**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum maps.

**Purpose** - This curriculum map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The map is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected--with the support of their colleagues, coaches, leaders, and other support providers--to exercise their professional judgment aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the ELA Curriculum maps. Educators will use this map and the standards as a road map for curriculum and instruction. Carefully crafted curricular sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors.  Lexile Levels are listed on the Curriculum Maps. Additionally, qualitative evidence is provided in the textbooks for anchor texts and should be used to inform planning.

In order to plan effective lessons that allow students to do the majority of the thinking, teachers should employ strategies found in our comprehensive plan for improving literacy and learning. Our plan advises that during the literacy block teachers should use the following times:

* Whole-Group Instruction (*estimated time* 20-25 minutes)- This time is used to engage all students in grade level information at the same time. The purpose of whole group is to introduce and/or reinforce new knowledge, skills, or concepts which often includes teacher modeling and practice.
* Small-Group Instruction (*estimated time* 45-60 minutes)- During this time students engage in either teacher-led small group or student workstations. Small group instruction is a time to solidify the concepts learned in the whole group setting. This time allows the teacher to support students in a differentiated manner, and allows students to practice new skills and build on skills previously learned.
* Whole-Group Closure (*estimated time* 5-10 minutes)- This time should be used to bring closure to the day’s lesson. This may include a quick assessment of students’ learning.

The above represents guidelines, but professional judgment should always be used when planning and instructing.

**How to Use the Literacy Curriculum Maps**

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right.

This curriculum map is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

**(1) Regular practice with complex text and its academic language.**

**(2)** **Reading, writing, and speaking grounded in evidence from text, both literary and informational.**

**(3)** **Building knowledge through content-rich nonfiction.**

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The Tennessee State ELA Standards** | |
| **The Tennessee State ELA Standards (also known as the College and Career Ready Literacy Standards):**  [**http://tn.gov/education/article/english-language-arts-standards**](http://tn.gov/education/article/english-language-arts-standards) | Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | |
| **Student Achievement Partners Text Complexity Collection:**  [**http://achievethecore.org/page/642/text-complexity-collection**](http://achievethecore.org/page/642/text-complexity-collection) | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| **Student Achievement Partners Academic Word Finder:**  [**http://achievethecore.org/page/1027/academic-word-finder**](http://achievethecore.org/page/1027/academic-word-finder) | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | |
| **Student Achievement Partners Text-Dependent Questions Resources:**  [**http://achievethecore.org/page/710/text-dependent-question-resources**](http://achievethecore.org/page/710/text-dependent-question-resources) | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | |
| **Student Achievement Partners Text Set Projects Sequenced:**  [**http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction**](http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction) | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |
| **Read Alouds, Shared Reading, Guiding Reading** | |
| [**https://www.tn.gov/assets/entities/readtobeready/attachments/Interactive\_Read\_Aloud\_Toolkit.pdf**](https://www.tn.gov/assets/entities/readtobeready/attachments/Interactive_Read_Aloud_Toolkit.pdf) | Guide to planning interactive read alouds. |
| [**http://www.k12reader.com/category/balanced-literacy/**](http://www.k12reader.com/category/balanced-literacy/) | Teachers can use this resource to learn about the components of a Balanced Literacy Program. |
| **Literacy Work Stations** | |
| [**https://pals.virginia.edu/literacy-workstations.html**](https://pals.virginia.edu/literacy-workstations.html) | Teachers can learn about why literacy workstations are important for Balanced Literacy, and gain tips for setting up literacy workstations. |
| [**http://www.readingrockets.org/strategies**](http://www.readingrockets.org/strategies) | The library provides teachers with effective, research-based classroom strategies to help build and strengthen literacy skills in print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Each strategy in the library includes instructions on how to use the strategy, downloadable templates, examples, recommended children's books to use with the strategy, differentiation for second language learners, students of varying reading skill, students with learning disabilities, younger learners and supporting research. |
| **Additional Phonemic Awareness/Phonics Resources** | |
| [**http://www.mayersonacademy.org.previewdns.com/online-digital-solutions/orton-gillingham-card-deck-app/**](http://www.mayersonacademy.org.previewdns.com/online-digital-solutions/orton-gillingham-card-deck-app/) | For each grapheme, this App offers the multisensory experience of**:** Hearing the corresponding phoneme and key word; Watching a video clip showing the articulation of the phoneme;Practicing the phoneme with a voice recording/playback option. |
| [**http://www.readingrockets.org/article/phonics-and-word-recognition-instruction-early-reading-programs-guidelines-accessibility**](http://www.readingrockets.org/article/phonics-and-word-recognition-instruction-early-reading-programs-guidelines-accessibility) | In this article, the authors provide guidelines for determining the accessibility phonics and word recognition programs. |
| **[http://www.readingrockets.org/reading-topics/phonics-and-decoding](http://www.readingrockets.org/reading-topics/phonics-and-decoding" \t "_blank)** | This section provides information about how to teach children to sound out words, and what to do if a child is having difficulty linking letters and sounds. |

**Using the Curriculum Maps, Grades K-2**

* Begin by examining the selected text(s). Read the text carefully and consider what topic or content students should learn from reading the text. Then, review the aligned essential question and culminating task for your topic focus for the week. Review the target Reading Foundational Skills resources to internalize the weekly outcomes for students. At this grade band, **foundational skills and language comprehension are of equal importance** and need to be addressed fully every day.
* Locate the TDOE Standards in the left column and the aligned evidence statements. Analyze the language of the standards and consider how the text supports the listed reading standards. Note that Reading Anchor Standard 1 and Reading Anchor Standard 10 are not included in the curriculum maps, but should be addressed every week, as students should consistently be reading rigorous grade-level texts and citing evidence when writing or speaking about the text:
  + CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  + CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
* Consult your *Journeys* Teachers’ Edition (TE) and other cited references to map out your week(s) of instruction.
* Plan your weekly and daily objectives, using the evidence statements and sample objectives as a guide. Be sure to plan your own objectives to meet the needs of your students. As a reminder, while lesson and unit objectives should be aligned to grade-level standards, standards and objectives are not synonymous and standards mastery develops over time (not in a single lesson). Consistent with Teach 1-4 of the TEM, teachers/teams are expected to carefully develop literacy learning objectives that carefully consider the text, target (standard, objective), task, and learner (including assessment of/for learning).
* Study the suggested performance assessments in the right-hand column, and match them to your objectives. Consider which tasks best target the essential question and content for the week, as well as alignment to standards.
* When planning for the reading of a text, plan the questions you will ask each day using these three types of questions: those that derive general understanding, those that address craft and structure, and those that elicit an overall meaning of the text. Be sure that the questions you ask will lead students to better understand the text and lead to success on your selected performance assessments. They should also build toward your essential question. Remember at this grade band, complex texts need to be addressed through a read aloud or shared reading, as students have not fully mastered decoding skills well enough to tackle complex text on their own.
* Examine the other standards and skills you will need to address—writing, language skills, and speaking and listening skills. Review the suggested vocabulary for explicit instruction as listed in the map *in addition* to the words listed in the TE.
* Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. If a TWAG (Two-Weeks at a Glance) outline is available, review how the two weeks work together to build knowledge.
* Remember to include differentiated activities for small group instruction.
* When planning keep in mind that foundational skills are taught both explicitly and implicitly. Also keep in mind that that the reading foundations strand includes print concepts, phonological awareness, phonics and word recognition and fluency. To help guide your instruction the maps include a weekly Reading Foundations section in all K-2 maps. This section contains a five-day plan for foundational skills instruction. For further support on foundational skills instructional practices see the following links:
* [**http://www.readingrockets.org/article/phonics-watch-learn**](http://www.readingrockets.org/article/phonics-watch-learn)
* [**https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/professional\_development\_video\_9780547952857\_/index.html**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/professional_development_video_9780547952857_/index.html)

**Two-Weeks at a Glance (TWAG) Outlines**

Beginning in the 2016-17 school year, the SCS curriculum maps will include six or more “TWAG outlines” throughout the year in each grade. These outlines demonstrate how to spend two weeks digging deeply into a high-quality, complex anchor text from the *Journeys* series in order to build student knowledge around the topic of the story. By studying a high-leverage topic over two weeks, students will have more opportunities to grow their knowledge and vocabulary, while simultaneously building their literacy skills. The curriculum map will *align* to the TWAG outline, but the *full outline* will be found in the Appendix to the map. It is important to note that while the map will skip some texts in *Journeys* to build in time for the TWAG outlines, teachers should **continue with the foundational skills strand** as outlined in the text and the maps. The foundational skills strand follows a systematic, research based progression, and it is highly recommended that teachers use that progression to guide their instruction. SCS teachers and coaches in partnership developed TWAG outlines with [Student Achievement Partners](http://achievethecore.org/) and other districts across the country. For further information regarding grade level TWAGs see the following:[**http://achievethecore.org/page/2881/journeys-2014-materials-adaptation-project?PID=1036**](http://achievethecore.org/page/2881/journeys-2014-materials-adaptation-project?PID=1036)

**Extended Texts Weeks**

In further efforts to build knowledge in harmony with literacy shift 3, Extended Text Weeks have been added to the maps. Like the TWAG, Extended Text Weeks allow more time to dig deeply into a high-quality, complex anchor text from the *Journeys* series. In order to build student knowledge around the topic of the anchor text, links to a variety of text/media have been included. By studying a high-leverage topic over two weeks or more, students will have more opportunities to grow their knowledge and vocabulary, while simultaneously building their literacy skills.

**Using the WIDA MPIs**

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. By referencing the provided MPIs and those MPIs within the given links, teachers can craft "I can" statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

**Key Terms:**

* **Fluency**: The ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning form what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.
* **Academic Language or Vocabulary:** The language of schools and books – language that is used across many domains and topics. Students do not learn academic language in everyday social situations. As students read extensively over time, they develop academic language. This language helps them to read more complex texts.
* **Foundational Skills:** The Foundational Skills are focused on developing students’ understanding and working-knowledge of print concepts, phonological awareness, phonics and word recognition and fluency. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will.
* **Text Complexity:** Is used in evaluating student readiness for college and careers. There are three equally important components of text complexity: qualitative, quantitative, and reader and task.
* **Evidence Statements:** Are taken directly from the standards. The standards contain multiple skills. Because the evidence statements usually divide each standard into individual skills, the statements can be used to support the crafting of objectives. It is important to note that although sample objectives are embedded in the map, teachers must still craft their own objectives based on the needs of their individual classes.
* **Essential Questions:** Are specific to the text(s) and often summarize the “big understanding” of what students should receive from the text or texts for the lesson. They are open-ended questions that do not have a single, final correct answer, and often call for higher-order thinking and are not answered by recall. Answers to the essential question will require support and justification from the text.

**Skills Based and Meaning Based Competencies**

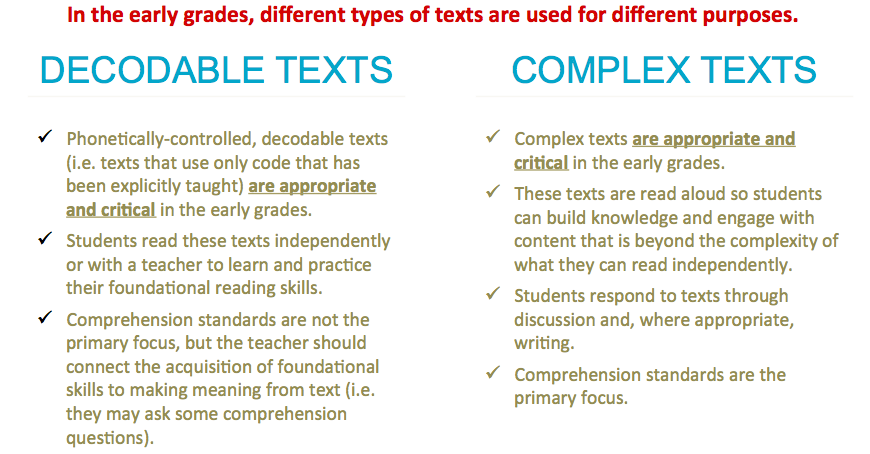
In early grade classrooms especially, there is a need for both skills-based and meaning-based competencies. Both types of instruction are equally important– instruction focused on reading foundational skills and instruction focused on building knowledge and vocabulary.



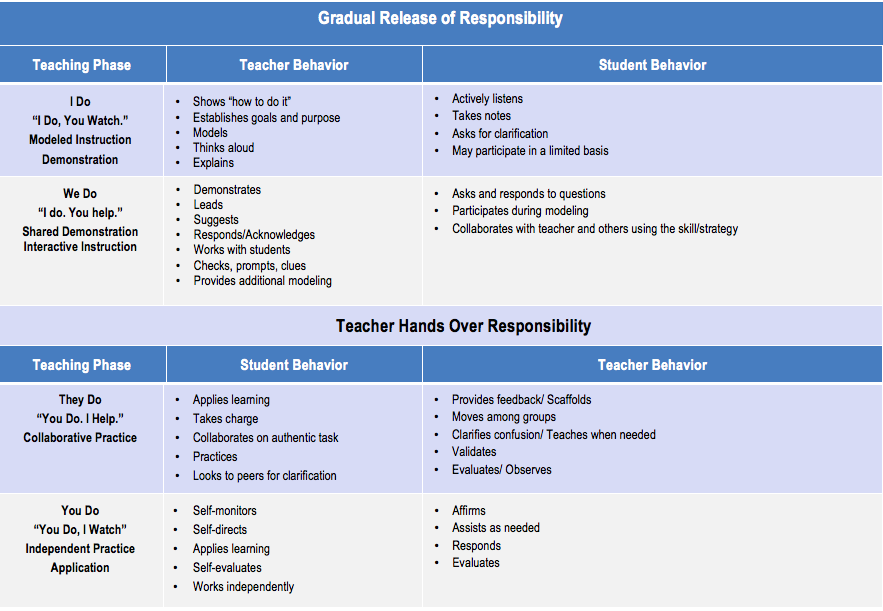
**K-2 Foundational Skills**

Beginning in the 2nd semester of the 2016-17 school year, the K-2curriculum maps will include daily activities under the subheading Foundational Skills. This addition is meant to highlight the recommended daily phonemic awareness/phonic activities called out in the *Journeys* curriculum. Additionally, this new section outlines the importance of explicitly teaching foundational skills daily. The daily lessons noted in the maps contain the gist of the information found in the *Journeys* teacher edition. For more detailed information see the teacher’s edition pages referenced. It is important to note that foundational skills instruction requires differentiation and attention to students’ individual needs. For this reason it is often delivered in small groups, it may also be integrated across the literacy block, which would include whole group instruction.

In the early grades, different types of texts are used for different purposes. The decodable texts align with skills based competencies and are meant to help students build automaticity. Complex texts align with meaning based competencies and support students in building knowledge. Both text types are outlined below:



Our comprehensive plan for improving literacy suggests the use of the Gradual Release of Responsibility Learning Model (GRR). In the Gradual Release of Responsibility learning model, the responsibility for task completion shifts gradually over time from the teacher to the student. To gradually release responsibility is to equip students with what they need to be engaged and self-directed learners. Teachers may find through checks for understanding that they need to revisit the ‘I do’ and/or ‘We do’ instructional phase before releasing the responsibility to the students. Therefore, it is not expected that teachers will move through all four stages during every single lesson.

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| **Reading Foundational Skills** | | | | | | | | | | | |  | | | | | |
| **WEEK 1-LESSON 14** | | | | | | | | | | | |  | | | | | |
| **Big Book:** *Turtle Splash (Informational Text)* | | | | | | | | | | | |  | | | | | |
| **Decodable Texts:** *What Now? (p. 140) & At Bat* (p. 144) | | | | | | | | | | | |  | | | | | |
| **Standards** | | | **RF.K.2d-**Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.  **RF.K.3a-**Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.  **RF.K.3c-**Read common high-frequency words by sight (e.g., all, one, zero, they, you, of, two, or, on, three).  **RF.K.3d-**Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  **RF.K.4-**Read emergent-reader texts with purpose and understanding. | | | | | | | | | | | | | | |
| **DAILY LANGUAGE** | | | **DAY 1** | | | | **DAY 2** | | | | **DAY3** | | | **DAY 4** | | | **DAY 5** |
| **Opening Routines**  **Phonemic Awareness** | | | Opening Routines, T294-295   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T306 | | | | Opening Routines, T312-313   * Phonemic Awareness * High Frequency words   Phonemic Awareness, T314 | | | | Opening Routines, T328-329   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T330 | | | Opening Routines, T340-341   * Phonemic Awareness * High Frequency words | | | Opening Routines, T350-351   * Phonemic Awareness * High Frequency words |
| **Phonics**  **Fluency** | | | Phonics  Letters Bb,  T306-307  Model Fluency, T296 | | | | Phonics  Letters Bb,  T314-315  Model Fluency, T318 | | | | Phonics  Words with b,  T330-331 | | | Words to Know,  T342  Fluency, Pause for Punctuation, T342 | | | Review Phonics Skill |
| **Literacy Station Activities to Reinforce Foundational Skills**   * Phonemic Awareness/Phonics/Word study station: Journeys flip charts Lesson 14, alphabet manipulatives, letter matching, match pictures with the same beginning/ending sound (focus on Bb, /b/), illustrate pictures with initial and final Bb /b/, additional activities: <http://www.fcrr.org/curriculum/pdf/GK-1/Archive/P_Final_Part2.pdf> * Fluency station: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording: [http://www.fcrr.org/curriculum/studentCenterActivities.shtm -](http://www.fcrr.org/curriculum/studentCenterActivities.shtm) | | | | | | | | | | | | | | | | | |
| **Weeks 1-Lesson 14** | | | | | | | | | | | |  | | | | | |
| **Reading Selections**   * Big Book: *Turtle Splash (Lexile-AD160L) (Informational Text)* * Read Aloud: *Listen, Listen (Informational Text)* * *Where Animals Live (Informational Text)* | | | | | | | | | | **Instructional Resources for Building Knowledge**  What’s This Surviving Without Oxygen <http://www.readworks.org/passages/whats-surviving-without-oxygen>  A Shell is Great for Protection <http://www.readworks.org/passages/shell-great-protection>  Western Pond Turtle <http://www.arkive.org/western-pond-turtle/actinemys-marmorata/>  What is Habitat? <http://www.readworks.org/passages/what-habitat> | | | | | | | |
| **Essential Question:** How are animal habitats similar and different? | | | | | | | | | | | | | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **RI.K.3-**With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **RI.K.7-**With prompting and support, describe relationships between illustrations and the text.  **RI.K.8**-With prompting and support, identify the reasons an author gives to support points in a text.  **RI.K.9-**With prompting and support, identify similarities and differences between texts on the same topic.  **Related WIDA Standard**  **RI.K.7-**With prompting and support, describe relationships between illustrations and the text. | | | | | | * Provides a description of the connection between two individuals in a text. * Provides a description of the connections between two events in a text. * Provides a description of the connections between two ideas or pieces of information in a text. * Provides a description of the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea from the text is depicted in an illustration). * Provides an identification of the basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).   **Sample Objectives (I can):**   * Ask and answer questions about the story *Turtle Splash* citing evidence from the text. * Compare and contrast the beginning and the ending of the story *Turtle Splash*. * Use the illustrations from the text *Turtle Splash* to identify and explain the changes that are happening throughout the story. * Identify the reasons the author includes the text on pages 28 and 29 in the story *Turtle Splash*. * Identify the similarities and differences between the texts *Turtle Splash* and the Read Works article: “*What’s This? Surviving Without Oxygen*”. | | | | | | **Performance Assessments**   * *Journeys* Progress Monitoring, Lesson 14 * *Journeys* Grab-and-Go Assessments, Lesson 14 * SCS Kindergarten Report Card Assessment Book * Teacher-created   **Performance Task-Optional**   * Complete a graphic organizer about the cause and effect of the turtles becoming startled.   **Text Dependent Questions**   * In *Turtle Splash*, where are the turtles? (General understanding) * What other animals are found in the turtle’s habit? (General Understanding) * Why are these particular animals selected for the text *Turtle Splash?* (Authors Purpose/Inferring) * What changes happened from the beginning to the end of the story *Turtle Splash*? (Key Details) * In *Turtle Splash*, as the final turtle splashes into the pond, the illustrator shows the other turtles on the bottom of pond. What are the turtles doing? (Key Details) * In *Turtle Splash*, why does one turtle at a time leave the log? (Inference) * Could a shark be a character in *Turtle Splash?* (Opinion/argument) * After Reading the story *Turtle Splash* and the Read Works article “*What’s This? Surviving Without Oxygen*”, how are the texts similar and different? (Intertexual)   **Leveled Readers (Lexile BR-***Beginning Reader***)**   * Advanced: *Look in the Woods* * On-level: *Splash!* * Struggling Readers: *At the Pond* * Vocabulary Reader: *How Many Ducks?* * English Language Support: *Four Frogs*   **Literacy Station Activities**   * Comprehension station: *Journeys* flip chart, listening station/audio book, illustrate a story using details, illustrate animal homes, review previously taught skills, additional activities:   [http://www.fcrr.org/Curriculum/PDF/GK-1/C\_Final.pdf](http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf%20) | | | | | |
| **WIDA Standard 2:** English language learners **communicate** information, ideas and concepts necessary for **academic success** in the content area of **Language Arts**.  **Model Performance Indicator for RI.K.7:** Ask and answer questions about unknown words in a text. | | | | | | | | | | | | | | | | | |
| **Reading** | **Level 1: Entering**  Describe connections between the illustration and text in using single words | | | | **Level 2: Emerging**  Describe connections between the illustration and text using a phrase and/or short sentences that represent ideas using formula sentence patterns and general, content-based vocabulary | | | | **Level 3: Developing**  Describe connections between the illustration and text using simple sentences. | | | **Level 4: Expanding**  Describe connections between the illustration and text using expanded and some complex sentences. | | | **Level 5: Bridging**  Describe connections between the illustration and text using multiple, complex sentences. | | |
| For additional information on scaffolding within the domains of Reading, Writing, Listening, and Speaking please see:  North Carolina Livebinder <http://www.livebinders.com/play/play?id=1089921> Click on Transformed MPIs/ELAs | | | | | | | | | | | | | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Writing/Research**  **W.K.3-**Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.  **W.K.5-**Respond to questions/suggestions from peers and add details to strengthen writing.  **W.K.7-**Participate in shared research and writing projects. | | | | | | * Narrates a single event using a combination of drawing, dictating, and/or writing. (1) * Narrates several loosely linked events using a combination of drawing, dictating, and/or writing. * Provides a reaction to what happened during the event(s) when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing. * Provides a response to questions and suggestions from peers. * Adds details that strengthen writing as needed after review of drafts.   **Sample Objectives (I can):**   * Draw/dictate/write to narrate an event or events in the order in which they occurred and provide a reaction to what happened. * Add details to strengthen my writing. * Participate in shared research and writing projects about animal homes. | | | | | | **Routine Writing**   * Teacher’s Edition pp. T311, T327, T339, T349, T355   **Daily/Weekly Writing**   * Draw, write, and label * Journal * Shared Writing Activities   **Writing Tasks**   * The stories this week mentioned animals and their habitats. Pick an animal and create a mural that depicts that animal’s habitat. Include labels and write a sentence that explains the animal and its habitat. Students will share their habitats and discuss utilizing accountable talk, the similarities and differences noted. | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Speaking and Listening**  **SL.K.1-**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **SL.K.2-**Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification.  **SL.K.6-**Speak audibly and express thoughts, feelings, and ideas clearly. | | | | | | * Demonstrates the ability to participate in a collaborative conversation with diverse partners about kindergarten topics and texts. * Demonstrates the ability to follow rules for discussions. * Demonstrates the ability to continue conversation through multiple exchanges. * Demonstrates the ability to confirm understanding of a text read aloud by answering and asking questions about key details. (1) * Demonstrates the ability to confirm understanding of information presented orally or through other media by asking and answering questions about key details. * Demonstrates the ability to request clarification if something is not understood.   **Sample Objectives (I can):**   * Continue to learn and follow classroom rules and procedures. * Continue to learn and follow classroom rules for conversation and discussion. * Participate in group discussions. * Learn appropriate listening and speaking skills. * Ask and answer questions from teacher and classmates. * Speak clearly and understandably. | | | | | | **Performance Assessments**   * Participating in discussions, read alouds, and q/a sessions * Speaking in complete sentences   **Routines**  Opening Routines   * Teacher’s Edition pp. T294-295, T312--313, T328-329, T340-341, T350-351 * Dig Deeper: T334-T335 | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Language**  **L.K.1a-**Print many upper- and lowercase letters.  **L.K.1f-**Produce and expand complete sentences in shared language activities.  **L.K.2a-**Capitalize the first word in a sentence and the  pronoun I.  **L.K 2b-**Recognize and name end punctuation.  **LK.5a-**Sort common objects into categories to gain a sense of concepts the categories represent.  **L.K.5b-**Demonstrate understanding of verbs and adjectives by relating them to their opposites. | | | | | | * Demonstrates knowledge for the ability to print upper and lower case letters when writing. * Demonstrates the ability to write upper and lower case letters correctly. * Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent. (1) * Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent.   **Sample Objectives (I can):**  Print upper- and lower-case letters (Tt).  Print my first and last name.  With support, capitalize the first word in a sentence and the pronoun I.  With support, use end punctuation for sentences.  Match words with the senses they represent. | | | | | | **Vocabulary**   * Daily Vocabulary Boost * Context Clues   **Lesson Vocabulary**   * Read Aloud: burrow, desert, lodge, patient, shade, soaring * Big Book: Idle, lounging, scampers, timid   **Academic Vocabulary**   * shade, burrow, patient, illustration, cause/effect, scatter * <http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf>   **Literacy Station Activities**   * Vocabulary station: draw/label/match animals and their homes, illustrate number words, additional activities:   [http://www.fcrr.org/Curriculum/pdf/GK-1/V\_Final.pdf](%20http:/www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf)  **Language Arts**  Grammar Focus   * Verbs in the Past Tense   **Performance Assessments**   * *Journeys* Progress Monitoring, Lesson 14 * *Journeys* Grab-and-Go Assessments, Lesson 14 * SCS Kindergarten Report Card Assessment Book * Teacher-created | | | | | |
| **Reading Foundational Skills** | | | | | | | | | | | | | | | | | |
| **WEEK 2&3-LESSON 15 \*See TWAG in Appendix** | | | | | | | | | | | | | | | | | |
| **Big Book:** *What a Beautiful Sky (Informational Text)* | | | | | | | | | | | | | | | | | |
| **Decodable Texts:** *Pam Cat (p.150) & Come With Me (p. 154)* | | | | | | | | | | | | | | | | | |
| **Standards** | | | **RF.K.1d-**Recognize and name all upper and lowercase letters.  **RF.K.3a-**Demonstrate basic knowledge of one-to-one correspondences by producing the primary or many of the most frequent sounds for each consonant.  **RF.K.3b-**Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  **RF.K.3c-**Read common high frequency words by sight.  **RF.K.4-**Read emergent-reader texts with purpose and understanding. | | | | | | | | | | | | | | |
| **Daily Language** | | | **DAY 1** | | | | **DAY 2** | | | | **DAY3** | | | **DAY 4** | | | **DAY 5** |
| **Opening Routines**  **Phonemic Awareness** | | | Opening Routines T388-389   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T400 | | | | Opening Routines T406-407   * Phonemic Awareness * High Frequency words   Phonemic Awareness, T408 | | | | Opening Routines, T422-423   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T424 | | | Opening Routines, T434-435   * Phonemic Awareness * High Frequency words | | | Opening Routines, T444-445   * Phonemic Awareness * High Frequency words |
| **Phonics**  **Fluency** | | | Phonics  Letters Aa, Nn,  T400-401  Model Fluency, T390 | | | | Phonics  Letters Aa, Nn, Ff, Bb, T408-409  Model Fluency, T412 | | | | Phonics  Words with a, n, f, b  T424-425  Fluency, T42 | | | Words to Know,  T436  Fluency, Pause for Punctuation, T436 | | | Phonics,  Long Vowel /a/,a\_e,  T470 |
| **Literacy Station Activities to Reinforce Foundational Skills**   * Phonemic Awareness/Phonics/Word study station: Journeys flip charts Lesson 15, alphabet manipulatives, letter matching, match pictures with the same middle sounds /Ii/ (focus on review of short and long /a/, /n/, /f/, /b/), additional activities:   <http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf>  <https://www.engageny.org/ccls-ela/rfk3a>   * Fluency station: Read words and phrases; focus on stress, read decodable reader with a partner; read along with a recording: [http://www.fcrr.org/curriculum/studentCenterActivities.shtm -](http://www.fcrr.org/curriculum/studentCenterActivities.shtm) | | | | | | | | | | | | | | | | | |
| **Week 2-3 Lesson 15 \*See TWAG in Appendix** | | | | | | | | | | | | | | | | | |
| **Reading Selections**   * Big Book: *What a Beautiful Sky (Lexile-AD690L) (Informational Text)* * Read Aloud: *How Many Stars in the Sky? (Realistic Fiction)* | | | | | | | | | | | | | | | | | |
| **Essential Question:**  How many stars are in the sky? | | | | | | | | | | | | | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Reading Literature and Informational Text**  **RL.K.3-**With prompting and support, identify characters, settings, and major events in a story.  **R.L.K.7-**With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  **RI.K.8-**With prompting and support, identify the reasons an author gives to support points in a text.  **RI.K.9-**With prompting and support, identify similarities in and differences between texts on the same topic.  **Related WIDA Standard**  **RL.K.3-**With prompting and support, identify characters, settings, and major events in a story.  **Related Science Standard**  **Kindergarten: Standard 6-**The cosmos is vast and explored well enough to know its basic structure and operational principles. | | | | | | * Provides an identification of characters in a story. * Provides an identification of setting(s) in a story. * Provides an identification of major events in a story. * Provides a description of the relationship between the illustrations and the story in which they appear. * Provides a comparison and contrast of the adventures and experiences of characters in familiar stories. * **Sample Objectives (I can):** * Retell a story in order using words such as first, next, and last. * Ask and answer questions about *What a Beautiful Sky* and/or *How Many Stars in the Sky* citing evidence from the text. * Identify similarities and differences between *What a Beautiful Sky* and other text on the same topic. | | | | | | **Performance Assessments**   * *Journeys* Benchmark, Lesson 15 * *Journeys* Unit Tests, Unit 3 * *Journeys* Grab-and-Go Assessments, Lesson 15 * SCS Kindergarten Report Card Assessment Book * Teacher-created   **Performance Task-Optional**   * Describe the sequence of events using the illustrations to assist**.**   **Text Dependent Questions**   * In *How Many Stars in the Sky,* why does the boy begin counting stars? (general understanding) * Why isn’t the boy able to count any stars in the city? What types of illustrations does the author use that supports your answer? (author’s purpose) * In *How Many Stars in the Sky*, why does the boy ask the question, “How many stars in the sky” over and over? What evidence can you find to support your answer? (Inferences)   **Leveled Readers (Lexile BR-***Beginning Reader***)**   * Advanced: *The Storm* * On-level: *Rainy Day* * Struggling Readers: *Look Up!* * Vocabulary Reader: *In the Sky* * English Language Support: *Rain Today*   **Literacy Station Activities**   * Comprehension station: *Journeys* flip chart, listening station/audio book, retelling cards illustrate a story using details, review previously taught skills, additional activities:   [http://www.fcrr.org/Curriculum/PDF/GK-1/C\_Final.pdf](http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf%20) | | | | | |
| **WIDA Standard 2:** English language learners **communicate** information, ideas and concepts necessary for **academic success** in the content area of **Language Arts**.  **Model Performance Indicator for RLK.3:** With prompting and support, identify characters, settings, and major events in a story. | | | | | | | | | | | | | | | | | |
| **Reading** | | **Level 1: Entering**  Identify and describe the main characters and setting of a story using single words, simple phrases. | | **Level 2: Emerging**  Identify and describe the main characters and setting of a story using simple phrases and simple sentences with general vocabulary related to the story. | | | | **Level 3: Developing**  Identify and describe the main characters and setting of a story using simple sentences with general and some specific vocabulary related to the story. | | | | | **Level 4: Expanding**  Identify and describe the main characters and setting of a story using detailed sentence of varied lengths with specific and some technical vocabulary related to the story. | | | **Level 5: Bridging**  Identify and describe the main characters and setting of a story using complete, detailed sentences of varied lengths and types, using specialized vocabulary related to the story. | |
| For additional information on scaffolding within the domains of Reading, Writing, Listening, and Speaking please see:  North Carolina Livebinder [http://www.livebinders.com/play/play?id=1089921](http://www.livebinders.com/play/play?id=1089921%20) Click on Transformed MPIs/ELAs | | | | | | | | | | | | | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Writing/Research**  **W.K.3-**Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  **W.K.5-**With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | | | | | * Narrates a single event using a combination of drawing, dictating, and/or writing. (1) * Narrates several loosely linked events using a combination of drawing, dictating, and/or writing. * Provides a reaction to what happened during the event(s) when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing. * Provides a response to questions and suggestions from peers. * Adds details that strengthen writing as needed after review of drafts.   **Sample Objectives (I can):**   * Draw and label pictures of objects in the sky * Add details to strengthen writing | | | | | | **Routine Writing**   * Teacher’s Edition pp. T404, T420, T432, T442, T448   **Daily/Weekly Writing**   * Draw, write, and label * Journal * Shared Writing Activities   **Writing Tasks-Culminating Task**   * See TWAG in the Appendix*.* | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Speaking and Listening**  **SL.K.1a-**Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.  **SL.K.3-**Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  . | | | | | | * Demonstrates the ability to participate in a collaborative conversation with diverse partners about kindergarten topics and texts. * Demonstrates the ability to follow rules for discussions. * Demonstrates the ability to ask and answer questions to seek help, get information, or clarify something that is not understood.   **Sample Objectives (I can):**   * Follow classroom rules and procedures. * Participate in group discussions. | | | | | | **Performance Assessments**   * Participating in discussions, read alouds, and q/a sessions * Speaking in complete sentences   **Routines**   * Opening Routines   Teacher’s Edition pp. T388-389, T406-407, T422-423, T434-435, T444-445  Dig Deeper: T428-429 | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Language**  **Language**  **L.K.2a-**Capitalize the first word in a sentence and the pronoun I.  **L.K.1f-**Produce and expand complete sentences in shared language activities.  **L.K.2d-**Spell simple words phonetically drawing on knowledge of sound-letter relationships.  **L.K.2e-**Spell untaught words phonetically.  **L.K.5-**With guidance and support from adults, explore word relationships and nuances in word meanings. | | | | | | * Demonstrates knowledge the ability to print upper and lower case letters when writing. * Demonstrate the ability to spell simple words phonetically. * Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent. (1) * Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). * Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use.   **Sample Objectives (I can):**   * Use periods at the end of statements. * Label drawings using inventive spelling. | | | | | | **Vocabulary**   * Daily Vocabulary Boost   **Lesson Vocabulary**   * Read Aloud: dazzling, distance, gazing, leaned, planet, tunnel * Big Book: Beautiful, fireball, misty, thinner   **Academic Vocabulary**   * setting, gazing, Milky Way, wonders * <http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf> * <http://achievethecore.org/page/61/which-words-do-i-teach-and-how-detail-pg> (Supplemental Resources, click Vocabulary Quadrant)   **Literacy Station Activities**   * Vocabulary station: draw/label/match pictures to similes, illustrate activities done in sequential order, additional activities.   <http://www.fcrr.org/for-educators/sca_cc_l_k-1.asp>  **Language Arts**  Grammar Focus   * Statements   **Performance Assessments**   * *Journeys* Benchmark, Lesson 15 * *Journeys* Unit Tests. Unit 3 * *Journeys* Grab-and-Go Assessments, Lesson 15 * SCS Kindergarten Report Card Assessment Book * Teacher-created | | | | | |
| **Reading Foundational Skills** | | | | | | | | | | | | | | | | | |
| **WEEK 4-LESSON 16** | | | | | | | | | | | | | | | | | |
| **Big Book:** *What Is Science? (Poetry)* | | | | | | | | | | | | | | | | | |
| **Decodable Texts:** *What is It? (p.14) & Fit in My Cab (p. 20)* | | | | | | | | | | | | | | | | | |
| **STANDARDS** | | | **RF.K.2d-** 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/.)  **RF.K.3b-**Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  **RF.K.3c-**Read common high-frequency words by sight (e.g., *is, of, many, how, so, where*).  **RF.K.4-** Read emergent-reader texts with purpose and understanding. | | | | | | | | | | | | | | |
| **DAILY LANGUAGE** | | | **DAY 1** | | | | **DAY 2** | | | | **DAY 3** | | | **DAY 4** | | | **DAY 5** |
| **Opening Routines**  **Phonemic Awareness** | | | Opening Routines  T12-13   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T24 | | | | Opening Routines  T30-31   * Phonemic Awareness * High Frequency words   Phonemic Awareness, T32 | | | | Opening Routines,  T46-47   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T48 | | | Opening Routines,  T58-59   * Phonemic Awareness * High Frequency words | | | Opening Routines,  T68-69   * Phonemic Awareness * High Frequency words |
| **Phonics**  **Fluency** | | | Phonics  Letters Ii,  T24-25  Model Fluency, T14 | | | | Phonics  Letters Ii,  T32-33  Model Fluency, T36 | | | | Phonics  Words with i,  T48-49 | | | Fluency Pause for Punctuation, T60 | | |  |
| **Literacy Station Activities to Reinforce Foundational Skills**   * Phonemic Awareness/Phonics/Word study station: Journeys flip charts, alphabet manipulatives, letter matching, match pictures with the same middle sounds (focus on short and long /i/), additional activities:   [**http://www.fcrr.org/Curriculum/pdf/GK-1/P\_Final\_Part2.pdf**](http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf)  [**http://www.fcrr.org/for-educators/sca\_cc\_rfs\_k.asp**](http://www.fcrr.org/for-educators/sca_cc_rfs_k.asp)   * Fluency station: Read words and phrases; focus on stress, read decodable reader with a partner; read along with a recording: [http://www.fcrr.org/curriculum/studentCenterActivities.shtm -](http://www.fcrr.org/curriculum/studentCenterActivities.shtm) | | | | | | | | | | | | | | | | | |
| **Week 4 Lesson 16** | | | | | | | | | | | | | | | | | |
| **Reading Selections**   * Big Book: *What Is Science? (Lexile-AD350L) (Poetry)* * Read Aloud: *Dear Mr. Blueberry (Fantasy)* * *Benjamin Franklin, Inventor (Biography)* | | | | | | | | | | | **Instructional Resources for Building Knowledge**  Scientist at the Smithsonian <http://www.smithsonianeducation.org/scientist/index.html>  Focus on Scientist <http://www.readworks.com/passages/focus-scientists>  Thomas Edison <http://www.readworks.org/passages/edison-tried-and-tried-again> | | | | | | |
| **Essential Question: What kinds of things do scientists study?** | | | | | | | | | | | | | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Reading Literature and Informational Text**  **RL.K.2-** With prompting and support, retell familiar stories, including key details.  **RL.K.3-**With prompting and support, identify characters, settings, and major events in a story.  **R.L.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). | | | | | | * Provides a retelling of a familiar story, including key details. * Provides an identification of characters in a story. * Provides an identification of setting(s) in a story. * Provides an identification of major events in a story. * Provides a description of the relationship between the illustrations and the story in which they appear.   **Sample Objectives (I can):**   * Identify the main topic and explain what scientist explore/experiment with in the text “*What is Science?”* * Retell the story “*What is Science?” and*   answer the question: What is science?   * Describe how the illustrations of space, stars, rocks, water, and weather relate to the story “*What is Science?”* * Identify the basic similarities in “*What is Science?”* and “*Focus-Scientists”.* | | | | | | **Performance Assessments**   * *Journeys*  Progress Monitoring, Lesson 16 * *Journeys* Grab-and-Go Assessments, Lesson 16 * SCS Kindergarten Report Card Assessment Book * Teacher-created   **Performance Task-Optional**   * Have students discuss with a partner what their favorite study of science is and why.   **Text Dependent Questions**   * What are the studies of science? (key details) * Our theme this week is that science can be fun. What evidence can you find from both texts to support our theme? (infer) * What tools do you see in the illustrations that real scientist use? (text structure) * What are the similarities between “*What is Science*” and the article “*Focus Scientist*”? (Intertextual Connection)   **Leveled Readers (Lexile BR-***Beginning Reader***)**   * Advanced: *In the Tree* * On-level: *My Yard* * Struggling Readers: *Animals in the Woods* * Vocabulary Reader: *Camping Under the Stars* * English Language Support: *In My Yard*   **Literacy Station Activities**   * Comprehension station: *Journeys* flip chart, listening station/audio book, illustrate the setting of the story using details, review previously taught skills, additional activities:   [http://www.fcrr.org/Curriculum/PDF/GK-1/C\_Final.pdf](http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf%20) | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Writing/Research**  **W.K.1-**Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite season is…). | | | | | | * States an opinion or preference about a topic or book using a combination of drawing, dictating and/or writing. * Includes the topic or name of the book they are writing about when stating an opinion or preference.   **Sample Objectives (I can):**  Draw or write to help me share an opinion about a topic or book. | | | | | | **Routine Writing**   * Teacher’s Edition pp. T29, T45, T57, T67, T73   **Daily/ Weekly Writing**   * Draw and label * Journal * Shared writing activities   **Writing Tasks**   * In the story “*What is Science*?” students learn that science is the study of space, stars, rocks, water, and weather. Choose one of the scientific concepts discussed in the story and write about why you think that concept is the most interesting and why you want to experiment with that concept. | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Speaking and Listening**  **SL.K.2-**Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification.  **SL.K.5-**Add drawings or visual displays to description to provide detail.  **SL.K.6-**Speak audibly and express thoughts, feelings, and ideas clearly | | | | | | * Demonstrates the ability to confirm understanding of a text read aloud by answering and asking questions about key details. (1) * Demonstrates the ability to confirm understanding of information presented orally or through other media by asking and answering questions about key details. (2) * Demonstrates the ability to request clarification if something is not understood. * Provides drawings or other visual displays to descriptions to provide additional detail. * Demonstrates ability to speak audibly and express thoughts, feelings, and ideas clearly.   **Sample Objectives (I can):**  Participate appropriately in group discussionsabout books.  Ask or answer questions for clarity. | | | | | | **Performance Assessments**   * Participating in discussions, read alouds, and q/a sessions * Speaking in complete sentences   **Routines**  Teacher’s Edition Unit 4 pp. T12--13, T30-31, T46-47, T58-59, T68-69  Dig Deeper: T52-53 | | | | | |
| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| **Language**  **L.K.1d-**Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  **L.K.5a-** Sort common objects into categories to gain a sense of concepts the categories represent.  **L.K.5c-**Identify real-life connections between words and their use. | | | | | | * Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g.shapes, foods) thereby showing a sense of the concepts the categories represent. * Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use.   **Sample Objectives (I can)**   * Understand and use question words. * Sort things into groups and use the names of the groups to help me understand them better. * Use the new words I learn in different ways to show that I know what they mean. | | | | | | **Vocabulary**   * Daily Vocabulary Boost * Literacy and Language Guide, p.T23   **Lesson Vocabulary**   * Read Aloud: information, perhaps, pleased, pond, spurt, travel * Big Book: Fossils, geodes, geysers, glaciers   **Academic Vocabulary**   * study, retell, main idea, name (state) * <http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf> * <http://achievethecore.org/page/61/which-words-do-i-teach-and-how-detail-pg> (Supplemental Resources, click Vocabulary Quadrant)   **Literacy Station Activities**   * Vocabulary station: draw/label/match elements science words, sort science words into categories, additional activities:   <http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf>  <http://www.fcrr.org/studentactivities/v_023b.pdf>  **Language Arts**  Grammar Focus   * Questions   **Performance Assessments**   * *Journeys* Progress Monitoring * *Journeys* Grab-and-Go Assessments * SCS Kindergarten Report Card Assessment Book * Teacher-created | | | | | |
| **Reading Foundational Skills** | | | | | | | | | | | | | | | | | |
| **WEEK 5&6-LESSON 17** | | | | | | | | | | | | | | | | | |
| **Big Book:** *From Caterpillar to Butterfly* (Informational Text) | | | | | | | | | | | | | | | | | |
| **Decodable Texts:** *Can You Find It? (p. 30) & Pam Pig (p. 36)* | | | | | | | | | | | | | | | | | |
| **Standards** | | | **RF.K.2d-**Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.  **RF.K.3a-**Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.  **RF.K.3c-**Read common high-frequency words by sight (e.g., *find, from, but, this, came, on*). | | | | | | | | | | | | | | |
|  | | | **DAY 1** | | | | **DAY 2** | | | | **DAY 3** | | | **DAY 4** | | | **DAY 5** |
| **Opening Routines**  **Phonemic Awareness** | | | Opening Routines, T106-107   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T118 | | | | Opening Routines T124-125   * Phonemic Awareness * High Frequency words   Phonemic Awareness,T126 | | | | Opening Routines, T140-141   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T142 | | | Opening Routines, T152-153   * Phonemic Awareness * High Frequency words | | | Opening Routines, T162-163   * Phonemic Awareness * High Frequency words |
| **Phonics**  **Fluency** | | | Phonics  Letters Gg, T118-119  Model Fluency, T108 | | | | Phonics  Letters Gg, T126-127  Model Fluency, T130 | | | | Phonics  Words with g, T142-143 | | | Fluency, Read with Expression T154 | | | Review of Phonics Skill |
| **Literacy Station Activities to Reinforce Foundational Skills**   * Phonemic Awareness/Phonics/Word study station: Journeys flip charts, alphabet manipulatives, letter matching, word building cards, match pictures with beginning and ending sounds /g/, additional activities: <http://www.fcrr.org/studentactivities/PA_037a.pdf> <http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf> * Fluency station: Read words and phrases; focus on stress, read decodable reader with a partner; read along with a recording: [http://www.fcrr.org/curriculum/studentCenterActivities.shtm -](http://www.fcrr.org/curriculum/studentCenterActivities.shtm) | | | | | | | | | | | | | | | | | |
| **Week 5-6 Lesson 17** | | | | | | | | | | | | | | | | | |
| **Reading Selections**   * Big Book: *From Caterpillar to Butterfly* (*Lexile AD520L*) (Informational Text) | | | | | | | | | | | **Instructional Resources for Building Knowledge**  A Butterfly’s Life <http://www.readworks.org/passages/butterflys-life>  Very Hungry Caterpillar <https://vimeo.com/111692719>  Butterfly Website <http://www.butterflywebsite.com/>  Time to Fly <http://www.butterflywebsite.com/>  Butterfly or Moth <http://www.readworks.org/passages/butterfly-or-moth> | | | | | | |
| **Essential Question:** How does a caterpillar change throughout its life cycle? | | | | | | | | | | | | | | | | | |

| **TN DOE Curriculum Standards** | | | | | | **Evidence Statements** | | | | | | **Content & Tasks** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Literature and Informational Text**  **RI. K.1** Ask and answer questions about key details  **RI.K.3-** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **RI.K.7-** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  **RI.K.9** With Prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).  **Related WIDA Standard:**  **RI.K.9** With Prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures). | | | | | | | * Provides questions and answers that show understanding. * Provides a description of the connection between two individuals in a text. * Provides a description of the connections between two events in a text. * Provides a description of the connections between two ideas or pieces of information in a text. * Provides a description of the relationship between the illustrations and the story in which they appear. * Provides an identification of the basic similarities and differences between two texts on the same topic.   **Sample Objectives (I can):**   * Ask and answer questions about important details in the story “*Caterpillar to Butterfly*”. * Retell the story “*Caterpillar to Butterfly*” using important details from the story. * Tell the characters, setting and what happens in the story “*Caterpillar to Butterfly*”. * Ask and answer questions about unfamiliar words in the text “*Caterpillar to Butterfly*”. * Explain how a caterpillar becomes a butterfly. | | | | | | **Performance Assessments**   * *Journeys* Progress Monitoring, Lesson 17 * *Journeys* Grab-and-Go Assessments, Lesson 17 * SCS Kindergarten Report Card Assessment Book * Teacher-created   **Performance Task-Optional**   * Complete a graphic organizer to sequence the life of a butterfly.   **Text Dependent Questions**   * Why does the caterpillar get bigger every day? (general understanding) * Explain how the caterpillar changes throughout the story “*Caterpillar to Butterfly*”. (Key Details) * What does the word metamorphosis mean on page 4 in the text “*Caterpillar to Butterfly*”. (Key Details/Vocabulary) * What is the author’s purpose for including pages 28 and 29 in the text “*Caterpillar to Butterfly*”? (Author’s Purpose) * What is happening inside the chrysalis in the text “*Caterpillar to Butterfly”*? (Inference) * What are the similarities and differences of the texts “*Caterpillar to Butterfly”* and “*The Very Hungry Caterpillar*”? (intertexual)   **Leveled Readers (Lexile BR-***Beginning Reader***)**   * Advanced: *Rosie and the Bug Jar* * On-level: *Find the Bug* * Struggling Readers: *Bug Parts* * Vocabulary Reader: *Bugs!* * English Language Support: *Look for Bugs*   **Literacy Station Activities**   * Comprehension station: *Journeys* flip chart, listening station/audio book, retelling cards, illustrate a story using details, review previously taught skills, additional activities:   <http://www.fcrr.org/for-educators/sca_cc_ri_k-1.asp>  <http://www.fcrr.org/studentactivities/c_010a.pdf> | | | | | |
| **WIDA Standard 2:** English language learners **communicate** information, ideas and concepts necessary for **academic success** in the content area of **Language Arts**.  **Model Performance Indicator for RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | | | | | | | | | | | | | | | | |
| **Reading** | | **Level 1: Entering**  Ask and answer questions about the meaning of content-based words and/or answer questions about high-frequency, unknown words in a leveled text using single words and short phrases. | | | **Level 2: Emerging**  Ask and answer questions about the meaning of content-based words and/or answer questions about key words in a leveled text using pictures, phrases and short sentences. | | | | | **Level 3: Developing**  Ask and answer questions about the meaning of key words in a leveled text using simple, related sentences. | | | **Level 4: Expanding**  Ask and answer questions about the meaning of key, unknown words in a grade-level text using expanded and some complex sentences. | | | | **Level 5: Bridging**  Ask and answer questions about the meaning of unknown words in a grade-level text using multiple, complex sentences. | |
| For additional information on scaffolding within the domains of Reading, Writing, Listening, and Speaking please see:  North Carolina Livebinder [http://www.livebinders.com/play/play?id=1089921](http://www.livebinders.com/play/play?id=1089921%20) Click on Transformed MPIs/ELAs | | | | | | | | | | | | | | | | | | |
| **TN DOE Curriculum Standards** | | | | | | | | **Evidence Statements** | | | | | **Content & Tasks** | | | | |
| **Writing/Research**  **W.K.1-**Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite season is…). | | | | | | | | | * States an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing. * Includes the topic or name of the book they are writing about when stating an opinion or preference.     **Sample Objectives (I can):**   * Write and draw about the most interesting part(s) of a caterpillar’s life cycle. | | | | | **Routine Writing**   * Teacher’s Edition pp. T123, T139 ,T151, T161, T167 * Story Sentences   **Daily/ Weekly writing**   * Draw and label * Journal * Shared writing activities   **Culminating Task**   * Thinking about the text “*From Caterpillar to Butterfly*” and other passages about butterflies read this week, create the stages of a butterfly’s life cycle. Label and write about each stage. Include how the caterpillar changed over time. Then state your opinion regarding the most interesting change that took place in the butterfly’s life cycle. | | | | |
| **TN DOE Curriculum Standards** | | | | | | | | **Evidence Statements** | | | | | **Content & Tasks** | | | | |
| **Speaking and Listening**  **SL.K.1-**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **SL.K.1b** Continue a conversation through multiple exchanges. | | | | | | | | | * Demonstrates the ability to participate in a collaborative conversation with diverse partners about kindergarten topics and texts. * Demonstrates the ability to follow rules for discussions. * Demonstrates the ability to continue conversation through multiple exchanges.   **Sample Objectives (I can):**   * Show that I know how to have good conversations with my friends and teachers. * Have a long conversation with another person. | | | | | **Performance Assessments**   * Participating in discussions, read alouds, and q/a sessions * Speaking in complete sentences   **Routines**   * Opening Routines   Teacher’s Edition pp. 106-107, 124-125, 140-141, T152-153, T162-163  Dig Deeper pp. T146-T147 | | | | |
| **TN DOE Curriculum Standards** | | | | | | | | | **Evidence Statements** | | | | | **Content & Tasks** | | | | |
| **Language**  **L.K.1b-** Use frequently occurring nouns and verbs.  **L.K.2d-**Spell simple words phonetically drawing on knowledge of sound-letter relationships.  **L.K.2e-**Spell untaught words phonetically.  **L.K.4a-**Identify new meanings for familiar words and apply them accurately. | | | | | | | | | * Shows an understanding of using frequently occurring nouns and verbs. * Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately * Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately.   **Sample Objectives (I can):**   * Use proper nouns correctly. * Use what I know about letters and sounds to spell easy words. * Spell untaught words phonetically. * Figure out what words mean by thinking about what I have read. * Find new meanings for words I already know and use them correctly. * Use the new words I learn in different ways to show that I know what they mean. | | | | | **Vocabulary**   * Daily Vocabulary Boost   **Lesson Vocabulary**   * Read Aloud: creaks, hare, hinge, howling, path, sways * Big Book: Ever, pumps, rush, tiny     **Academic Vocabulary**   * metamorphosis, chrysalis, cycle, Cause and Effect   **Literacy Station Activities**   * Vocabulary station: context cards, match pictures with words, sort, illustrate/label using proper nouns   **Language Arts**  Grammar Focus  Proper Nouns for Places, People, and Pets  **Performance Assessments**   * Checklist (Can students figure out new meanings of words and use them correctly?) p.T155 * *Journeys* Grab-and-Go Assessments, Lesson 17 * SCS Kindergarten Report Card Assessment Book | | | | |
| **Reading Foundational Skills** | | | | | | | | | | | | | | | | | |
| **WEEK 7-8 LESSON 18** | | | | | | | | | | | | | | | | | |
| **Big Book:** *Atlantic (Informational Text)* | | | | | | | | | | | | | | | | | |
| **Decodable Texts:** *Will it Be Big? (p. 46) & Rip Is It (p. 52)* | | | | | | | | | | | | | | | | | |
| **STANDARDS** | | | **RF.K.2d-**Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.  **RF.K.3a-**Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  **RF.K.3c-**Read common high-frequency words by sight (e.g., *will, into, your, be, that who*).  **RF.K.4-**Read emergent-reader texts with purpose and understanding | | | | | | | | | | | | | | |
| **DAILY LANGUAGE** | | | **DAY 1** | | | | | **DAY 2** | | | **DAY 3** | | | **DAY 4** | | | **DAY 5** |
| **Opening Routines**  **Phonemic Awareness** | | | Opening Routines  T200-201   * Phonemic Awareness * High Frequency Words * Vocabulary Boost   Phonemic Awareness, T212 | | | | | Opening Routines T218-219   * Phonemic Awareness * High Frequency words * Vocabulary Boost   Phonemic Awareness,T220 | | | Opening Routines, T234-235   * Phonemic Awareness * High Frequency Words * Vocabulary Boost   Phonemic Awareness, T236 | | | Opening Routines, T246-247   * Phonemic Awareness * High Frequency words * Vocabulary Boost | | | Opening Routines, T256-257   * Phonemic Awareness * High Frequency words * Vocabulary Boost |
| **Phonics**  **Fluency** | | | Phonics  Letters Rr,  T212-213  Model Fluency, T202 | | | | | Phonics  Letters Rr,  T220-221  Model Fluency, T224 | | | Phonics  Words with r,  T236-237 | | | Fluency Read with Expression, T248 | | | Review Phonics Skill |
| **Literacy Station Activities to Reinforce Foundational Skills**   * Phonemic Awareness/Phonics/Word study station: Journeys flip charts Lesson 18, alphabet manipulatives, letter matching, match pictures with the same beginning/ending sounds /r/), review of previously taught skills, additional activities:   <https://www.engageny.org/ccls-ela/rfk2d>  <http://www.fcrr.org/for-educators/sca_cc_rfs_k.asp>   * Fluency station: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording: [http://www.fcrr.org/curriculum/studentCenterActivities.shtm -](http://www.fcrr.org/curriculum/studentCenterActivities.shtm) | | | | | | | | | | | | | | | | | |
| **Week 7-8 Lesson 18** | | | | | | | | | | | | | | | | | |
| **Reading Selections**   * Big Book: *Atlantic (Lexile-AD730L) (Informational Text)* * Read Aloud: *One-Dog Canoe (Fiction)* * *Poems about the Sea* | | | | | | | | | | | **Instructional Resources for Building Knowledge**  Life in the Ocean <http://www.readworks.com/passages/life-ocean>  Over in the Ocean (video) <https://www.youtube.com/watch?v=_Tbtd3mdRHs>  The Earth’s Oceans <http://www.readworks.com/passages/mountains-and-oceans-earths-oceans>  The Ocean Alphabet Book (video) <https://www.youtube.com/watch?v=8CM3PcRQ8NI> | | | | | | |
| **Essential Question:** In what ways are oceans special? | | | | | | | | | | | | | | | | | |
| **TN DOE Curriculum Standards** | | | | | | | **Evidence Statements** | | | | | **Content & Tasks** | | | | | |
| **Reading Literature and Informational Text**  **RL.K.3-**With prompting and support, identify characters, settings, and major events in a story.  **RI.K .2-**Identify the main topic and retell key details.  **RI.K .3-**With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **RI.K.8-**Identify the reasons an author gives support points | | | | | | | * Provides an identification of characters in a story. * Provides an identification of setting(s) in a story. * Provides an identification of major events in a story. * Provides a statement of the main topic of a text. * Provides a retelling of key details. * Provides reasons and author gives to support points in a text.   **Sample Objectives (I can):**   * Ask and answer questions about important details in texts. * Identify who is telling the story “*Atlantic*” * Retell the story “*Atlantic”* * Use the text to describe the impact the Atlantic Ocean has on the world. * Explain the relationship between the illustrations and the text on pages 10 and 11 in “*Atlantic”*. | | | | | **Performance Assessments**   * *Journeys* Progress Monitoring, Lesson 18 * *Journeys* Grab-and-Go Assessments, Lesson 18 * SCS Kindergarten Report Card Assessment Book * Teacher-created   **Text Dependent Questions**   * What is the text “*Atlantic*” about? (general understanding) * Who is telling the story “*Atlantic”*? (Inferring) * According to the text “*Atlantic*”, what is the Atlantic Ocean made of? (Key Details) * In the story “*Atlantic*” What is the relationship between the illustrations on pages 10 and 11 and the text “*My Water Doesn’t Stay in Just One Place*”. It travels from continent to continent? (Author’s Purpose) * How is page 16 in “*Atlantic”* similar to the Read Works article “*Water-cycle*”? (Intertexual)   **Leveled Readers (Lexile BR-***Beginning Reader***)**   * Advanced: *By the Sea* * On-level: *Let’s Swim* * Struggling Readers: *The Sea* * Vocabulary Reader: *At the Beach* * English Language Support: *Swimming*   **Literacy Station Activities**   * Comprehension station: *Journeys* flip chart, listening station/audio book, illustrate a story using details, review previously taught skills, additional activities:   <http://www.fcrr.org/for-educators/sca_cc_rlt_k-1.asp>  [http://www.fcrr.org/Curriculum/PDF/GK-1/C\_Final.pdf](http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf%20) | | | | | |
| **TN DOE Curriculum Standards** | | | | | | | **Evidence Statements** | | | | | **Content & Tasks** | | | | | |
| **Writing/Research**  **W.K.1-**Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite season is….).  **W.K.6-**Explore digital tools to produce and publish writing. | | | | | | | * Narrates a single event using a combination of drawing, dictating, and/or writing. * Narrates several loosely linked events using a combination of drawing, dictating, and/or writing. * Tells about events in the order in which they occurred when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing. * Provides a response to questions and suggestions from peers. * Adds details that strengthen writing as needed after review of drafts.   **Objectives (I can):**   * Draw or write to help me share what I think. * Use a computer or tablet to publish my writing. | | | | | **Routine Writing**   * Teacher’s Edition pp. T217, 233,244,255,260   **Daily/Weekly Writing**   * Draw and label * Daily Journal * Shared Writing Activities * Graphic Organizers * Peer Editing   **Writing Tasks-Culminating Task**   * In the story *Atlantic* students learn about the Atlantic Ocean and why it is important. Students will use a combination of drawing, dictating, and writing to compose an informative text about the Atlantic. * See T259 for ideas on comparing ponds and oceans. | | | | | |
| **Speaking and Listening**  **SL.K.2-**Confirm understanding of a text read aloud, information presented orally, or through other media by asking/answering questions and requesting clarification.  **SL.K.3-**Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **SL.K.6-**Speak audibly and express thoughts, feelings, and ideas clearly. | | | | | | | * Demonstrates the ability to confirm understanding of a text read aloud by answering and asking questions about key details. * Demonstrates the ability to confirm understanding of information presented orally or through other media by asking and answering questions about key details. * Demonstrates the ability to request clarification if something is not understood. * Demonstrates the ability to ask and answer questions to seek help, get information, or clarify something that is not understood. * Demonstrates ability to speak audibly and express thoughts, feelings, and ideas clearly.   **Sample Objectives (I can):**   * Tell what a story is about. * Ask and answer a question about what I have heard. * Speak and share my ideas clearly. | | | | | **Performance Assessments**   * Participating in discussions, read alouds, and q/a sessions * Speaking in complete sentences   **Routines**   * Opening Routines   Teacher’s Edition pp. T200-201, T218-219, T234-235, T246-247, T256-257  Dig Deeper: T240-241 | | | | | |
| **TN DOE Curriculum Standards** | | | | | | | **Evidence Statements** | | | | | **Content & Tasks** | | | | | |
| **Language**  **LL.K.1b-**Use frequently occurring nouns and verbs.  **L.K.1d-**Understand and use question words.  **L.K.1f-**Produce and expand complete sentences in shared language activities.  **L.K.4a**-Use sentence-level context as a clue to the meaning of a word or phrase | | | | | | | * Demonstrate the ability to use nouns and verbs correctly. * Demonstrate the ability to use question words. * Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately   **Sample Objectives (I can):**   * Use verbs in the future tense. * Understand and use question words. * Create longer complete sentences with my class. * Show that I know how to write sentences correctly. * Use context clues to learn the meanings of new words. | | | | | **Vocabulary**   * Daily Vocabulary Boost * Read “At the Beach” * Literacy and Language Guide, p. T211   **Lesson Vocabulary**   * Read Aloud: canoe, dew, glided, paddle, peered, crew * Big Book: Conquered, lapping, relatives scraping   **Academic Vocabulary**   * Conclusion, classify, clarify, blend, final,   <http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf>  **Literacy Station Activities**   * Vocabulary station: draw/label/match characters to words, illustrate actions of the characters, additional activities:   [http://www.fcrr.org/Curriculum/pdf/GK-1/V\_Final.pdf](%20http:/www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf)  **Language Arts**  Grammar Focus   * Verbs in the Future Tense   **Performance Assessments**   * *Journeys* Progress Monitoring, Lesson 18 * *Journeys* Grab-and-Go Assessments, Lesson 18 * SCS Kindergarten Report Card Assessment Book * Teacher-created | | | | | |
| **Reading Foundational Skills** | | | | | | | | | | | | | | | | | |
| **WEEK 9 LESSON 20** | | | | | | | | | | | | | | | | | |
| **Big Book:** *Curious George’s Dinosaur Discovery (Fantasy)* | | | | | | | | | | | | | | | | | |
| **Decodable Texts:** *The Big Dig (p. 78) & We Fit (p. 84)* | | | | | | | | | | | | | | | | | |
| **STANDARDS** | | | RF.K.2d-Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.  RF.K.2e-Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  RF.K.3a-Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  RF.K.3b-Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  RF.K.3c-Read common high-frequency words by sight.  RF.K.4-Read emergent-reader texts with purpose and understanding. | | | | | | | | | | | | | | |
| **DAILY LANGUAGE** | | | **DAY 1** | | | | | **DAY 2** | | | **DAY3** | | | **DAY 4** | | | **DAY 5** |
| **Opening Routines**  **Phonemic Awareness** | | | Opening Routines, T388-389   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T400 | | | | | Opening Routines, T406-407   * Phonemic Awareness * High Frequency words   Phonemic Awareness, T408 | | | Opening Routines, T422-423   * Phonemic Awareness * High Frequency Words   Phonemic Awareness, T424 | | | Opening Routines, T434-435   * Phonemic Awareness * High Frequency words | | | Opening Routines, T444-445   * Phonemic Awareness * High Frequency words |
| **Phonics**  **Fluency** | | | Phonics  Letters Gg, Ii  T400-401  Model Fluency, T390 | | | | | Phonics  Letters Dd, Rr,  T408-409  Model Fluency, T412 | | | Phonics  Words with I,g,d,r  T424-425  Phonics and Fluency  Word Building, T426 | | | Fluency Reading Rate, T436 | | | Phonics  Long Vowel /i/,T470  Long Vowel /i/,i\_e, T474 |
| **Literacy Station Activities to Reinforce Foundational Skills**   * Phonemic Awareness/Phonics/Word study station: Journeys flip charts, letter matching, match pictures with the same middle sounds (focus on review of short and long /i/), review previously taught skills, additional activities:   <http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part2.pdf>  <http://www.fcrr.org/for-educators/sca_cc_rfs_k.asp>   * Fluency station: Read words and phrases; focus on stress, read decodable reader with a partner; read along with a recording: [http://www.fcrr.org/curriculum/studentCenterActivities.shtm -](http://www.fcrr.org/curriculum/studentCenterActivities.shtm) | | | | | | | | | | | | | | | | | |
| **Week 9 Lesson 20** | | | | | | | | | | | | | | | | | |
| **Reading Selections**   * Big Book: *Curious George’s Dinosaur Discovery (Lexile AD 380L) (Fantasy)* * Read Aloud: *Duck and Goose (Fantasy)* | | | | | | | | | | | **Instructional Resources for Building Knowledge**  Who is Sue? <http://www.readworks.org/passages/who-sue>  Digging Up Dinosaurs <https://www.youtube.com/watch?v=LE3trYHecwo> | | | | | | |
| **Essential Question:** What do scientists do when they make discoveries? | | | | | | | | | | | | | | | | | |
| **TN DOE Curriculum Standards** | | | | | | | **Evidence Statements** | | | | | **Content & Tasks** | | | | | |
| **Reading Literature and Informational Text**  **RL.K.2**-With prompting and support, retell familiar stories, including key details.  **RL. K.4** Ask and answer questions about unknown words.  **RL. K.9** Compare and contrast adventures and experiences of characters.  **Related WIDA Standard**  **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). | | | | | | | * Provides a retelling of a familiar story, including key details. * Provides a description of the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea from the text is depicted in an illustration)   **Sample Objectives (I can):**   * Ask and answer questions about important details in texts. * Retell a story I know using important details from the story. | | | | | **Performance Assessments**   * *Journeys Progress Monitoring, Lesson 20* * *Journeys Unit Test, Unit 4* * *SCS Kindergarten Report Card Assessment Book* * *Teacher-created*   **Performance Task-Optional**   * Use a graphic organizer to retell the story using: first, next, last.   **Text Dependent Questions**   * Explain how Georges’ curiosity affected him throughout the story “*Curious George’s Dinosaur Discovery*”. (Key Details) * What does the word quarry mean on page 6 in the story “*Curious George’s Dinosaur Discovery”*? (Key Details/Vocabulary) * Why are George and the man with the yellow hat at the quarry in the story “Curious George’s Dinosaur Discovery”? (Key Details) * Do you think George’s curiosity had a good outcome or a bad outcome for the story “*Curious George’s Dinosaur Discovery*”? (Opinion) * What are the similarities and differences of the story “*Curious George’s Dinosaur Discovery*”? and the video story “*Digging up Dinosaurs*”? (intertexual) * Why are Duck and Goose fighting in the story ‘*Duck and Goose’*? (general understanding) * How has the behavior of Duck and Goose changed by the end of the story? Give evidence from the story to support your answer. (opinions)   **Leveled Readers (Lexile BR-***Beginning Reader***)**   * Advanced: *Curious George Visits the Woods* * On-level: *Curious George and the Hungry Animals* * Struggling Readers: *Curious George Visits Animal Friends* * Vocabulary Reader: *Curious About the Animal Park* * English Language Support: *Curious George and the Animals*   **Literacy Station Activities**   * Comprehension station: *Journeys* flip chart, listening station/audio book, illustrate a story using details, use picture cards to retell a story, additional activities:   [http://www.fcrr.org/Curriculum/PDF/GK-1/C\_Final.pdf](http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf%20) | | | | | |
| **WIDA Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  Model Performance Indicator for 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). | | | | | | | | | | | | | | | | | |
| **Reading** | | **Level 1: Entering**  Describe connections between the illustration and text in using single words. | | | **Level 2: Emerging**  Describe connections between the illustration and text using a phrase and/or short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary. | | | | | **Level 3: Developing**  Describe connections between the illustration and text using simple sentences. | | **Level 4: Expanding**  Describe connections between the illustration and text using expanded and some complex sentences. | | | **Level 5: Bridging**  Describe connections between the illustration and text using multiple, complex sentences. | | |
| **TN DOE Curriculum Standards** | | | | | | | **Evidence Statements** | | | | | **Content & Tasks** | | | | | |
| **Writing/Research**  **W.K.1-**Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite season is…).  **W.K.5-**Respond to questions/suggestions from peers and add details to strengthen writing. | | | | | | | * States an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing. * Includes the topic or name of the book they are writing about when stating an opinion or preference. * Provides a response to questions and suggestions from peers. * Adds details that strengthen writing as needed after review of drafts.   **Sample Objectives (I can):**   * I can compare Curios George’s actions to a real scientist and support this opinion with evidence from the story *Curious George’s Dinosaur Discovery*. * I can compare and contrast the characters in reactions to their discoveries in the text *Curious George’s* *Dinosaur Discovery* and *Duck and Goose*. | | | | | **Routine Writing**   * Teacher’s Edition pp.T405,421,432,442,448   **Daily/Weekly Writing**   * Draw, write and label * Journal * Shared Writing Activities   **Culminating Task**   * When scientist make discoveries they look at them carefully, make drawings or take pictures and use special tools. Write/draw/speak about ways Curious George acts like a real scientist. Support this opinion with evidence from the text. * Students will compare and contrast George’s curiosity in two of the Curious George texts from this week’s readings (big book and leveled readers). (**RL K.9)** * In *Duck & Goose* as well as *Curious George* they make discoveries. Have student draw/dictate/write the items discovered and compare and contrast the characters reaction to the discoveries. **(RL K.9)** | | | | | |
| **TN DOE Curriculum Standards** | | | | | | | **Evidence Statements** | | | | | **Content & Tasks** | | | | | |
| **Speaking and Listening**  **SL.K.1a-**Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  **SL.K.1b-**Continue a conversation through multiple exchanges. | | | | | | | * Provides drawings or other visual displays to descriptions to provide additional detail. * Demonstrates ability to speak audibly and express thoughts, feelings, and ideas clearly.   **Sample Objectives (I can):**   * Show that I know how to have good conversations with my friends and teachers. * Listen and take turns when I am having conversations. * Have a long conversation with another person. | | | | | **Performance Assessments**   * Participating in discussions, read alouds, and q/a sessions * Speaking in complete sentences   **Routines**   * Opening Routines   Teacher Edition pp. T388-389, T406-407, T422-423, T434-435, T444-445  Dig Deeper: T428-429 | | | | | |
| **Language**  **L.K.1b-**Use frequently occurring nouns and verbs**.**  **L.K.2a-**Capitalize the first word in a sentence and the pronoun I.  **L.K.2c-**Write a letter or letters for most consonant and short vowel sounds (phoneme).  **L.K.2e-**Spell untaught words phonetically.  **L.K.5d-**Distinguish shades of meaning among verbs by acting out the meaning. | | | | | | | * Demonstrate the ability to use nouns and verbs correctly. * Demonstrate the ability to capitalize the first word in a sentence and the pronoun I. * Shows understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), thereby showing the ability to distinguish shades of meaning.   **Sample Objectives (I can):**   * Use verbs in the present, past, and future tenses. * Capitalize the first word and the word “I” in a sentence. * Write a letter or letters for most consonant and short vowels sounds. * Spell untaught word phonetically. * Tell the difference between verbs that are almost alike. | | | | | **Vocabulary**   * Daily Vocabulary Boost * Literacy and Language Guide, p.T399   **Lesson Vocabulary**   * Read Aloud: apologized, attention, confusion, notice, snooze, webbed * Big Book: expected, display, museum, quarry   **Academic Vocabulary**   * synonyms, conclude, argue * <http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf>   **Literacy Station Activities**   * Vocabulary station: verbs, illustrate/label synonyms, word sort, additional activities:   <http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf>  <http://www.fcrr.org/studentactivities/v_020b.pdf>  <https://www.engageny.org/resource/kindergarten-ela-skills-unit-4>  **Language Arts**  Grammar Focus   * Verbs: Past, Present, Future   **Performance Assessments**   * *Journeys* Progress Monitoring, Lesson 20 * *Journeys* Unit Test, Unit 4 * *Journeys* Grab-and-Go Assessments, Lesson 20 * SCS Kindergarten Report Card Assessment Book * Teacher-created | | | | | |

**APPENDIX - TWO WEEK AT A GLANCE OUTLINES-TWAG**

Unit 3, Lesson 15, How Many Stars In The Sky?

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| **Week 1 How Many Stars in the Sky? (Unit 3, Lesson 15)** | DAYS | | | | |
| **Essential Question:** How many stars are in the sky? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud   * Text based comprehension * Text based discussion |  | | | | |
| Main Selection (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | Read Aloud: *How Many Stars in the Sky?*   * All activities and discussions should be guided by the Text X-ray (Zoom in on Key Ideas & Academic Language) * Orally respond to ‘Think Through The Text’ questions 2, 3, 5, 6, 8, 11, 12, 13 * “Retelling Card” 3 | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| Vocabulary  Drawn from the texts | distance, gazing, burning, basking, dazzling | | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |

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| --- | --- | --- | --- | --- | --- |
| **Week 1 How Many Stars in the Sky? (Unit 3, Lesson 15)** | DAYS | | | | |
| **Essential Question:** How many stars are in the sky? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** sequence of activities | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | What challenges did the boy face while trying to count the stars? Use the text and illustrations to support your answer.  May use sentence frame: It was hard to count the stars because \_\_\_\_\_\_\_\_\_\_\_\_.  (This could be done daily as the boy faces new challenges.) | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.K.1, RL.K.3, RLK.7, RL.K.10 | | | | |
| Writing  W.K.3, W.K.8 | | | | |

**For further information regarding grade level TWAGs see the following:** [**http://achievethecore.org/page/2881/journeys-2014-materials-adaptation-project?PID=1036**](http://achievethecore.org/page/2881/journeys-2014-materials-adaptation-project?PID=1036)

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| **Week 2 How Many Stars in the Sky? (Unit 3, Lesson 15)** | DAYS | | | | | |
| **Essential Question:** How many stars are in the sky? | | | | | | |
|  | | 1 | 2 | 3 | 4 | 5 |
| Read Aloud   * Text based comprehension * Text based discussion | |  | | | | |
| Main Selection   * Text based comprehension * Text based discussion | |  | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole/Small Group, Independent work)  **All students experience all texts and resources regardless of level** | | Big Book:   * *What a Beautiful Sky!*   Vocabulary Reader:   * *In the Sky*   Other Resources:   * “A Big Star” – reading passage, vocabulary, and comprehension questions – <http://www.readworks.org/passages/big-star> * “Why Don’t We See Stars in the Daytime?” – reading passage, vocabulary, and comprehension questions - <http://www.readworks.org/passages/why-dont-we-see-stars-daytime> * What Are Stars? – reading passage, vocabulary, and comprehension questions - <http://www.readworks.org/passages/what-are-stars> * “Sesame Street: Elmo in the Sky” – video <https://www.youtube.com/watch?v=0zfC_KHgmkI> * “What Are Stars For Children?” – video <https://www.youtube.com/watch?v=vGS5_ZISlNg> * “What Are Stars?” – video <https://www.youtube.com/watch?v=ZrS3Ye8p61Y> | | | | |
| Vocabulary  Drawn from the texts | | heat, light, star, bright, gas | | | | |

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| **Week 2 How Many Stars in the Sky? (Unit 3, Lesson 15)** | DAYS | | | | | |
| **Essential Question:** How many stars are in the sky? | | | | | | |
|  | | 1 | 2 | 3 | 4 | 5 |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |
| Language/ Syntax   * Spelling and Grammar | | Follow the daily **Grammar** sequence of activities | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | | Response to text:  Students will orally respond to the comprehension questions associated with the passages from readworks.org.  Culminating Task: Students will draw and write facts they have learned about stars to create “My Star Book”. | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | | Reading: Informational Text  RI.K.1, RI.K.2, RI.K.4, RI.K.10 | | | | |
| Writing  W.K.2, W.K.7, W.K.8 | | | | |

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