

Module [4] Let's Go Exploring	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: (Shaded standards are the focus standards for this module.)	
<p>RFK3b Associate the long and short sounds with the common spellings (graphemes) for the 5 major vowels</p> <p>RFK3c Read common high-frequency words by sight</p> <p>RLK6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p>RLK7 With prompting and support, describe the relationship between illustrations and the story in which they appear (eg. What moment in a story an illustration depicts)</p> <p>WK7 Participate in shared research and writing projects (eg explore a number of books by a favorite author and express opinions about them)</p> <p>WK8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p>LK2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>LK2a Capitalize the first word in a sentence and the pronoun I</p> <p>LK2b Recognize and name end punctuation</p> <p>LK4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p> <p>LK4a Identify new meanings for familiar words and apply them accurately</p> <p>LK5a Sort common objects into categories to gain a sense of the concepts the categories represent</p> <p>LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>RFK1b Follow words from left to right, top to bottom, and page by page</p> <p>RFK2 Demonstrate understanding of spoken words, syllables, and sounds</p>	

RFK2a Recognize and produce rhyming words

RFK2c Blend and segment onsets and rimes of single-syllables spoken words

RFK2d Isolate and pronounce the initial, medial vowel, and final sounds

RFK3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant

RFK3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ

RFK4 Read emergent-reader text with purpose and understanding

RIK1 With prompting and support, ask and answer questions about key details in a text

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RLK2 With prompting and support, retell familiar stories, including key details

RLK3 With prompting and support, identify character, settings, and major events in a story

RLK5 Recognize common types of texts

WK2 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

WK3 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

LK1f Produce and expand complete sentences in shared language activities

LK2c Write a letter or letters for most consonant and short-vowel sounds

LK2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships

LK5c Identify real-life connections between words and their use

SLK1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

SLK1a Follow agreed-upon rules for discussions

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details

Goal(s):

Recognize and produce rhyming words.

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

In writing, draw, dictate to inform, explain, narrate, and react to text.

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

Clarify meaning of new words or unknown words.

Ask and answer questions about key details, retell the story including story elements.

Identify different types of texts.

Goal(s) – conti.

Make connections between illustrations and texts.

Demonstrate understanding of syllables and spoken words and sounds.

Know and apply Kindergarten phonics and word analysis skills in decoding words.

Comprehend emergent-reader text.

Recall, gather, share and write about information from experiences or sources.

Speak in complete sentences.

Write and spell words using consonants and short vowel sounds(CVC).

Explore word relationships and shades of meaning.

Use "book language" and conversational speech in oral expression.

Participate in conversations about texts and given topics using conversational rules.

Expand and give details about people, places, things and events.

Essential Question(s):

Explain what happened at the beginning, middle, and end of a story?

Can you retell the story using the characters and setting?

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

Explain the role of the author/illustrator?

Can you recite the parts of a book?

Identify the topic of this book (nonfiction)?

Describe what sounds you hear in this word? Can you write those sounds in order?

Demonstrate to me if you can sound out this word? Identify any parts you know?

What can you explain to me about this topic/story using complete sentences and "book language"?

How many syllables/ sounds (claps) does this word have?

Do these words rhyme? Can you rhyme with my word?

Can you write/ explain/share information about a given topic using details and conversational rules?

Can you give another word that means more/less of the same?

Can you use COPS to edit your work?

Can you tell me what type of a story/text this is?

Do the story and the pictures match?

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Consonant/Short Vowel Sounds • Text Details (shared or read aloud) • Rhyming • Writing Sentences • Expressed Ideas (story text) • Segmenting & Blending • Word Meanings • Editing • Genres • Comprehension 	<ul style="list-style-type: none"> • Make sounds for consonants and short vowels • Give details about text shared or read aloud • Rhyme • Write complete detailed sentences • Express ideas about stories read • Segment & blend words • Understand meanings of words • Edit work • Identify different genres • Use text and pictures to aid comprehension
Stage 2 – Acceptable Evidence	
Performance Tasks:	Other Evidence:
<ul style="list-style-type: none"> • Match /produce rhyming words • Write complete sentences • Use language to express ideas • Segment and blend words • Edit work • Explain the meaning(s) of words • Sort different genres • Draw pictures to support text • Interactive Smartboard Lessons 	<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
19	<ul style="list-style-type: none"> Benchmark Phonics Unit 2 <ul style="list-style-type: none"> Phonological Awareness <ul style="list-style-type: none"> Listening for Rhyme Phonemic Awareness <ul style="list-style-type: none"> Initial /s/ Listening for Initial Sounds Phonics <ul style="list-style-type: none"> Ss Multi-Sensory (Red Words w/Mesh) Decodable Readers Reading Street Unit 4 Week 1 <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"> Week 19 Formative Assessment BMP Unit 2 Assessment 	<ul style="list-style-type: none"> BMP (purple) Unit 2 RS Unit 4 Teacher Edition Mesh Red Crayon Half/Blank Copy Paper 	RFK3b RFK3c RLK6 RLK7 WK7 WK8 LK2 LK2a LK2b LK4 LK4a LK5a LK6
20	<ul style="list-style-type: none"> Benchmark Phonics Unit 3 <ul style="list-style-type: none"> Phonological Awareness <ul style="list-style-type: none"> Listening for Rhyme Phonemic Awareness <ul style="list-style-type: none"> Initial /t/ Multi-Sensory (Red Words w/Mesh) Listening for Initial Consonant Sounds 	<ul style="list-style-type: none"> Week 20 Formative Assessment BMP Unit 3 Assessment 	<ul style="list-style-type: none"> BMP (purple) Unit 3 RS Unit 4 Teacher Edition Mesh Red Crayon Half/Blank Copy Paper 	RFK3b RFK3c RLK6 RLK7 WK7 WK8 LK2 LK2a LK2b LK4 LK4a

Week 20 – conti.	<ul style="list-style-type: none"> ○ Phonics <ul style="list-style-type: none"> ▪ Tt ▪ Multi-Sensory (3-Part Drill) ○ Decodable Readers ● Reading Street Unit 4 Week 2 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 			LK5a LK6
21	<ul style="list-style-type: none"> ● Benchmark Phonics Unit 4 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Listening for Rhyme ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Initial /n/ ▪ Differentiating Consonant Sounds ○ Phonics <ul style="list-style-type: none"> ▪ Nn ▪ Multi-Sensory (Red words w/Mesh and 3-Part Drill) ○ Decodable Readers ● Reading Street Unit 4 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"> ● Week 21 Formative Assessment ● BMP Unit 4 Assessment 	<ul style="list-style-type: none"> ● BMP (purple) Unit 4 ● RS Unit 4 Teacher Edition ● Mesh ● Red Crayon ● Half/Blank Copy Paper 	RFK3b RFK3c RLK6 RLK7 WK7 WK8 LK2 LK2a LK2b LK4 LK4a LK5a LK6

22	<ul style="list-style-type: none"> • Benchmark Phonics Unit 5 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Listening for Rhyme ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Medial /i/ ▪ Differentiating Medial Sounds ○ Phonics <ul style="list-style-type: none"> ▪ Ii ▪ Multi-Sensory (vowel intensive I, a) ▪ 3-Part Drill on Blending Board ○ Decodable Readers • Reading Street Unit 4 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"> • Week 22 Formative Assessment • BMP Unit 5 Assessment 	<ul style="list-style-type: none"> • BMP (purple) Unit 5 • RS Unit 4 Teacher Edition • Vowel Sticks (a, i) 	RFK3b RFK3c RLK6 RLK7 WK7 WK8 LK2 LK2a LK2b LK4 LK4a LK5a LK6
23	<ul style="list-style-type: none"> • Benchmark Phonics Unit 6 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Listening for Rhyme ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Initial /f/ ▪ Listening for Initial Consonant Sounds ○ Phonics <ul style="list-style-type: none"> ▪ Ff ▪ Multi-Sensory (Green, Red words, Vowel Intensive) ▪ 3-Part Drill 	<ul style="list-style-type: none"> • Week 23 Formative Assessment • BMP Unit 6 Assessment 	<ul style="list-style-type: none"> • BMP (purple) Unit 6 • RS Unit 4 Teacher Edition • Vowel Sticks (a, i) 	RFK3b RFK3c RLK6 RLK7 WK7 WK8 LK2 LK2a LK2b LK4 LK4a LK5a LK6

23 – Conti.	<ul style="list-style-type: none"> ○ Decodable Readers ● Reading Street Unit 4 Week 5 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 			
24	<ul style="list-style-type: none"> ● Benchmark Phonics Unit 7 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Identifying & Producing Rhyme ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Initial /p/ ▪ Blending & Segmenting Onset & Rime ○ Phonics <ul style="list-style-type: none"> ▪ Pp ○ Decodable Readers ● Reading Street Unit 4 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"> ● Week 24 Formative Assessment ● BMP Unit 7 Assessment 	<ul style="list-style-type: none"> ● BMP (purple) Unit 7 ● RS Unit 4 Teacher Edition 	RFK3b RFK3c RLK6 RLK7 WK7 WK8 LK2 LK2a LK2b LK4 LK4a LK5a LK6

Stage 3: Part 2 – Pacing Resources& Materials

Vocabulary Definitions:

world trip journey lonely horizon homesick piglet lucky cook fox filthy scrubber woodland
vale comfortable nest hollow shadow bears cottage middle size porridge big small Antarctica
icebergs seals continents penguins whale Abuela flock airport adventure city harbor

Web Links

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