

**Roswell Independent School District
ELA Curriculum Map 2013-2014
Kindergarten ~ Unit 5**

Unit 5: Going Places

March 10-14, 2014

Essential Question: What are different ways of going places?

Week 1: [Max Takes the Train](#)

Common Core Standards	Activity	Assessment	Resources
<p>Phonemic Awareness: Domain: Foundational Skills (RF) Standard: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (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.</p> <p>Phonics: Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>Sight Words: Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>Comprehension: Domain: Literature (RL) Standard: 1. With prompting and support, ask and answer questions about key details in a text. 5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Phonemic Awareness: Students will discriminate initial /j/ and /w/ using picture cards.</p> <p>Phonics: Students will discriminate /j/ spelled Jj and /w/ spelled Ww using activity in Reader's and Writer's Notebook.</p> <p>Sight Words: Students will read the words below using their decodable books.</p> <p>Reading Street Words: yellow blue green</p> <p>Quarter 3 Assessment Words: Review Quarters 1, 2 words and: <i>of, they, you, are, that, do, one, two, three, four, here, go, from</i></p> <p>Comprehension: Realism and Fantasy: Students will find picture clues from common types of text in the classroom library, and sort them by real and fantasy.</p> <p>Listening and Speaking: Ask and Answer Questions: Students will take turns asking questions to a partner using the words who, what, when, where, and why.</p> <p>Writing: Caption: Students will draw and label a picture using Reader's and Writer's</p>	<p>Include Children's Progress (according to the district testing window).</p> <p>Report Card testing</p> <p>Writing: Refer to writing rubric.</p>	<p>Week 1: Decodable Readers On a Jet Concept Literacy Reader There It Goes! Listen to Me Reader The Jet Kindergarten Student Reader Jan and Jem Win! Independent Reader The Bus Ride</p> <p>Time for Kids Nonfiction Reader On the Go</p> <p>iOpeners Nonfiction Reader Planes, Trains, and More</p> <p>www.starfall.com (Word Activities)</p> <p>Additional activities that correlate with the Reading Street Curriculum are found at Shelby Kove. http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html For suggested activities, click on the following tags on the given site.</p> <ul style="list-style-type: none"> ▪ Word, Build, and Write ▪ Roll the Word ▪ Letter Ww ▪ Letter Jj ▪ Read, Build, and Write

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

Listening and Speaking:

Domain: Speaking/Listening (SL)

Standard:

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

Writing:

Domain: Writing (W)

Standard:

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.

Conventions:

Domain: Language (L)

Standard:

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. Recognize and name end punctuation.

Notebook pg. 330.

Quarterly Formal Writing:

Use writing portfolios and assessment. See attached narrative, opinion, informative, author study activities and rubrics.

Conventions:

Questions: Students will identify a statement and a question using sentences provided by the teacher.

- I Spy

* Reference to the Reading Street Curriculum for additional activities.

Quarter 3 ends March 18.

Essential Question: What kinds of transportation help us in an emergency?

Week 2: [Mayday! Mayday!](#)

Common Core Standards	Activity	Assessment	Resources
<p><u>Phonemic Awareness:</u> Domain: Foundational Skills (RF) Standard: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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 (CVC) words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><u>Phonics:</u> Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p><u>Sight Words:</u> Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><u>Comprehension:</u> Domain: Informational Text (RI) Standard: 1. With prompting and support, ask and answer questions about key details in a text. 8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>Listening and Speaking:</u> Domain: Speaking/Listening (SL)</p>	<p><u>Phonemic Awareness:</u> Students will discriminate final /ks/ using picture cards.</p> <p><u>Phonics:</u> Students will discriminate /ks/ spelled Xx using activity in Reader’s and Writer’s Notebook.</p> <p><u>Sight Words:</u> Students will read the words below using their decodable books. <u>Reading Street Words:</u> yellow blue green <u>Quarter 4 Assessment Words:</u> Review Quarters 1, 2, 3 words and: what, said, was, where, come, get, man, has, an, him, did, her, on</p> <p><u>Comprehension:</u> Cause and Effect: Students will listen to the Read Aloud “Firefighting” and answer cause and effect questions. Refer to pg. 125 of Reading Street for samples.</p> <p><u>Listening and Speaking:</u> Drama—Respond to CCSS Literature: Students will practice responding to literature by reenacting the events from <u>Goldilocks and the Three Bears.</u></p> <p><u>Writing:</u> Rhyme: Students will write a rhyme using rhyming words “save” and “wave” from the Reader’s and Writer’s Notebook pg. 342.</p> <p><u>Quarterly Formal Writing:</u> Use writing portfolios and assessment. See attached narrative, opinion, informative,</p>	<p>Weekly Fluency and Comprehension Assessments</p> <p><u>Writing:</u> Refer to writing rubric.</p>	<p><u>Week 2:</u> Decodable Readers Fox Can Fix It! Concept Literacy Reader We Help Listen to Me Reader A Box For Rex Kindergarten Student Reader Our Boat Independent Reader The Boat Ride</p> <p>Time for Kids Nonfiction Reader Workers</p> <p>www.starfall.com (Word Activities)</p> <p>Additional activities that correlate with the Reading Street Curriculum are found at Shelby Kove. http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html</p> <p>For suggested activities, click on the following tags on the given site.</p> <ul style="list-style-type: none"> ▪ Word, Build, and Write ▪ Roll the Word ▪ Letter Xx ▪ Read, Build, and Write ▪ I Spy <p>* Reference to the Reading Street Curriculum for additional activities.</p>

Standard:

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- b. Continue a conversation through multiple exchanges.

Writing:

Domain: Foundational Skills (RF)

Standard:

2. Demonstrate understanding of spoken words, syllable, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Domain: Writing (W)

Standard:

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.

Conventions:

Domain: Language (L)

Standard:

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

author study activities and rubrics.

Conventions:

Question Marks and Capital Letters:
Students will participate in identifying the capital letter and punctuation of a sentence by jumping for capital letters and drawing punctuation in the air with their finger.

Essential Question: What kinds of transportation help people do their jobs?

Week 3: [Trucks Roll!](#)

Common Core Standards	Activity	Assessment	Resources
<p>Phonemic Awareness: Domain: Foundational Skills (RF) Standard: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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 CVC words. (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>Phonics: Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Sight Words: Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>Domain: Informational Text (RI) Standard: 1. With prompting and support, ask and answer questions about key details in a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Listening and Speaking: Domain: Literature (RL) Standard: 1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>Phonemic Awareness: Students will discriminate initial and medial /u/ using picture cards.</p> <p>Phonics: Students will discriminate /u/ spelled Uu using activity in Reader's and Writer's Notebook.</p> <p>Sight Words: Students will read the words below using their decodable books.</p> <p>Reading Street Words: what said was</p> <p>Quarter 4 Assessment Words: Review Quarters 1, 2, 3 words and: what, said, was, where, come, get, man, has, an, him, did, her, on</p> <p>Comprehension: Compare and Contrast: Students will compare and contrast two objects from the Read Aloud "Two Vans."</p> <p>Listening and Speaking: Discuss CCSS Literature: Students will ask and answer key details from <u>My Lucky Day</u>.</p> <p>Writing: Poem: Students will identify words that rhyme in the poem "Mary Had a Little Lamb" and draw a picture connecting to the poem.</p> <p>Quarterly Formal Writing: Use writing portfolios and assessment. See attached narrative, opinion, informative, author study activities and rubrics.</p> <p>Conventions:</p>	<p>Weekly Fluency and Comprehension Assessments for Progress Monitoring</p> <p>Tip the Top Decodable Reader # 18</p> <p>Writing: Refer to writing rubric.</p>	<p>Week 3: Decodable Readers <u>Fun For Bud</u> Concept Literacy Reader <u>What Carries Loads?</u> Listen to Me Reader <u>The Mud Bug</u> Kindergarten Student Reader <u>Our Pup Bud</u> Independent Reader <u>Ming on the Job</u></p> <p>Time for Kids Nonfiction Reader <u>Places to Go</u></p> <p>iOpeners Nonfiction Reader <u>What Makes It Go?</u></p> <p>www.starfall.com (Word Activities)</p> <p>Additional activities that correlate with the Reading Street Curriculum are found at Shelby Kove. http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html</p> <p>For suggested activities, click on the following tags on the given site.</p> <ul style="list-style-type: none"> ▪ Popcorn Words ▪ Roll the Words ▪ Letter Uu ▪ Read, Build, and Write ▪ I Spy <p>* Reference to the Reading Street Curriculum for additional activities.</p>

Domain: Speaking/Listening (SL)

Standard:

2. Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Writing:

Domain: Foundational Skills (RF)

Standard:

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and produce rhyming words.

Domain: Writing (W)

Standard:

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

Conventions:

Domain: Language (L)

Standard:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

Prepositions: Students will describe an object's position in relation to something else using prepositions.

Essential Question: What kind of work do trains do?

Week 4: [The Little Engine That Could](#)

Common Core Standards	Activity	Assessment	Resources
<p>Phonemic Awareness: Domain: Foundational Skills (RF) Standard: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words.</p> <p>Phonics: Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>Sight Words: Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>Comprehension: Domain: Literature (RL) Standard: 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>Listening and Speaking: Domain: Speaking/Listening (SL) Standard: 1. Participate in collaborative conversations with diverse partners about kindergarten topics texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under</p>	<p>Phonemic Awareness: Students will discriminate initial and medial /u/ using picture cards.</p> <p>Phonics: Students will discriminate /u/ spelled Uu using activity in Reader's and Writer's Notebook.</p> <p>Sight Words: Students will read the words below using their decodable books.</p> <p>Reading Street Words: what said was</p> <p>Quarter 4 Assessment Words: Review Quarters 1, 2, 3 words and: what, said, was, where, come, get, man, has, an, him, did, her, on</p> <p>Comprehension: Sequence: Students will make a chart from My Skills Buddy pg. 87 for the beginning, middle, and end of a story.</p> <p>Listening and Speaking: Sequence: Students will listen to a short story and retell the sequence of events.</p> <p>Writing: Formal Letter: Students will suggest ideas to help write a class formal letter using Reader's and Writer's Notebook pg. 366.</p> <p>Quarterly Formal Writing: Use writing portfolios and assessment. See attached narrative, opinion, informative, author study activities and rubrics.</p> <p>Conventions:</p>	<p>Weekly Fluency and Comprehension Assessments</p> <p>Writing: Refer to writing rubric.</p>	<p>Week 4: Decodable Readers Jan At the Fair Concept Literacy Reader Trains Work Hard Listen to Me Reader Six Cubs Kindergarten Student Reader Bud Likes Mud Independent Reader The Big Train</p> <p>iOpeners Nonfiction Reader Planes, Trains, and More</p> <p>www.starfall.com (Word Activities)</p> <p>Additional activities that correlate with the Reading Street Curriculum are found at Shelby Kove. http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html</p> <p>For suggested activities, click on the following tags on the given site.</p> <ul style="list-style-type: none"> ▪ Word, Build, and Write ▪ Roll the Word ▪ Read, Build, and Write ▪ I Spy <p>* Reference to the Reading Street Curriculum for additional activities.</p>

discussion).

Writing:

Domain: Writing (W)

Standard:

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

Conventions:

Domain: Language (L)

Standard:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

Nouns: Students will identify the nouns on pg. 4-5 of The Little Engine That Could.

Essential Question: How do people in different parts of the world travel?

Week 5: [On the Move](#)

Common Core Standards	Activity	Assessment	Resources
<p>Phonemic Awareness: Domain: Foundational Skills (RF) Standard: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Phonics: Domain: Foundational Skills (RF) Standard: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words. 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>Sight Words: Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>Comprehension: Domain: Informational Text (RI) Standard: 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>Phonemic Awareness: Students will discriminate initial and final /v/ and /z/ using picture cards.</p> <p>Phonics: Students will discriminate /v/ spelled Vv and /z/ spelled Zz using activity in Reader’s and Writer’s Notebook.</p> <p>Sight Words: Students will read the words below using their decodable books.</p> <p>Reading Street Words: where come</p> <p>Quarter 4 Assessment Words: Review Quarters 1, 2, 3 words and: what, said, was, where, come, get, man, has, an, him, did, her, on</p> <p>Comprehension: Main Idea: Student will identify the main idea of the Read Aloud “Man on the Moon.”</p> <p>Listening and Speaking: Oral Presentation – Description: Students will look at two pictures of different animals and orally describe one of the animals.</p> <p>Writing: Invitation: Students will write an invitation using Reader’s and Writer’s Notebooks pg. 378.</p> <p>Quarterly Formal Writing: Use writing portfolios and assessment. See attached narrative, opinion, informative, author study activities and rubrics.</p> <p>Conventions:</p>	<p>Weekly Fluency and Comprehension Assessments for Progress Monitoring</p> <p>Writing: Refer to writing rubric.</p>	<p>Week 5: Decodable Readers Zip Up, Va! Concept Literacy Reader We Travel Listen to Me Reader Bev and Vin Kindergarten Student Reader The Big Jazz Band Independent Reader Get On the Bus!</p> <p>iOpeners Nonfiction Reader Encyclopedia of Places</p> <p>www.starfall.com (Word Activities)</p> <p>Additional activities that correlate with the Reading Street Curriculum are found at Shelby Kove. http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html</p> <p>For suggested activities, click on the following tags on the given site.</p> <ul style="list-style-type: none"> ▪ Popcorn Words ▪ Roll the Word ▪ Letter Vv ▪ Letter Zz ▪ Read, Build, and Write ▪ I Spy <p>* Reference to the Reading Street Curriculum for additional activities.</p>

Listening and Speaking:

Domain: Speaking/Listening (SL)

Standard:

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Writing:

Domain: Writing (W)

Standard:

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.

Conventions:

Domain: Language (L)

Standard:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - f. Produce and expand complete sentences in shared language activities.

Nouns and Sentences: Students will complete a sentence by adding a noun and using the Reader's and Writer's Notebook pg. 374.

Essential Question: How do children around the world get to school?

Week 6: [This is the Way We Go to School](#)

Common Core Standards	Activity	Assessment	Resources
<p><u>Phonemic Awareness:</u> Domain: Foundational Skills (RF) Standard: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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 (CVC) words.</p> <p><u>Phonics:</u> Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p><u>Sight Words:</u> Domain: Foundational Skills (RF) Standard: 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><u>Comprehension:</u> Domain: Literature (RL) Standard: 1. With prompting and support, ask and answer questions about key details in a text.</p> <p>Domain: Informational Text (RI) Standard: 1. With prompting and support, ask and answer questions about key details in a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of</p>	<p><u>Phonemic Awareness:</u> Students will discriminate initial /y/ and /kw/ using picture cards.</p> <p><u>Phonics:</u> Students will discriminate /y/ spelled Yy and /kw/ spelled Qu using activity in Reader's and Writer's Notebook.</p> <p><u>Sight Words:</u> Students will read the words below using their decodable books.</p> <p><u>Reading Street Words:</u> where come</p> <p><u>Quarter 4 Assessment Words:</u> Review Quarters 1, 2, 3 words and: what, said, was, where, come, get, man, has, an, him, did, her, on</p> <p><u>Comprehension:</u> Draw Conclusions: Students will draw conclusions from the illustration in "This is the Way We Go to School" using Reader's and Writer's Notebook pg. 392.</p> <p><u>Listening and Speaking:</u> Discuss Literary Features—Plot: Students will have a discussion about the plot of a decodable story, decodable reader, and student reader.</p> <p><u>Writing:</u> How-to-Report: Students will use the writing process and publish a report on a self-selected topic.</p> <p><u>Quarterly Formal Writing:</u> Use writing portfolios and assessment. See attached narrative, opinion, informative,</p>	<p>Unit 5 Assessment</p> <p><u>Writing:</u> Refer to writing rubric.</p>	<p><u>Week 6:</u> Decodable Readers The Quiz Concept Literacy Reader I Go to School Listen to Me Reader Quinn Kindergarten Student Reader Quinn Can Do It! Independent Reader Catch the Ball!</p> <p>iOpeners Nonfiction Reader Encyclopedia of Places, Planes, Trains, and More</p> <p>www.starfall.com (Word Activities)</p> <p>Additional activities that correlate with the Reading Street Curriculum are found at Shelby Kove. http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html</p> <p>For suggested activities, click on the following tags on the given site.</p> <ul style="list-style-type: none"> ▪ Word, Build, and Write ▪ Roll the Word ▪ Letter Yy ▪ Letter Qq ▪ Read, Build, and Write ▪ I Spy <p>* Reference to the Reading Street Curriculum for additional activities.</p>

information in a text.

Listening and Speaking:

Domain: Literature (RL)

Standard:

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

Domain: Language (L)

Standard:

6. Use words and phrases acquired through conversations, reading, and being read to, and responding to text.

Writing:

Domain: Writing (W)

Standard:

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.

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

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

Domain: Language (L)

Standard:

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- c. Write a letter or letters for most consonant and short vowel sounds (phonemes).
- d. Spell simple words phonemically, drawing on knowledge of sound-letter relationships.

Conventions:

Domain: Language (L)

Standard:

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Use frequently occurring nouns and verbs.
- f. Produce and expand complete sentences in shared language activities.

author study activities and rubrics.

Conventions:

Verbs: Students will complete a sentence by adding a verb using Reader' and Writer's Notebook pg. 388.