

Module [1] All Together Now	Grade Level: Kindergarten (Strike-outs represent a part of the standard that will be covered in a later module.)
Subject Area: Literacy	Time Frame: 6 Weeks
Designed By: Kindergarten Instructional Team	Beginning Date:
School: Morrilton Primary School	Ending Date:
Stage 1 – Desired Results	
Standards:	
<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables and sounds</p> <p>RF.K.2a Recognize and produce rhyming words</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page</p> <p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet (letters in first name)</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>SL.K.1a Follow agreed upon rules for discussions (eg, listening to others and taking turns speaking about the topics and texts under discussion)</p> <p>L.K.1 Demonstrate command of the convention of standard English grammar and usage when writing or speaking</p> <p>L.K.1a Print many upper- and lowercase letters</p> <p>L.K.1b Use frequently occurring nouns and verbs</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p>	

Standards Conti.-

L.K.4a Identify new meanings for familiar words and apply them accurately

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts

Goal(s):

Ask and answer questions about stories that are read.

Retell stories that are read.

Identify elements of a story read.

Identify concepts of print (front, back, top, bottom, left to right, page by page, title, author, illustrator)

Recognize, name, and print all upper and lower case letters of the alphabet.

Understand syllables, sounds and spoken words.

Recognize and produce rhyming words.

Participate in conversations with diverse partners by following rules for discussions.

Use standard grammar and mechanics when writing or speaking using nouns and verbs (COPS).

Essential Question(s):

Can you describe what happened at the beginning, middle, and end of a story?

Explain or retell the story using the characters and setting?

Describe where you would begin to read? Explain which direction you would go? Where would you go next/now?

Define or explain the role of the author and illustrator?

Can you identify the parts of a book?

Can you recite the letter and sound?

Can you write the letter/sound?

Demonstrate or tell us how many syllables (claps) does this word have?

Do these words rhyme? Can you give an example that rhymes with my word?

Can you explain/share information about a given topic?

Demonstrate how to say this in a complete sentence?

Compare and report the differences between naming and action words?

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Story Elements • Key Details • Parts (of a book) • Roles (of author/illustrator) • Letters (in his/her name) • Sounds (in his/her name) • Rhyming Words • Reading Directionality • Writing Directionality • Nouns • Verbs 	<ul style="list-style-type: none"> • Give key details and describe the elements in a story • Name the parts of a book • Explain the role of author/illustrator • Identify letter and sounds (especially those in his/her name) • Rhyme • Read and write in the correct direction • Identify nouns and explain what the noun is • Identify verbs and explain how it is an action word
Stage 2 – Acceptable Evidence	
Performance Tasks:	Other Evidence:
<ul style="list-style-type: none"> • Retell a story • Name parts of a book • Describe role of author/illustrator • Identify letters and sounds • Rhyme • Follow the text • Identify nouns and verbs • Interactive Smartboard lessons 	<ul style="list-style-type: none"> • Writing journals • Formative assessments • Running records • DIBELS (monitoring) • Literacy centers • Teacher observations

Stage 3: Part 1 – Weekly Learning Plan

Week	Activities/Lessons	Assessments	Materials	CCSS
1	<ul style="list-style-type: none"> • Benchmark Phonics Lesson 1-3 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Listening & Rhyme Recognition ○ Phonics <ul style="list-style-type: none"> ▪ sticks, straight sticks, slanted sticks ▪ Multi-Sensory (w/Play Doh) ○ Decodable Readers • Reading Street Unit 1 Week 1 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 	Week 1 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 1-3 • Picture cards • Magnetic letters • RS Unit 1 Teacher Edition • Play Doh 	<ul style="list-style-type: none"> • SLK1 • SLK1a • RFK2 • RFK2a • RFK1 • RFK1a • RFK1d • LK1 • LK1a • LK1b • RLK1 • RLK2 • RLK3 • RIK1 • RIK5 • RIK6
2	<ul style="list-style-type: none"> • Benchmark Phonics Lesson 3-5 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Listening & Rhyme Recognition ○ Phonics <ul style="list-style-type: none"> ▪ slanted sticks, straight & slanted sticks, review ▪ Multi-Sensory (w/Play Doh) ○ Decodable Readers 	Week 2 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 3-5 • Picture cards • Magnetic letters • RS Unit 1 Teacher Edition • Play Doh 	<ul style="list-style-type: none"> • SLK1 • SLK1a • RFK2 • RFK2a • RFK1 • RFK1a • RFK1d • LK1 • LK1a • LK1b

Wk 2- conti.	<ul style="list-style-type: none"> • Reading Street Unit 1 Week 2 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 			<ul style="list-style-type: none"> • RLK1 • RLK2 • RLK3 • RIK1 • RIK5 • RIK6
3	<ul style="list-style-type: none"> • Benchmark Phonics Lesson 6-8 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Listening & Rhyme Recognition ○ Phonics <ul style="list-style-type: none"> ▪ circles & curves, sticks & curves, sticks & circles ▪ Multi-Sensory (w/Play Doh) ▪ Multi Sensory (Whiteboards) ○ Decodable Readers • Reading Street Unit 1 Week 3 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 	Week 3 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 6-8 • Picture cards • Magnetic letters • RS Unit 1 Teacher Edition • Play Doh • White boards & Expos 	<ul style="list-style-type: none"> • SLK1 • SLK1a • RFK2 • RFK2a • RFK1 • RFK1a • RFK1d • LK1 • LK1a • LK1b • RLK1 • RLK2 • RLK3 • RIK1 • RIK5 • RIK6
4	<ul style="list-style-type: none"> • Benchmark Phonics Lesson 8-10 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Listening & Rhyme Recognition 	Week 4 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 8-10 • Picture cards • Magnetic letters 	<ul style="list-style-type: none"> • SLK1 • SLK1a • RFK2 • RFK2a

Week 4- conti.	<ul style="list-style-type: none"> ○ Phonics <ul style="list-style-type: none"> ▪ sticks & circles, letters that look alike, review ▪ Multi-Sensory (whiteboards and sentence strips) ○ Decodable Readers ● Reading Street Unit 1 Week 4 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 		<ul style="list-style-type: none"> ● RS Unit 1 Teacher Edition ● Whiteboards/Expos ● Sentence Strips 	<ul style="list-style-type: none"> ● RFK1 ● RFK1a ● RFK1d ● LK1 ● LK1a ● LK1b ● RLK1 ● RLK2 ● RLK3 ● RIK1 ● RIK5 ● RIK6
5	<ul style="list-style-type: none"> ● Benchmark Phonics Lesson 11-14 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Word Discrimination, Rhyme Recognition, Concept of Words& Listening ○ Phonics <ul style="list-style-type: none"> ▪ A a B b ▪ Multi-Sensory (sand or salt) ○ Decodable Readers ● Reading Street Unit 1 Week 5 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions 	Week 5 Formative Assessment	<ul style="list-style-type: none"> ● BMP (red) Lessons 11-14 ● Picture cards ● Magnetic letters ● RS Unit 1 Teacher Edition ● Sand/Salt trays 	<ul style="list-style-type: none"> ● SLK1 ● SLK1a ● RFK2 ● RFK2a ● RFK1 ● RFK1a ● RFK1d ● LK1 ● LK1a ● LK1b ● RLK1 ● RLK2 ● RLK3 ● RIK1 ● RIK5 ● RIK6

	<ul style="list-style-type: none"> ○ Listening & Speaking 			
6	<ul style="list-style-type: none"> ● Benchmark Phonics Lesson 15-17 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Word Discrimination, Rhyme Recognition, Concept of Words& Listening ○ Phonics <ul style="list-style-type: none"> ▪ Cc Dd ▪ Multi-Sensory (sand or salt) ○ Decodable Readers ● Reading Street Unit 1 Week 6 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 	Week 6 Formative Assessment	<ul style="list-style-type: none"> ● BMP (red) Lessons 15-17 ● Picture cards ● Magnetic letters ● RS Unit 1 Teacher Edition ● Sand/salt trays 	<ul style="list-style-type: none"> ● SLK1 ● SLK1a ● RFK2 ● RFK2a ● RFK1 ● RFK1a ● RFK1d ● LK1 ● LK1a ● LK1b ● RLK1 ● RLK2 ● RLK3 ● RIK1 ● RIK5 ● RIK6

Stage 3: Part 2 – Pacing Resources& Materials

Vocabulary Definitions:

first second third fourth fifth sixth cooperation float guide proud creation preparation platypus
 lost market around found groceries bakery park library fire station post office chaperone signals
 proper perfect dud pirates fabulous scooping swooshing spinning rumbling squelching gobbling

Web Links

- PebbleGo
- Pearson eText
- YouTube, YT Kids
- Storybots

- BrainPOP Jr