

Module [6] Putting It Together	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: (Shaded standards are the focus standards for this module.)	
RLK4 Ask and answer questions about unknown words in a text RIK10 Actively engage in group reading activities with purpose and understanding WK6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers LK1d Understand and use question words LK4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content LK4a Identify new meanings for familiar words and apply them accurately LK5 With guidance and support from adults, explore word relationships and nuances in word meanings LK6 Use words and phrases acquired through conversations, reading and being read to and responding to texts RFK2 Demonstrate understanding of spoken words, syllables, and sounds RFK2a Recognize and produce rhyming words RFK2c Blend and segment onset and rimes of single-syllable spoken words RFK2d Isolate and pronounce the initial, medial vowel, and final sounds in 3-phoneme (CVC) words RFK2e Add or substitute individual sounds in simple, one-syllable words to make new words RFK3b Associate the long and short sounds with the common spellings for the 5 major vowels RFK3c Read common high frequency words by sight RFK4 Read emergent-reader texts with purpose and understanding RLK1 With prompting and support, ask and answer questions about key details in a text	

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

RLK5 Recognize common types of texts

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

RIK2 With prompting and support, identify the main topic and retell key details of a text

RIK8 With prompting and support, identify the reasons an author gives to support points in a text

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

WK5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

WK7 Participate in shared research and writing projects

WK8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

LK1 Demonstrate command of the convention of standard English grammar and usage when writing or speaking

LK1e Use the most frequently occurring prepositions

LK1f Produce and expand complete sentences in shared language activities

LK2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing

LK2a Capitalize the first word in a sentence and the pronoun I

LK2b Recognize and name end punctuation

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

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

SLK1a Follow agreed-upon rules for discussions

SLK1b Continue a conversation through multiple exchanges

SLK2 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

SLK3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood

SLK5 Add drawing or other visual displays to descriptions as desired to provide additional details

Goal(s):

Ask and answer questions about unknown words in a text
Participate in group reading activities with purpose and understanding
Use digital tools to produce and publish writing, including in collaboration with peers
Use question words
Clarify the meaning of unknown/ multiple meaning words
Identify new meanings for familiar words and apply them accurately
Use words and phrases acquired through conversations, reading and being read to and responding to texts

Essential Question(s):

Describe what you think ____ means?
Explain the tools you can use to help you write a story?
Can you use ____ (who, what, when, where, why, how, which) correctly?
Can you give an example of another meaning for the word ____?

Students will know...

- Questioning (unknown words)
- Group Participation
- Digital Tools (produce and publish writing)
- Peer Collaboration
- Meaning Clarification
- Multiple Meaning Words
- New Word Identification (meanings)
- Word Application
- Word Use (acquired in conversations, reading and read alouds)

Students will be able to...

- Ask and answer questions about unknown words in a text
- Participate in group reading activities with purpose and understanding
- Use digital tools to produce and publish writing, including in collaboration with peers
- Use question words
- Clarify the meaning of unknown/ multiple meaning words
- Identify new meanings for familiar words and apply them accurately
- Use words and phrases acquired through conversations, reading and being read to and responding to texts

Stage 2 – Acceptable Evidence

Performance Tasks:	Other Evidence:
<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text • Participate in group reading activities with purpose and understanding • Use digital tools to produce and publish writing, including in collaboration with peers • Use question words • Clarify the meaning of unknown/ multiple meaning words • Identify new meanings for familiar words and apply them accurately • Use words and phrases acquired through conversations, reading and being read to and responding to texts 	<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
31	<ul style="list-style-type: none"> • Benchmark Phonics Unit 14 <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 & Medial /e/ ▪ Segmenting & Blending Onset & Rime ○ Phonics <ul style="list-style-type: none"> ▪ Ee ▪ Multi-Sensory (Green and Red Words, vowel Intensive, and 3-Part Drill) ○ Decodable Readers 	<ul style="list-style-type: none"> • Week 31 Formative Assessment • BMP Unit 14 Assessment 	<ul style="list-style-type: none"> • BMP (purple) Unit 14 • RS Unit 6 Teacher Edition 	<ul style="list-style-type: none"> • All standards listed above and review.

Week 31 – conti.	<ul style="list-style-type: none"> • Reading Street Unit 6 Week 1 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 			
32	<ul style="list-style-type: none"> • Benchmark Phonics Unit 15 <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 /g/ ▪ Segmenting & Blending Onset & Rime ○ Phonics <ul style="list-style-type: none"> ▪ Gg ▪ Multi-Sensory (Green and Red Words, vowel Intensive, and 3-Part Drill) ○ Decodable Readers • Reading Street Unit 6 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"> • Week 32 Formative Assessment • BMP Unit 15 Assessment 	<ul style="list-style-type: none"> • BMP (purple) Unit 15 • RS Unit 6 Teacher Edition 	<ul style="list-style-type: none"> • All standards listed above and review.
33	<ul style="list-style-type: none"> • Benchmark Phonics Unit 16 	<ul style="list-style-type: none"> • Week 33 Formative 	<ul style="list-style-type: none"> • BMP (purple) Unit 	<ul style="list-style-type: none"> • All standards

33 – Conti.	<ul style="list-style-type: none"> ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Initial /d/ ▪ Blending Phonemes ○ Phonics <ul style="list-style-type: none"> ▪ Dd ▪ Multi-Sensory (Green and Red Words, vowel Intensive, and 3-Part Drill) ○ Decodable Readers ● Reading Street Unit 6 Week 3 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 	<p>Assessment</p> <ul style="list-style-type: none"> ● BMP Unit 16 Assessment 	<p>16</p> <ul style="list-style-type: none"> ● RS Unit 6 Teacher Edition 	<p>listed above and review.</p>
34	<ul style="list-style-type: none"> ● Benchmark Phonics Unit 17 <ul style="list-style-type: none"> ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Initial /w/ ▪ Blending Phonemes ▪ Blending & Segmenting Onset & Rime ○ Phonics <ul style="list-style-type: none"> ▪ Ww ▪ Multi-Sensory (Green and Red Words, vowel Intensive, and 3-Part Drill) ○ Decodable Readers ● Reading Street Unit 6 Week 4 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting 	<ul style="list-style-type: none"> ● Week 34 Formative Assessment ● BMP Unit 17 Assessment 	<ul style="list-style-type: none"> ● BMP (purple) Unit 17 ● RS Unit 6 Teacher Edition 	<ul style="list-style-type: none"> ● All standards listed above and review.

34 – Conti.	<ul style="list-style-type: none"> ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 			
35	<ul style="list-style-type: none"> ● Benchmark Phonics Unit 18 <ul style="list-style-type: none"> ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Initial /l/ ▪ Differentiating Final Consonants ▪ Blending & Segmenting Onset & Rime ○ Phonics <ul style="list-style-type: none"> ▪ Ll ▪ Multi-Sensory (Green and Red Words, vowel Intensive, and 3-Part Drill) ○ Decodable Readers ● Reading Street Unit 6 Week 5 <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 35 Formative Assessment ● BMP Unit 18 Assessment 	<ul style="list-style-type: none"> ● BMP (purple) Unit 18 ● RS Unit 6 Teacher Edition 	<ul style="list-style-type: none"> ● All standards listed above and review.
36	<ul style="list-style-type: none"> ● Benchmark Phonics Unit 19 <ul style="list-style-type: none"> ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Initial /j/ ▪ Initial Sound Substitution ▪ Blending & Segmenting Onset & Rime 	<ul style="list-style-type: none"> ● Week 36 Formative Assessment ● BMP Unit 19 Assessment 	<ul style="list-style-type: none"> ● BMP (purple) Unit 19 ● RS Unit 6 Teacher Edition 	<ul style="list-style-type: none"> ● All standards listed above and review.

36 – Conti.	<ul style="list-style-type: none"> ○ Phonics <ul style="list-style-type: none"> ▪ Jj ▪ Multi-Sensory (Green and Red Words, vowel Intensive, and 3-Part Drill) ○ Decodable Readers ● Reading Street Unit 6 Week 6 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 			
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Stage 3: Part 2 – Pacing Resources& Materials

Vocabulary Definitions:

trenches groundbreaking foundation wielding waterproof gleaming saw hammer file drill
screwdriver chisel beaver paddle stream lodge river lake gathered island distant aboard voyage
drifting architect plumber landscaper electrician painter mover colony silk chambers twigs
underground pebble

Web Links

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