals and has a plan to assist students in meeting them ● Has a system to organize and use conferring notes, assessments, and reading goals
Students	<ul style="list-style-type: none"> ● Independently reading self-selected, best fit books ● Read for a variety of genres ● Regularly share reading reflection, experience, and new learning with a peer or whole class through partner reading (K-2) and/or book clubs (2-6) ● Process reading through turn and talks, stop and jots, reading notebook, writing from a post-it, higher level thinking writing prompts tied to deepening meaning (a variety of these strategies could be used K-6) ● Focus on meaning while reading (making connections, questioning, visualizing, inferring, synthesizing, monitoring, and determining importance) ● Meets with teacher regularly based on student data in a guided reading group, strategy group, or individual conference
Structures & Systems	<ul style="list-style-type: none"> ● Most of the reader's workshop time is spent with students independently reading just right books ● Small group and or conferring with students occurs daily ● A variety of organizational tools such as book boxes, take-home baggies, reader's notebooks, and reading logs (K-6) are used ● Anchor charts are visible ● Proper pacing of the Units of Study ● End of unit celebrations occur

Writing Workshop	
Teacher	<ul style="list-style-type: none"> • Engages students with effective whole group mini-lessons that follow a similar structure (connection, teaching point, active involvement, and link) • Confers with writers to move them along learning pathways • Meets with small groups of students with similar writing needs • Includes mid-workshop teaching point and a teaching share to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference • Uses mentor text to model effective writing strategies
Students	<ul style="list-style-type: none"> • Independently generate writing of self-selected topics • Write for a variety of genres • Regularly share writing/reflection/experience/new learning with a peer or whole class
Structures & Systems	<ul style="list-style-type: none"> • Organizational tools such as writer’s notebooks (3-6) or writing folders (K-2) are used; folders may include tools such as alphabet charts and personal dictionaries • Use of word walls, anchor charts, and shared writing are visible • Proper pacing of the Units of Study • End of unit celebrations occur • Most of the writer’s workshop time is spent with students independently writing on self-selected topics • Small group and/or conferring with students occurs daily

Shared Reading	
Teacher	<ul style="list-style-type: none"> ● Introduce new and reread a variety of text (poems, charts, posters, big books, songs, word wall) ● Pick one or two focus skills a week ● Provide moments for your students to have discussions ● Model various reading strategies ● Use “Guess the Covered Word” techniques and other strategies to orchestrate MSV ● Use as a foundation of Reader’s Workshop ● Plan out presentation of teaching points
Students	<p>Students are highly engaged in:</p> <ul style="list-style-type: none"> ● Practicing the skills ● Using reading strategies ● Actively listening ● Reading along with the text ● Sharing strategies to help each other
Structures & Systems	<ul style="list-style-type: none"> ● Daily shared reading outside the Reader’s Workshop (K-1) ● Minimum of 2 times a week of shared reading for 2nd grade ● Current grade level text ● 1-2 teaching points a week ● Variety of texts ● Focus on reading strategies

Interactive Read Aloud with Accountable Talk	
Teacher	<ul style="list-style-type: none"> ● Present a variety of genres ● Pick one or two focus skills a week ● Provide moments for your students to have whole class conversations ● Use as a foundation of Reader's Workshop ● Plan out presentation of teaching points ● Model thinking like a reader ● Model higher level thought process to aid in comprehension
Students	<ul style="list-style-type: none"> ● Practicing the skills ● Actively listening ● Engaged ● Turn and Talk/ Stop and Draw/Stop and Jot ● Students question each other to deepen understanding
Structures & Systems	<ul style="list-style-type: none"> ● Daily read alouds outside the Reader's Workshop time ● Preplanning interactions ● 1-2 teaching points a week ● Rich literature that engages readers ● Focus on comprehension ● Variety of texts ● Turn and Talk / Think Aloud/Whole class conversation

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms with their environments
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin: To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-075.100.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

TURN OVER

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Communication Arts Grade Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (*) is used to indicate GLEs that are locally assessed.

PLEASE NOTE: The Information Literacy strand will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Information Literacy GLEs are under revision, teachers are responsible for the content in the existing version.

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writing* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Ellin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education
October, 2008

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom b. understanding that the story is in the print c. word by word matching d. distinction between letter and word	* Demonstrate concepts of print: a. upper- and lower-case letters b. first and last letters in words c. directionality in letter and word order d. punctuation has meaning							
	DOK ST	1 CA 2, 3, 1.5, 1.6	1 CA 2, 3, 1.5, 1.6						
B	* Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words b. isolate consonant sounds c. hear and say onset and rime d. hear and say spoken phonemes	* Demonstrate ability to use phonemes to construct words: a. produce rhyming words b. separate and say sounds in words c. blend sounds to form words d. replace beginning and ending sounds to form new words							
	DOK ST	1 CA 2, 3, 1.5, 1.6	2 CA 2, 3, 1.5, 1.6						

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	* Develop alphabet and phonics knowledge: a. identify letters associated with letters that goes with consonant sound	* Develop and apply decoding strategies to "problem-solve" unknown words when reading grade level instructional text	* Develop and apply decoding strategies to "problem-solve" unknown words when reading grade level instructional text	* Apply decoding strategies to independently "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed
Phonics									
DOK	1	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6
D	* Read simple text a. containing a small bank of high-frequency words b. consisting of environmental print	* Read grade-level instructional text a. by developing automaticity of an increasing core of high-frequency words b. with appropriate phrasing and expression	* Read grade-level instructional text with fluency, accuracy and expression	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text
Fluency									
DOK	1	1	1	1	1	1	1	1	1
ST	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
E	* Develop vocabulary by listening to and discussing unknown words in stories	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. word chunks c. context clues	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. classroom resources c. context clues	Develop vocabulary through text, using a. root words and synonyms b. synonyms and antonyms c. context clues d. glossary dictionary, with assistance	Develop vocabulary through text, using a. root words and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
F	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview text and picture c. make general prediction	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview evidence c. predict with evidence d. state a purpose for reading, with assistance	* Develop and apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview evidence c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview evidence c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview evidence c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview evidence c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview evidence c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview evidence c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview evidence c. predict with evidence d. set a purpose and rate for reading
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

Reading

1 Develop and apply skills and strategies to the reading process									
G	During Reading								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<p>* During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to</p> <ol style="list-style-type: none"> self-question and correct infer predict and check using cueing systems: meaning, structure, and visual information 	<p>* During reading, develop and utilize strategies to</p> <ol style="list-style-type: none"> self-question and correct determine meaning of unknown words self-monitor on comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, develop and utilize strategies to</p> <ol style="list-style-type: none"> self-question and correct determine meaning of unknown words self-monitor on comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor on comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor on comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor on comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor on comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor on comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor on comprehension question the text infer visualize paraphrase summarize
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

Reading

1 Develop and apply skills and strategies to the reading process							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
H	<p>* Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ol style="list-style-type: none"> answer basic comprehension questions on question to clarify retell illustrate re-enact stories 	<p>* Develop and apply post-reading skills after reading or read-alouds to respond to text:</p> <ol style="list-style-type: none"> answer basic comprehension on questions and main idea identify the supporting details question to clarify retell reflect draw conclusions analyze 	<p>* Apply post-reading skills to respond to text:</p> <ol style="list-style-type: none"> answer basic comprehension on questions and main idea identify the supporting details question to clarify retell reflect draw conclusions analyze 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize
Post-Reading							
DOK	2	3	3	3	3	3	
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	

Reading

1 Develop and apply skills and strategies to the reading process								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
I	<p>* Identify connections between text to text -- similarities and differences in various fiction and non-fiction works, with assistance) (text ideas and own experiences)</p> <p>a. text to text -- similarities and differences in various fiction and non-fiction works, with assistance) (text ideas and own experiences)</p> <p>b. text to self (text ideas and own experiences)</p>	<p>* Identify connections between text to text -- similarities and differences in various fiction and non-fiction works, with assistance) (text ideas and own experiences)</p> <p>a. text to text -- similarities and differences in various fiction and non-fiction works, with assistance) (text ideas and own experiences)</p> <p>b. text to self (text ideas and own experiences)</p>	<p>* Identify relevant connections between text to text -- similarities and differences in various fiction and non-fiction works, with assistance) (text ideas and own experiences)</p> <p>a. text to text -- similarities and differences in various fiction and non-fiction works, with assistance) (text ideas and own experiences)</p> <p>b. text to self (text ideas and own experiences)</p> <p>c. text to world (text ideas and the world)</p>	<p>Identify and explain relevant connections between text to text -- information and relationships in various fiction and non-fiction works-- compare and contrast) (text ideas and own experiences) (text ideas and the world)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world)</p>	<p>Identify and explain relevant connections between text to text -- information and relationships in various fiction and non-fiction works) (text ideas and own experiences) (text ideas and the world)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world)</p>	<p>Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world)</p>	<p>Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world)</p>	<p>Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world)</p>
	Making Connections							
DOK	2	2	2	3	3	3	3	
ST	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Use details from text, with assistance, to locate names of author and illustrator and apply information in title and pictures	* Use details from text to locate names of author and illustrator and apply information in title and pictures	* Use details from text to locate and apply information in title, pictures and table of contents	Use grade level text to a. locate and apply information of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table and glossary b. recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table and glossary b. recognize the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama
DOK	1	1	1	1	1	1	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5
B	* Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase	* Recognize rhythm, rhyme and alliteration in read-aloud experiences and independent reading	* Identify examples of rhythm, rhyme and alliteration	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoei b. alliteration c. idiom d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. hyperbole b. imagery c. propaganda d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced
DOK	1	1	1	2	2	2	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	<p>* Use details from text to identify story elements in shared reading and read-alouds with assistance:</p> <ol style="list-style-type: none"> main characters problem(s)/events setting 	<p>* Use details from text in independent reading and read-alouds to identify characters</p> <ol style="list-style-type: none"> problem events in logical sequence solutions setting 	<p>* Use details from text to</p> <ol style="list-style-type: none"> make basic inferences predict solution(s) identify events in logical sequence identify settings, characters, and problems 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect identify the narrator identify events from the beginning, middle and end identify author's purpose identify settings, character traits, problems and solutions, and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect identify author's purpose identify setting, character traits, problems and solutions, and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect explain author's purpose identify setting, character traits, problems and solutions, and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced identify plot, including problem/conflict, climax, and resolution analyze the influence of setting on characters and plot explain cause and effect identify point of view identify author's viewpoint/perspective identify the problem-solving processes of characters explain the effectiveness of solutions *i. make inferences 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced identify plot and sub-plot, mood, flashback, theme and types of conflict analyze cause and effect identify and explain point of view identify and explain author's viewpoint/perspective evaluate the problem-solving processes of characters *h. make inferences 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced identify and explain flashback, mood and theme analyze point of view analyze author's viewpoint/perspective determine how an incident foreshadows a future event interpret behaviors, and consequences of characters' actions evaluate problem-solving processes of characters evaluate effectiveness of solutions *i. make inferences
	Literary Elements								
DOK	1	1	2	2	2	2	3	3	3
ST	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Develop an awareness that text and pictures provide information	* Identify and explain information in text, pictures, title and charts	* Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas	a. Identify and explain text features in biography and autobiography b. Analyze text features to clarify meaning, emphasizing newspapers and magazines	Explain and analyze text features to clarify meaning, emphasizing consumer texts	Explain, analyze and evaluate the author's use of text features to clarify meaning
DOK	1	1	2	2	2	2	2	2	3
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
B	* Respond to examples of sensory details within the context of nonfiction text with assistance	* Recognize examples of sensory details in nonfiction text with assistance	* Explain examples of sensory details in nonfiction text	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing
DOK	1	1	2	2	2	2	2	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
C Text Structures	<p>* In response to text and with assistance, ask</p> <p>a. questions to clarify meaning</p> <p>b. answer questions</p> <p>c. recognize important information and identify supporting details</p>	<p>* Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. clarify meaning</p> <p>c. answer questions</p> <p>d. identify main ideas</p> <p>e. identify supporting details</p>	<p>* Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. ask questions to clarify meaning</p> <p>c. answer questions</p> <p>d. identify main ideas and support</p> <p>e. retell sequence of events</p> <p>f. make basic inferences</p> <p>g. identify problems and solutions</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. answer questions</p> <p>c. explain main idea and supporting details</p> <p>d. sequence events</p> <p>e. identify simple cause and effect</p> <p>f. draw conclusions</p> <p>g. compare and contrast</p> <p>h. make inferences</p> <p>i. identify author's purpose for writing text</p> <p>j. identify problems and solutions</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. explain main idea and supporting details</p> <p>c. sequence events</p> <p>d. identify cause and effect</p> <p>e. draw conclusions</p> <p>f. compare and contrast</p> <p>g. make predictions</p> <p>h. make inferences</p> <p>i. distinguish between fact and opinion</p> <p>j. identify and explain author's purpose</p> <p>k. identify problems and solutions</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. paraphrase author's stated ideas</p> <p>c. make predictions</p> <p>d. make inferences</p> <p>e. evaluate the accuracy of the information</p> <p>f. sequence events</p> <p>g. compare and contrast</p> <p>h. identify point of view</p> <p>i. determine and/or compare authors' viewpoints</p> <p>j. identify and explain cause and effect</p> <p>k. identify problem solving processes and explain the effectiveness of solutions</p> <p>l. analyze two or more texts</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. summarize author's ideas</p> <p>c. make predictions</p> <p>d. make inferences</p> <p>e. evaluate the accuracy of the information</p> <p>f. sequence events</p> <p>g. compare and contrast</p> <p>h. identify and explain point of view</p> <p>i. determine and/or compare authors' viewpoints</p> <p>j. identify and explain cause and effect</p> <p>k. identify problem solving processes and explain the effectiveness of solutions</p> <p>l. analyze two or more texts</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. evaluate adequacy of evidence presented by author</p> <p>c. determine author's purpose based on text analysis</p> <p>d. compare and contrast</p> <p>e. determine importance of information</p> <p>f. analyze point of view</p> <p>g. determine author's viewpoints</p> <p>h. identify problem solving processes and explain effectiveness of solutions</p> <p>i. determine importance of information</p> <p>j. analyze word choice and connotation</p> <p>k. analyze organizational effectiveness</p> <p>l. analyze accuracy of information</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. summarize author's ideas</p> <p>c. make predictions</p> <p>d. make inferences</p> <p>e. evaluate the accuracy of the information</p> <p>f. sequence events</p> <p>g. compare and contrast</p> <p>h. identify and explain point of view</p> <p>i. determine and/or compare authors' viewpoints</p> <p>j. identify and explain cause and effect</p> <p>k. identify problem solving processes and explain the effectiveness of solutions</p> <p>l. analyze two or more texts</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. evaluate adequacy of evidence presented by author</p> <p>c. determine author's purpose based on text analysis</p> <p>d. compare and contrast</p> <p>e. determine importance of information</p> <p>f. analyze point of view</p> <p>g. determine author's viewpoints</p> <p>h. identify problem solving processes and explain effectiveness of solutions</p> <p>i. determine importance of information</p> <p>j. analyze word choice and connotation</p> <p>k. analyze organizational effectiveness</p> <p>l. analyze accuracy of information</p>
	DOK ST	1 CA 3, 1.5, 1.6, 3.5	2 CA 3, 1.5, 1.6, 3.5	2 CA3 1.5, 1.6, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	2 CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	2 CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	3 CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	3 CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	3 CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	3 CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D	* Follow simple pictorial/written direction, with assistance	* Read and follow a simple direction to perform a task	* Read and follow simple directions to perform a task	* Read and follow two- and three-step directions to complete a simple task	* Read and follow three- and four-step directions to complete a task	* Read and follow multi-step directions to complete a task	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to complete a complex task
	Understanding Directions	1	1	2	2	2	2	2	2
DOK	1	1	1	2	2	2	2	2	2
ST	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6

Writing

1 Apply a writing process in composing text							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
A	<p>* Follow a writing process to</p> <ol style="list-style-type: none"> brainstorm and record ideas in written form generate a draft in written form on student-selected topic read and revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details) edit for conventions (refer to W2E) with assistance publish writing with assistance 	<p>* Follow a writing process to</p> <ol style="list-style-type: none"> use a simple strategy in prewriting when appropriate compose a draft in written form on student-selected topic read and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) with assistance share writing 	<p>* Follow a writing process to</p> <ol style="list-style-type: none"> use a simple pre-writing strategy generate a draft in written form on student-selected topic read and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) with assistance share writing 	<p>Follow a writing process to</p> <ol style="list-style-type: none"> use a simple pre-writing strategy generate a draft in written form on student-selected topic read and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) with assistance share writing 	<p>Follow a writing process to</p> <ol style="list-style-type: none"> use appropriate pre-writing strategies generate a draft in written form on student-selected topic read and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) with assistance share writing 	<p>Follow a writing process to</p> <ol style="list-style-type: none"> use appropriate pre-writing strategies generate a draft in written form on student-selected topic read and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) with assistance share writing 	<p>Follow a writing process to:</p> <ol style="list-style-type: none"> use appropriate pre-writing strategies as needed generate a draft in written form on student-selected topic read and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) with assistance share writing
Writing Process							
DOK	3	3	3	3	3	3	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2

Writing

		2 Compose well-developed text								
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Recognize different audiences for writing	1	1	2	3	3	3	3	3	3
	* Recognize audience and purpose with assistance	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
B	* Compose text showing awareness of audience	1	2	3	3	3	3	3	3	3
	* Compose text with awareness of audience	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
Ideas and Content	* Compose text using pictures and words with ideas that relate to a topic, with assistance	1	2	3	3	3	3	3	3	3
	* Compose text using pictures and words with ideas that relate to a topic, with assistance	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
DOK		1	2	3	3	3	3	3	3	3
ST		CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
DOK		2	3	3	3	3	3	3	3	3
ST		CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

2 Compose well-developed text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	* Compose text with assistance	* Compose text with a simple opening and simple closing with complete sentences or thoughts	* Compose text with evidence of beginning, middle and end complete sentences or thoughts (declarative and interrogative)	Compose text with a beginning, middle and end sentence variety (including imperative and exclamatory)	Compose text with a beginning, middle, and end a logical sequence of events sentence variety	Compose text with a clear beginning, middle, and end a logical sequence of events evidence of paragraphing sentence variety	Compose text with a clear, beginning, middle, and end a logical sequence of events appropriate paragraphing a variety of sentence structures, including simple and compound	Compose text with an effective beginning, middle, and end a logical order appropriate paragraphing a variety of sentence structures, including complex sentences cohesive devices, especially transitions	Compose text with an effective beginning, middle, and end a logical order effective paragraphing a variety of sentence structures, including complex sentences compound-sentences cohesive devices, including transitions, repetition, pronoun antecedent and parallel structure
DOK	1	2	2	2	2	2	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
D	* Compose text using words that are related to the topic	* Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are specific, accurate, and suited to the sensory detail	Compose text using words that are specific, accurate, and suited to the topic writing techniques, such as sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques such as figurative language, sensory detail and purposeful dialogue
Word Choice									
DOK	2	2	2	2	2	2	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

2 Compose well-developed text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
E	<p>* In written text form letters using correct pathway of movement (letter formation) capitalize first letters of own first and last name use ending punctuation in written text, with assistance use correct spelling of own first and last names, semi-phonetic spelling, strategies write legibly</p>	<p>* In written text print all letters legibly, using correct pathway of movement, and appropriate spacing between letters and words capitalize names of people and beginning words of sentences use a period at end of sentence and a comma in the greeting and closing of a letter with assistance use naming words (nouns) and action words (verbs) correctly spell words with simple patterns and high frequency words correctly use phonetic spelling, classroom resources to verify correct spelling, and strategies write legibly</p>	<p>* In written text space correctly between letters and words capitalize days of week, names of towns, cities, states use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter correctly use describing words (adjectives) and substitute pronouns for nouns spell words with simple patterns and high-frequency words correctly use transitional spelling, classroom resources, especially dictionary, and spelling strategies write legibly</p>	<p>In written text space correctly between words in a sentence and in margins capitalize months of year, titles of individuals, greeting and closing of letter use correct ending punctuation in imperative and exclamatory sentences correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives correctly spell simple compounds, homophones, and words with affixes including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text capitalize holidays, names of countries and use commas in a series, and between city and state use apostrophe in contractions and singular possessives, with assistance correctly use verbs that agree with compound subject, and conjunctions use standard spelling and classroom resources, including dictionary, to edit for correct spelling</p> <p>*f. write legibly</p>	<p>In written text capitalize titles and proper nouns use comma in compound sentences use apostrophe in singular possessives, and proper punctuation in titles with assistance use correct verb tense and subject/verb agreement use correct spelling of simple homophones, contractions and words with affixes use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text capitalize proper adjectives, appropriate words in dialogue with assistance use comma in compound sentences use apostrophe in irregular and plural possessives, quotation marks in dialogue, with assistance punctuate phrases and appositives correctly use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*f. write legibly</p>	<p>In written text capitalize within dialogue and use commas and quotation marks in dialogue, and semi-colon in compound sentences use correct agreement of pronoun and antecedent, and consistent verb tense use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*e. write legibly</p>	<p>In written text use convention of capitalizations of on, use colon to introduce lists use correct pronoun case use dictionary, spell-check and other resources to edit for correct spelling write legibly</p> <p>*e. write legibly</p>
	Conventions								
DOK	1	1	1	1	1	1	1	1	1
ST	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2

Writing

3 Write effectively in various forms and types of writing								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
A	<p>*a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features</p> <p>*b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)</p>	<p>*a. Use narrative, descriptive, expository, and/or persuasive features</p> <p>*b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)</p>	<p>Compose narrative, descriptive, and/or persuasive texts, using appropriate text features</p> <p>*a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>*b. thank-you notes, friendly letters, lists, invitations</p>	<p>Compose narrative, descriptive, and/or persuasive texts, using appropriate text features</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. emphasizing the format of diary/journal entries and friendly letters</p>	<p>Compose narrative, descriptive, and/or persuasive texts, using appropriate text features</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. appropriate format</p>	<p>Compose a variety of texts,</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. selecting and using an appropriate format including a summary (narrative or informational)</p> <p>c. including a summary (narrative or informational)</p>	<p>Compose a variety of texts,</p> <p>a. using narrative, descriptive, expository, and/or persuasive features including a summary</p> <p>b. including a summary responding to literature</p> <p>c. (narrative or informational)</p>	<p>Compose a variety of texts,</p> <p>a. using narrative, descriptive, expository, and/or persuasive features</p> <p>b. in various formats, including workplace communication (e.g., business letter with a correctly addressed envelope, email communications)</p> <p>c. including summary including literature response</p> <p>d. including literature response</p>
DOK	3	3	3	3	3	3	3	
ST	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1, 2.6, 4.8	

Listening and Speaking

1 Develop and apply effective listening skills and strategies		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
		Listen • for enjoyment • for information • for simple directions, with teacher assistance	Listen • for enjoyment • for information • for simple directions to follow	Listen • for enjoyment • for information • to solve problems • for directions to complete a simple task	Listen • for enjoyment • for information • to distinguish fact from opinion • for directions to complete a two- or three-step task	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • critically to recognize and interpret propaganda techniques	Listen • for enjoyment • for information • for directions • and use strategies for understanding (e.g., questioning, summarizing and paraphrasing) to recognize how colloquialisms and jargon reflect context, regions and cultures
A	ST	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8
	FR	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
B	ST	CA 5, 6 1.5, 1.6, 1.10 I 2h, IV 1d, K-4	CA 5, 6 1.5, 1.6, 1.10 I 2h, IV 1d, K-4	CA 5, 6 1.5, 1.6, 1.10 I 2h, IV 1d, K-4	CA 5, 6 1.5, 1.6, 1.10 I 2h, IV 1d, K-4	CA 5, 6 1.5, 1.6, 1.10 I 2h, IV 1d, K-4	CA 5, 6 1.5, 1.6, 1.10 I 2h, IV 1d, K-4	CA 5, 6 1.5, 1.6, 1.10 I 2h, IV 1d, K-4	CA 5, 6 1.5, 1.6, 1.10 I 2h, IV 1d, K-4	CA 5, 6 1.5, 1.6, 1.10 I 2h, IV 1d, K-4
	FR	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)

Listening and Speaking

2 Develop and apply effective speaking skills and strategies for various audiences and purposes		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
		A	When sharing ideas or experiences • speak audibly • use age-appropriate vocabulary	Speak clearly when sharing ideas and asking questions in small and large groups	Speak at an appropriate volume and maintain a clear focus when sharing ideas	Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas	In discussions and presentations, • present ideas in a logical sequence • identify and apply appropriate speaking techniques such as volume control, pace and eye contact	In discussions and presentations, • give organized presentations that demonstrate a clear viewpoint • select and use appropriate public speaking techniques such as rate, pace and enunciation	In discussions and presentations, • speak clearly and stay on topic • use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact	In discussions and presentations, use • designated time constraints • media • organized notes
B	Giving Directions	Give simple oral directions	Give clear oral directions to complete a simple task	Give clear two- and three-step oral directions to complete a simple task	Give clear and concise three- and four-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a complex task
ST		CA 1, 6 2.1, 2.3 II 1e, 3b-c, e, 5a, c-e, 9-h, 6a & h-1, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	CA 1, 6 2.1, 2.3 II 1e, 3b-c, e, 5a, c-e, 9-h, 6a & h-1, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	CA 1, 6 2.1, 2.3 II 1e, 3b-c, e, 5a, c-e, 9-h, 6a & h-1, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	CA 1, 6 2.1, 2.3, 4.6 II 1e, 3b-c, e, 5a, c-e, 9-h, 6a & h-1, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8
FR		I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8

Information Literacy – UNDER REVISION

1 Develop and apply effective research process skills to gather, analyze and evaluate information		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADES 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A	Research Plan	Develop awareness of resources on topics of interest	Find resources on topics of interest, with assistance	Formulate keywords and questions, with assistance, to locate resources on topics of interest	Formulate keywords and questions to investigate topics	Formulate and research keywords and questions to establish a focus and purpose for inquiry	Develop research questions in order to establish a focus and purpose for a project	Develop questions and statements of purpose to guide research	Develop a research plan, with assistance, to guide investigation and research of focus questions	Develop a research plan to guide investigation and research of focus questions
		CA 2, 3 1.1, 1.2 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8
B	Acquire Information	Locate information on keywords and questions in provided resources, with assistance	Locate information on keywords in provided resources	Locate information on keywords and questions to find information on keywords and questions	Locate and use various resources to answer questions	Locate and use various resources to acquire information to answer questions	Locate and use multiple resources to acquire information to answer questions	Locate and use multiple resources to acquire information to answer questions	Locate and use multiple resources to acquire relevant information to fulfill research plan	Locate and use primary and secondary sources to investigate research topics
		CA 2, 3 1.2, 1.4 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1d, 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1d, 1e, K-4	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8
C	Record Information	Use resources to identify relevant information	Use resources to identify relevant information	Use resources to identify relevant information	Use resources to identify relevant information	Use resources to identify relevant information	Use a specified note-taking format and organizational strategies to record relevant information	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a self-selected note-taking or organizational strategy
		CA 2, 3 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3 1.2, 1.8, 2.1 I 3d, 5-8	CA 2, 3 1.2, 1.8, 2.1 I 3d, 5-8	CA 2, 3 1.2, 1.8, 2.1 I 3d, 5-8

Information Literacy – UNDER REVISION

D	Develop awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information	Informally give credit for others' ideas, images and information found in various resources	Informally give credit for others' ideas, images and information found in various resources	Give credit for others' ideas, images and information by listing sources used in research	Define "plagiarism" and document research sources	Document research sources using a given citation format	Document research sources using a given citation format
Sources Consulted	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8
ST									
FR									

Information Literacy – UNDER REVISION

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media		GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A		Identify, with assistance, simple messages conveyed through oral and visual media	Identify, with assistance, intended messages conveyed through oral and visual media	Identify intended messages conveyed through oral and visual media	Identify and explain intended messages conveyed through oral and visual media	Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
	Media Messages								
ST		CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7
FR		I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

DRAFT

Reading Standards for Literature - Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Key Ideas and Details	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	R1H.K.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify	R1H.K.a-b / R2C.K.a-b Aligns to multiple GLEs
		R2C.K.a-b Use details from text, with assistance, to a. locate names of author and illustrator b. and apply information in the title and pictures	
2.	RL.K.2 With prompting and support, retell familiar stories, including key details.	R1H.K.c Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: c. retell	R1H.K.c Direct alignment
3.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	R2C.K.a-c Use details from text to identify story elements in shared reading and read-alouds with assistance: a. main characters b. problem(s)/events c. setting	R2C.K.a-c Direct alignment

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

DRAFT

Reading Standards for Literature – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Craft and Structure 4. 5. 6.	RL.K.4 Ask and answer questions about unknown words in a text.	R1E.K Develop vocabulary by listening to and discussing unknown words in stories. [R2A.3.b] [Use grade level text to b. locate and recognize the features of fiction, poetry, and drama]	R1E.K Direct alignment (The word “discussing” in the GLE implies asking and answering questions.) [R2A.3.b] No alignment (The GLE first appears in grade 3)
	RL.K.5 Recognize common types of texts (e.g., storybooks, poems)	R2A.K.a Use details from text; with assistance, to a. locate names of author and illustrator	R2A.K.a Partial alignment (The CCR Anchor Standard requires the definition of the role that the author and illustrator play in telling the story, while the GLE requires only identification of the author and illustrator.)
	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		

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

DRAFT

Reading Standards for Literature – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Integration of Knowledge and Ideas 7.	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)	R2A.K.b Use details from text to: b. apply information in title and pictures	R2A.K.b Partial alignment (The CCR Anchor Standard is more specific than the GLE.)
	8.	(Not applicable to literature)	
	9. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	R1I.K.a Identify connections, with assistance, between text to text (text ideas—similarities and differences in fiction and nonfiction works) a.	R1I.K.a Direct alignment
Range of Reading and Level of Text Complexity 10.	RL.K.10 Actively engage in group reading activities with purpose and understanding.	R2B.K Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase	R2B.K Partial alignment (The GLE has a different focus for the group activities.)

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

DRAFT

Reading Standards for Informational Text – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Key Ideas and Details 1.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.	R1H.K.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify	R1H.K.a-b, R3C.K.a-c Aligns to multiple GLEs
		R3C.K.a-c In response to text and with assistance, a. ask questions to clarify meaning b. answer questions c. recognize important information and identify supporting details.	
2.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	R3C.K.c In response to text and with assistance, c. recognize important information and identify supporting details.	R3C.K.c/ R1H.K.c Aligns to multiple GLEs
		R1H.K.c Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: c. retell	
3.	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	[R3C.3.g] [Use details from text to compare and contrast] g.	[R3C.3.g] No alignment (The GLE first appears in grade 3)

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Reading Standards for Informational Text – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4. Craft and Structure	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text	R1E.K Develop vocabulary by listening to and discussing unknown words in stories.	R1E.K Direct alignment (The word "discussing" in the GLE implies asking and answering questions.)
	RI.K.5 Identify the front cover, back cover, and title page of a book.		No alignment
	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	R3A.K Develop an awareness that text and pictures provide information	R3A.K Partial alignment (The CCR Anchor Standard is more specific. The GLE does not specifically address author or illustrator.)
7. Integration of Knowledge and Ideas	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)	R3A.K Develop an awareness that text and pictures provide information	R3A.K Partial alignment (The CCR Anchor Standard is more specific than the GLE.)
	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	[R3C.3.i] i. [Identify author's purpose for writing text]	[R3C.3.i] No alignment (The GLE first appears in grade 3)
	RI.K.9 With prompting and support, identify basic similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	RI.K.a Identify connections, with assistance, between a. text to text (text ideas---similarities and differences in fiction and nonfiction works)	RI1.K.a Direct alignment

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

DRAFT

Reading Standards for Informational Text – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Range of Reading and Level of Text Complexity 10.	RI.K.10 Actively engage in group reading activities with purpose and understanding.		No alignment

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Reading Standards: Foundational Skills – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Print Concepts	RF.K.1.a-d Demonstrate understanding of the organization and basic features of print.		
	a. Follow words from left to right; top to bottom, and page by page.	RIA.K.a Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom.	RIA.K.a Direct alignment
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	RIC.K.b Develop alphabetic and phonics knowledge: b. say sounds associated with letters	RIC.K.b Direct alignment
	c. Understand that words are separated by spaces in print	RIA.K.c Demonstrate basic concepts of print: c. word by word matching	RIA.K.c Direct alignment
	d. Recognize and name all upper-and lowercase letters of the alphabet	RIC.K.a Develop alphabetic and phonics knowledge: a. identify letters	RIC.K.a Direct alignment

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Reading Standards: Foundational Skills – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Phonological Awareness 2.	RF.K.2.a-e Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	R1B.K.a,c Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words c. hear and say onset and rime	R1B.K.a,c Direct alignment
		R1B.K.c Develop ability to recognize sounds (phonemes) in words (phonemic awareness): c. hear and say onset and rime	R1B.K.c Partial alignment (The CCR Anchor Standard requires students to "count.")
		No alignment	No alignment
		R1B.K.d Develop ability to recognize sounds (phonemes) in words (phonemic awareness): d. hear and say spoken phonemes	R1B.K.d Partial alignment (The CCR Anchor Standard requires students to isolate sounds.)
		R1B.K.d Develop ability to recognize sounds (phonemes) in words (phonemic awareness): d. hear and say spoken phonemes	R1B.K.d Partial alignment (The CCR Anchor Standard requires students to "add or substitute.")

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Reading Standards: Foundational Skills – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Phonics and Word Recognition 3.	RF.K.3.a-d 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 sound s for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		
		R1C.K.b Develop alphabet and phonics knowledge: b. say sounds associated with letters	R1C.K.b Direct alignment
			No alignment
Fluency 4.		R1D.K.a Read simple text a. containing a small bank of high frequency words	R1D.K.a Direct alignment
			No alignment
	RF.K.4 Read emergent-reader texts with purpose and understanding.	R1D.K.a Read simple text a. containing a small bank of high-frequency words	R1D.K.a Partial alignment (The CC Anchor Standard is more specific. The GLEs do not state reading for a purpose until grade 1. Reading for understanding is implied.)

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Writing Standards – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>1. Text Types and Purposes</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., <i>My favorite book is...</i>)</p>	<p>W3A.K.a a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.</p>	<p>W3A.K.a Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of persuasive text.)</p>
<p>2.</p>	<p>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.</p>	<p>W3A.K.a a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.</p>	<p>W3A.K.a Direct alignment (The words, expository text, in the GLE are synonymous for informative/explanatory text in the CCR Anchor Standard.)</p>
<p>3.</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W3A.K.a a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.</p>	<p>W3A.K.a Direct alignment (The CCR Anchor Standard is a description of narrative writing.)</p>

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Writing Standards -- Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Production and Distribution of Writing			
4.		(Begins in grade 3)	
5.	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	[W.1A.1.d] [Follow a writing process to: d. revise]	[W.1A.1.d] No alignment (The GLE first appears in grade 1)
6.	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	ICTL5A.K Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos) ICTL1B.K Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	ICTL5A.K/ICTL1B.K Aligns to multiple GLEs
Research to Build and Present Knowledge			
7.	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).	No alignment	No alignment
8.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	ICTL2B.K.a Share what is known about a topic ICTL5B.K Construct new knowledge based on information gathered from a variety of sources.	ICTL2B.K.a/ ICTL5B.K Aligns to multiple GLEs
9.		(Begins in grade 4)	
Range of Writing			
10.		(Begins in grade 3)	

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Speaking and Listening Standards – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>1. Comprehension and Collaboration</p>	<p>SL.K.1.a-b Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and large groups. a. Follows agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.</p>	<p>LS1B.K Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance.</p>	<p>LS.1B.K Partial alignment (The CCR Anchor Standard is more specific than the GLE.)</p>
	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>R1H.K.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify</p>	<p>R1H.K.a-b Direct alignment</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>R1H.K.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify</p>	<p>R1H.K.a-b Partial alignment (The CCR Anchor Standard is mainly in reference to discussion while the GLE is in reference to reading.)</p>

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Speaking and Listening Standards -- Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4.	<p>SL.K.4 Describe familiar people, places, things, and events, and with support, provide additional detail.</p>	No alignment	
5.	<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	No alignment	
6.	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>LS2A.K When sharing ideas or experiences</p> <ul style="list-style-type: none"> • speak audibly • use age-appropriate vocabulary 	<p>LS2A.K Direct alignment</p>

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Language Standards – Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Conventions of Standard English 1.	L.K.1.a-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper-and lower case letters b. use frequently occurring nouns and verbs. c. form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, by, with</i>). f. produce and expand complete sentences in shared language activities.		
		W2E.K.a In written text: a. form letters using correct pathway of movement (letter formation.)	W2E.K.a Direct alignment
		[W2E.1.d] [In written text use naming words (nouns) and action words (verbs) correctly]	[W2E.1.d] No alignment (The GLE first appears in grade 1)
		ICTL2B.K.b Recognize that questions are a form of communicating and information need (understand correct uses of who, what, when, where, why, how)	ICTL2B.K.b Direct alignment
			No alignment No alignment

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten DRAFT

Language Standards -- Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Conventions of Standard English 2.	L.K.2.a-d 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>I</i> . b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
		[W2E.1.b] b. capitalize names of people and beginning words of sentences]	[W2E.1.b] No alignment (The GLE first appears in grade 1)
		W2E.K.c In written text c. Use ending punctuation in written text, with assistance	W2E.K.c Partial alignment (The CCR Anchor Standard requires recognizing and naming the end punctuation, while the GLE requires usage.)
		R1C.K.c Develop alphabet and phonics knowledge: c. write letter that goes with consonant sound	R1C.K.c Partial alignment (The CCR Anchor Standard requires writing letters for short vowel sounds, while the GLE requires writing sounds only for consonants.)
Knowledge of Language 3.		W2E.K.d In written text d. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies	W2E.K.d Partial alignment (The CCR Anchor Standards requires phonetic spelling, while the GLE requires only semi-phonetic spelling.)
		(Begins in grade 2)	

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Language Standards -- Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4. Vocabulary Acquisition and Use	<p>L.K.4.a-b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)</p> <p>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>	No alignment	
	<p>L.K.5.a-d With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real life connections between words and their use (e.g., note places at school that are colorful).</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>[RIE.4.a] [Develop vocabulary through text, using a. root words and affixes]</p>	<p>[RIE.4.a] No alignment (The GLE first appears in grade 4)</p>
5.		No alignment	
		No alignment	
		No alignment	
		No alignment	

STANDARDS CROSSWALK FOR English Language Arts - Kindergarten

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Language Standards – Kindergarten -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>Vocabulary Acquisition and Use</p> <p>6.</p>	<p>L.K.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>R.1E.K Develop vocabulary by listening to and discussing unknown words in stories</p>	<p>R.1E.K Partial Alignment (The CCR Anchor Standard is more specific than the GLE, and requires specific knowledge of spatial and temporal relationships.)</p>