

Grade K USD Balanced Literacy Block

TRIMESTER 3 OVERVIEW

[CCSS Ongoing ELA Standards](#)

MARCH Lessons/Plans	APRIL Lessons/Plans	MAY/JUNE Lessons/Plans
<p>Possible Themes: Spring, Weather, Seasons, Rainbows, Dr.Seuss, Rhyme, St. Patrick's Day</p> <p>Suggested Texts</p>	<p>Possible Themes: Plants, Earth, Farm, Animals, Insects/Bugs, Pond Habitat, Life Cycles, Easter, April Fool's Day, Community Helpers, Teddy Bear Picnic</p> <p>Suggested Texts</p>	<p>Possible Themes: Cinco de mayo, Mother's Day, Teddy Bear Picnic, Farm, Summer, Ocean, Father's Day</p> <p>Suggested Texts</p>
<p>Skills/Standards CCSS Targeted Standards Overview</p>	<p>Skills/Standards CCSS Targeted Standards Overview</p>	<p>Skills/Standards CCSS Targeted Standards Overview</p>
<p>Word Work:</p> <ul style="list-style-type: none"> • Rhyming • Optional: Magic E words 	<p>Word Work:</p> <ul style="list-style-type: none"> • Segmenting • Medial Sounds • High Frequency Words 	<p>Word Work:</p> <ul style="list-style-type: none"> • Review/Reteach Standards/Skills needed • Optional: Silent -e
<p>Reading:</p> <ul style="list-style-type: none"> • Responding to Literature: Making inferences, character traits, problem/solution 	<p>Reading:</p> <ul style="list-style-type: none"> • Making Connections (Text-to-self) • Forming an Opinion About a Character • Reading Response • Guided Reading 	<p>Reading:</p> <ul style="list-style-type: none"> • Review/Reteach Standards/Skills needed • Author's Purpose • Inferences
<p>Writing:</p> <ul style="list-style-type: none"> • Opinion Writing 	<p>Writing:</p> <ul style="list-style-type: none"> • Opinion Writing • Revising/Editing (Adding Details, Writer's Checklist) 	<p>Writing:</p> <ul style="list-style-type: none"> • Revising/Editing (Adding Details, Use Writing Checklist)
<p>Language/Grammar:</p> <ul style="list-style-type: none"> • Plural Nouns • Verbs 	<p>Language/Grammar:</p> <ul style="list-style-type: none"> • Multiple Meaning Words 	<p>Language/Grammar:</p> <ul style="list-style-type: none"> • Compound Sentences ("and" and "because") • Inflection and Affixes
<p>Speaking/Listening:</p> <ul style="list-style-type: none"> • Collaboration w/ Reading Buddy • Read aloud a favorite story with a parent, sibling, buddy • Book opinion: Did you like it? Why/why not? 	<p>Speaking/Listening:</p> <ul style="list-style-type: none"> • Forming an Opinion • Speaking Audibly - Author's Chair • Collaboration - Reading Buddy 	<p>Speaking/Listening:</p> <ul style="list-style-type: none"> • Publishing Party • Neighborhood Visitors/Social Studies Connection • Field Trip

Unit 7: March

Possible Themes	Spring, Weather, 4 Seasons, Rainbows, Dr. Seuss, Rhyme, St. Patrick's Day		
Texts (Mar)	<p>Spring: The Thing about Spring by Daniel Kirk Everything Spring by Jill Esbaum</p> <p>Weather: What will the Weather be Like today? By Paul Rogers Weather Words and What they Mean by Gail Gibbons</p>	<p>Dr. Seuss: The Cat in the Hat Green Eggs and Ham</p> <p>Rhymes: Rhyming Dust Bunnies The Book Without Pictures</p>	<p>St. Patrick's Day: Jamie O'Rourke and the Big Potato by Tomie dePaola It's St. Patrick's Day by Richard Sebra The Hungry Leprechaun by Mary Calhoun</p> <p>Colors: A Color of His Own by Leo Lionni A Rainbow of My Own Planting a Rainbow</p>

Unit 7: March		
<p>**Note: This is a unit plan designed to take a month. Your instructional planning should take into consideration that many of the lessons may be spread over a few days and are often designed to repeat until students are comfortable with the skills.</p>		
<p>CCSS Targeted Standards Overview Ongoing Standards</p>		
Component	Learning Objectives	Activities
<p>Word Work: Phonics/ Vocabulary 10-15 minutes</p>	<p>identify rhyming words. (RF.K.2.a)</p> <p>identify first, middle and end sound in a 3-phoneme word. (RF.K.2.d)</p> <p>change a sound at the beginning, middle and end of a word to make a new word. (RF.K.2.e)</p>	<p>FOCUS: Rhyming</p> <ul style="list-style-type: none"> ● Read aloud Dr. Seuss books and find rhyming words ● Centers: rhyming bingo, sorts/matching for rhyming words ● Word Families <ul style="list-style-type: none"> ○ Word Sorts - Sort words by word family <ul style="list-style-type: none"> ■ See <i>Words Their Way</i> for sorts ○ Phonic Cards

tell one word from another by identifying the letter sounds of the word. (**medial**) (RF.K.3.d)

read common sight words. (RF.K.3.c)



- o Egg Word Families



- *Blue Phonemic Awareness Book (Heggerty)*
 - o Example: Teacher says rhyming pair, students thumbs up/down if rhymes.
 - o Example: Teacher says nonsense words. Students say the real word from a category (Colors - teacher: murple, students: purple)
- Activity: Magic E Wand (differentiated activity for word works center)
 - o Cut out a paper star and write "e" on it. Staple to a straw. Make a list of CVC words. Have students add the "e" to the end and read the new word.

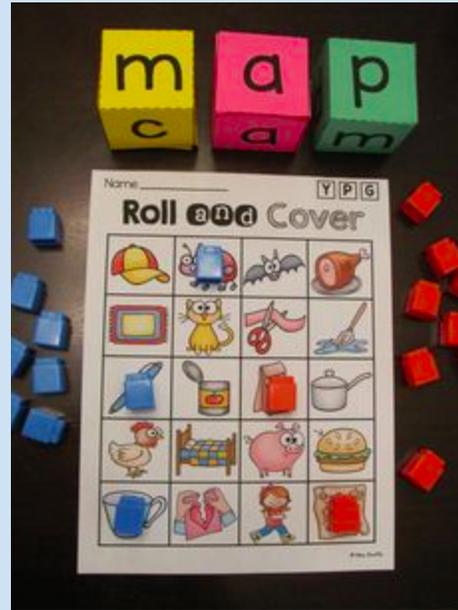


FOCUS: Medial Sounds

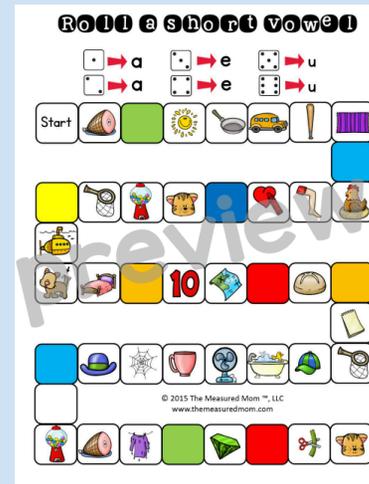
- Sorts for middle sound
- [Kahoot](#) for middle sound
- Phonemic Awareness: What sound do you hear?
 - Students can hold up popsicle sticks with vowel sound they hear in the middle
- Dice: Roll three dice (two consonants and one vowel) and create a word



- Roll and Cover

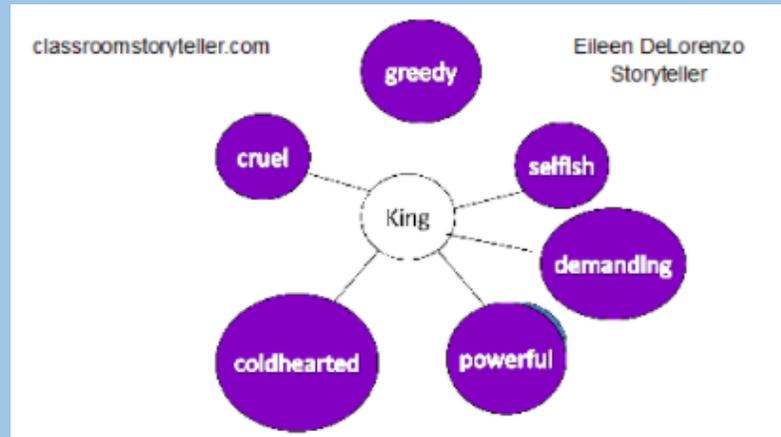


- Extension: Medial Sound Game

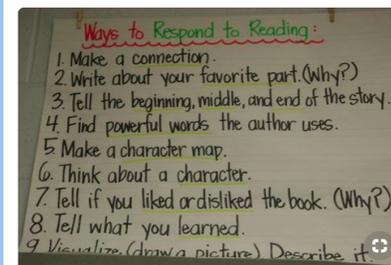
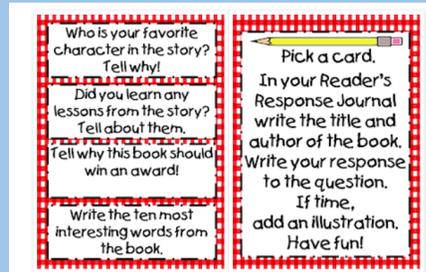


FOCUS: High Frequency Words

		<ul style="list-style-type: none"> ● Introduce at least two words a week (Kinder HFW, Fry's First 100; Sight Words Levels A-J) <ul style="list-style-type: none"> ○ See lessons and activities from previous month ○ Jack Hartmann's Sight Word Videos with Jan Richardson ● New Activity: Secret Code <ul style="list-style-type: none"> ○ On a sentence strip write the letters of the alphabet. Under each letter write numbers from 1-26. Write numbers for the sight words you are working on. Children find the number and write the corresponding letter to decode the words. (Can also use this activity for CVC words.) <div data-bbox="1184 386 1409 529" style="text-align: center;"> </div> ● New Activity: Vowel Stars <ul style="list-style-type: none"> ○ This idea is from fcorr.org. Cut out five pointed stars and write a different vowel in each point. Write C_C in the middle. Children insert different vowel sounds and write and read the words.
<p>Reading 30-45 min</p>	<p>ask and answer questions about who the story is about, where the story happened, what the story is about (RL.K.1)</p> <p>use my own words to retell a story I have heard before including key details. (RL.K.2)</p> <p>identify and tell about the characters, setting and events of a story. (RL.K.3)</p>	<p>FOCUS: Response to Literature Start to introduce how to respond to literature</p> <ul style="list-style-type: none"> ● Students should review story by discussing characters and key events of stories ● Making Inferences <ul style="list-style-type: none"> ○ Read a wordless book "No, David" ● Character Traits - Describe the character <ul style="list-style-type: none"> ○ Reread books you've read and talk about characters - what they are like and how they change <ul style="list-style-type: none"> ■ Example: No, David - Talk about how he's sneaky ■ Example: Recess Queen - How her character changes. ○ Create a Bubble Map

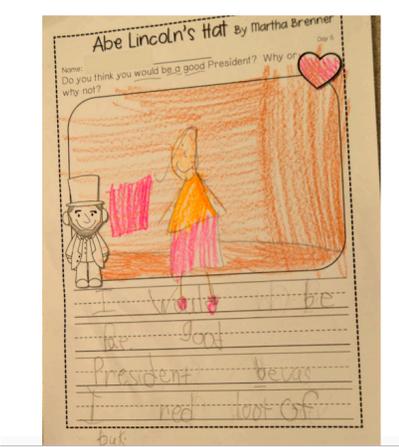


- Problem/Solution
 - Reteach concept of problem/solution
 - Introduce idea of forming an opinion (Writing Connection)
 - Example: [Jamie O'Rourke and the Big Potato](#) by Tomie dePaola
 - Do you agree with Jamie's decision?
 - Imagine you are Jamie O'Rourke, what would you do with the big potato?
 - Do you think it was fair that the villagers gave him their food?
 - Example: Three Billy Goats Fluff
 - Was that a good solution? Is there a different way to solve the problem?
- Activity: Read a book and respond



- Listening Center - Read a book and respond
- Strategy: Text-to-text, text-to-self, text-to-world

Activity: GLAD Weather Unit

<p>Guided Reading + Daily 3/5 40 min, 2-3 groups per day</p>	<p>**standards selected based on needs of students</p>	<p>FOCUS: Guided Reading Groups</p> <p>FOCUS: Daily 3/5 Centers</p>
<p>Writing 10-15 min</p>	<p>write a simple sentence or sentences to explain my thoughts about a story or article/text. (W.K.1)</p> <p>share my writing or drawing with my teacher and peers and listen to new ways to make my work better. (W.K.5)</p> <p>use digital tools to create and share a writing/drawing project. (W.K.6)</p>	<p>FOCUS: Response to Literature/Opinion Writing</p> <ul style="list-style-type: none"> Listen to a story - respond to another person, whiteboard, response sheet Give an opinion: Did you like it? I like the book because _____. I like when _____. I did not like it because _____. Set the expectation for multiple sentences and/or compound sentence. Share opinion writing - With a partner or small group, share opinion writing and give feedback <ul style="list-style-type: none"> Comments page (Launching the Writing Workshop, pg. 140) FlipGrid Writing: Student can hold up writing and state what they like about it <ul style="list-style-type: none"> Use the sentence starters <p>Reading: Have books and give a a response</p> 
<p>Language/ Grammar 10-15 min</p>		<p>FOCUS: Continue with Previous Month's Skills</p> <ul style="list-style-type: none"> Poetry Practice- Put poem on to sentence strips. Cut into words, letters, etc. Have children put back together. Identify nouns, verbs, sentences, letters, words, etc. <p>Interactive Message of the Day (Morning Message, After Recess Message, End-of-Day Recap Message) * Message will always connect to the daily focus!</p>

Union School District :: Grade K Curriculum Map

<p>Speaking & Listening 10-15 min or integrated in other areas</p>	<p>talk when it's my turn and listen when others are talking. (SL.K.1.a)</p> <p>have a conversation with others about a topic or a text. (SL.K.1.b)</p> <p>ask and answer questions about what I have heard to help me understand. (SL.K.2)</p>	<p>FOCUS: Collaboration - Reading Buddy (Reading Connection)</p> <ul style="list-style-type: none"> Lesson: "How to Choose a Partner" (Daily 5, page 98) <ul style="list-style-type: none"> Other reading buddy activities (Daily 5, pages 92-98) Students read out loud their favorite story with parent, buddy, special person <p>Reading Response - Listening Center</p> <ul style="list-style-type: none"> Listen to a story - respond to another person, on a whiteboard or on a response sheet <div data-bbox="1014 410 1572 854" style="border: 2px solid yellow; padding: 5px;"> <p style="text-align: center;">Listening Center Response</p> <p>TIME: _____</p> <p>AUTHOR: _____ ILLUSTRATOR: _____</p> <p>DID YOU LIKE THE BOOK? <input type="checkbox"/> <input type="checkbox"/></p> <p>FICION OR NON FICION (CIRCLE ONE)</p> <p>DRAW A PICTURE OF YOUR FAVORITE PART IN THE STORY BELOW</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div> </div> <ul style="list-style-type: none"> Give an opinion: Did you like it? I like the book because _____. I like when _____. I did not like it because _____.
<p>Formative Assessment</p>		

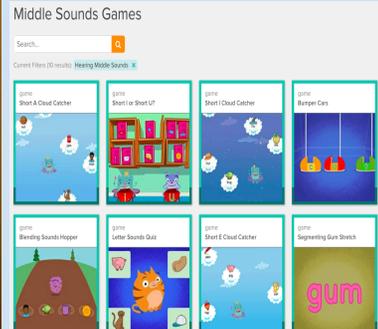
Unit 8: April

<p>Possible Themes</p>	<p>Plants, Earth, Farm, Animals, Insects/Bugs, Pond Habitat, Life Cycles, Easter, April Fool's Day, Community Helpers, Teddy Bear Picnic</p>		
<p>Texts (Apr)</p>	<p>Earth Day: Ants in Your Pants, Worms in Your Plants (Gilbert Goes Green) by Diane deGroat Miss Fox's Class Goes Green by Eileen Spinelli</p>	<p>Insects: The Hungry Caterpillar</p> <p>Pond Habitat:</p>	<p>Easter: The Easter Bunny's Assistant by Jan Thomas It's Easter by Richard Sebra</p>

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	<p>Diary of a Worm The Earth Book</p> <p>Farm: Hooray for Farmers by Kurt Waldenorf Mrs. Wishy-Washy's Farm Down by the Barn Jobs on a Farm Old McDonald Had a Farm Ponies Chick Life Cycle Pigs Horses Cows</p>	<p>Good Morning, Pond by Alyssa Satin Capucilli</p> <p>Life Cycles: What comes from an Egg Chickens Aren't the Only Ones Silkworms The Grouchy Ladybug From Caterpillar to Butterfly</p>	<p>April Fool's Day: April Fool Watch Out at School by Diane deGroat Last One in is a Rotten Egg by Diane deGroat</p>
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<p>Unit 8: April **Note: This is a unit plan designed to take a month. Your instructional planning should take into consideration that many of the lessons may be spread over a few days and are often designed to repeat until students are comfortable with the skills.</p>		
<p>CCSS Targeted Standards Overview Ongoing CCSS Standards</p>		
Component	Learning Objectives	Activities
<p>Word Work: Phonics/ Vocabulary 10-15 minutes</p>	<p>identify first, middle and end sound in a 3-phoneme word. (RF.K.2.d)</p> <p>tell one word from another by identifying the letter sounds of the word. (medial) (RF.K.3.d)</p> <p>read common sight words. (RF.K.3.c)</p>	<p>FOCUS: Segmenting</p> <ul style="list-style-type: none"> Segmenting from <i>Blue Phonemic Awareness Book (Heggerty)</i> - Week 30 page 59 <p>FOCUS: Medial Sounds</p> <ul style="list-style-type: none"> Segmenting from Blue Phonemic Awareness Book Sorts for middle sound Kahoot for middle sound Phonemic Awareness: What sound do you hear? <ul style="list-style-type: none"> Students can hold up popsicle sticks with vowel sound they hear in the middle Osmo Dice: Roll three dice (two consonants and one vowel) and create a word Extension: Medial Sound Games



FOCUS: High Frequency Words

- Introduce at least two words a week (Kinder [HFW](#), Fry's First 100; [Sight Words Levels A-J](#))
 - [See lessons and activities from previous month](#)

Reading
30-45 min

ask and answer questions about who the story is about, where the story happened, what the story is about (RL.K.1)

use my own words to retell a story I have heard before including key details. (RL.K.2)

identify and tell about the characters, setting and events of a story. (RL.K.3)

ask and answer questions about key (important) details in

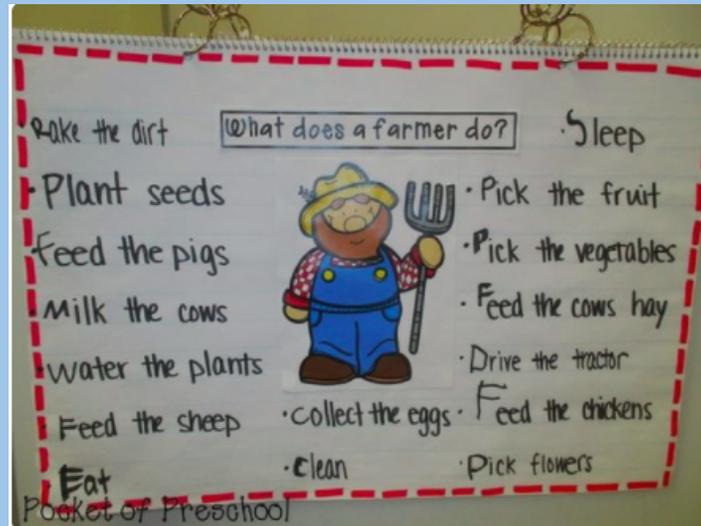
FOCUS: Making Connections

- Text-to-self connection
 - Use multiple resources
 - Field trip to farm or showing a virtual field trip
 - Texts about the farm
 - Skype with a farm worker
 - Complete an interactive chart
 - What do farmers do?
 - What animals can be found on a farm?

an informational text.
(RI.K.1)

identify and retell
main idea and key
(important) details of
a text. (RI.K.2)

describe connection
between two people
or things (events,
ideas, pieces of
information) in a text.
(RI.K.3)

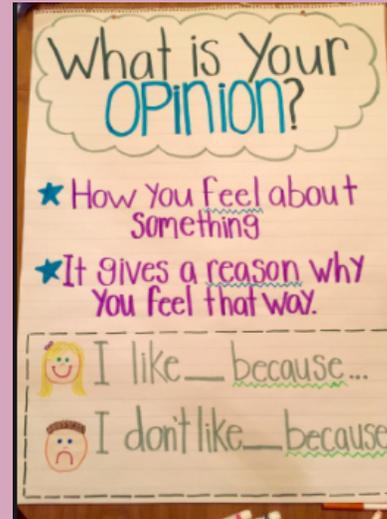


FOCUS: Forming an Opinion about a Character

- Character Traits
 - Describe the character
 - Did you like the character?
 - Is the character nice? Was s/he a good friend?
 - Did s/he make a good choice?
- Problem Solution
 - Was that a good solution?
- Text-to-self
 - What would you have done?
- Text-to-text

		<ul style="list-style-type: none"> Does this remind you of another character in another book? <p>Reading Response - Listening Center</p> <ul style="list-style-type: none"> Listen to a story - respond to another person, on a whiteboard or on a response sheet <div data-bbox="1016 285 1572 727" style="border: 2px solid yellow; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Listening Center Response</p> <p>TIME: _____</p> <p>AUTHOR: _____ ILLUSTRATOR: _____</p> <p>DID YOU LIKE THE BOOK? 😊 ☹️ FICION OR NON FICION (CIRCLE ONE)</p> <p>DRAW A PICTURE OF YOUR FAVORITE PART IN THE STORY BELOW</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> </div> <ul style="list-style-type: none"> Give an opinion: Did you like it? I like the book because _____. I like when _____. I did not like it because _____.
<p>Guided Reading + Daily 3/5 40 min, 2-3 groups per day</p>	<p>**standards selected based on needs of students</p>	<ul style="list-style-type: none"> FOCUS: Guided Reading Groups FOCUS: Daily 3/5 Centers
<p>Writing 10-15 min</p>	<p>write a simple sentence or sentences to explain my thoughts about a story or article/text. (W.K.1)</p> <p>share my writing or drawing with my teacher and peers and listen to new ways to make my work better. (W.K.5)</p>	<p>FOCUS: Opinion Writing GOAL: State an opinion. Give at least one supporting sentence.</p>

use digital tools to create and share a writing/drawing project. (W.K.6)



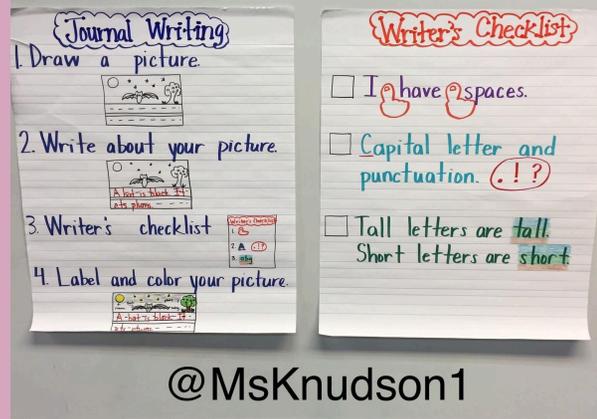
- Suggested Prompts:
 - Which animal do you like better, a ____ or a ____?
 - What is most useful for a farmer? (ex. tractor, tools, etc.)
 - Did you like the field trip?
 - Which part of the field trip did you like best?
 - Which part of your vacation did you like best?
- Oral practice
 - Read a book (wordless book), have students tell opinions about the book, page, character, etc.
- Teacher models how to write
 - Example: I like the book _____. I like when _____. I like when _____. ____ also _____.
- Show a piece of student writing under doc cam and point out key features of the writing that were good and linked to opinion writing
- Publish with Seesaw

Center ideas:

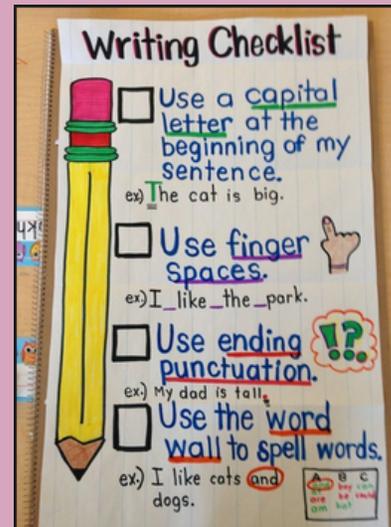
- Listening center: Response sheet

FOCUS: Revising/Editing

- Adding details
 - To writing: Use a different colored pencil/marker and have students go back into their writing and add another detail
 - To pictures:



- Use Writing Checklist



- Writers Workshop - Peer Conference: example: Have students go back into their writing using the Writing Checklist. They can read out loud writing to a partner and focus on one piece of the checklist.
- [Student Opinion Writing Checklist](#)

**Language/
Grammar**

tell if a word has more than one meaning.

FOCUS: Multiple Meaning Words

- Create a Circle Map with pictures to demonstrate a word can have multiple meanings.

<p>10-15 min</p>	<p>(L.K.4.a).</p>	<p>o Anchor Chart</p>  <p>Interactive Message of the Day (Morning Message, After Recess Message, End-of-Day Recap Message) * Message will always connect to the daily focus!</p> <ul style="list-style-type: none"> Multiple Meaning Words Example: After the "Message of the Day," draw a blank circle map with bat - think of different meanings for bat. Poetry Practice- Put poem on to sentence strips. Cut into words, letters, etc. Have children put back together. Identify nouns, verbs, sentences, letters, words, etc.
<p>Speaking & Listening 10-15 min or integrated in other areas</p>	<p>talk when it's my turn and listen when others are talking. (SL.K.1.a)</p> <p>have a conversation with others about a topic or a text. (SL.K.1.b)</p> <p>ask and answer questions about what I have heard to help me understand. (SL.K.2)</p> <p>talk clearly and express my thoughts, feelings, and ideas clearly. (SL.K.6)</p>	<p>FOCUS: Forming an Opinion (Reading Connection)</p> <ul style="list-style-type: none"> Tell your partner: <ul style="list-style-type: none"> I like _____ because _____. I do not like _____ because _____. <p>FOCUS: Speaking Audibly - Author's Chair (Writing Connection)</p> <ul style="list-style-type: none"> Teach students how to read out to the class

		 <ul style="list-style-type: none">• Students read writing out loud to class (or partner), each child is expected to participate (Accommodations can be made for those students that need it. An example can be recording student reading and then playing it in front of class.)• Audience gives feedback - <i>Launching the Writing Workshop</i> (Leograndis) - Page 126 <p>FOCUS: Collaboration - Reading Buddy (Reading Connection)</p> <ul style="list-style-type: none">• Lesson: "How to Choose a Partner" (Daily 5, page 98)<ul style="list-style-type: none">○ Other reading buddy activities (Daily 5, pages 92-98)• Students read out loud their favorite story with parent, buddy, special person
Formative Assessment		

Unit 9: May/June

Possible Themes	Cinco de Mayo, Mother's Day, Teddy Bear Picnic, Farm, Summer, Ocean, Father's Day, End of School		
Texts (May/Jun)	<p>Holidays (May) It's Cinco de Mayo by Ricard Sebra Skippy Jon Jones Cinco De Mouso It's Ramadan by Ricard Sebra</p> <p>Mothers Day: The Night Before Mother's Day I love You, a Rebus Poem</p>	<p>Farm: Hooray for Farmers by Kurt Waldenorf Mrs. Wishy-Washy's Farm Down by the Barn Jobs on a Farm Click Clack Moo Old McDonald Had a Farm Ponies Chick Life Cycle Pigs Horses Cows</p>	<p>End of School: Last Day of Kindergarten Miss Bindergarten Celebrates the Last Day of Kindergarten Last Day of Blues No More Pencils, No More Books, No More Teacher's Dirty Looks! By Diane DeGroat</p>

Unit 9: May/June		
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<p>CCSS Targeted Standards Overview Ongoing CCSS Standards</p>		
Component	Learning Objectives	Activities
<p>Word Work: Phonics/ Vocabulary 10-15 minutes</p>	<p>identify first, middle and end sound in a 3-phoneme word. (RF.K.2.d)</p> <p>tell one word from another by identifying the letter sounds of the word. (RF.K.3.d)</p> <p>read common sight words. (RF.K.3.c)</p>	<p>FOCUS: Review/Reteach Standards/Skills needed</p> <p>OPTIONAL: Silent - e Words Their Way, Word Sorts for Within Word Pattern Spellers, Unit 1</p>

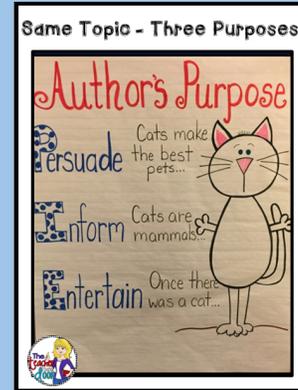
Reading
30-45 min

understand that certain letters or groups of letters can be added to words to change the meaning of that word (e.g., -ed, -s, re-, -un, pre-, -ful, -less). (L.K.4.b)

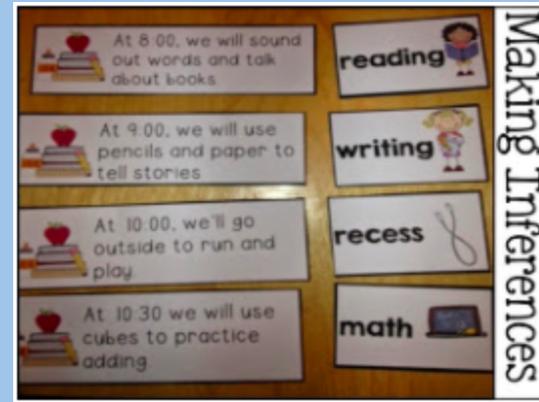
FOCUS: Review/Reteach Standards/Skills needed

FOCUS: Author's Purpose

- Read different texts and discuss author's purpose



FOCUS: Inferences

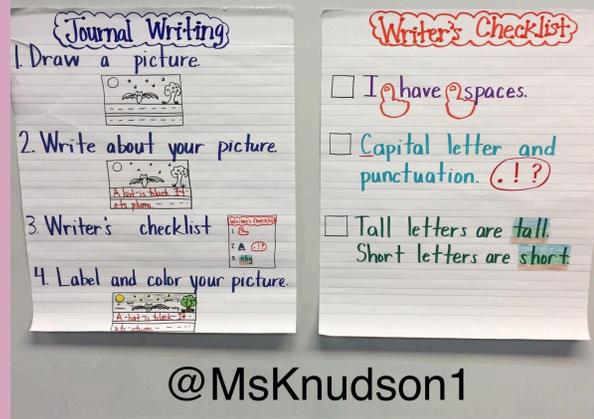


Reading Response: Listening Center

- Listen to a story - respond to another person, on a whiteboard or on a response sheet

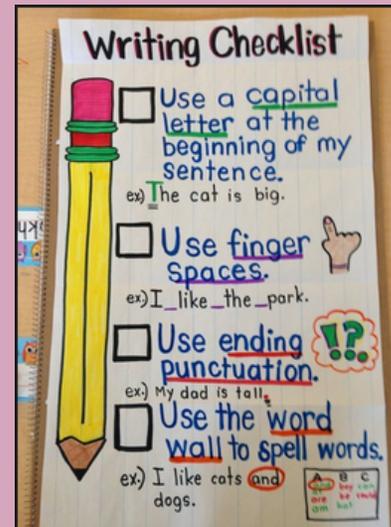
		<div data-bbox="1018 126 1575 565" style="border: 2px solid yellow; padding: 5px;"> <p style="text-align: center;">Listening Center Response</p> <p>TIME: _____</p> <p>AUTHOR: _____ ILLUSTRATOR: _____</p> <p>DID YOU LIKE THE BOOK? 😊 ☹️ FICTION OR NON FICTION (CIRCLE ONE)</p> <p><small>DRAW A PICTURE OF YOUR FAVORITE PART IN THE STORY BELOW</small></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> </div> <ul style="list-style-type: none"> ● Give an opinion: Did you like it? I like the book because _____. I like when _____. I did not like it because _____. <p>Language/Grammar Connection: Inflections and Affixes</p> <ul style="list-style-type: none"> ● During a read aloud, find a word that has an inflection or affix and discuss why knowing affixes helps you figure out the meaning of the word
<p>Guided Reading + Daily 3/5 40 min, 2-3 groups per day</p>	<p>**standards selected based on needs of students</p>	<p>FOCUS: Guided Reading Groups</p> <p>FOCUS: Daily 3/5 Centers</p>
<p>Writing 10-15 min</p>	<p>write a simple sentence or sentences to explain my thoughts about a story or article/text. (W.K.1)</p> <p>share my writing or drawing with my teacher and peers and listen to new ways to make my work better. (W.K.5)</p> <p>use digital tools to</p>	<p>FOCUS: Revising/Editing</p> <ul style="list-style-type: none"> ● Adding details <ul style="list-style-type: none"> ○ To writing: Use a different colored pencil/marker and have students go back into their writing and add another detail ○ To pictures:

create and share a writing/drawing project. (W.K.6)



@MsKnudson1

- Use Writing Checklist



- Writers Workshop - Peer Conference: example: Have students go back into their writing using the Writing Checklist. They can read out loud writing to a partner and focus on one piece of the checklist.

**Language/
Grammar**
10-15 min

build and expand a complete sentence when writing. (L.K.1.f)

FOCUS: Compound Sentences

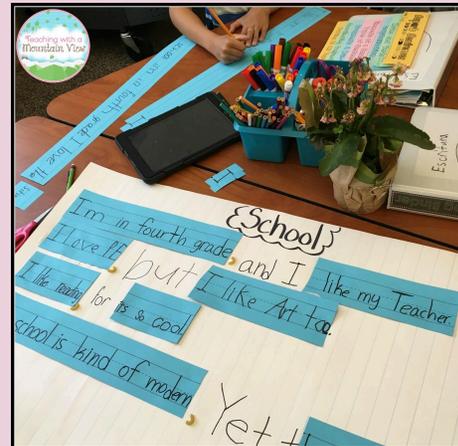
- Teach conjunction "and" and "because"
 - Partners - Each write a sentence about a bird. Give them a sticky note with word "and" or paper clip

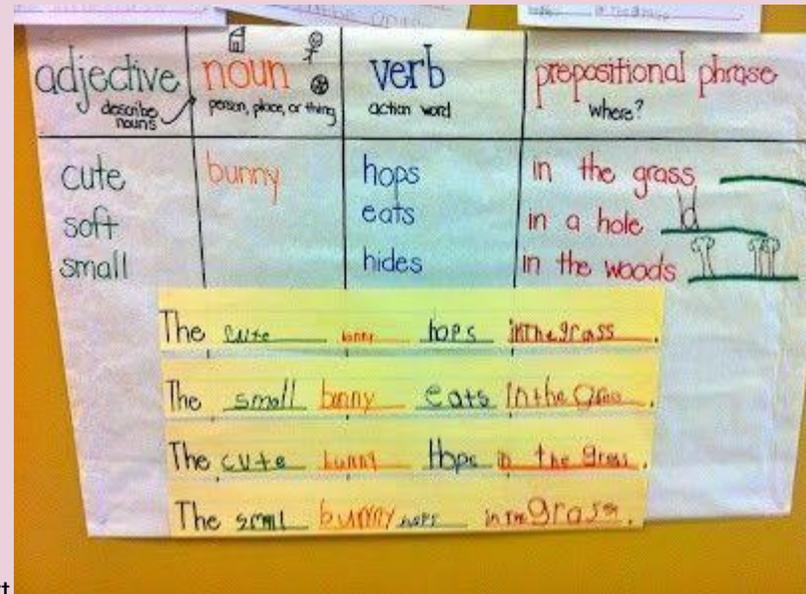
understand that certain letters or groups of letters can be added to words to change the meaning of that word (e.g., -ed, -s, re-, -un, pre-, -ful, -less). (L.K.4.b)

“and” (see photo below) and then create a new sentence. (example: The bird has feathers. A bird makes a nest. New sentence: The bird has feathers and makes a nest.)



- GLAD Strategy: Cooperative Strip Paragraph





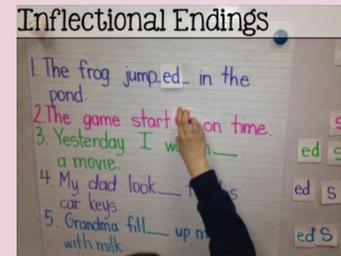
- GLAD Sentence Patterning Chart

Centers

- Activities from above can be used in centers

FOCUS: Inflection and Affixes

- Activity: Add the Ending



Interactive Message of the Day (Morning Message, After Recess Message, End-of-Day Recap Message) * Message will always connect to the daily focus!

- FOCUS: Inflections/Affixes: Make sure to include words that have inflections/affixes

Speaking & Listening
10-15 min or integrated in other areas

ask and answer questions when I need help, information or to better understand something. (SL.K.3)

talk clearly and express my thoughts, feelings, and ideas

Publishing Party

- Invite buddy classroom, parents, district/school personnel (principal, assistant sup) into the classroom
- Student shares writing out loud
- Audience gives feedback
 - Compliment page (Launching the Writing Workshop, p. 140)

Neighborhood Visitors/Social Studies Connection

- Invite family or friends to talk to children about an important job or hobby.

	<p>clearly. (SL.K.6)</p>	<div data-bbox="1136 126 1455 553" data-label="Image"> </div> <p>Field Trip</p> <ul style="list-style-type: none"> • Example: On trip to farm, students can listen to tour guide/farm worker and then ask questions about the animals, jobs around a farm, etc.
<p>Formative Assessment</p>		

CCSS Ongoing Standards

<p>Language</p> <ul style="list-style-type: none"> • use words and groups of words that I have heard someone say or someone read in a book . (L.K.6) <p>Reading</p> <ul style="list-style-type: none"> • recognize different types of texts (RL.K.5) • participate in reading activities with a group. (RL.K.10) • participate in reading activities of a nonfiction text with a group. (RI.K.10) • read books at my level. (RF.K.4)

CCSS Targeted Standards Overview / Unit 7: March

Reading (Literature or Informational Text)

- RL.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.
- RL.K.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.
- RL.K.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
- RI.K.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

- RF.K.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.a Phonological Awareness: Recognize and produce rhyming words.
- RF.K.2.d Phonological Awareness: 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 //, /r/, or /x/.)
- RF.K.2.e Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3.d Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Writing

- W.K.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
- W.K.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Language

- L.K.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.b Conventions of Standard English: Use frequently occurring nouns and verbs.
- L.K.1.c Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- L.K.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5.c Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Speaking and Listening

- SL.K.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.
- SL.K.2 Comprehension and Collaboration: 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.

CCSS Targeted Standards Overview / Unit 8: April

Reading (Literature or Informational Text)

- RL.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.
- RL.K.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.
- RI.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.K.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
- RI.K.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

- RF.K.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.d Phonological Awareness: 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 //, /r/, or /x/.)
- RF.K.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3.d Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Writing

- W.K.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
- W.K.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Language

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

Speaking and Listening

- SL.K.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS Targeted Standards Overview / Unit 9: May/June

Reading (Literature or Informational Text)

- RL.K.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
- RI.K.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

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Writing

- W.K.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
- W.K.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Language

- L.K.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities.
- L.K.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.4.b Vocabulary Acquisition and Use: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the

meaning of an unknown word.

Speaking and Listening

- SL.K.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.