

Module [2] Look at Us	Grade Level: Kindergarten
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: (Standards shaded represent the focus standards for the module.)	
<p>RL.K.5 Recognize common types of texts</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic</p> <p>RF.K.2a Recognize and produce rhyming words</p> <p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>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</p> <p>SL.K.1b Continue a conversation through multiple exchanges</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail</p> <p>L.K.1c Form regular plural nouns orally by adding /s/ or /es/</p>	

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

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

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

L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)

L.K.5c Identify real life connections between words and their use

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

Goal(s):

Recognize common types of texts.

Make text to text, text to self, and text to world connections.

Describe the relationship between illustrations and texts.

Compare and contrast 2 texts on the same topic.

Count, pronounce, blend and segment syllables.

Use drawings, dictations, and writings to explain and compose informational text and narrative text.

Construct conversations through multiple exchanges.

Demonstrate understanding of text or oral information with questions, details, and clarification.

Describe nouns and provide additional details.

Form plural nouns (adding /s/ or /es/)

Understand verbs by relating to their opposite (antonym)

Identify real-life connections between words and their use

Essential Question(s):

Can you identify different kinds of texts (poetry, fiction, nonfiction)?

Can you identify the main idea and describe details to support the main idea?

Can you compare two stories using events, ideas or information of a similar topic (text to text connection)?

Describe how the picture and words support each other?

Can you rhyme with me?

Demonstrate how you segment and blend words?

Can you write to inform or explain a topic?

Can you describe an event in sequential order (retell a story)? Explain how you or the character feels about it?

Can you participate in a group conversation?

Can you understand and explain what is read aloud?

Essential questions – conti.

Give examples of some questions can you ask to help understand the text?

Can you describe details about the story?

Can you change a word to mean more than one (plural)?

Can you edit your writing using COPS (capitalization, organization, punctuation, and spelling)?

Can you improve your writing by adding details or words (verbs, adjectives, and antonyms)?

Students will know...

- Types of text
- Main Idea
- Supporting details
- Text-text connection (compare 2 stories)
- Reading Words (how to use the picture)
- Rhymes (how to produce)
- Segment Words
- Blend Words
- Writing (informative text)
- Story Retell
- Group discussions
- Comprehension (text read aloud)
- Types of text
- Plural forms
- Sentence Structure
- Editing
- COPS

Students will be able to...

- Identify and compare types of texts
- Identify the main idea
- Explain supporting details
- Make text-text connections
- Use pictures to decode text
- Name rhyming words
- Segment and blend words
- Write informative text
- Retell stories
- Carry on group conversation
- Comprehend stories read aloud
- Write plurals correctly
- Use COPS to edit sentences written

Stage 2 – Acceptable Evidence

Performance Tasks:	Other Evidence:
<ul style="list-style-type: none"> Identify and compare types of texts Identify the main idea Give supporting details Make text-text connections Use pictures to decode text Name rhyming words Segment and blend words Write informative text Retell stories Carry on group conversation Comprehend stories read aloud Write plurals correctly Interactive 	<ul style="list-style-type: none"> writing journals formative assessments running records DIBELS (monitoring) centers teacher observations

Stage 3: Part 1 – Weekly Learning Plan

Week	Activities/Lessons	Assessments	Materials	CCSS
7	<ul style="list-style-type: none"> Benchmark Phonics Lesson 18-21 <ul style="list-style-type: none"> Phonological Awareness <ul style="list-style-type: none"> Word Discrimination, Rhyme Recognition, Concept of Words Phonics <ul style="list-style-type: none"> Ee F f Multi-Sensory (salt/sand) Decodable Readers Reading Street Unit 2 Week 1 <ul style="list-style-type: none"> Vocabulary Words Handwriting 	Week 7 Formative Assessment	<ul style="list-style-type: none"> BMP (red) Lessons 18-21 Picture cards Magnetic letters RS Unit 2 Teacher Edition Sand and/or Salt Trays 	<ul style="list-style-type: none"> RFK2a RFK2b RIK2 RIK3 RIK7 RIK9 RLK5 SLK1b SLK2 SLK3 SLK4 WK2

Week 7 – conti.-	<ul style="list-style-type: none"> ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 			<ul style="list-style-type: none"> • WK3 • LK1c • LK2 • LK5b • LK5c
8	<ul style="list-style-type: none"> • BMP Lesson 22-25 (GgHh) • Benchmark Phonics Lesson 22-25 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Word Discrimination, Concept of Sentences, Listening, Rhyme Recognition, Concept of Words, & Producing Rhyme ○ Phonics <ul style="list-style-type: none"> ▪ G g H h ▪ Multi-Sensory (Play Doh) ○ Decodable Readers • Reading Street Unit 2 Week 2 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 	Week 8 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 22-25 • Picture cards • Magnetic letters • RS Unit 2 Teacher Edition • Play Doh 	<ul style="list-style-type: none"> • RFK2a • RFK2b • RIK2 • RIK3 • RIK7 • RIK9 • RLK5 • SLK1b • SLK2 • SLK3 • SLK4 • WK2 • WK3 • LK1c • LK2 • LK5b • LK5c
9	<ul style="list-style-type: none"> • Benchmark Phonics Lesson 26-28 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Producing Rhyme, Segmenting Words by Syllables, Identifying Rhyme, & Listening 	Week 9 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 26-28 • Picture cards • Magnetic letters • RS Unit 2 Teacher Edition 	<ul style="list-style-type: none"> • RFK2a • RFK2b • RIK2 • RIK3 • RIK7 • RIK9

Week 9 – conti.-	<ul style="list-style-type: none"> ○ Phonics <ul style="list-style-type: none"> ▪ Ii J j ▪ Multi-Sensory (Play Doh) ○ Decodable Readers ● Reading Street Unit 2 Week 3 <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"> ● Play Doh 	<ul style="list-style-type: none"> ● RLK5 ● SLK1b ● SLK2 ● SLK3 ● SLK4 ● WK2 ● WK3 ● LK1c ● LK2 ● LK5b ● LK5c
10	<ul style="list-style-type: none"> ● Benchmark Phonics Lesson 29-31 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Segmenting Initial Sounds, Identifying Repeated Sounds, Segmenting Compound Words, & Producing Rhyme ○ Phonics <ul style="list-style-type: none"> ▪ Kk L l ▪ Multi-Sensory (Play Doh) ○ Decodable Readers ● Reading Street Unit 2 Week 4 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions 	Week 10 Formative Assessment	<ul style="list-style-type: none"> ● BMP (red) Lessons 29-31 ● Picture cards ● Magnetic letters ● RS Unit 2 Teacher Edition ● Play Doh 	<ul style="list-style-type: none"> ● RFK2a ● RFK2b ● RIK2 ● RIK3 ● RIK7 ● RIK9 ● RLK5 ● SLK1b ● SLK2 ● SLK3 ● SLK4 ● WK2 ● WK3 ● LK1c ● LK2 ● LK5b ● LK5c

10 – Conti.	<ul style="list-style-type: none"> ○ Listening & Speaking 			
11 Week 11 – conti.	<ul style="list-style-type: none"> ● Benchmark Phonics Lesson 32-35 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Producing Rhyme, Segmenting Initial Sounds, Listening, Sound Discrimination, Identifying Rhyme & Segmenting Words by Syllables ○ Phonics <ul style="list-style-type: none"> ▪ M m N n ▪ Multi-Sensory (whiteboards) ○ Decodable Readers ● Reading Street Unit 2 Week 5 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 	Week 11 Formative Assessment	<ul style="list-style-type: none"> ● BMP (red) Lessons 32-35 ● Picture cards ● Magnetic letters ● RS Unit 2 Teacher Edition ● Whiteboards and Expos 	<ul style="list-style-type: none"> ● RFK2a ● RFK2b ● RIK2 ● RIK3 ● RIK7 ● RIK9 ● RLK5 ● SLK1b ● SLK2 ● SLK3 ● SLK4 ● WK2 ● WK3 ● LK1c ● LK2 ● LK5b ● LK5c
12	<ul style="list-style-type: none"> ● Benchmark Phonics Lesson 36-39 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Word Discrimination, Rhyme Recognition, Concept of Words ○ Phonics <ul style="list-style-type: none"> ▪ Oo Pp Q q ▪ Multi-Sensory (whiteboards) ○ Decodable Readers 	Week 12 Formative Assessment	<ul style="list-style-type: none"> ● BMP (red) Lessons 36-39 ● Picture cards ● Magnetic letters ● RS Unit 2 Teacher Edition ● Whiteboards and Expos 	<ul style="list-style-type: none"> ● RFK2a ● RFK2b ● RIK2 ● RIK3 ● RIK7 ● RIK9 ● RLK5 ● SLK1b ● SLK2 ● SLK3

12 – Conti.	<ul style="list-style-type: none"> • Reading Street Unit 2 Week 6 <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"> • SLK4 • WK2 • WK3 • LK1c • LK2 • LK5b • LK5c
Stage 3: Part 2 – Pacing Resources& Materials				
Vocabulary Definitions:				
seeds buds bloom fruits stem petals discover spy pod nature acorn pattern calf cub joey grassland pup foal sleep cave storm winter woods blustery nest stump hive meadow tree trunk den beanstalk ogre naughty lad magic lend				
Web Links				
<ul style="list-style-type: none"> • PebbleGo • Pearson eText • YouTube, YT Kids • Storybots • BrainPOP Jr 				