

Grade K Reading/Writing

Unit One: Living Together: This is Home - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RI.CR.K.1.** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary stories, including key details ((e.g., who, what, when, where., why, how).
- **RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.MF.K.6.** 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.MF.1.6.** **With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.**
- **RL.CT.K.8.** With prompting and support, **identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).**
- **RI.CT.K.8.** With prompting and support, identify basic similarities in and differences between two **informational** texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.PP.K.5.** **With prompting and support,** name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables.
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

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NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word.
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.D** Writing frequently used words accurately.
 - **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
 - **L.WF.K.3.B** Write simple sentences.
 - **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - **L.WF.K.3.D** Use end punctuation.
 - **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
 - **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - **L.KL.K.1A.** Use frequently occurring nouns and verbs.
 - **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
 - **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)

NJSLS ELA Writing

- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.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.
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

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NJSLS Social Studies

- **6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsPI.3:** Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.SV.1:** Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- **6.1.2.Geo.SV.2:** Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- **6.1.2.Geo.SV.3:** Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

NJSLS Science

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive
- **K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live
- **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
- **K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface
- **K-PS3-2.** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area
- **K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time
- **K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.

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<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Readers understand that there is a relationship between illustrations and words. • Writers understand that pictures and words about events help tell a story. • Learners understand that home is an important concept to all living things. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How do readers use both words and illustrations to understand stories? • How do writers use both illustrations and words about events to tell a story?
<p><u>Content: (Module Goals)</u></p> <ul style="list-style-type: none"> • Readers will use both words and illustrations to retell stories. • Writers will write a short narrative that includes a drawing and one event. • Learners will recognize the importance of home to all living things. <p>Text Complexity - TR52 - TR55 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> • Quantitative Measures <ul style="list-style-type: none"> ◦ Lexile • Qualitative Measures <ul style="list-style-type: none"> ◦ Literary/Informational Text ◦ Text Structure ◦ Language and Vocabulary ◦ Theme and Knowledge Demands • Reader and Task Consideration <ul style="list-style-type: none"> ◦ Motivation, Knowledge, Experiences of Students ◦ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Author and Illustrator Roles • Characters, Setting, Events • Key Details • Relate Pictures and Words • Word Meanings • Retell a Story • Types of Texts • Events in Order • Shades of Meaning • Compare and Contrast <p>Writing</p> <ul style="list-style-type: none"> • Write Describing Words • Write Vivid Words and Details • Draw and Write Details • Draw and Put in Order • Revise Writing • Identify Story Elements • Write About Feelings • Write About Events • Use Vivid Details • Write About Actions

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> • Narrative Task: Write About Animal Homes - Scholars will choose an animal from <i>Where is Home</i>, <i>Little Pip?</i> or <i>A House for Hermit Crab</i>. They will tell about the animal and its home. • Scholars will: <ul style="list-style-type: none"> ◦ draw a picture of the animal and a home. ◦ draw, dictate, or write one thing that could happen at the animal's home. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ◦ Benchmark Vocabulary Practice ◦ Text Analysis Practice/Application ◦ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ◦ Reading/Language Analysis ◦ Write in Response to Reading ◦ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ◦ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ◦ Narrative ◦ Informative/Explanatory ◦ Opinion • Oral Reading Fluency Quick Checks
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Grade K Reading/Writing

	Summative Assessments: <ul style="list-style-type: none"> Performance-Based Assessment - Module A & B
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Relate Words and Pictures in a Story</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> Set the Purpose - Share the Enduring Understanding: Readers understand that there is a relationship between illustrations and words. Engage Scholars - Introduce <i>Where is Home, Little Pip?</i> Think about the Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story? Read - Follow Read Aloud Routine to introduce <i>Where is Home, Little Pip?</i>. Turn and Talk - Follow Think-Pair-Share Routine to discuss who and what happens in the story. <p>Close Read:</p> <ul style="list-style-type: none"> Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> Author and Illustrator Roles - Complete T-Chart with class to explain to scholars that authors and illustrators are important to stories. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Relate Words and Pictures in a Story</p> <ul style="list-style-type: none"> TE pg. 12 TE pg. 12 <i>Where is Home, Little Pip?</i> TE pg. 12 <i>Where is Home, Little Pip?</i> Read Aloud Routine TR12-13 TE pg. 12 <i>Where is Home, Little Pip?</i> Think-Pair-Share Routine TR6-7 TE pg. 13 <i>Where is Home, Little Pip?</i> Whole Class Discussion Routine TR8-9 Small Group Discussion TR10-11 TE pgs. 13-14 By-the-Way Word - penguin Benchmark Vocabulary - baby, home Benchmark Vocabulary Routine for Literary Text TR32-35 Generative Vocabulary Chart TE 3-4 TE pg. 14 T-Chart TR43 <i>Where is Home, Little Pip?</i>
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - WRITING: Narrative Writing</p> <p>Set the Purpose:</p> <ul style="list-style-type: none"> Describe an Animal - Discuss how a story has certain elements. One element is characters. <p>Teach and Model:</p> <ul style="list-style-type: none"> Describe an Animal - Discuss how the author of <i>Where is Home, Little Pip?</i> tells details about the animal characters using excerpts from the story. 	<p><u>Resources:</u></p> <p>Lesson 1 - WRITING: Narrative Writing</p> <ul style="list-style-type: none"> TE pg.18 TE pg. 18 <i>Where is Home, Little Pip?</i> pgs. 2-3

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Prepare to Write:

- **Write Describing Words** - Model choosing a character Pip meets, brainstorm words to describe the character, and write sentences about the character.

Independent Writing Practice:

- **Write About an Animal** - Scholars choose an animal from *Where is Home, Little Pip?* and draw, dictate, or write about the animal character they chose.

Share Writing:

- Volunteers share their writing with the class. The class identifies the animal character being described and the describing words the writer uses.

Learning Opportunities/Strategies:

Lesson 2 - READING: Identify Characters, Settings, and Events

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that home is an important concept to all living things.
- **Engage Scholars**- Scholars use the cover of *Where is Home, Little Pip?* to recall details about the book and to think about the Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?
- **Read** - Follow Read Aloud Routine to read *Where is Home, Little Pip?* pgs. 2-7 focusing on the characters, setting, and beginning events.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss where Pip and her parents live and what they do every day.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 24a (I, am).

- TE pg. 19
- *Where is Home, Little Pip?* pgs. 14-17
- Teacher's Modeled Writing (e.g., whale story)

- TE pg. 20
- *Where is Home, Little Pip?*
- Digital Options

- TE pg. 20
- Student Writing
- Digital Options

Resources:

Lesson 2 - READING: Identify Characters, Settings, and Events

- TE pg. 22

- TE pg. 22
- *Where is Home, Little Pip?*

- TE pg. 22
- *Where is Home, Little Pip?* pgs. 2-7
- Read Aloud Routine TR12-13

- TE pg. 22
- *Where is Home, Little Pip?* pgs. 2-7
- Think-Pair-Share Routine TR6-7

- TE pg. 23
- *Where is Home, Little Pip?*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 23-24
- By-the-Way-Words - shore, sea
- Benchmark Vocabulary - hatched, nest, wander
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

Grade K Reading/Writing

Reading Analysis:

- **Characters, Settings, Events** - Complete the Three-Column Chart with the class to identify the characters, settings, and events in *Where is Home, Little Pip?*.

Learning Opportunities/Strategies:

Lesson 2 WRITING: Narrative Writing

Set the Purpose:

- **Describe a Character** - Scholars will find details about the characters in *Where is Home, Little Pip?*

Teach and Model:

- **Describe a Character** - Use an excerpt from *Where is Home, Little Pip?* to explain that when writers write they use details about characters in their story.

Prepare to Write:

- **Write Describing Words** - Model choosing an animal, list words to describe the animal character, and write sentences using the describing words.

Independent Writing Practice:

- **Write About a Character** - Scholars draw, dictate, or write a detail about their animal character.

Share Writing:

- Volunteers share their writing with the class. The class identifies the animal character and the describing words the writer uses.

Learning Opportunities/Strategies:

Lesson 3 READING: Use Key Details to Understand a Text

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that pictures and words about events help tell a story.
- **Exploring Poetry** - Read poem. Compare how it is like *Where is Home, Little Pip?* are alike.
- **Engage Scholars**- Scholars recall what has happened so far in *Where is Home, Little Pip?* Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?
- **Read** - Follow Read Aloud Routine to read *Where is Home, Little Pip?* pgs. 8-12 focusing on what Pip does next.

- TE pg. 24
- Three-Column Chart TR44
- *Where is Home, Little Pip?*

Resources

Lesson 2 WRITING: Narrative Writing

- TE pg. 28
- TE pg. 28
- *Where is Home, Little Pip?* pg. 4-5
- TE pg. 29
- Teacher's Modeled Writing (e.g., cat story)

- TE pg. 30
- Digital Options

- TE pg. 30
- Student Writing

Resources:

Lesson 3 READING: Use Key Details to Understand a Text

- TE pg. 32
- *Where is Home, Little Pip?*
- TE pg. 32
- *Ducks Quack Me Up, Where is Home, Little Pip?*
- TE pg. 32
- *Where is Home, Little Pip?* pgs. 2-7
- TE pg. 32 Read Aloud Routine TR12-13
- *Where is Home, Little Pip?* pgs. 8-12

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- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what Mama and Papa always say to Pip and what Pip does that she should not do.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Details** - Complete the Web A graphic organizer with class to list key details so far in *Where is Home, Little Pip?*.

Learning Opportunities/Strategies:

Lesson 3 WRITING: Narrative Writing

Set the Purpose:

- **Describe a Setting** - Discuss how a story has certain elements. One element is the setting.

Teach and Model:

- **Describe a Setting** - Use an excerpt from *Where is Home, Little Pip?* to explain that when writers write they use details about characters in their story.

Prepare to Write:

- **Write Vivid Words and Details** - Model choosing a setting for the animal character, brainstorm words to describe the setting, and write sentences about the setting.

Independent Writing Practice:

- **Describe a Setting** - Scholars draw a picture of their setting and dictate or write details about it.

Share Writing:

- Volunteers share their pictures with the class. The class identifies each setting and describe what it looks like.

Learning Opportunities/Strategies:

Lesson 4 READING: Relate Pictures and Words in a Story

Build Understanding:

- TE pg. 32
- *Where is Home, Little Pip?* pgs. 8-12
- Think-Pair-Share Routine TR6-7

- TE pg. 32
- *Where is Home, Little Pip?*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 33-34
- By-the-Way-Words - belly
- Benchmark Vocabulary - glittered, fluttered
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 24
- Web A TR48
- *Where is Home, Little Pip?* pgs. 8-12

Resources:

Lesson 3 WRITING: Narrative Writing

- TE pg. 38

- TE pg. 38
- *Where is Home, Little Pip?* pg. 7

- TE pg. 39
- Teacher's Modeled Writing (e.g., cat story)

- TE pg. 39
- Digital Options

- TE pg. 40
- Student Pictures

Resources:

Lesson 4 READING: Relate Pictures and Words in a Story

Grade K Reading/Writing

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that home is an important concept to all living things.
- **Engage Scholars**- Scholars will recall what has happened so far in *Where is Home, Little Pip?* thinking about the Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?
- **Read** - Follow Read Aloud Routine to read *Where is Home, Little Pip?* pgs. 13-17 focusing on the new character that Pip meets.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where is the blue whale's home?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Relate Pictures and Words** - Complete the T-Chart with class to show how the picture in a story supports the words on the page.

Learning Opportunities/Strategies:

Lesson 4 WRITING: Narrative Writing

Set the Purpose:

- **Describe an Event** - Discuss how a story has certain elements. One element is the things that happen in the story, or the events.

Teach and Model:

- **Describe an Event** - Use an excerpt from *Where is Home, Little Pip?* to explain how the writer gives details about the events.

Prepare to Write:

- **Draw and Write Details** - Model choosing an event from *Where is Home, Little Pip?*. Brainstorm details to describe the event and write sentences about the setting.

Independent Writing Practice:

- TE pg. 42
- *Where is Home, Little Pip?*

- TE pg. 42
- *Where is Home, Little Pip?*

- TE pg. 42
- *Where is Home, Little Pip?* pgs. 13-17
- Read Aloud Routine TR12-13

- TE pg. 42
- *Where is Home, Little Pip?* pgs. 13-17
- Think-Pair-Share Routine TR6-7

- TE pg. 42-43
- *Where is Home, Little Pip?*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 43-44
- By-the-Way-Words - whale, coral beds
- Benchmark Vocabulary - oceans, pecking
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 44
- T-Chart TR43
- *Where is Home, Little Pip?* pgs. 13-17

Resources:

Lesson 4 WRITING: Narrative Writing

- TE pg. 48

- TE pg. 48
- *Where is Home, Little Pip?* pgs. 11-12

- TE pg. 49
- *Where is Home, Little Pip?* pgs. 2-17
- Teacher's Modeled Writing (e.g., Pip's meeting with the whale)

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- **Describe an Event** - Scholars draw a picture of the event they choose from the list of events in *Where is Home, Little Pip?* and dictate or write a detail about the event.

Share Writing:

- Volunteers share their pictures with the class. The class identifies the story event shown before the writers read aloud their details.

Learning Opportunities/Strategies:

Lesson 5 READING: Use Words to Understand a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that home is an important concept to all living things. Explain the importance of home is a theme or big idea of the story. The author uses the words in the story to tell about this idea.
- **Engage Scholars**- Scholars will use the illustrations to recall details about *Where is Home, Little Pip?* thinking about the Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?
- **Read** - Follow Read Aloud Routine to read *Where is Home, Little Pip?* pgs. 18-20 focusing on the new character that Pip meets.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where is the Kelp Gull's home?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Meanings** - Complete the Three-Column Chart explaining how to use text clues to figure out the meaning of words that have more than one meaning.

- TE pg. 50
- *Where is Home, Little Pip?* pgs. 2-17
- Digital Options

- TE pg. 50
- Student Picture/Writing
- Writing Keystone Checklist

Resources:

Lesson 5 READING: Use Words to Understand a Story

- TE pg. 52
- *Where is Home, Little Pip?*

- TE pg. 52
- *Where is Home, Little Pip?* 11-17

- TE pg. 52
- *Where is Home, Little Pip?* pgs. 18-20
- Read Aloud Routine TR12-13

- TE pg. 52
- *Where is Home, Little Pip?* pgs. 18-20
- Think-Pair-Share Routine TR6-7

- TE pg. 53
- *Where is Home, Little Pip?*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 53-54
- By-the-Way Words - east and west
- Benchmark Vocabulary - ruffled, cozy
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 54
- Three-Column Chart TR44

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Learning Opportunities/Strategies:

Lesson 5 WRITING: Narrative Writing

Set the Purpose:

- **Tell Events in Order** - Discuss how writers tell about the events in the order, or sequence, in which the events happen.

Teach and Model:

- **Tell Events in Order** - Use an excerpt from *Where is Home, Little Pip?* to help Scholars understand that the writer tells about the events in *Where is Home, Little Pip?* in the order in which they happen.

Prepare to Write:

- **Use Sequence Words & Put Events in the Order** - Model telling events in a story using first, next, and then. Make a list of sequence words. Put the events of a familiar story (e.g., The Three Little Pigs) in the correct order. List the major events in *Where is Home, Little Pip?* using pgs. 10-20.

Independent Writing Practice:

- **Tell Events in Order** - Small groups of Scholars draw pictures of the major events in *Where is Home, Little Pip?* on pgs. 10-20 using the list of events the class compiled earlier. Groups arrange their pictures to show the order of the events in the story and retell the part of the story.

Share Writing:

- Volunteers share their picture sequences with the class. The class identifies the story event shown in each picture.

Learning Opportunities/Strategies:

Lesson 6 READING: Use Key Details to Understand a Text

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that home is an important concept to all living things. The importance of home is a theme. Key details in a story's pictures and words help us understand this idea.
- **Engage Scholars**- Display the illustrations on pgs. 2-20 in *Where is Home, Little Pip?* one at a time. Scholars will recall story events, thinking about the Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?

Resources:

Lesson 5 WRITING: Narrative Writing

- TE pg. 58
- TE pg.58
- *Where is Home, Little Pip?* pgs. 18-20
- TE pg. 59
- *Where is Home, Little Pip?* pgs. 10-20.
- List of Sequence Words
- Listing of Major Events in *Where is Home, Little Pip?* pgs. 10-20
- TE pg. 60
- Listing of Major Events in *Where is Home, Little Pip?* pgs. 10-20
- Digital Options
- TE pg. 60
- Student Pictures

Resources:

Lesson 6 READING: Use Key Details to Understand a Text

- TE pg. 62
- *Where is Home, Little Pip?*
- TE pg. 62
- *Where is Home, Little Pip?* pgs. 2-20

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- **Read** - Follow Read Aloud Routine to read *Where is Home, Little Pip?* pgs. 21-26 focusing on the new characters that Pip meets.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss questions using pictures and words from the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Details** - Complete Web A with class to model asking and answering questions about key details.

Learning Opportunities/Strategies:

Lesson 6 WRITING: Narrative Writing

Set the Purpose:

- **Add Details to Writing** - Explain that after a writer has written a story, the writer may revise, or change, the story by adding details.

Teach and Model:

- **Add Details to Writing** - Use two versions of an excerpt from *Where is Home, Little Pip?* to help Scholars recognize that the description with more details gives a much clearer and more interesting picture.

Prepare to Write:

- **Add Details to Writing** - Model revising the cat story by adding details about the cat.

Independent Writing Practice:

- **Add Details to Writing** - Scholars go back to the picture of their setting in Lesson 3. Scholars revise their work by adding details to their picture and dictating or writing another detail about their setting.

Share Writing:

- Volunteers share their picture and writing with the class, pointing out the details they added. The class

- TE pg. 62
- *Where is Home, Little Pip?* pgs. 21-16
- Read Aloud Routine TR12-13

- TE pg. 62
- *Where is Home, Little Pip?* pgs. 21-16
- Think-Pair-Share Routine TR6-7

- TE pg. 63
- *Where is Home, Little Pip?*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 63-64
- By-the-Way Words - puppies
- Benchmark Vocabulary - slumped, weathered
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 64
- Web A TR48

Resources:

Lesson 6 WRITING: Narrative Writing

- TE pg. 68

- TE. pg. 68
- *Where is Home, Little Pip?* pg. 23 and pgs. 21-25

- TE pg. 69
- Teacher's Modeled(Writing (e.g., cat story)

- TE pg. 70
- Student's Writing (Setting)
- Digital Options

- TE pg. 70
- Student Writing

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tells how the new details make the descriptions of the setting better.

Learning Opportunities/Strategies:

Lesson 7 READING: Retell a Story Using Key Details

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that home is an important concept to all living thing. When we retell the story, we will include this idea.
- **Engage Scholars**- Review the illustrations on pgs. 21-25 in *Where is Home, Little Pip?*. Scholars recall what happens in that part of the story, thinking about Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?
- **Read** - Follow Read Aloud Routine to read *Where is Home, Little Pip?* pgs. 26-29 focusing on what happens to Pip next.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss questions using pictures and words from the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE74a (I, am).

Reading Analysis:

- **Retell a Story** - Complete Story Sequence B Chart recording key details Scholars give you about the characters, setting, and events.

Learning Opportunities/Strategies:

Lesson 7 WRITING: Narrative Writing

Set the Purpose:

- **Use the Elements of a Story** - Explain that the main elements of a story are characters, settings, and events. Writers use words and pictures to tell

Resources:

Lesson 7 READING: Retell a Story Using Key Details

- TE pg. 72
- *Where is Home, Little Pip?*
- TE pg. 72
- *Where is Home, Little Pip?* pgs. 21-25
- TE pg. 72
- *Where is Home, Little Pip?* pgs. 26-29
- Read Aloud Routine TR12-13
- TE pg. 72
- *Where is Home, Little Pip?* pgs. 26-29
- Think-Pair-Share Routine TR6-7
- TE pg. 73
- *Where is Home, Little Pip?*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 73-74
- By-the-Way-Words - froze, solid
- Benchmark Vocabulary - wailed, rushed, waddled
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 74
- Story Sequence B Chart TR42

Resources:

Lesson 7 WRITING: Narrative Writing

- TE pg. 78
- *Where is Home, Little Pip?*

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about these. Scholars will recall and write about these elements in *Where is Home, Little Pip?*

Teach and Model:

- **Use the Elements of a Story** - Display excerpts from pgs. 26, 27, and 29 in *Where is Home, Little Pip?* and read aloud. Explain that the author is giving details about a character, a setting, and events.

Prepare to Write:

- **Identify Story Elements** - Read aloud the Teacher's Modeled Writing (e.g., cat story). Scholars will identify the characters, setting, and events in the story. Display the list of sequence word. Add to this list. Remind Scholars to use sequence words when they retell or write about events. Students then write the first and last event in the story.

Independent Writing Practice:

- **Story Elements** - Scholars work in groups to draw pictures of the characters, setting, and major events on pgs. 26-29 in *Where is Home, Little Pip?* on separate sheets of paper. Scholars arrange the pictures in the order they occur in the story and then use them to retell the story.

Share Writing:

- Volunteers share their pictures and writing with the class. The class describes the story elements.

Learning Opportunities/Strategies:

Lesson 8 READING: Recognize Types of Texts

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Learners understand that home is an important concept to all living things. Explain that elements such as theme, characters, and setting help identify what type of text *Where is Home, Little Pip?* is.
- **Engage Scholars**- Display *Where is Home, Little Pip?* and take a picture walk through the book as scholars retell the major events in the story, thinking about Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?
- **Read** - Follow Read Aloud Routine to read *Where is Home, Little Pip?* pgs. 30-31 focusing on how the story ends.

- TE. pg. 68
- *Where is Home, Little Pip?* pg. 23 and pgs. 21-25

- TE pg. 79
- Teacher's Modeled Writing (e.g., cat story)
- List of Sequence Words

- TE pg. 80
- *Where is Home, Little Pip?*
- Student Pictures
- Digital Options

- TE pg. 80
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 8 READING: Recognize Types of Texts

- TE pg. 82
- *Where is Home, Little Pip?*

- TE pg. 82
- *Where is Home, Little Pip?*

- TE pg. 82
- *Where is Home, Little Pip?* pgs. 30-31
- Read Aloud Routine TR12-13

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- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what Pip asks and what Mama and Papa answer.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Types of Texts** - Display Story Sequence B Chart completed in lesson 7 to explain that a storybook has characters, setting, and events.

Learning Opportunities/Strategies:

Lesson 8 WRITING: Narrative Writing

Set the Purpose:

- **Describe a New Character** - Explain that a story has elements. One of these elements is characters. Scholars will find and write details about a new character in *Where is Home, Little Pip?*

Teach and Model:

- **Describe a New Character** - Display pgs. 30-31 from *Where is Home, Little Pip?* and read aloud an excerpt to explain how the writer and illustrator give details about the characters in *Where is Home, Little Pip?*

Prepare to Write:

- **Write About Feelings** - Explain how writers work hard to make characters interesting. Read pg. 5 *Where is Home, Little Pip?* to model how a writer describes a character to include telling or showing how the character feels.
- **Use Punctuation** - Use excerpts from *Where is Home, Little Pip?* pgs. 30-31 to show how Scholars can use punctuation in their writing to give readers clues about characters' feelings.

Independent Writing Practice:

- **Describe a New Character** - Scholars pick another character in *Where is Home, Little Pip?* that could be in the setting they described in lessons 3 and 6.

- TE pg. 82
- *Where is Home, Little Pip?* pgs. 30-31
- Think-Pair-Share Routine TR6-7

- TE pg. 83
- *Where is Home, Little Pip?*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 84
- Benchmark Vocabulary - snuggled, exhausted
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 84
- Story Sequence B Chart TR42

Resources:

Lesson 8 WRITING: Narrative Writing

- TE pg. 88
- *Where is Home, Little Pip?*

- TE. pg. 88
- *Where is Home, Little Pip?* pgs. 30-31

- TE pg. 89
- *Where is Home, Little Pip?* pg. 5 & pgs. 30-31

- TE pg. 90
- *Where is Home, Little Pip?*
- Student Writing (Setting)
- Digital Options

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Scholars will write or dictate details about this new character.

Share Writing:

- Volunteers share their pictures and writing with the class. The class tells what details they learned about each character.

Learning Opportunities/Strategies:

Lesson 9 READING: Identify Details About the Setting

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that pictures and words about events help tell a story.
- **Engage Scholars**- Introduce the author's name, title, and and ask Scholars what they see in the illustrations in the story *A House for Hermit Crab* pg. 5 in the Text Collection to identify setting details. Think about Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?
- **Read** - Follow Read Aloud Routine to read *A House for Hermit Crab* focusing on understanding what the story is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Whom is the story about? What happens in the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Setting** - Display Web B with the Setting in the center oval. Read aloud pgs. 6-7 in *House for Hermit Crab* and list setting details with class.

Learning Opportunities/Strategies:

Lesson 9 WRITING: Narrative Writing

Set the Purpose:

- TE pg. 90
- Student Writing

Resources:

Lesson 9 READING: Identify Details About the Setting

- TE pg. 92
- TE pg. 92
- *A House for Hermit Crab* pg. 5 Text Collection
- TE pg. 92
- *A House for Hermit Crab* Text Collection
- Read Aloud Routine TR12-13
- TE pg. 92
- *A House for Hermit Crab* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 93
- *A House for Hermit Crab* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 93-94
- By-the-Way-Words - hermit crab, sea anemones
- Benchmark Vocabulary - snug, frightening, wiggling, waggling
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 94
- Web B TR49

Resources:

Lesson 9 WRITING: Narrative Writing

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- **Describe an Animal** - Explain that a story has elements. One of these elements is characters. Scholars will find and write details about animal characters.

Teach and Model:

- **Describe an Animal** - Display pgs. 6, 10-11, and 27 in *A House for Hermit Crab* to show what details the writer tells about Hermit Crab.

Prepare to Write:

- **Write Describing Words** - Model choosing a character from *A House for Hermit Crab* and tell details about the character by reading the words and looking at the pictures. Scholars choose an animal and model brainstorming and listing words to describe their character. Model writing sentences about your character.

Independent Writing Practice:

- **Describe an Animal** - Scholars draw, dictate, or write a detail about the animal character they chose from *A House for Hermit Crab*

Share Writing:

- Volunteers share their pictures and writing with the class. The class identifies the character being described and the describing words the writer uses.

Learning Opportunities/Strategies:

Lesson 10 READING: Identify Major Events in a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Writers understand that pictures and words about events help us tell major events in a story.
- **Exploring Poetry** - Display and read the poem *Sea Creatures*. Scholars repeat rhyming words.
- **Engage Scholars**- Display pgs. 6-7 in *A House for Hermit Crab* to discuss Hermit Crab. Think about Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?
- **Read** - Follow Read Aloud Routine to read pgs. 6-19 *A House for Hermit Crab* focusing on identifying the events in order.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is the first sea animal Hermit Crab asks to live in his house? Why does he choose it?

- TE pg. 98

- TE pg. 98
- *A House for Hermit Crab* Text Collection

- TE pg. 99
- *A House for Hermit Crab* Text Collection
- List of Describing Words

- TE pg. 100
- *A House for Hermit Crab* Text Collection

- TE pg. 100
- Student Writing

Resources:

Lesson 10 READING: Identify Major Events in a Story

- TE pg. 102
- TE pg. 102
- *Sea Creatures* pgs.58-59 Text Collection
- TE pg. 102
- *A House for Hermit Crab* pgs. 6-7 Text Collection
- TE pg. 102
- *A House for Hermit Crab* pgs.6-19 TextCollection
- Read Aloud Routine TR12-13
- TE pg. 102
- *A House for Hermit Crab* Text Collection
- Think-Pair-Share Routine TR6-7

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Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- Events in Order - Display and complete with class the Story Sequence B Chart.

Learning Opportunities/Strategies:

Lesson 10 WRITING: Narrative Writing

Set the Purpose:

- **Tell Details of an Event** - Explain that a story has elements. One of these elements is what happens in a story or the events. Writers tell events in the order in which they happen. Scholars will recall events in *A House for Hermit Crab* and write details about an event for the character and setting they created.

Teach and Model:

- **Tell Details of an Event** - Display and read aloud pgs. 6-11 in *A House for Hermit Crab* for scholars to tell details about the events.

Prepare to Write -

- **Write About Events** - Read aloud your cat story to model identifying and adding events in your story. Scholars add the next event to your story. Leave the list of events for scholars to reference when they write.

Independent Writing Practice:

- **Write About Events** - Scholars dictate or write about an event for the characters and setting they created in a previous lesson.

Share Writing:

- Volunteers share their pictures and writing with the class. The class identifies the event, the characters, and the setting.

- TE pg. 103
- *A House for Hermit Crab* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 93-94
- By-the-Way-Words - algae, sea urchins
- Benchmark Vocabulary - swayed, flock, prickly, fierce
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 104
- Story Sequence B Chart TR42

Resources:

Lesson 10 WRITING: Narrative Writing

- TE pg. 108
- TE pg. 108
- *A House for Hermit Crab* pgs. 6-11 Text Collection
- TE pg. 109
- Teacher Modeled Writing (cat story)
- TE. pg. 110
- Student's Previous Writing
- Digital Options
- TE pg. 110
- Student Writing

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Learning Opportunities/Strategies:

Lesson 11 READING: Relate Pictures and Words in a Story

Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: Readers understand that there is a relationship between illustrations and words.
- **Engage Scholars-** Display illustrations on pgs. 6-19 in *A House for Hermit Crab*. Scholars retell what has happened so far in the story. Think about Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?
- **Read** - Follow Read Aloud Routine to read pgs. 20-32 in *A House for Hermit Crab* focusing on how the story ends.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the last thing Hermit Crab says and what he is talking about.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Shades of Meaning** - Display and complete with class T-Chart to model that some words have similar meanings that are not exactly the same.

Learning Opportunities/Strategies:

Lesson 11 WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Capitalization** - Display sentences to model that the first letter in the first word in a sentence is an uppercase letter.

Set the Purpose:

- **Tell About a Character's Reaction** - A writer tells how one character reacts to another character or to

Resources:

Lesson 11 READING: Relate Pictures and Words in a Story

- TE pg. 112
- TE pg. 112
- *A House for Hermit Crab* pgs. 6-19 Text Collection
- TE pg. 112
- *A House for Hermit Crab* pgs. 20-32 TextCollection
- Read Aloud Routine TR12-13
- TE pg. 112
- *A House for Hermit Crab* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 112
- *A House for Hermit Crab* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 113-114
- By-the-Way-Words - seaweed, lanternfish
- Benchmark Vocabulary - grazed, darting, sturdy
- Benchmark Vocabulary - Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 114
- T-Chart TR43

Resources:

Lesson 11 WRITING: Narrative Writing

- TE pg. 121
- TE pg. 118
- *A House for Hermit Crab*

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an event in a story. Scholars will examine characters' reactions in *A House for Hermit Crab* and then write about their own character's reaction to the event they wrote.

Teach and Model:

- **Tell About a Character's Reaction** - Define the meaning of react and reaction. Display and read aloud pg. 11 of *A House for Hermit Crab* to explain that a writer tells what a character is like by telling what the character does and says and how the character feels.

Prepare to Write -

- **Write About Feelings** - Explain that writers use feeling words to describe a character's reaction to an event or to another character in the story. Brainstorm with scholars to list describing words. Teacher uses the cat story to discuss with scholars a reaction to choose to write about.

Independent Writing Practice:

- **Tell About a Characters Reaction** - Scholars use their previous writing (characters, setting, and event) they wrote about in Lesson 10 to dictate or write about a character's reaction to that event.

Share Writing:

- Volunteers share their writing with the class. The class identifies the event and how the character reacted to it.

Learning Opportunities/Strategies:

Lesson 12 READING: Compare and Contrast Stories

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that home is an important concept to all living things. The importance of home is a theme in both texts. That is one way the two texts are alike.
- **Engage Scholars**- Display both texts. Scholars describe their favorite events from each story. Think about Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story? Scholars will compare stories.
- **Read** - Follow Read Aloud Routine to reread both texts focusing on how the characters, settings, and events of the stories are alike and different.

- Student Previous Writing

- TE pg. 118
- *A House for Hermit Crab* pg. 11

- TE pg. 119
- Teacher Modeled Writing (cat story)

- TE 120
- Student Previous Writing
- Digital Options

- TE120
- Student Writing

Resources:

Lesson 12 READING: Compare and Contrast Stories

- TE pg. 122
- *Where is Home, Little Pip?*
- *A House for Hermit Crab* Text Collection

- TE pg. 122
- *Where is Home, Little Pip?*
- *A House for Hermit Crab* pgs. 5-6 Text Collection

- TE pg. 122
- *Where is Home, LittlePip?*
- *A House for Hermit Crab* TextCollection
- Read Aloud Routine TR14-15

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- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is Little Pip's home like? What kind of home is Hermit Crab looking for?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE124a (the, little).

Reading Analysis:

- **Compare and Contrast** - Complete with class Venn Diagram to compare Pip and Hermit Crab.

Learning Opportunities/Strategies:

Lesson 12 WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Punctuation Marks** - Display sentences to model that there are punctuation marks that are used at the end of sentences.

Set the Purpose:

- **Provide Details** - Explain that a writer tells details about the characters, settings, and events and the illustrator adds more details about these story elements. Scholars will find story details in both stories and then write about an element of one of the stories.

Teach and Model:

- **Provide Details** - Display and read aloud excerpts from pgs. 14-15 in *Where is Home, Little Pip?* and pg. 19 in *A House for Hermit Crab* to show scholars how the writer tells details about the animals Pip and Hermit meet.

Prepare to Write -

- **Use Vivid Details** - Explain that writers use words to tell details about characters, settings, and events and illustrators use pictures to tell more details. Create a two-column chart with *Where is Home, Little Pip?* and *A House for Hermit Crab*. Scholars will find details about the settings in both books.

- TE pg. 122
- Think-Pair-Share Routine TR6-7

- TE pg. 123
- *Where is Home, Little Pip?*
- *A House for Hermit Crab* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 123-124
- By-the-Way-Words - starfish
- Benchmark Vocabulary - frightening
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 124
- Venn Diagram TR47

Resources:

Lesson 12 WRITING: Narrative Writing

- TE pg.131

- TE pg. 128
- *Where is Home, Little Pip?*
- *A House for Hermit Crab* Text Collection
- Classroom Description

- TE pg. 128
- *Where is Home, Little Pip?* pgs. 14-15
- *A House for Hermit Crab* pg. 19 Text Collection

- TE pg. 129
- *Where is Home, Little Pip?*
- *A House for Hermit Crab* Text Collection

Grade K Reading/Writing

Practice writing details about the classroom and write several descriptive sentences.

Independent Writing Practice:

- **Provide Details** - Scholars dictate or write about Pip's home or Hermit Crab's Home.

Share Writing:

- Volunteers share their writing with the class. The class identifies describing words that the writer uses.

Learning Opportunities/Strategies:

Lesson 13 READING: Retell Stories Using Key Details

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that home is an important concept to all living things. The importance of home is a theme in both texts. When scholars retell stories, they will include this idea.
- **Engage Scholars**- Display the cover of both texts. Scholars will tell how they know that each text is a story. Think about Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story? Scholars will use key details to retell both stories.
- **Read** - Follow Read Aloud Routine to take a picture walk through both books while Scholars retell each story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss their favorite part of each story.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell Stories** - Display and complete Story Sequence A Chart for *A Home for Hermit Crab*.

- TE pg. 130
- *Where is Home, Little Pip?*
- *A House for Hermit Crab* Text Collection

- TE pg. 130
- Student Writing

Resources:

Lesson 13 READING: Retell Stories Using Key Details

- TE pg. 132
- *Where is Home, Little Pip?*
- *A House for Hermit Crab* Text Collection

- TE pg. 132
- *Where is Home, Little Pip?*
- *A House for Hermit Crab* Text Collection

- TE pg. 132
- *Where is Home, LittlePip?*
- *A House for Hermit Crab* Text Collection
- Read Aloud Routine TR12-13

- TE pg. 132
- Think-Pair-Share Routine TR6-7

- TE pg. 133
- *Where is Home, LittlePip?*
- *A House for Hermit Crab* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 134
- Benchmark Vocabulary - grazed
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 134
- *A Home for Hermit Crab* Text Collection
- Story Sequence A Chart TR41

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 13 WRITING: Narrative Writing

Conventions Mini-Lesson:

- **The Pronoun I** - Display sentences to explain that we use the pronoun I when we speak or write about ourselves. It is always an uppercase letter.

Set the Purpose:

- **Tell About a Character's Actions** - Explain that a story always has characters. Scholars will find details about the characters in both texts.

Teach and Model:

- **Provide Details** - Display and read aloud excerpts from pg. 29 in *Where is Home, Little Pip?* and pg. 8 in *A Home for Hermit Crab* to show scholars how the writer uses action words to tell us what characters do.

Prepare to Write -

- **Brainstorm Action Words** - Make a list of action words. Model using the illustrations in *Where is Home, Little Pip?* and *A Home for Hermit Crab* to help scholars think of action words.

Independent Writing Practice:

- **Tell About a Character's Actions** - Scholars use what they wrote about Pip's home or Hermit Crab's home in lesson 12. Scholars will choose the same character and dictate or write about something the character does in his or her home.

Share Writing:

- Volunteers share their writing with the class. The class identifies action words that the writer uses.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Narrative Task: Write About Animal Homes** - Scholars will choose an animal from *Where is Home, Little Pip?* or *A House for Hermit Crab*. They will tell about the animal and its home.

Scholars will:

- draw a picture of the animal and a home.
- draw, dictate, or write one thing that could happen at the animal's home.

Prepare:

- **Review** - Discuss Essential Questions: How do readers use both words and illustrations to

Resources:

Lesson 13 WRITING: Narrative Writing

- TE pg. 141

- TE pg. 138
- *Where is Home, Little Pip?*
- *A Home for Hermit Crab* Text Collection

- TE pg. 138
- *Where is Home, Little Pip?* pg. 29
- *A Home for Hermit Crab* pg. 8 Text Collection

- TE pg. 139
- *Where is Home, Little Pip?*
- *A Home for Hermit Crab* Text Collection
- List of Action Verbs

- TE pg. 140
- *Where is Home, Little Pip?*
- *A Home for Hermit Crab* Text Collection
- Student Previous Writing

- TE pg. 140
- Student Writing

Resources:

Performance-Based Assessment:

- TE pg. 142
- Student Reproducible pg. 146

- TE pg. 143
- Performance-Based Assessment

Grade K Reading/Writing

understand stories? How do writers use both illustrations and words about events to tell a story? Read aloud the Performance-Based Assessment.

- **Revisit the Text** - Display and read aloud excerpts in *Where is Home, Little Pip?* pgs. 2-5 to remind scholars that the writer uses words and the illustrator uses pictures to tell about Pip's home and what Pip does in her home.
- **Shared Writing** - Class chooses Pip or Hermit Crab. Display the story chosen to review the text and illustrations. Scholars draw pictures of the animal and its home. Class recalls what the character does in his or her home and other things the character might do there. Class decides what event to write about and they copy their sentence.

Learning Opportunities/Strategies:

Performance-Based Assessment:

Create: Guide scholars to select an animal from one of the selections. Scholars use the words and pictures in the selection to help them recall details they can use in their drawing and writing. Scholars work independently while teacher circulates to assist if necessary.

Score Writing: Use Narrative Writing Rubric

Present: Follow suggestions for scholars to share their writing with the class or in small groups.

Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

- TE pg. 143
- *Where is Home, Little Pip?* pgs. 2-5

- TE pg. 143
- *Where is Home, Little Pip?*
- *Home for Hermit Crab?* Text Collection
- Student Pictures of Animal and Home and Sentence

Resources:

Performance-Based Assessment:

- TE pg. 144
- paper, pencils, crayons
- *Where is Home, Little Pip?* or *Home for Hermit Crab* Text Collection
- Digital Options
- TE pg. 147 Narrative Writing Rubric
- TE pg. 148
- TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice
Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth 	Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth 	Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills 	Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills
	Realize Online Platform		

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<p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Unlock Language Learning Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Scholars If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit One: Living Together: This Is Home - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RI.CR.K.1.** - With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CR.K.2.** - With prompting and support, identify the main topic and retell key details of an informational text (e.g., who, what, where, when, why, how).
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.TS.K.4.** Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MF.K.6.** 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.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.

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- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS ELA Writing

- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. (use for climate change extension/lesson)
- **W.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word.
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.D** Writing frequently used words accurately.
 - **L.WF.K.2.E** Attempting phonetic spellings of unknown words.

Grade K Reading/Writing

- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
- **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
- **L.WF.K.3.B** Write simple sentences.
- **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- **L.WF.K.3.D** Use end punctuation.
- **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
- **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
- **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.KL.K.1A.** Use frequently occurring nouns and verbs.
- **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
- **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
- **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS Social Studies

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.

NJSLS Math

- **K.DL.1:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10).

NJSLS Science

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Grade K Reading/Writing

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.2CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.

Central Idea / Enduring Understanding:

- Readers understand that answering questions helps them understand information in texts.
- Writers understand that informational texts provide answers to questions about topics.
- Learners understand that the environment affects living things.

Essential/Guiding Question:

- How do readers use text evidence to answer questions about informational texts?
- How do writers explain information about a topic?

Content: (Module Goals)

- Readers will answer questions about key details in informational texts.
- Writers will write a sentence that explains information.
- Learners will identify different environment and their effects on living things.

Text Complexity - TR52 - TR55

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading

- Author and Illustrator Roles
- Main Topic
- Make Connections
- Support a Point in a Text
- Ask and Answer Questions
- Retell Key Details
- Connect Pictures and Text

Writing

- List Facts
- Write Details About a Place
- Add Labels to a Picture
- Find a Fact About a Topic
- Write Headings and Topic sentence
- Write Details
- Write a description of a Place
- Write About a Topic
- Write Information About a Topic
- Revise Writing
- Gather Information to Explain

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Informative/Explanatory Task:** Write About a Special Home - Scholars will select an animal or plant from one of the selections. They will explain about the animal's home or plant's home.
- **Scholars will:**
 - name the animal or plant they choose.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics

Grade K Reading/Writing

- draw a picture of the animal or plant in its home.
- draw, dictate, or write a sentence that explains something about the animal's home or plant's home.

- Reading/Language Analysis
- Write in Response to Reading
- Benchmark Vocabulary
- Writing keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Performance-Based Assessment - Module A & B

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Answer Questions About Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that informational texts provide answers to questions about topics. Scholars will use details from the text to answer questions about facts in texts.
- **Engage Scholars** - Introduce *Life in a Pond*. Think about the Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic?
- **Read** - Follow Read Aloud Routine to read *Life in a Pond* focusing on understanding what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Which is bigger, a pond or lake?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Resources:

Lesson 1 - READING: Answer Questions About Key Details

- TE pg. 162
- TE pg. 162
- *Life in a Pond*
- TE pg. 162
- *Life in a Pond*
- Read Aloud Routine TR12-13
- TE pg. 162
- *Life in a Pond*
- Think-Pair-Share Routine TR6-7
- TE pg. 163
- *Life in a Pond*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 163-164
- By-the-Way Word - cattails
- Benchmark Vocabulary - pond, shallow
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

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Reading Analysis:

- **Author and Illustrator Roles** - Review the roles of an author and illustrator. Discuss that the author of *Life in a Pond* uses photographs.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns for Animals** - Display sentence to model that a noun is a word that names a person, animal, place, or thing.

Set the Purpose:

- **Make a List** - Discuss that in informational writing writers give facts and details about a topic. One kind of informational writing is a list. Scholars will make a list by drawing animals and writing words for the animals.

Teach and Model:

- **Make a List** - When writing informative/explanatory text, a writer sometimes makes a list of important words that are in the book. These words are in the glossary. A writer will also list important ideas and names in a list called the index. Display the Glossary on pg. 22 and the index in *Life in a Pond*.

Prepare to Write:

- **List Facts** - Model that writers create lists in order to help the reader understand the topic. Display a fact and an opinion to show that a fact is something can be proven true. Select a topic and make a chart with class listing things they know about the topic.

Independent Writing Practice:

- **Make a List** - Scholars will work on completing the first step of a shared writing project called "Pond Mural." Scholars will draw, dictate, or write a list of animals and plants that live in a pond.

Share Writing:

- Volunteers share their writing with the class. The class identifies the animals and plants on their list and the teacher charts the responses.

Learning Opportunities/Strategies:

Lesson 2 - READING: Identify the Main Topic of a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that answering

- TE pg. 164
- *Life in a Pond*

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 171

- TE pg. 168

- TE pg. 168
- *Life in a Pond* pg. 22 and Index

- TE pg. 169
- List of Topic and Details

- TE pg. 170
- *Life in a Pond*
- List of Animals and Plants in "Pond Mural"
- Digital Options

- Student Lists
- List of Animals and Plants in a Pond

Resources:

Lesson 2 - READING: Identify the Main Topic of a Text

- TE pg. 172

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questions helps them understand information in texts.

- **Engage Scholars** - Display the cover of *Life in a Pond*. Scholars recall details about the book. Think about the Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic? Scholars will use the text's words and pictures to answer questions about the text
- **Read** - Follow Read Aloud Routine to read pgs. 4-7 of *Life in a Pond* focusing on understanding the main topic of the section and key details that support it.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where can you find a pond?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 174a (the, little).

Reading Analysis:

- **Main Topic** - Display and complete with class the Main Idea Chart to write key details about the main idea (ponds).

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns for Places** - Display and discuss examples of nouns for places.

Set the Purpose:

- **Describe a Place** - Discuss that one kind of informational writing describes something. Scholars will describe and draw the pond for their mural.

Teach and Model:

- **Describe a Place** - Explain that a writer uses details to describe the topic. Display and read aloud pgs. 4-7 of *Life in a Pond* to focus on how the writer gives details about a place.

- TE pg. 172
- *Life in a Pond*

- TE pg. 172
- *Life in a Pond* pgs. 4-7
- Read Aloud Routine TR12-13

- TE pg. 172
- *Life in a Pond*
- Think-Pair-Share Routine TR6-7

- TE pg. 173
- *Life in a Pond*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 174
- Benchmark Vocabulary - forest, farms, lakes
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 174
- *Life in a Pond*
- Main Idea Chart TR40

Resources:

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 181

- TE pg. 178

- TE pg. 178
- *Life in a Pond* pgs. 4-7

Grade K Reading/Writing

Prepare to Write:

- **Write Details About a Place** - List words with class that tell about the size, color, and shape of something. View pgs. 4-7 of *Life in a Pond* and learners will tell as much detail as they can.

Independent Writing Practice:

- **Write Details About a Place** - Scholars will continue to work on the "Pond Mural." Display the list of animals and plants from lesson 1. Scholars will use the list to create a mural of a pond. Scholars will write a detail about the pond that includes a describing word.

Share Writing:

- Volunteers share their writing with the class. The class identifies the words that tell what the pond looks like.

Learning Opportunities/Strategies:

Lesson 3 READING: Use Key Details to Understand a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that the environment affects living things using details in *Life in a Pond*.
- **Engage Scholars** - Display pg. 8 of *Life in a Pond*. Think about the Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic? Scholars will ask and answer questions about details to understand the text.
- **Read** - Follow Read Aloud Routine to read pgs. 8-13 of *Life in a Pond* focusing on the different kinds of animals that live in a pond.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is one animal that lives in a pond?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 179
- Life in a Pond pgs. 4-7
- List of Size, Color, and Shape Words

- TE pg. 180
- *Life in a Pond*
- Digital Options

- TE pg. 180
- Student Writing

Resources

Lesson 3 READING: Use Key Details to Understand a Text

- TE pg. 182

- TE pg. 182
- *Life in a Pond* pg. 8

- TE pg. 182
- *Life in a Pond* pgs. 8-13
- Read Aloud Routine TR12-13

- TE pg. 182
- *Life in a Pond*
- Think-Pair-Share Routine TR6-7

- TE pg. 183
- *Life in a Pond*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 183-184
- By-the-Way-Words - insects
- Benchmark Vocabulary - dive, underwater
- Benchmark Vocabulary Routine for Informational Text TR28-31

Grade K Reading/Writing

Language Analysis:

- **Animal Names and Actions** - Display and complete with class the Two Sorting Boxes graphic organizer to sort names and actions of animals.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns for Things** - Display and discuss examples of nouns for things.

Set the Purpose:

- **Write Labels** - Explain that writers include photographs and illustrations with labels. A label is a word or phrase added to a picture to name a person, animal, place, or thing in the picture. Scholars will draw the animals and plants on the pond mural and write labels to identify each animal and plant.

Teach and Model:

- **Write Labels** - Display photograph on pg. 9 and pg. 11 of *Life in a Pond*. Use post-it notes to label the fish, gills, and duck in the photographs.

Prepare to Write:

- **Add Labels to a Picture** - Display an informational text and read labels consisting of a word or phrase next to illustrations or photographs. Choose an informational text that has illustrations or photographs without labels. Model writing labels for an item in the illustration or photograph.

Independent Writing Practice:

- **Add a Label to a Picture** - Display the "Pond Mural." Display the list of animals and plants in Lesson 1. Scholars use a post-it note to draw one of the animals and plants in the pond mural and label their drawing.

Share Writing:

- Volunteers point out one of the animals and plants on the mural and say its name. The class discusses how the labels help the viewers better understand the mural.

Learning Opportunities/Strategies:

Lesson 4 READING: Relate Words and Pictures in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that answering

- Generative Vocabulary Chart TE 153-154

- TE pg. 184
- *Life in a Pond*
- Two Sorting Boxes TR46

Resources:

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191

- TE pg. 188
- Pond Mural

- TE pg. 188
- *Life in a Pond* pg. 9 and 11

- TE pg. 189
- Informational Text with and without Labels

- TE pg. 190
- "Pond Mural"
- Digital Options

- TE pg. 190
- "Pond Mural"
- Student Post-it Note
- Writing Keystone Checklist

Resources

Lesson 4 READING: Relate Words and Pictures in a Text

- TE pg. 192

Grade K Reading/Writing

questions helps them understand information in texts.

- **Engage Scholars** - Display cover of *Life in a Pond*. Display and model how to use the Table of Contents. Think about the Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic? Scholars will ask and answer questions about details to understand the text.
- **Read** - Follow Read Aloud Routine to read pgs. 14-19 of *Life in a Pond* focusing on scholars asking and answering questions about the text.
- **Turn and Talk** - Follow Think-Pair- Routine to discuss: What does the text say grows in the water?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Words and Their Use** - Display and complete with class Three-Column Chart to show how connections can be made between words.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns for People** - Display and discuss examples of nouns for people.

Set the Purpose:

- **Write Facts** - Explain that writers use facts, or things that can be proven to be true to tell more about a topic. Scholars will use mural to choose an animal or plant to write or dictate a fact about it.

Teach and Model:

- **Write Facts** - Review what a fact is. Display and read aloud pgs. 14 and 18 of *Life in a Pond* to find a fact the writer uses.

Prepare to Write:

- TE pg. 192
- *Life in a Pond* Cover and Table of Contents

- TE pg. 192
- *Life in a Pond* pgs. 14-19
- Read Aloud Routine TR12-13

- TE pg. 192
- *Life in a Pond*
- Think-Pair-Share Routine TR6-7

- TE pg. 193
- *Life in a Pond*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 193-194
- By-the-Way-Words - water lilies
- Benchmark Vocabulary - bloom, float
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 194
- Three-Column Chart TR44

Resources:

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201

- TE pg. 198
- Pond Mural
- *Life in a Pond*

- TE pg. 198
- *Life in a Pond* pg. 14 and 19

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- **Write Facts** - Display an informational text containing facts about an animal or a plant. Model looking for and writing a fact about an animal or a plant in the book you are displaying.

Independent Writing Practice:

- **Write Facts** - Scholars dictate or write a fact about a plant or animal from *Life in a Pond*.

Share Writing:

- Volunteers share their writing. The class identifies the fact the writer uses.

Learning Opportunities/Strategies:

Lesson 5 READING: Connect Ideas and Facts in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that the environment affects living things by connecting ideas and facts in *Life in a Pond*.
- **Engage Scholars** - Display cover of *Life in a Pond*. Think about the Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic? Scholars will find connections between the ideas and facts in a text to help them understand.
- **Read** - Follow Read Aloud Routine to read pgs. 20-21 of *Life in a Pond* focusing on who lives together and how they live together in a pond.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who lives together in a pond?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Make Connections** - Display and complete with class Web B Graphic Organizer to model how readers connect ideas and facts in a text.

- TE pg. 199
- Informational Text with an Animal or a Plant

- TE pg. 200
- "Pond Mural"
- *Life in a Pond*
- Digital Options

- TE pg. 200
- Student Writing

Resources

Lesson 5 READING: Connect Ideas and Facts in a Text

- TE pg. 202
- *Life in a Pond*

- TE pg. 202
- *Life in a Pond*

- TE pg. 202
- *Life in a Pond* pgs. 20-21
- Read Aloud Routine TR12-13

- TE pg. 202
- *Life in a Pond*
- Think-Pair-Share Routine TR6-7

- TE pg. 203
- *Life in a Pond*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 204
- Benchmark Vocabulary - together
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 204
- Web B Graphic Organizer TR49

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Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns for More Than One** - Explain how sometimes a noun names more than one person, animal, place, or thing. Display examples of nouns that add -s to the end to make a plural noun (e.g., duck - ducks).

Set the Purpose:

- **Name a Topic** - Explain that when writing informational text, the writer names the topic they are writing about. The writer names the topic by writing a heading and a topic sentence. Scholars will choose a topic about the class mural and write or dictate a sentence about the topic.

Teach and Model:

- **Heading & Topic Sentence** - Display and read aloud pg. 20 of *Life in a Pond* to show how the writer tells what the topic of the section is.

Prepare to Write:

- **Headings** - Select an informational topic (e.g., whales) and model choosing a heading and topic sentence.

Independent Writing Practice:

- **Name a Topic** - Class will use "Class Mural" to identify possible topics about the mural. Create a class list of topics. Together class chooses a topic and writes a heading that names the topic. Scholars will draw a picture to illustrate the topic and dictate or write a topic sentence.

Share Writing:

- Volunteers share their writing with the class. Scholars speak audibly and express their ideas clearly.

Learning Opportunities/Strategies:

Lesson 6 READING: Find Facts That Support a Point

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that informational texts provide answers to questions about topics.
- **Engage Scholars** - Display pgs. 20-21 of *Life in a Pond* and read the section. Think about the Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a

Resources:

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211
- TE pg. 208
- Pond Mural
- *Life in a Pond*
- TE pg. 208
- *Life in a Pond* pg. 20
- TE pg. 209
- Teacher Modeled Writing (Whales)
- TE pg. 210
- "Pond Mural"
- *Life in a Pond*
- TE pg. 210
- Student Writing

Resources

Lesson 6 READING: Find Facts That Support a Point

- TE pg. 212
- TE pg. 212
- *Life in a Pond* pgs. 20-21

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topic? Scholars will identify the points an author makes and the facts the author gives to support those points.

- **Read** - Follow Read Aloud Routine to read pgs. 20-21 of *Life in a Pond* focusing on connecting the information in the rest of the book to the point the author makes in this section.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does the text on pg. 20 say about plants?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Support a Point in a Text** - Display and discuss the heading and facts to support the heading on pg. 214.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns for More Than One** - Explain how sometimes a noun names more than one person, animal, place, or thing. Display examples of nouns that add -es to the end to make a plural noun (e.g., wish, wishes).

Set the Purpose:

- **Tell Information** - Writers tell information about a topic. A topic is what the text is mostly about. A writer uses words and pictures to tell information. Scholars will dictate or write more information about the topic from the previous lesson.

Teach and Model:

- **Heading & Topic Sentence** - Display and read aloud pgs. 20-21 of *Life in a Pond* to show how the writer uses words and photographs to share information.

Prepare to Write:

- **Write Details** - Explain that adding details to writing helps readers more fully understand the topic. Display the topic sentence about whales in lesson 5,

- TE pg. 212
- *Life in a Pond* pgs. 20-21
- Read Aloud Routine TR12-13

- TE pg. 212
- *Life in a Pond* pg.20
- Think-Pair-Share Routine TR6-7

- TE pg. 213
- *Life in a Pond*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 214
- Benchmark Vocabulary - full
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 214
- Heading and Facts

Resources:

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 221

- TE pg. 218
- *Life in a Pond*
- Student Writing Lesson 5 - Heading & Topic Sentence

- TE pg. 218
- *Life in a Pond* pgs. 20-21

- TE pg. 219
- Teacher Modeled Writing (Whales)

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and model by writing a sentence that tells more information about whales.

Independent Writing Practice:

- **Write Details** - Scholars review their writing in lesson 5 (heading and topic sentence), and dictate or write to tell more information about the topic. Then learners will add details to the picture they drew in lesson 5.

Share Writing:

- Class summarizes the information they added to the mural.

Climate Change Connection- Students may draw, dictate, and compose text that explains which plants and animals they see in their local areas and where and when they see those plants and animals.

Learning Opportunities/Strategies:

Lesson 7 READING: Identify the Main Topic of a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand the environment affects living things. Different animals live in different places.
- **Engage Scholars** - Introduce the book *A Bed for the Winter*. Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic? Scholars will identify the main topic of a text using key details.
- **Read** - Follow Read Aloud Routine to read *A Bed for the Winter* focusing on what the topic of the text is and what information the author tells about the topic.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where does the dormouse live at the beginning of the text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words.

- TE pg. 220
- Student Writing Lesson 5 (Heading & Topic Sentence)
- *Life in a Pond*
- Digital Options

- TE pg. 220
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 7 READING: Identify the Main Topic of a Text

- TE pg. 222
- TE pg. 222
- *A Bed for the Winter* Text Collection
- TE pg. 222
- *A Bed for the Winter* Text Collection
- Read Aloud Routine TR12-13
- TE pg. 222
- *A Bed for the Winter* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 223
- *A Bed for the Winter* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 223-224
- By-the-Way Words - dormouse
- Benchmark Vocabulary - gathers, scurries

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Use the Generative Vocabulary Chart to generate related words.

High-Frequency Words - Follow steps on TE 224a (a, to).

Reading Analysis:

- **Main Topic** - Display and complete with class the Main Idea Chart to model identifying the topic and details of *A Bed for the Winter*.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Words for Things We Can Do** - Demonstrate actions and say the verb that tells about each action. Display sentences and highlight verbs.

Set the Purpose:

- **Describe a Home** - Writers use details to describe a person, place, or thing. Scholars will draw and write a details about an animal's home in *A Bed for the Winter*.

Teach and Model:

- **Describe a Home** - Display and read aloud excerpts from pgs. 38-39 of *A Bed for Winter* to show how the writer gives details about animal homes.

Prepare to Write:

- **Write a Description of a Place** - Explain that writers use adjectives to describe nouns. Display sentences from pgs. 42-43 of *A Bed for Winter*. Scholars identify the nouns, adjectives, and verbs in the sentences. Choose an object (e.g., desk) and use strong adjectives to describe it. Then model using specific words to describe an animal's bed.

Independent Writing Practice:

- **Describe a Home** - Scholars choose an animal's home, draw a picture of that home, and dictate or write a detail about the home.

Share Writing:

- Class displays their drawings and read their details aloud.

Learning Opportunities/Strategies:

Lesson 8 READING: Make Connections Between Ideas

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that answering

- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 224
- Main Idea Chart TR40
- *A Bed for the Winter* Text Collection

Resources:

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 231

- TE pg. 228
- *A Bed for the Winter* Text Collection

- TE pg. 228
- *A Bed for Winter* pgs. 38-39 Text Collection

- TE pg. 229
- *A Bed for the Winter* pgs. 42-43 Text Collection
- Teacher Modeled Writing (Desk & Animal Home)

- TE pg. 230
- *A Bed for the Winter* Text Collection
- Digital Options

- TE pg. 230
- Student Writing

Resources

Lesson 8 READING: Make Connections Between Ideas

- TE pg. 232

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questions helps them understand information in texts.

- **Explore Poetry** - Display and read aloud poem *Deer Mouse*. Scholars identify rhyming words and how the deer mouse and dormouse are alike.
- **Engage Scholars** - Display pg. 33 of *A Bed for the Winter*. Think about Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic?
- **Read** - Follow Read Aloud Routine to read pgs. 34-41 of *A Bed for the Winter* focusing on the animals the dormouse sees.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is the first animal the dormouse visits?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Make Connections** - Display and complete with class the Four-Column Chart to connect how the animals are alike and different.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Question Words** - Display and explain that the words who, what, where, when, why, and how are words used to ask questions.

Set the Purpose:

- **Name a Topic** - Scholars will choose a topic they know about, write a title, and dictate or write a sentence about the topic.

Teach and Model:

- **Name a Topic** - Display and read aloud the title and sentences in the beginning of *A Bed for the Winter* to show how the writer names the topic.

Prepare to Write:

- TE pg. 232
- *Deer Mouse* Text Collection
- TE pg. 232
- *A Bed for the Winter* pg. 33 Text Collection
- TE pg. 232
- *A Bed for the Winter* pgs. 34-41 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 232
- *A Bed for the Winter* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 233
- *A Bed for the Winter* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 233-234
- By-the-Way Words - wasp, toad
- Benchmark Vocabulary - rotten, trembles
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 234
- Four-Column Chart TR38
- *A Bed for the Winter* Text Collection

Resources:

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 241
- TE pg. 238
- TE pg. 238
- *A Bed for the Winter* Text Collection

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- **Write About a Topic** - Explain that asking questions about what they read is an important part of becoming a good reader and writer. Remind learners of the question words. Display and model how to ask questions about the photographs on pgs. 42-43 of *A Bed for the Winter*. Display an unfamiliar informational book and prompt learners to identify the topic and model how to ask a question and write the answer. Explain how the answer can tell more information about the topic.

Independent Writing Practice:

- **Write About a Topic** - Scholars choose a topic they know something about. They will draw a picture of their topic. Scholars will discuss topic with a partner encouraging them to ask a question about it. They will write a title and a topic sentence.

Share Writing:

- Volunteers share their writing. Class uses question words to ask questions about the writing and drawings.

Learning Opportunities/Strategies:

Lesson 9 READING: Ask and Answer Questions Using Details in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that informational texts provide answers to questions about topics.
- **Engage Scholars** - Display photograph on pg. 33 of *A Bed for the Winter*. Think about Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic? Scholars will ask and answer questions about details in a text.
- **Read** - Follow Read Aloud Routine to read pgs. 34-41 of *A Bed for the Winter* focusing on the other animals the dormouse sees and what happens to the dormouse at the end.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is the last animal the dormouse visits?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach

- TE pg. 239
- *A Bed for the Winter* pgs. 42-43 Text Collection
- Unfamiliar Informational Book

- TE pg. 240

- TE pg. 240
- Student Writing

Resources

Lesson 9 READING: Ask and Answer Questions Using Details in a Text

- TE pg. 242
- TE pg. 242
- *A Bed for the Winter* pg. 33 Text Collection
- TE pg. 242
- *A Bed for the Winter* pgs. 34-41 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 242
- *A Bed for the Winter* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 243
- *A Bed for the Winter* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 244
- Benchmark Vocabulary - cling, huddle, damp, frozen

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the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-Chart with headings Questions/Answers. Model writing and answering questions using *A Bed for the Winter*.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Question Words** - Display and explain that the words who, what, where, when, why, and how are question words or interrogatives. Use question words to ask questions about pgs. 42-53 of *A Bed for the Winter* having learners identify each question word.

Set the Purpose:

- **Tell Information** - Scholars will add details to their writing from Lesson 8 about a topic they know something about.

Teach and Model:

- **Tell Information** - Explain that writers add details by adding nouns and adjectives. Display and read aloud excerpts from pgs. 44-45 of *A Bed for the Winter* to show how the writer uses details with describing words.

Prepare to Write:

- **Ask Questions About the Topic** - Share a topic you will write about (e.g., The Park). Model writing the title and the topic sentence. Ask the class what else they would like to know about the park? Model adding additional details.

Independent Writing Practice:

- **Tell Information** - Scholars review the title and topic sentence they wrote in lesson 8. They will add details to their drawing from lesson 8 to tell more information about the topic and write their details..

Share Writing:

- Volunteers share their writing. Class summarizes the details each writer has written.

Learning Opportunities/Strategies:

Lesson 10 READING: Answer Questions About Key Details

- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 244
- T-Chart TR43
- *A Bed for the Winter* pg. 42 Text Collection

Resources:

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251
- *A Bed for the Winter* pgs. 42-53 Text Collection

- TE pg. 248
- Student Writing Lesson 8

- TE pg. 248
- *A Bed for the Winter* pgs. 44-45 Text Collection

- TE pg. 249
- Teacher Modeled Writing (The Park)

- TE pg. 250
- Student Writing Lesson 8
- Digital Options

- TE pg. 250
- Student Writing

Resources

Lesson 10 READING: Answer Questions About Key Details

Grade K Reading/Writing

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that answering questions helps them understand information in texts. Scholars use details from the text to answer questions
- **Engage Scholars** - Review photograph on pg. 33 of *A Bed for the Winter*. Scholars recall the topic and a detail. Think about Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic? Scholars will answer questions about details in the text.
- **Read** - Follow Read Aloud Routine to read pg. 54 of *A Bed for the Winter* focusing on the elements that make up the page.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What information does this page tell you?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Understand Words** - Display and complete with class the Four-Column Chart to model determining the meaning of unknown words.

Learning Opportunities/Strategies:

Lesson 10 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Produce Complete Sentences** - Display a sentence. Explain that a complete sentence expresses a complete idea. It has a subject and a predicate. It begins with an uppercase letter and ends with a punctuation mark.

Set the Purpose:

- **Revise to Add Detail** - Explain that writers go back to their writing and revise it. They add details to make it better.

Teach and Model:

- TE pg. 252
- TE pg. 252
- *A Bed for the Winter* pg. 33 Text Collection

- TE pg. 252
- *A Bed for the Winter* pg. 54 Text Collection
- Read Aloud Routine TR12-13

- TE pg. 252
- *A Bed for the Winter* pg. 54 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 253
- *A Bed for the Winter* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 254
- Benchmark Vocabulary - swoops, meadow, nest, cave
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 254
- Four-Column Chart TR38
- *A Bed for the Winter* Text Collection

Resources:

Lesson 10 - WRITING:Informative/Explanatory Writing

- TE pg. 261

- TE pg. 258

Grade K Reading/Writing

- **Revise to Add Detail** - Display pg. 44 of *A Bed for the Winter* to show how the writer added more details.

Prepare to Write:

- **Revise Writing** - Display teacher writing from lesson 9 (The Park) and model how to revise by adding details.

Independent Writing Practice:

- **Revise Writing** - Scholars review their writing from lesson 8 and 9. Meet with learners in small groups or individually to assist in adding details by asking them one or more questions. The answer to the question is one more detail. Scholars will dictate or write their revision.

Share Writing:

- Volunteers share their writing. Class identifies the detail that was added to revise the writing.

Learning Opportunities/Strategies:

Lesson 11 - READING: Use Key Details to Retell a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that answering questions helps them understand information in texts. Scholars use details from the text to answer questions and to retell.
- **Engage Scholars** - Display cover of *Life in a Pond* to share favorite part. Display pg. 33 of *A Bed for the Winter* to favorite home. Think about Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic? Scholars will answer questions about how the texts are alike and different.
- **Read** - Follow Read Aloud Routine to reread *Life in a Pond* and *A Bed for the Winter* focusing on how the topics of the texts are alike and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What types of homes do a fish and a dormouse have?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 258
- *A Bed for the Winter* pgs. 44 Text Collection

- TE pg. 259
- Teacher Modeled Writing (The Park)

- TE pg. 260
- Student Writing Lesson 8 and 9
- Digital Options

- TE pg. 260
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 11 READING: Use Key Details to Retell a Text

- TE pg. 262

- TE pg. 262
- *Life in a Pond*
- *A Bed for the Winter* pg. 33 Text Collection

- TE pg. 262
- *Life in a Pond* and *A Bed for the Winter*
- Read Aloud Routine TR12-13

- TE pg. 262
- *A Bed for the Winter* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 263
- *Life in a Pond* and *A Bed for the Winter*
- Whole Class Discussion Routine TR8-9

Grade K Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Retell Key Details** - Display and complete with class Main Idea Chart to retell *Life in a Pond*.

Learning Opportunities/Strategies:

Lesson 11- WRITING:Informative/Explanatory Writing

Set the Purpose:

- **Tell Information About a Picture** - Explain that writers include illustrations or photographs. Readers can look at what the picture shows and add more information.. Scholars will choose a photograph from *Life in a Pond* or *A Bed for the Winter* and write or dictate a sentence about it.

Teach and Model:

- **Tell Information About a Picture** - Display and read pgs. 4-5 of *A Bed for the Winter* to show how readers can respond in writing by what they see in the picture.

Prepare to Write:

- **Look for Details** - Display cover of *Life in a Pond* and ask questions. Display a photograph or illustration from an unfamiliar text and ask learners what they see. Chart responses. Scholars ask questions about the photograph or illustration. Chart questions. Use one question to model writing a sentence to answer the question.

Independent Writing Practice:

- **Tell Information About a Picture** - Scholars choose a photograph from *Life in a Pond* or *A Home for the Winter* and draw, dictate, or write information about the photograph.

Share Writing:

- Volunteers share their writing. Class discusses answers to the questions writers asked about the photograph.

Learning Opportunities/Strategies:

Lesson 12 - READING: Relate Words and Pictures in a Text

- Small Group Discussion TR10-11
- TE pg. 264
- Benchmark Vocabulary - shallow, trembles
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 264
- Main Idea Chart TR40
- *Life in a Pond*

Resources:

Lesson 11 - WRITING:Informative/Explanatory Writing

- TE pg. 268
- *A Bed for the Winter* Text Collection
- *Life in a Pond*
- TE pg. 268
- *A Bed for the Winter* pgs. 4-5 Text Collection
- TE pg. 269
- *Life in a Pond*
- Unfamiliar Text
- List of Student Responses/Questions
- TE pg. 270
- *Life in a Pond*
- *A Home for the Winter* Text Collection
- Digital Options
- TE pg. 270
- *Life in a Pond*
- *A Home for the Winter* Text Collection

Resources:

Lesson 12 READING: Relate Words and Pictures in a Text

Grade K Reading/Writing

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that the environment affects living things.
- **Engage Scholars** - Display cover of *Life in a Pond* and pg. 33 of *A Bed for the Winter*. Think about Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic? Scholars answer questions on how texts are alike and different.
- **Read** - Follow Read Aloud Routine to take a picture walk through *Life in a Pond* and *A Bed for the Winter* focusing on how the words and pictures relate to each other.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What happened first in *A Bed for Winter* and which photograph shows how a pond is full of life?

Close Read

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 274a (a, to, am, little).

Reading Analysis:

- **Connect Pictures and Text** - Display and complete with class T-Chart.

Learning Opportunities/Strategies:

Lesson 12- WRITING:Informative/Explanatory Writing

Set the Purpose:

- **Write an Explanation** - Explain that writers use true information to explain something. An explanation is when a writer gives reasons using more details. Scholars will write a sentence explaining something about a plant or animal they choose.

Teach and Model:

- **Write an Explanation** - Display and read pg. 37 of *A Bed for the Winter* and pg. 10 of *Life in a Pond* to show how writers provide explanations or reasons and more details about the topic.

Prepare to Write:

- TE pg. 272
- TE pg. 272
- *Life in a Pond*
- *A Bed for the Winter* pg. 33 Text Collection

- TE pg. 272
- *Life in a Pond* and *A Bed for the Winter*
- Read Aloud Routine TR14-15

- TE pg. 272
- *Life in a Pond*
- *A Bed for the Winter* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 273
- *Life in a Pond* and *A Bed for the Winter*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 274
- Benchmark Vocabulary - together, gathers
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 274
- T-Chart TR43

Resources:

Lesson 12 - WRITING:Informative/Explanatory Writing

- TE pg. 278
- *Life in a Pond*

- TE pg. 278
- *A Bed for the Winter* pg. 37 Text Collection
- *Life in a Pond* pg. 10

Grade K Reading/Writing

- **Gather Information and Write an Explanation** - Explain that you could write about becoming a teacher, but you would have to gather information or research to write about how to grow tomatoes. Scholars will practice gathering information to tell about a plant or animal. As a class, choose one plant or animal (e.g., flamingo). Provide informational texts and help learners find interesting information about the topic. Class decides together the information gathered to be used. Model how to draw, label, and write about the topic.

Independent Writing Practice:

- **Write and Explanation** - Scholars will choose and write an explanation about one animal or plant they have learned about. They will draw, label, and write a sentence that explains something about the animal or plant. (Option - Complete together as a class mural.)

Share Writing:

- Volunteers share their writing. Class summarizes each writer's explanation.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Informative/Explanatory Task: Write About a Special Home** - Scholars will select an animal or plant from one of the selections. They will explain about the animal's home or plant's home.
- **Scholars will:**
 - name the animal or plant they choose.
 - draw a picture of the animal or plant in its home.
 - draw, dictate, or write a sentence that explains something about the animal's home or plant's home.

Prepare:

- **Review** - Discuss Essential Questions: How do readers use text evidence to answer questions about informational texts? How do writers explain information about a topic?
- **Revisit the Text** - Summarize *A Bed for the Winter*. Display pgs. 50-51 of text and remind learners that the writer names and describes a good home for the dormouse.
- **Shared Writing** - Class thinks about the animals and plants in both texts. Display and complete with class a Two-Column Chart (Plants/Animals & Homes).

- TE pg. 279
- Informational Texts on Topic Chosen
- Class Writing

- TE pg. 280
- *Life in a Pond*
- Digital Options

- TE pg. 280
- Student Picture and Writing

Resources:

Performance-Based Assessment

- TE pg. 282
- *Life in a Pond*
- *A Bed for the Winter* Text Collection
- Student Reproducible pg. 286

- TE 283
- TE 283
- *A Bed for the Winter* pgs. 50-51 Text Collection
- TE pg. 283
- Two-Column Chart
- *Life in a Pond*
- *A Bed for the Winter* Text Collection

Grade K Reading/Writing

<u>Learning Opportunities/Strategies:</u> Performance-Based Assessment		<u>Resources:</u> Performance-Based Assessment	
<p>Create: Preview photographs in <i>Life in a Pond</i> and <i>A Bed for the Winter</i>. Scholars use words and pictures to recall the plants and animals they learned about in both books. Scholars work independently while teacher circulates to assist if necessary.</p> <p>Score Writing: Use Informative/Explanatory Writing Rubric</p> <p>Present: Follow suggestions for learners to share their writing with the class or in small groups.</p> <p>Reflect and Respond: For learners receiving a score of 0, 1, or 2, follow if...then...suggestions to support them as they complete other Performance-Based Assessments.</p>		<ul style="list-style-type: none">• TE pg. 284• paper, pencils, crayons• <i>Life in a Pond</i>• <i>A Bed for the Winter</i> Text Collection• Digital Options <ul style="list-style-type: none">• TE pg. 287 Informative/Explanatory Writing Rubric <ul style="list-style-type: none">• TE pg. 288 <ul style="list-style-type: none">• TE pg. 289	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Unlock Language Learning• Performance-Based Assessment Lesson

Grade K Reading/Writing

		If...then...Quick Check ReadyUp! Intervention	Scaffolded Instruction - English Language Scholars If...then...Quick Check ReadyUp! Intervention
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Unit Two: Understanding Then and Now - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary stories, including key details (e.g., who, what, when, where., why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.MF.K.6.** 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).

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.a.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.c.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.d.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.a.** - Recognize and produce rhyming words.
- **L.RF.K.2.b.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.d.** -Orally repeat multi-syllable words and pronounce the separate syllables.
- **L.RF.K.2.3** Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **L.RF.K.3.** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.a.** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.b.** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.c.** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.d.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.e**-Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS ELA Writing

- **W.NW.K.3.** Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- **W.NW.K.3.a**-Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- **W.NW.K.3.b**-Provide limited details of experiences, events, or characters.

Grade K Reading/Writing

- **W.NW.K.3. c-** Provide a reaction to the experiences or events.
- **W.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.
- **W.SE.K.8. -** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges. (climate change connection)
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5. -** Add drawings or other visual

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.D** Writing frequently used words accurately.
 - **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
 - **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
 - **L.WF.K.3.B** Write simple sentences.
 - **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - **L.WF.K.3.D** Use end punctuation.
 - **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
 - **L.WF.K.3.F** Write sentences with increasing complexity.
 - **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
 - **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).

Grade K Reading/Writing

- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.KL.K.1A.** Use frequently occurring nouns and verbs.
- **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
- **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)

NJSLS Social Studies

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.

NJSLS Science

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive
- **K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live
- **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment

Weather and Climate

- **K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface
- **K-PS3-2.** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area
- **K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time
- **K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1-**Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.FP.3-** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.RM.1-** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.

Grade K Reading/Writing

- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.IML.1-** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3-** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4-** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1-** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.7-** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
- **9.4.5.TL.5-** Collaborate digitally to produce an artifact.

Central Idea / Enduring Understanding:

- Readers understand that stories have characters, settings, and major events.
- Writers understand the importance of sequential events in a story.
- Learners understand the concepts of “then” and “now.”

Essential/Guiding Question:

- How do readers look closely at a story to identify its characters, setting, and major events?
- How do writers tell the sequence of events in a story?

Content: (Module Goals)

- Readers will retell stories, including characters, settings, and major events.
- Writers will write a simple narrative with two major events.
- Learners will understand the difference between “then” and “now.”

Text Complexity Measures - TR52 - TR55

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading

- Identify the main events in a story
- Identify and discuss author's word choice
- Identify details about the setting
- Ask and answer questions about unknown words
- Identify roles of author and illustrator
- Retell a story using words and pictures
- Ask and answer questions about key details
- Ask and answer question to understand words
- Use words and pictures in a text to tell about events
- Identify characters, setting, and events
- Relate words and pictures in a text
- Retell stories using key details
- Describe the setting of a story

Writing

- Then and now
- Tell about changes
- Story elements
- Make a story sequence chart
- Write a personal narrator
- Tell events in order
- Add details to writing
- Find details about events

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- Narrative Task: Learners will create a simple personal narrative about something they did when they were younger that they do differently now.

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application

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- Learners will:
 - draw “Then I…” and “Now I…” pictures that show a difference in how they do something.
 - dictate or write about the two events using the sentence starters “Then I…” and “Now I…”

- Write in Response to Reading
- Writing Keystones:
 - Checklists
- Quick Checks

Summative Assessments:

- Selection Test - Anchor Test
- Performance-Based Assessment
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Identify Main Topic & Key Details

- **Set the Purpose** - Share the Enduring Understanding: Learners understand the concepts of “then” and “now.”
- **Engage Learners** - Introduce *The Little House* Think about the Essential Questions: How do readers look closely at a story to identify its characters, setting, and major events? How do writers tell the sequence of events in a story? Learners will identify the main events in a story.
- **Read** - Follow Shared Reading Routine to read *The Little House* focusing on who or what the story is about and what happens.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who the story is about? Which does the Little House enjoy more, the city or the country?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking learners to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Author and Illustrator Roles** - Complete Story Sequence B with class to retell events of the story in order.

Climate Change Connection: Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.

Resources:

Lesson 1 - READING: Identify Main Topic & Key Details

- TE pg. 21
- TE pg.18
- *The Little House* Text Collection
- TE pg. 18
- *The Little House* pg. 5 and 20 Text Collection
- TE pg. 19
- *The Little House* Text Collection
- Chart “Then” and “Now”
- TE pg. 20
- *The Little House* pg. 5 and 20 Text Collection
- Digital Options
- TE pg. 20
- Student Writing

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Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to model how to expand a sentence. Scholars will practice expanding their own sentences.

Set the Purpose:

- **Name a Topic** - Discuss that a topic is what Scholars are writing about and an opinion is what they think or feel about the topic. Scholars will identify a topic of a text and then choose and write a topic for their writing.

Teach and Model:

- **Name a Topic** - Explain that instead of writing a story, with opinion writing, writers write about how they think or feel about the topic. Model by thinking aloud and writing what you might write about in *Farming Then and Now*. Display an excerpt to show how the author clarified the topic.

Prepare to Write:

- **List Topics** - Model the topic you selected from *Farming Then and Now* and an opinion to support the topic. Construct a Three-Column Chart with class to list topics they can give their opinion about.

Independent Writing Practice:

- **Name a Topic** - Scholars will draw a picture of the place where they grew up. This will be the topic for their opinion writing. They will dictate or write a sentence for their picture that names the topic.

Share Writing:

- Volunteers share their pictures and writing with the class. The class identifies the topic.

Learning Opportunities/Strategies:

Lesson 2 - READING: Identify Elements of a Book

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that asking questions helps them understand a text. Scholars understand who created the text and how it is organized.
- **Engage Scholars** - Display the cover of *Farming Then and Now*. Scholars recall what the book is about. Think about Essential Questions: How do readers ask questions to help them understand

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 171
- TE pg. 168
- TE pg. 168
- *Farming Then and Now* pg. 5 Text Collection
- Teacher Modeled Writing (Topic)
- TE pg. 169
- Teacher Modeled Writing (Topic and Opinion)
- Three-Column Chart (List of Topics)
- TE pg. 170
- Digital Options
- Student Picture and Writing

Resources:

Lesson 2 - READING: Identify Elements of a Book

- TE pg. 172
- TE pg. 172
- *Farming Then and Now* Text Collection

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informational texts? How do writers use illustrations to help them state an opinion?

- **Read** - Follow Read Aloud Routine to read pgs. 4-5 of *Farming Then and Now* focusing on the information presented in the words and pictures.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why are the girl and boy traveling back through time?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By the Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 174a (we, like, my). Reader - *Winter Fun*

Language Analysis:

- **Elements of a Book** - Display and complete with class the Four-Column Chart to learn the elements of a book and their purpose.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to model how to expand a sentence. Scholars will practice expanding their own sentences.

Set the Purpose:

- **Tell an Opinion** - Scholars will identify opinions in a text and then tell an opinion about the topic of their opinion writing.

Teach and Model:

- **Tell an Opinion** - Model by reviewing your topic and your opinion about the topic from lesson 1. Display and read aloud an excerpt about what the girl and boy say in *Farming Then and Now* and compare/contrast their opinions. Explain that when they write an opinion they will use the pronoun *I*.

Prepare to Write:

- **Write an Opinion** - Review the opinions of the girl and boy in *Farming Then and Now*. Ask question:

- TE pg. 172
- *Farming Then and Now* pgs. 4-5 Text Collection
- Read Aloud Routine TR14-15

- TE pg. 172
- *Farming Then and Now* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 173
- *Farming Then and Now* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 173-174
- By the Way Words - chores, travel
- Benchmark Vocabulary - starts, things
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 174
- *Farming Then and Now* Text Collection
- Four-Column Chart TR38

Resources:

Lesson 2 - WRITING: Opinion Writing

- TE pg. 181

- TE pg. 178

- TE pg. 178
- Teacher Modeled Writing (Topic and Opinion)
- *Farming Then and Now* Text Collection

- TE pg. 179
- *Farming Then and Now* Text Collection

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Which do you think is better: farming in the past or farming today? Chart scholars responses using the pronoun I. Display the Three-Column Chart of topics the class created in lesson 1. With the class, select a topic from the chart. Scholars will discuss as many opinions as they can think of. Chart topics and opinions to use in later lessons.

Independent Writing Practice:

- **Write an Opinion** - Scholars will review the topic they drew about in lesson 1. They will dictate or write an opinion about the place where they grew up using the sentence frame, "I think...or I feel..."

Share Writing:

- Volunteers share writing with the class. The class identifies the opinion words (e.g., I feel).

Learning Opportunities/Strategies:

Lesson 3 READING: Connect Information in a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today. Connecting ideas and information will help to learn about farming now and then.
- **Explore Poetry** - Read aloud the poem. Discuss what is different in the past from today.
- **Engage Scholars** - Review the book so far. Ask what the girl and boy are going to do and why. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?
- **Read** - Follow Read Aloud Routine to read pgs. 6-7 of *Farming Then and Now* focusing on the words that tell when the action happens.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What are two ways to milk cows?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words.

- Chart of Responses to Question
- Three-Column Chart of Topics
- Chart of Topics and Opinions

- TE pg. 180
- Student Picture and Writing Lesson 1
- Digital Options

- TE pg. 180
- Student Writing

Resources

Lesson 3 READING: Connect Information in a Text

- TE pg. 182
- TE pg. 182
- *Grandpa's Stories* pg. 62 Text Collection
- TE pg. 182
- *Farming Then and Now* pgs. 4-5 Text Collection
- TE pg. 182
- *Farming Then and Now* pgs. 6-7 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 182
- *Farming Then and Now* pgs. 6-7 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 183
- *Farming Then and Now* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 183-184
- By-the-Way-Words - pints
- Benchmark Vocabulary - machines, faster, easier

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Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- Make Connections - Display and complete with class the Venn Diagram by comparing and contrasting farms then and now.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Set the Purpose:

- **Tell a Reason** - Explain that a reason is a fact or detail that a writer thinks will get the reader to agree with their opinion. Scholars will examine reasons that support opinions in a text. They will tell a reason that supports their opinion about the topic of their opinion writing.

Teach and Model:

- **Tell a Reason** - Teacher models aloud how he/she chose a topic, told an opinion, and a reason that supports the opinion. Display and read aloud an excerpt from *Farming Then and Now* to show the boy's and girl's reasons to support their opinion.

Prepare to Write:

- **Write a Reason** - Review the boy's and girl's opinions about the topic and their reasons. Scholars will tell reasons that support their opinion about the following: Which do you think is better: farming in the past or farming today? Review the topics scholars chose from the list in lesson 2 and the opinions they offered about the topics. Model writing an opinion and reasons to support it (e.g., School is fun.). Scholars talk in pairs about reasons they could use to support their opinion about the place where they grew up.

Independent Writing Practice:

- **Write a Reason** - Scholars review the opinion they wrote in lesson 2 about the place where they grew up. On the same paper, scholars will write a reason that supports their opinion.

Share Writing:

- Volunteers review their topics, opinions, and reasons. The class evaluates how convincing the reasons are.

- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 184
- Venn Diagram TR47
- *Farming Then and Now* pgs. 6-7 Text Collection

Resources:

Lesson 3 - WRITING: Opinion Writing

- TE pg. 188

- TE pg. 188
- Teacher Think Aloud
- *Farming Then and Now* Text Collection

- TE pg. 189
- *Farming Then and Now* Text Collection
- Chart of Responses to Question
- Three-Column Chart of Topics
- Chart of Topics and Opinions
- Teacher Modeled Writing (topic, opinion, reasons)

- TE pg. 190
- Student Writing Lesson 2
- Digital Options

- TE pg. 190
- Student Writing
- Writing Keystone Checklist

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Learning Opportunities/Strategies:

Lesson 4 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today. Asking questions about the meaning of words in a text will help to understand the text.
- **Engage Scholars** - Review pgs. 6-7 of *Farming Then and Now*. Ask what is different today from one hundred years ago? Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?
- **Read** - Follow Read Aloud Routine to read pgs. 8-11 of *Farming Then and Now* focusing on how pictures support the text and add meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did farm animals eat in the winter then and what do they eat in the winter now?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Meanings** - Display and complete with class the Three-Column Chart to list the meaning and what you have to do to figure the meaning out.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to show examples of how to use words to describe size, color, or shape to expand sentences.

Set the Purpose:

- **Add Details to Writing** - Writers tell an opinion about a topic and reasons that support the opinion. Scholars will examine details the author could have added to the opinions in *Farming Then and Now*.

Resources

Lesson 4 READING: Use Words to Understand a Text

- TE pg. 192
- TE pg. 192
- *Farming Then and Now* pgs. 6-7 Text Collection
- TE pg. 192
- *Farming Then and Now* pgs. 8-11 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 192
- *Farming Then and Now* pgs. 8-11 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 193
- *Farming Then and Now* pgs. 8-11 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 193-194
- By-the-Way-Words - silage, harvest
- Benchmark Vocabulary - crops, changed, work
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 194
- Three-Column Chart TR44
- *Farming Then and Now* pgs. 8-11 Text Collection

Resources:

Lesson 4 - WRITING: Opinion Writing

- TE pg. 201
- TE pg. 198
- *Farming Then and Now* Text Collection

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Teach and Model:

- **Add Details to Writing** - When writers revise their opinion, they add details to their reasons or add another reason to support their opinion. The more reasons given, the more convincing their opinions will be to readers. Display and read aloud excerpts from *Farming Then and Now* to model how the boy and girl could have added another reason.

Prepare to Write:

- **Revise Writing** - All writers make changes to their writing so it makes better sense. Writers add details to their opinion so readers will accept their opinion. Model by revising your opinion writing.

Independent Writing Practice:

- **Revise Writing** - Scholars review their writing from Lessons 1, 2, and 3 to think of a detail they can add to their reason or another reason they can add to support their opinion. Scholars think about they liked and disliked about the place where they grew up.

Share Writing:

- Volunteers share their revised opinion writing, pointing out the details they added. Ask how the new details make the opinion writing better.

Learning Opportunities/Strategies:

Lesson 5 READING: Use Key Details to Understand

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today. Asking and answering questions help to understand farming long ago and today.
- **Engage Scholars** - Review pgs. 8-11 of *Farming Then and Now*. Ask what is different today from one hundred years ago? Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?
- **Read** - Follow Read Aloud Routine to read pgs. 12-13 of *Farming Then and Now* focusing on key details about the past and present.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did people use to shear sheep then? What do they use to shear sheep today?

- TE pg. 198
- *Farming Then and Now* Text Collection

- TE pg. 199
- Teacher Modeled Writing (Opinion Writing)
- *Farming Then and Now* Text Collection

- TE pg. 200
- Student Writing (Lessons 1, 2, 3)
- *Farming Then and Now* Text Collection
- Digital Options

- TE pg. 200
- Student Writing

Resources

Lesson 5 READING: Use Key Details to Understand

- TE pg. 202
- *Farming Then and Now* Text Collection

- TE pg. 202
- *Farming Then and Now* pgs. 8-11 Text Collection

- TE pg. 202
- *Farming Then and Now* pgs. 12-13 Text Collection
- Read Aloud Routine TR12-13

- TE pg. 202
- *Farming Then and Now* pgs. 12-13 Text Collection
- Think-Pair-Share Routine TR6-7

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Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Details:** Display and complete with class Web A graphic organizer to ask and record answers about details in a text.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to show examples of how to use words to make the sentence longer.

Set the Purpose:

- **Tell an Opinion About a Book** - Explain that before a writer can tell their opinion about a book, they have to read the book. Scholars will identify what a writer has read and their opinion about it. Then scholars will name the book they have been reading and tell an opinion about it.

Teach and Model:

- **Tell an Opinion About a Book** - Model a book you have just read and your opinion about it. Display and read aloud the student models on an opinion about a book. Point out that the phrase, I think, indicates an opinion.

Prepare to Write:

- **Name a Book and Write** - The class chooses a familiar story. Review the characters, settings, and events. Together compose a piece of opinion writing. Save it to add to in lesson 6.

Independent Writing Practice:

- **Write an Opinion** - Scholars will dictate or write an opinion about *Farming Then and Now* using the sentence frame "I like..." or "I do not like..." or "I think..."

- TE pg. 203
- *Farming Then and Now* pgs. 12-13 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 203-204
- By-the-Way-Words - shear, clippers
- Benchmark Vocabulary - sheep, spin, drive
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 204
- Web B Graphic Organizer TR49
- *Farming Then and Now* Text Collection

Resources:

Lesson 5 - WRITING: Opinion Writing

- TE pg. 211

- TE pg. 208

- TE pg. 208
- Teacher Think Aloud (*A House for Hermit Crab*)
- Student Models

- TE pg. 209
- Class Opinion Writing Piece

- TE pg. 210
- *Farming Then and Now* Text Collection
- Digital Options

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Share Writing:

- Volunteers share their opinion writing. The class points out words that identify each writer's opinion.

Learning Opportunities/Strategies:

Lesson 6 READING: Identify Reasons to Support Point

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that they can state an opinion through words and illustrations.
- **Exploring Poetry** - Display and read aloud *Children of Long Ago*. Discuss the past and now.
- **Engage Scholars** - Review pgs. 12-13 of *Farming Then and Now*. Ask what is different today from one hundred years ago? Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Scholars identify a point the author makes and the reasons to support that point.
- **Read** - Follow Read Aloud Routine to read pgs. 14-15 of *Farming Then and Now* focusing on how the book ends.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do the girl and boy think about farms then and now?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Support a Point** - Display and complete with class Web B to record an opinion and reasons.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Set the Purpose:

- **Tell a Reason to Support an Opinion** - Writers tell reasons that support their opinion to get readers to agree with their opinion. Scholars will examine the

- TE pg. 210
- Student Opinion Writing

Resources

Lesson 6 READING: Identify Reasons to Support Point

- TE pg. 212
- TE pg. 212
- *Children of Long Ago* Text Collection
- TE pg. 212
- *Farming Then and Now* pgs. 12-13 Text Collection
- TE pg. 212
- *Farming Then and Now* pgs. 14-15 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 212
- *Farming Then and Now* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 213
- *Farming Then and Now* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 213-214
- By-the-Way-Words - life, never
- Benchmark Vocabulary - glad, think
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 214 *Farming Then and Now*
- Web B Graphic Organizer TR49

Resources:

Lesson 6 - WRITING: Opinion Writing

- TE pg. 221

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reasons writers give to support their opinions. Then scholars will tell a reason that supports their opinion.

Teach and Model:

- **Tell a Reason to Support an Opinion** - Continue to model the book you have just read and your opinion about it, and add reasons to support it. Display and read aloud the student models on an opinion about a book. Scholars will identify the reasons used to support their opinions. Remind scholars that reasons answer the question why.

Prepare to Write:

- **Write Supporting Reasons** - Review the opinion writing of the student models and the opinions and reasons modeled by the teacher. Display the piece of opinion writing the class composed in lesson 5 about a familiar story. Class offers reasons to add to the writing.

Independent Writing Practice:

- **Write Supporting Reasons** - Scholars review their writing in lesson 5 (named a book and told their opinion about the book). Scholars add a reason to support their opinion.

Share Writing:

- Volunteers share their writing with the class. The class evaluates how well the reasons support their opinions.

Learning Opportunities/Strategies:

Lesson 7 READING: Relate Words and Pictures in Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Readers understand that asking questions helps them understand a text. Making connections between words and pictures helps to answer questions about facts in a text.
- **Engage Scholars** - Introduce the book *The Old Things*. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?
- **Read** - Follow Read Aloud Routine to read *The Old Things* focusing on the topic of the text and the information the author tells about the topic.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Whom is the text about? What happens in the text?

- TE pg. 218
- Teacher Think Aloud (*A House for Hermit Crab*)
- Student Models

- TE pg. 218
- Student Models
- Teacher Modeled Thinking
- Class Opinion Writing (Familiar Book) Posted

- TE pg. 219
- Student Writing Lesson 5
- Digital Options

- TE pg. 220
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 7 READING: Relate Words and Pictures in Text

- TE pg. 222
- TE pg. 222
- *The Old Things*
- TE pg. 222
- *The Old Things*
- Read Aloud Routine TR12-13
- TE pg. 222
- *The Old Things*
- Think-Pair-Share Routine TR6-7

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Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 224a (he, for).

Language Analysis:

- **Parts of a Book** - Display and complete with class the Three-Column Chart to show how the parts of a book give key information.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions** - Display sentences to explain the prepositions in and out. Scholars will write their own sentences using in and out.

Set the Purpose:

- **Tell an Opinion** - Scholars will form an opinion about an old thing in the text and write a sentence about that thing.

Teach and Model:

- **Tell an Opinion** - A fact is a statement that can be proven to be true. Share an example of a fact from *The Old Things*. Teacher models aloud opinions about some things. Display and read aloud an excerpt from *The Old Things* to show an opinion about typewriters. Point out words that can be used to state opinions.

Prepare to Write:

- **Use Opinion Words** - Explain that certain words show that the writer is stating an opinion and not a fact. Scholars will write a sentence that tells what they think about an old thing. Teacher models by choosing an old thing from the text and sharing an opinion. Scholars role play assuming the role of two characters from *The Old Things* by using words to describe how they feel about old telephones. Teacher models writing sentences using opinion words about old telephones.

- TE pg. 223
- *The Old Things*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 224
- Benchmark Vocabulary - e-mail
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 224
- Three-Column Chart TR44
- *The Old Things*

Resources:

Lesson 7 - WRITING: Opinion Writing

- TE pg. 231

- TE pg. 228
- *The Old Things*

- TE pg. 228
- *The Old Things* pg. 9
- Teacher Think Aloud (Opinions)

- TE pg. 229
- *The Old Things*
- Teacher Think Aloud (Opinion)
- Teacher Modeled Writing (Opinions About Old Telephones)

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Independent Writing Practice:

- **Use Opinion Words** - Scholars draw, dictate or write one sentence about an old object in the text using one or two opinion words in the sentence.

Share Writing:

- Volunteers share their writing. Class identifies the opinion words the writer uses.

Learning Opportunities/Strategies:

Lesson 8 READING: Answer Questions About Key Details

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today. *The Old Things* shows how some things have changed since our grandparents were young.
- **Engage Scholars** - Display the front cover of *The Old Things*. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Scholars will ask and answer questions about facts and details in the text.
- **Read** - Follow Read Aloud Routine to read pgs. 2-7 of *The Old Things* focusing on what Gran is sending Tom an email about and why.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why does Gran send an email to Tom?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-Chart to record questions and answers.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- TE pg. 230
- *The Old Things*
- Digital Options

- TE pg. 230
- Student Writing

Resources

Lesson 8 READING: Answer Questions About Key Details

- TE pg. 232
- *The Old Things*

- TE pg. 232
- *The Old Things* Cover

- TE pg. 232
- *The Old Things* pgs. 2-7
- Read Aloud Routine TR12-13

- TE pg. 232
- *The Old Things* pgs. 2-7
- Think-Pair-Share Routine TR6-7

- TE pg. 233
- *The Old Things* pgs. 2-7
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 233-234
- By-the-Way-Words - MPG3 player, film, photo
- Benchmark Vocabulary - moving, played
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 234
- Four-Column Chart TR38
- *The Old Things* pgs. 4-6

Resources:

Lesson 8 - WRITING: Opinion Writing

Grade K Reading/Writing

- **Prepositions** - Display sentences to explain the prepositions to and from.

Set the Purpose:

- **Tell Which You Like Better** - Opinions often tell the writer's preference or choice. Scholars will choose a pair of things in *The Old Things* and tell which they like better.

Teach and Model:

- **Tell Which You Like Better** - Explain the steps when writing a preference. Display and read aloud an excerpt from *The Old Things* to show the topic and the possible choices. Explain how writers can use the pronoun *I* or *my* to tell which choice they like best.

Prepare to Write:

- **Write About a Preference** - Writing about a preference involves comparing two or more things. Teacher models thinking aloud to make a choice when shopping for a sweater. Scholars work with a partner to write, dictate, or draw each pair of old/new things in the book. Scholars discuss their experiences with both things in each pair. Teacher models aloud a preference between a record/MP3 player. After scholars have considered the things they like/don't like about two choices, they choose one as their preference.

Independent Writing Practice:

- **Write About a Preference** - Scholars write, dictate, or draw which thing from the pair they like better. Display the list of paired things from the book for Scholars to reference.

Share Writing:

- Volunteers share their writing and orally give reasons for their preference.

Learning Opportunities/Strategies:

Lesson 9 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Writers understand that they can state an opinion through words and illustrations.
- **Engage Scholars** - Display the front cover of *The Old Things* to recall details about the book. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?

- TE pg. 241

- TE pg. 238
- *The Old Things*

- TE pg. 238
- *The Old Things* pgs. 10-11

- TE pg. 239
- *The Old Things*
- Teacher Think Aloud (Preferences)

- TE pg. 240
- *The Old Things*
- List of Paired Things (old and new)
- Digital Options

- TE pg. 240
- Student Writing

Resources

Lesson 9 READING: Use Words to Understand a Text

- TE pg. 242
- TE pg. 242
- *The Old Things*

Grade K Reading/Writing

Scholars will use the text's illustrations to ask and answer questions about the words in the text.

- **Read** - Follow Read Aloud Routine to read pgs. 8-11 of *The Old Things* focusing on the things Gran offers to Tom.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does Gran ask Tom if he wants?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Display and complete with class the Four-Column Chart to record the word, picture/text clues, and the meaning.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions** - Display sentences to explain the prepositions *on* and *off*.

Set the Purpose:

- **State an Opinion About Photographs** - Photographs can show information about a topic. Scholars will form and write an opinion based on photographs in *The Old Things*.

Teach and Model:

- **State an Opinion About Photographs** - Display the photographs on pgs. 8-9 to model thinking aloud how to identify information in the photograph about an old/new thing. Teacher models writing a sentence that states a preference based on the photographs.

Prepare to Write:

- **State an Opinion** - Sometimes a picture gives information that is not found in the words of a text. Teacher models aloud finding information in a photograph that is not found in the text. and then forms an opinion. (e.g., typewriter). Display a picture

- TE pg. 242
- *The Old Things* pgs. 8-11
- Read Aloud Routine TR12-13

- TE pg. 242
- *The Old Things* pgs. 8-11
- Think-Pair-Share Routine TR6-7

- TE pg. 243
- *The Old Things* pgs. 8-11
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 243-244
- By-the-Way-Words - laptop, cell phone
- Benchmark Vocabulary - typed, call
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 244
- Four Column Chart TR38
- *The Old Things*

Resources:

Lesson 9 - WRITING: Opinion Writing

- TE pg. 251

- TE pg. 248
- *The Old Things*

- TE pg. 248
- *The Old Things* pgs. 8-9
- Teacher Think Aloud
- Teacher Modeled Writing

- TE pg. 249
- *The Old Things*
- Teacher Think Aloud (Typewriter)
- Teacher Modeled Writing

Grade K Reading/Writing

of an old car. Scholars point out details about the car. Teacher models thinking aloud by stating an opinion. Scholars state their own opinion about the picture.

Independent Writing Practice:

- **Write an Opinion** - Scholars choose a photograph of one old thing or one new thing in the text. They study the details in the photograph and form an opinion about using the thing and then write, dictate, or draw it.

Share Writing:

- Volunteers share their writing. Pairs of scholars exchange papers and restate the opinion on their partner's paper. Scholars ask their partner a question about the opinion.

Learning Opportunities/Strategies:

Lesson 10 READING: Make Connections Between Ideas

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today.
- **Engage Scholars** - Display the front cover of *The Old Things* to recall details about the book. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Scholars will make connections between the facts and ideas in the text.
- **Read** - Follow Read Aloud Routine to read pgs. 12-16 of *The Old Things* focusing on what Gran is doing with her old thing.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How will Gran get her old things to Tom?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 250
- *The Old Things*
- Digital Options

- TE pg. 250
- Student Writing
- Digital Options

Resources

Lesson 10 READING: Make Connections Between Ideas

- TE pg. 252
- *The Old Things*

- TE pg. 252
- *The Old Things*

- TE pg. 252
- *The Old Things* pgs. 12-16
- Read Aloud Routine TR12-13

- TE pg. 252
- *The Old Things* pgs. 12-16
- Think-Pair-Share Routine TR6-7

- TE pg. 253
- *The Old Things* pgs. 12-16
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 253-254
- By-the-Way-Words - pen, ink
- Benchmark Vocabulary - look, write
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

Grade K Reading/Writing

- **Make Connections** - Display and complete with class the Venn Diagram to model making connections by comparing and contrasting details.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions** - Display sentences to explain the prepositions *for* and *by*.

Set the Purpose:

- **Give an Opinion About a Statement** - Explain that one way to give an opinion is to decide if you agree or disagree with what the writer says about the topic. Scholars will tell whether they agree or disagree with a statement in *The Old Things*.

Teach and Model:

- **Give an Opinion About a Statement** - Display and read aloud pg. 14 in *The Old Things* to determine the author's opinion and the example she gives to support the opinion.

Prepare to Write:

- **Agree or Disagree** - Teacher thinks aloud to model about agreeing or disagreeing on a favorite sport. Chart a list of situations with scholars when someone agreed or disagreed with an opinion they expressed. Scholars select a favorite food and teacher thinks aloud by stating an opinion and a reason for it.

Independent Writing Practice:

- **Agree or Disagree** - Teacher displays sentence: Some things stay the same! Scholars decide if they agree or disagree with the statement and think about a reason. Scholars draw, dictate, or write their opinion using the word because to give a reason why they agree or disagree.

Share Writing:

- Volunteers share their writing. Class identifies the opinion and the supporting reason the writer uses.

Learning Opportunities/Strategies:

Lesson 11 - READING: Compare and Contrast Texts

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Readers understand that asking questions helps them understand a text.
- **Engage Scholars** - Display *Farming Then and Now* and *The Old Things*. Think about Essential

- TE pg. 254
- Venn Diagram TR47
- *The Old Things*

Resources:

Lesson 10 - WRITING: Opinion Writing

- TE pg. 261

- TE pg. 258

- TE pg. 258
- *The Old Things* pg. 14

- TE pg. 259
- Teacher Think Aloud
- List of Situations

- TE pg. 260
- Statement Displayed
- Digital Options

- TE pg. 260
- Student Writing

Resources

Lesson 11 READING: Compare and Contrast Texts

- TE pg. 262

- TE pg. 262
- *Farming Then and Now* Text Collection

Grade K Reading/Writing

Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Scholars will use words and pictures in the two texts to identify similarities and differences.

- **Read** - Follow Read Aloud Routine to reread *Farming Then and Now* and *The Old Things* focusing on how the topics of the texts are alike and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why have people's lives both on farms and not on farms become easier than they were long ago?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Details** - Display and complete with class the T-Chart to record questions and answers from *Farming Then and Now*.

Learning Opportunities/Strategies:

Lesson 11- WRITING: Opinion Writing

Set the Purpose:

- **Compare and Contrast to State an Opinion** - Explain that writers compare and contrast information to tell how things are alike and different. Writers use clue words to help readers understand that they are comparing and contrasting. Scholars will state an opinion by comparing and contrasting two things from *Farming Then and Now* and *The Old Things*.

Teach and Model:

- **Compare and Contrast to State an Opinion** - Teacher thinks aloud by stating an opinion about two movies. Display and read aloud an excerpt from *Farming Then and Now* and *The Old Things* to show what two things the writer is comparing and contrasting.

Prepare to Write:

- **Compare and Contrast to State an Opinion** - Scholars will state an opinion by telling how

- *The Old Things*

- TE pg. 262
- *Farming Then and Now* and *The Old Thing*
- Read Aloud Routine TR12-13

- TE pg. 262
- *Farming Then and Now* and *The Old Thing*
- Think-Pair-Share Routine TR6-7

- TE pg. 263
- *Farming Then and Now* and *The Old Thing*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 264
- Benchmark Vocabulary - things, played
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 264
- T-Chart TR43
- *Farming Then and Now*

Resources:

Lesson 11 - WRITING: Opinion Writing

- TE pg. 268
- *Farming Then and Now* Text Collection
- *The Old Things*

- TE pg. 268
- *Farming Then and Now* pg.6-7 Text Collection
- *The Old Things* pg. 8-9

- TE pg. 269
- Teacher Think Aloud

Grade K Reading/Writing

something long ago and something new are alike and different. Teacher thinks aloud by choosing a topic from *The Old Things* to compare and contrast (e.g., pen and ink pot), and then stating an opinion. Teacher models writing a sentence telling an opinion about the two things being compared and contrasted.

Independent Writing Practice:

- **Compare and Contrast to State an Opinion** - Scholars draw, dictate, or write an opinion by comparing and contrasting two things in *Farming Then and Now* or *The Old Things*. They will identify the two things they are comparing and contrasting and the text they are in.

Share Writing:

- Volunteers share their writing. Class identifies the compare and contrast words the writer uses.

Learning Opportunities/Strategies:

Lesson 12 - READING: Relate Words and Pictures in a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that they can state an opinion through words and illustrations.
- **Engage Scholars** - Display *Farming Then and Now* and *The Old Things*. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Scholars will use the texts' words and pictures to answer questions about how the texts are alike and different.
- **Read** - Follow Read Aloud Routine to take a picture walk through *Farming Then and Now* and *The Old Things* using each photograph or illustration to retell the main ideas.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is your favorite part of life on a farm and old thing?

Close Read

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- Teacher Modeled Writing
- *The Old Things*

- TE pg. 270
- *Farming Then and Now* Text Collection
- *The Old Things*
- Digital Options

- TE pg. 270
- Student Writing

Resources:

Lesson 12 READING: Relate Words and Pictures in a Text

- TE pg. 272
- TE pg. 272
- *Farming Then and Now* Text Collection
- *The Old Things*
- TE pg. 272
- *Farming Then and Now* and *The Old Things*
- Read Aloud Routine TR12-13
- TE pg. 272
- *Farming Then and Now* and *The Old Things*
- Think-Pair-Share Routine TR6-7
- TE pg. 273
- *Farming Then and Now* and *The Old Things*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 274
- Benchmark Vocabulary - easier, e-mail
- Benchmark Vocabulary Routine for Informational Text TR28-31

Grade K Reading/Writing

<p>High-Frequency Words - Follow steps on TE 274a (he, for).</p> <p>Reading Analysis:</p> <ul style="list-style-type: none">• Author & Illustrator Roles - Display and complete with class T-Chart. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 12- WRITING: Opinion Writing</p> <p>Set the Purpose:</p> <ul style="list-style-type: none">• Write an Opinion About the Past - Explain that writers name a topic and then write an opinion that tells what they think about the topic. Scholars will write an opinion about life in the past and give a reason, detail, or fact to support the opinion. <p>Teach and Model:</p> <ul style="list-style-type: none">• Write an Opinion About the Past - Writers give an opinion so readers will agree with it. Display and read aloud an excerpt from <i>Farming Then and Now</i> to show an opinion and the reasons given to support the opinion. <p>Prepare to Write:</p> <ul style="list-style-type: none">• Write an Opinion About Life in the Past - Scholars will write an opinion about life in the past. Teacher thinks aloud by visualizing and describing working in a field. Teacher then forms an opinion about this topic and adds a detail from the text to support it. Model by writing an opinion supported by a detail. <p>Independent Writing Practice:</p> <ul style="list-style-type: none">• Write an Opinion About Life in the Past - Scholars will draw, dictate, or write an opinion about the past including a detail that is a reason for their opinion. <p>Share Writing:</p> <ul style="list-style-type: none">• Volunteers share their writing. Class identifies the supporting detail the writer uses for their opinion. <p><u>Learning Opportunities/Strategies:</u></p> <p>Performance-Based Assessment</p> <ul style="list-style-type: none">• Opinion Task: Write About Life on a Farm - Students will state an opinion about whether they would like to live on a farm. <p>Scholars will:</p> <ul style="list-style-type: none">○ state their opinion about whether they would like to live on a farm.	<ul style="list-style-type: none">• Generative Vocabulary Chart TE 153-154• TE pg. 274• T-Chart TR43 <p><u>Resources:</u></p> <p>Lesson 12 - WRITING: Opinion Writing</p> <ul style="list-style-type: none">• TE pg. 278• <i>Farming Then and Now</i> Text Collection• <i>The Old Things</i>• TE pg. 278• <i>Farming Then and Now</i> pg. 14 Text Collection• TE pg. 279• <i>Farming Then and Now</i> Text Collection• Teacher Think Aloud (Working in a Field)• Teacher Modeled Writing• TE pg. 280• <i>Farming Then and Now</i> Text Collection• <i>The Old Things</i>• Digital Options• Writing Keystone Checklist• TE pg. 280• Student Writing <p><u>Resources:</u></p> <p>Performance-Based Assessment</p> <ul style="list-style-type: none">• TE pg. 282• Student Reproducible pg. 286• <i>Farming Then and Now</i> Text Collection
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Grade K Reading/Writing

- draw, dictate, or write one reason for their opinion.
- check their writing for proper capitalization and punctuation.

Prepare:

- **Review - Discuss Essential Questions:** How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Read the Performance-Based Assessment aloud.
- **Revisit the Text** - Display pgs. 14-15 of text to recall what the girl's and boy's opinions and reasons are. Show the illustrations in *Farming Then and Now* to recall what they learned about farms. Discuss what Scholars know about farms from their own experiences. Remind Scholars of the questions they will answer: Would you like to live on a farm? Why or why not?
- **Shared Writing** - To complete as a class activity, Scholars as a group choose an opinion: Yes, we would like to live on a farm. No, we would not like to live on a farm. Write the relevant opinion statement. Ask Scholars to give reasons that support the opinion. Together decide which reason is the best. After the class tells you what to write, Scholars will copy their reason below their opinion.

Learning Opportunities/Strategies:

Performance-Based Assessment

Create: Scholars decide whether they would like to live on a farm and will draw, dictate, or write their opinion and a reason to support their opinion.

Score Writing: Use Opinion Writing Rubric

Present: Follow suggestions for Scholars to share their writing with the class or in small groups.

Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow if...then...suggestions to support them as they complete other Performance-Based Assessments.

- TE 283
- TE 283
- *Farming Then and Now* Text Collection
- TE pg. 283
- *Farming Then and Now* Text Collection

Resources:

Performance-Based Assessment

- TE pg. 284
- paper, pencils, crayons
- *Farming Then and Now* Text Collection
- Digital Options
- TE pg. 287 Opinion Writing Rubric
- TE pg. 288
- Digital Options
- TE pg. 289

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading 	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading

Grade K Reading/Writing

<ul style="list-style-type: none"> Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Unlock Language Learning Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Two: Understanding Then and Now - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- RI.CR.K.1.** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Grade K Reading/Writing

- **RI.TS.K.4.** Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MF.K.6.** 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.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- **F.K.4** - Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
- **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
- **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- **L.WF.K.2.D** Writing frequently used words accurately.
- **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
- **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
- **L.WF.K.3.B** Write simple sentences.

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- **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- **L.WF.K.3.D** Use end punctuation.
- **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
- **L.WF.K.3.F** Write sentences with increasing complexity.
- **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
- **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.KL.K.1A.** Use frequently occurring nouns and verbs.
- **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
- **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
- **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS ELA Writing

- **W.AW.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).
- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Social Studies

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1-**Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.CR.2-** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.FP.2-** Differentiate between financial wants and needs.
- **9.1.2.PB.2-** Explain why an individual would choose to save money.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.

Central Idea / Enduring Understanding:

- Readers understand that asking questions helps them understand a text.
- Writers understand that they can state an opinion through words and illustrations.
- Learners understand that people's lives "then" were similar to and different from our lives today.

Essential/Guiding Question:

- How do readers ask questions to help them understand informational texts?
- How do writers use illustrations to help them state an opinion?

Content: (Module Goals)

- Readers will ask questions to better understand informational texts.
- Writers will state an opinion and draw a picture to show a reason for their opinion.
- Learners will identify similarities and differences between people's lives "then" and our lives today.

Text Complexity Measures - TR52 - TR55

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary

Skills(Objectives):

Reading

- Identify main topic and key details
- Identify elements of a book
- Connect information in a text
- Use key details to understand a text
- Identify reasons to support an opinion
- Answer questions about key details
- Make connections between ideas
- Compare and contrast texts

Writing

- Name a topic
- Tell an opinion
- Tell a reason
- Add details to writing
- Tell an opinion about a book
- Tell a reason to support an opinion

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<ul style="list-style-type: none"> ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	<ul style="list-style-type: none"> ● Tell which is better ● Tell which you like better ● State an opinion about photographs ● Give an opinion about a statement ● Compare and contrast to state an opinion ● Write an opinion about the past
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> ● Opinion Task: Write About Life on a Farm - Scholars will state an opinion about whether they would like to live on a farm. ● Scholars will: <ul style="list-style-type: none"> ○ state their opinion about whether they would like to live on a farm. ○ draw, dictate, or write one reason for their opinion. ○ check their writing for proper capitalization and punctuation. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Performance-Based Assessment - Module A & B
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Identify Main Topic & Key Details</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Share the Enduring Understanding: Scholars understand that people's lives "then" were similar to and different from our lives today. The main topic and key details of the text will tell how farming long ago and today are alike and different. ● Engage Scholars - Introduce <i>Farming Then and Now</i>. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? ● Read - Follow Read Aloud Routine to read <i>Farming Then and Now</i> focusing on understanding what the text is about. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Identify Main Topic & Key Details</p> <ul style="list-style-type: none"> ● TE pg. 162 ● TE pg. 162 ● <i>Farming Then and Now</i> Text Collection ● TE pg. 162 ● <i>Farming Then and Now</i> Text Collection ● Read Aloud Routine TR12-13

Grade K Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What are some things people do on a farm?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic and Key Details** - Display and complete with class the Main Idea graphic organizer to show that the main topic is what the text is about and the key details tell about the topic.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to model how to expand a sentence. Scholars will practice expanding their own sentences.

Set the Purpose:

- **Name a Topic** - Discuss that a topic is what Scholars are writing about and an opinion is what they think or feel about the topic. Scholars will identify a topic of a text and then choose and write a topic for their writing.

Teach and Model:

- **Name a Topic** - Explain that instead of writing a story, with opinion writing, writers write about how they think or feel about the topic. Model by thinking aloud and writing what you might write about in *Farming Then and Now*. Display an excerpt to show how the author clarified the topic.

Prepare to Write:

- **List Topics** - Model the topic you selected from *Farming Then and Now* and an opinion to support the topic. Construct a Three-Column Chart with class to list topics they can give their opinion about.

Independent Writing Practice:

- **Name a Topic** - Scholars will draw a picture of the place where they grew up. This will be the topic for

- TE pg. 162
- *Farming Then and Now* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 163
- *Farming Then and Now* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 163-164
- By-the-Way Word - daybreak
- Benchmark Vocabulary - farm, rises
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 164
- *Farming Then and Now* Text Collection
- Main Idea Graphic Organizer TR40

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 171

- TE pg. 168

- TE pg. 168
- *Farming Then and Now* pg. 5 Text Collection
- Teacher Modeled Writing (Topic)

- TE pg. 169
- Teacher Modeled Writing (Topic and Opinion)
- Three-Column Chart (List of Topics)

- TE pg. 170
- Digital Options

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their opinion writing. They will dictate or write a sentence for their picture that names the topic.

Share Writing:

- Volunteers share their pictures and writing with the class. The class identifies the topic.

Learning Opportunities/Strategies:

Lesson 2 - READING: Identify Elements of a Book

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that asking questions helps them understand a text. Scholars understand who created the text and how it is organized.
- **Engage Scholars** - Display the cover of *Farming Then and Now*. Scholars recall what the book is about. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?
- **Read** - Follow Read Aloud Routine to read pgs. 4-5 of *Farming Then and Now* focusing on the information presented in the words and pictures.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why are the girl and boy traveling back through time?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By the Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 174a (we, like, my). Reader - *Winter Fun*)

Language Analysis:

- **Elements of a Book** - Display and complete with class the Four-Column Chart to learn the elements of a book and their purpose.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- Student Picture and Writing

Resources:

Lesson 2 - READING: Identify Elements of a Book

- TE pg. 172
- TE pg. 172
- *Farming Then and Now* Text Collection
- TE pg. 172
- *Farming Then and Now* pgs. 4-5 Text Collection
- Read Aloud Routine TR14-15
- TE pg. 172
- *Farming Then and Now* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 173
- *Farming Then and Now* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 173-174
- By the Way Words - chores, travel
- Benchmark Vocabulary - starts, things
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 174
- *Farming Then and Now* Text Collection
- Four-Column Chart TR38

Resources:

Lesson 2 - WRITING: Opinion Writing

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- **Expand Sentences** - Display sentences to model how to expand a sentence. Scholars will practice expanding their own sentences.

Set the Purpose:

- **Tell an Opinion** - Scholars will identify opinions in a text and then tell an opinion about the topic of their opinion writing.

Teach and Model:

- **Tell an Opinion** - Model by reviewing your topic and your opinion about the topic from lesson 1. Display and read aloud an excerpt about what the girl and boy say in *Farming Then and Now* and compare/contrast their opinions. Explain that when they write an opinion they will use the pronoun *I*.

Prepare to Write:

- **Write an Opinion** - Review the opinions of the girl and boy in *Farming Then and Now*. Ask question: Which do you think is better: farming in the past or farming today? Chart scholars responses using the pronoun *I*. Display the Three-Column Chart of topics the class created in lesson 1. With the class, select a topic from the chart. Scholars will discuss as many opinions as they can think of. Chart topics and opinions to use in later lessons.

Independent Writing Practice:

- **Write an Opinion** - Scholars will review the topic they drew about in lesson 1. They will dictate or write an opinion about the place where they grew up using the sentence frame, "I think...or I feel..."

Share Writing:

- Volunteers share writing with the class. The class identifies the opinion words (e.g., I feel).

Learning Opportunities/Strategies:

Lesson 3 READING: Connect Information in a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today. Connecting ideas and information will help to learn about farming now and then.
- **Explore Poetry** - Read aloud the poem. Discuss what is different in the past from today.
- **Engage Scholars** - Review the book so far. Ask what the girl and boy are going to do and why. Think about Essential Questions: How do readers ask

- TE pg. 181

- TE pg. 178

- TE pg. 178
- Teacher Modeled Writing (Topic and Opinion)
- *Farming Then and Now* Text Collection

- TE pg. 179
- *Farming Then and Now* Text Collection
- Chart of Responses to Question
- Three-Column Chart of Topics
- Chart of Topics and Opinions

- TE pg. 180
- Student Picture and Writing Lesson 1
- Digital Options

- TE pg. 180
- Student Writing

Resources

Lesson 3 READING: Connect Information in a Text

- TE pg. 182

- TE pg. 182
- *Grandpa's Stories* pg. 62 Text Collection

- TE pg. 182
- *Farming Then and Now* pgs. 4-5 Text Collection

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questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?

- **Read** - Follow Read Aloud Routine to read pgs. 6-7 of *Farming Then and Now* focusing on the words that tell when the action happens.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What are two ways to milk cows?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Make Connections** - Display and complete with class the Venn Diagram by comparing and contrasting farms then and now.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Set the Purpose:

- **Tell a Reason** - Explain that a reason is a fact or detail that a writer thinks will get the reader to agree with their opinion. Scholars will examine reasons that support opinions in a text. They will tell a reason that supports their opinion about the topic of their opinion writing.

Teach and Model:

- **Tell a Reason** - Teacher models aloud how he/she chose a topic, told an opinion, and a reason that supports the opinion. Display and read aloud an excerpt from *Farming Then and Now* to show the boy's and girl's reasons to support their opinion.

Prepare to Write:

- **Write a Reason** - Review the boy's and girl's opinions about the topic and their reasons. Scholars will tell reasons that support their opinion about the following: Which do you think is better: farming in the past or farming today? Review the topics scholars chose from the list in lesson 2 and the opinions they offered about the topics. Model writing an opinion

- TE pg. 182
- *Farming Then and Now* pgs. 6-7 Text Collection
- Read Aloud Routine TR12-13

- TE pg. 182
- *Farming Then and Now* pgs. 6-7 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 183
- *Farming Then and Now* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 183-184
- By-the-Way-Words - pints
- Benchmark Vocabulary - machines, faster, easier
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 184
- Venn Diagram TR47
- *Farming Then and Now* pgs. 6-7 Text Collection

Resources:

Lesson 3 - WRITING: Opinion Writing

- TE pg. 188

- TE pg. 188
- Teacher Think Aloud
- *Farming Then and Now* Text Collection

- TE pg. 189
- *Farming Then and Now* Text Collection
- Chart of Responses to Question
- Three-Column Chart of Topics
- Chart of Topics and Opinions
- Teacher Modeled Writing (topic, opinion, reasons)

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and reasons to support it (e.g., School is fun.). Scholars talk in pairs about reasons they could use to support their opinion about the place where they grew up.

Independent Writing Practice:

- **Write a Reason** - Scholars review the opinion they wrote in lesson 2 about the place where they grew up. On the same paper, scholars will write a reason that supports their opinion.

Share Writing:

- Volunteers review their topics, opinions, and reasons. The class evaluates how convincing the reasons are.

Learning Opportunities/Strategies:

Lesson 4 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today. Asking questions about the meaning of words in a text will help to understand the text.
- **Engage Scholars** - Review pgs. 6-7 of *Farming Then and Now*. Ask what is different today from one hundred years ago? Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?
- **Read** - Follow Read Aloud Routine to read pgs. 8-11 of *Farming Then and Now* focusing on how pictures support the text and add meaning.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did farms animals eat in the winter then and what do they eat in the winter now?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- TE pg. 190
- Student Writing Lesson 2
- Digital Options

- TE pg. 190
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 4 READING: Use Words to Understand a Text

- TE pg. 192
- TE pg. 192
- *Farming Then and Now* pgs. 6-7 Text Collection
- TE pg. 192
- *Farming Then and Now* pgs. 8-11 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 192
- *Farming Then and Now* pgs. 8-11 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 193
- *Farming Then and Now* pgs. 8-11 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 193-194
- By-the-Way-Words - silage, harvest
- Benchmark Vocabulary - crops, changed, work
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

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- **Word Meanings** - Display and complete with class the Three-Column Chart to list the meaning and what you have to do to figure the meaning out.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to show examples of how to use words to describe size, color, or shape to expand sentences.

Set the Purpose:

- **Add Details to Writing** - Writers tell an opinion about a topic and reasons that support the opinion. Scholars will examine details the author could have added to the opinions in *Farming Then and Now*.

Teach and Model:

- **Add Details to Writing** - When writers revise their opinion, they add details to their reasons or add another reason to support their opinion. The more reasons given, the more convincing their opinions will be to readers. Display and read aloud excerpts from *Farming Then and Now* to model how the boy and girl could have added another reason.

Prepare to Write:

- **Revise Writing** - All writers make changes to their writing so it makes better sense. Writers add details to their opinion so readers will accept their opinion. Model by revising your opinion writing.

Independent Writing Practice:

- **Revise Writing** - Scholars review their writing from Lessons 1, 2, and 3 to think of a detail they can add to their reason or another reason they can add to support their opinion. Scholars think about what they liked and disliked about the place where they grew up.

Share Writing:

- Volunteers share their revised opinion writing, pointing out the details they added. Ask how the new details make the opinion writing better.

Learning Opportunities/Strategies:

Lesson 5 READING: Use Key Details to Understand

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today. Asking

- TE pg. 194
- Three-Column Chart TR44
- *Farming Then and Now* pgs. 8-11 Text Collection

Resources:

Lesson 4 - WRITING: Opinion Writing

- TE pg. 201

- TE pg. 198
- *Farming Then and Now* Text Collection

- TE pg. 198
- *Farming Then and Now* Text Collection

- TE pg. 199
- Teacher Modeled Writing (Opinion Writing)
- *Farming Then and Now* Text Collection

- TE pg. 200
- Student Writing (Lessons 1, 2, 3)
- *Farming Then and Now* Text Collection
- Digital Options

- TE pg. 200
- Student Writing

Resources

Lesson 5 READING: Use Key Details to Understand

- TE pg. 202
- *Farming Then and Now* Text Collection

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and answering questions help to understand farming long ago and today.

- **Engage Scholars** - Review pgs. 8-11 of *Farming Then and Now*. Ask what is different today from one hundred years ago? Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?
- **Read** - Follow Read Aloud Routine to read pgs. 12-13 of *Farming Then and Now* focusing on key details about the past and present.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did people use to shear sheep then? What do they use to shear sheep today?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Details:** Display and complete with class Web A graphic organizer to ask and record answers about details in a text.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to show examples of how to use words to make the sentence longer.

Set the Purpose:

- **Tell an Opinion About a Book** - Explain that before a writer can tell their opinion about a book, they have to read the book. Scholars will identify what a writer has read and their opinion about it. Then scholars will name the book they have been reading and tell an opinion about it.

Teach and Model:

- **Tell an Opinion About a Book** - Model a book you have just read and your opinion about it. Display

- TE pg. 202
- *Farming Then and Now* pgs. 8-11 Text Collection

- TE pg. 202
- *Farming Then and Now* pgs. 12-13 Text Collection
- Read Aloud Routine TR12-13

- TE pg. 202
- *Farming Then and Now* pgs. 12-13 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 203
- *Farming Then and Now* pgs. 12-13 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 203-204
- By-the-Way-Words - shear, clippers
- Benchmark Vocabulary - sheep, spin, drive
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 204
- Web B Graphic Organizer TR49
- *Farming Then and Now* Text Collection

Resources:

Lesson 5 - WRITING: Opinion Writing

- TE pg. 211

- TE pg. 208

- TE pg. 208
- Teacher Think Aloud (*A House for Hermit Crab*)

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and read aloud the student models on an opinion about a book. Point out that the phrase, I think, indicates an opinion.

Prepare to Write:

- **Name a Book and Write** - The class chooses a familiar story. Review the characters, settings, and events. Together compose a piece of opinion writing. Save it to add to in lesson 6.

Independent Writing Practice:

- **Write an Opinion** - Scholars will dictate or write an opinion about *Farming Then and Now* using the sentence frame "I like..." or "I do not like..." or "I think..."

Share Writing:

- Volunteers share their opinion writing. The class points out words that identify each writer's opinion.

Learning Opportunities/Strategies:

Lesson 6 READING: Identify Reasons to Support Point

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that they can state an opinion through words and illustrations.
- **Exploring Poetry** - Display and read aloud *Children of Long Ago*. Discuss the past and now.
- **Engage Scholars** - Review pgs. 12-13 of *Farming Then and Now*. Ask what is different today from one hundred years ago? Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Scholars identify a point the author makes and the reasons to support that point.
- **Read** - Follow Read Aloud Routine to read pgs. 14-15 of *Farming Then and Now* focusing on how the book ends.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do the girl and boy think about farms then and now?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- Student Models

- TE pg. 209
- Class Opinion Writing Piece

- TE pg. 210
- *Farming Then and Now* Text Collection
- Digital Options

- TE pg. 210
- Student Opinion Writing

Resources

Lesson 6 READING: Identify Reasons to Support Point

- TE pg. 212
- TE pg. 212
- *Children of Long Ago* Text Collection
- TE pg. 212
- *Farming Then and Now* pgs. 12-13 Text Collection
- TE pg. 212
- *Farming Then and Now* pgs. 14-15 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 212
- *Farming Then and Now* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 213
- *Farming Then and Now* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

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- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Support a Point** - Display and complete with class Web B to record an opinion and reasons.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Set the Purpose:

- **Tell a Reason to Support an Opinion** - Writers tell reasons that support their opinion to get readers to agree with their opinion. Scholars will examine the reasons writers give to support their opinions. Then scholars will tell a reason that supports their opinion.

Teach and Model:

- **Tell a Reason to Support an Opinion** - Continue to model the book you have just read and your opinion about it, and add reasons to support it. Display and read aloud the student models on an opinion about a book. Scholars will identify the reasons used to support their opinions. Remind scholars that reasons answer the question why.

Prepare to Write:

- **Write Supporting Reasons** - Review the opinion writing of the student models and the opinions and reasons modeled by the teacher. Display the piece of opinion writing the class composed in lesson 5 about a familiar story. Class offers reasons to add to the writing.

Independent Writing Practice:

- **Write Supporting Reasons** - Scholars review their writing in lesson 5 (named a book and told their opinion about the book). Scholars add a reason to support their opinion.

Share Writing:

- Volunteers share their writing with the class. The class evaluates how well the reasons support their opinions.

Climate Change Connection- Students can look at images of the impacts humans have on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text in which they appear. Have a class discussion.

- TE pgs. 213-214
- By-the-Way-Words - life, never
- Benchmark Vocabulary - glad, think
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 214 *Farming Then and Now*
- Web B Graphic Organizer TR49

Resources:

Lesson 6 - WRITING: Opinion Writing

- TE pg. 221

- TE pg. 218
- Teacher Think Aloud (*A House for Hermit Crab*)
- Student Models

- TE pg. 218
- Student Models
- Teacher Modeled Thinking (*House for Hermit Crab*)
- Class Opinion Writing (Familiar Book) Posted

- TE pg. 219
- Student Writing Lesson 5
- Digital Options

- TE pg. 220
- Student Writing
- Writing Keystone Checklist

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Learning Opportunities/Strategies:

Lesson 7 READING: Relate Words and Pictures in Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Readers understand that asking questions helps them understand a text. Making connections between words and pictures helps to answer questions about facts in a text.
- **Engage Scholars** - Introduce the book *The Old Things*. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?
- **Read** - Follow Read Aloud Routine to read *The Old Things* focusing on the topic of the text and the information the author tells about the topic.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Whom is the text about? What happens in the text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 224a (he, for).

Language Analysis:

- **Parts of a Book** - Display and complete with class the Three-Column Chart to show how the parts of a book give key information.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions** - Display sentences to explain the prepositions in and out. Scholars will write their own sentences using in and out.

Set the Purpose:

- **Tell an Opinion** - Scholars will form an opinion about an old thing in the text and write a sentence about that thing.

Resources

Lesson 7 READING: Relate Words and Pictures in Text

- TE pg. 222
- TE pg. 222
- *The Old Things*
- TE pg. 222
- *The Old Things*
- Read Aloud Routine TR12-13
- TE pg. 222
- *The Old Things*
- Think-Pair-Share Routine TR6-7
- TE pg. 223
- *The Old Things*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 224
- Benchmark Vocabulary - e-mail
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 224
- Three-Column Chart TR44
- *The Old Things*

Resources:

Lesson 7 - WRITING: Opinion Writing

- TE pg. 231
- TE pg. 228
- *The Old Things*

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Teach and Model:

- **Tell an Opinion** - A fact is a statement that can be proven to be true. Share an example of a fact from *The Old Things*. Teacher models aloud opinions about some things. Display and read aloud an excerpt from *The Old Things* to show an opinion about typewriters. Point out words that can be used to state opinions.

Prepare to Write:

- **Use Opinion Words** - Explain that certain words show that the writer is stating an opinion and not a fact. Scholars will write a sentence that tells what they think about an old thing. Teacher models by choosing an old thing from the text and sharing an opinion. Scholars role play assuming the role of two characters from *The Old Things* by using words to describe how they feel about old telephones. Teacher models writing sentences using opinion words about old telephones.

Independent Writing Practice:

- **Use Opinion Words** - Scholars draw, dictate or write one sentence about an old object in the text using one or two opinion words in the sentence.

Share Writing:

- Volunteers share their writing. Class identifies the opinion words the writer uses.

Learning Opportunities/Strategies:

Lesson 8 READING: Answer Questions About Key Details

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today. *The Old Things* shows how some things have changed since our grandparents were young.
- **Engage Scholars** - Display the front cover of *The Old Things*. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Scholars will ask and answer questions about facts and details in the text.
- **Read** - Follow Read Aloud Routine to read pgs. 2-7 of *The Old Things* focusing on what Gran is sending Tom an e-mail about and why.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why does Gran send an email to Tom?

- TE pg. 228
- *The Old Things* pg. 9
- Teacher Think Aloud (Opinions)

- TE pg. 229
- *The Old Things*
- Teacher Think Aloud (Opinion)
- Teacher Modeled Writing (Opinions About Old Telephones)

- TE pg. 230
- *The Old Things*
- Digital Options

- TE pg. 230
- Student Writing

Resources

Lesson 8 READING: Answer Questions About Key Details

- TE pg. 232
- *The Old Things*

- TE pg. 232
- *The Old Things* Cover

- TE pg. 232
- *The Old Things* pgs. 2-7
- Read Aloud Routine TR12-13

- TE pg. 232
- *The Old Things* pgs. 2-7
- Think-Pair-Share Routine TR6-7

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Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-Chart to record questions and answers.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions** - Display sentences to explain the prepositions to and from.

Set the Purpose:

- **Tell Which You Like Better** - Opinions often tell the writer's preference or choice. Scholars will choose a pair of things in *The Old Things* and tell which they like better.

Teach and Model:

- **Tell Which You Like Better** - Explain the steps when writing a preference. Display and read aloud an excerpt from *The Old Things* to show the topic and the possible choices. Explain how writers can use the pronoun *I* or *my* to tell which choice they like best.

Prepare to Write:

- **Write About a Preference** - Writing about a preference involves comparing two or more things. Teacher models thinking aloud to make a choice when shopping for a sweater. Scholars work with a partner to write, dictate, or draw each pair of old/new things in the book. Scholars discuss their experiences with both things in each pair. Teacher models aloud a preference between a record/MP3 player. After scholars have considered the things they like/don't like about two choices, they choose one as their preference.

Independent Writing Practice:

- TE pg. 233
- *The Old Things* pgs. 2-7
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 233-234
- By-the-Way-Words - MPG3 player, film, photo
- Benchmark Vocabulary - moving, played
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 234
- Four-Column Chart TR38
- *The Old Things* pgs. 4-6

Resources:

Lesson 8 - WRITING: Opinion Writing

- TE pg. 241
- TE pg. 238
- *The Old Things*
- TE pg. 238
- *The Old Things* pgs. 10-11
- TE pg. 239
- *The Old Things*
- Teacher Think Aloud (Preferences)

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- **Write About a Preference** - Scholars write, dictate, or draw which thing from the pair they like better. Display the list of paired things from the book for Scholars to reference.

Share Writing:

- Volunteers share their writing and orally give reasons for their preference.

Learning Opportunities/Strategies:

Lesson 9 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Writers understand that they can state an opinion through words and illustrations.
- **Engage Scholars** - Display the front cover of *The Old Things* to recall details about the book. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion?
Scholars will use the text's illustrations to ask and answer questions about the words in the text.
- **Read** - Follow Read Aloud Routine to read pgs. 8-11 of *The Old Things* focusing on the things Gran offers to Tom.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does Gran ask Tom if he wants?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Display and complete with class the Four-Column Chart to record the word, picture/text clues, and the meaning.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

- TE pg. 240
- *The Old Things*
- List of Paired Things (old and new)
- Digital Options

- TE pg. 240
- Student Writing

Resources

Lesson 9 READING: Use Words to Understand a Text

- TE pg. 242

- TE pg. 242
- *The Old Things*

- TE pg. 242
- *The Old Things* pgs. 8-11
- Read Aloud Routine TR12-13

- TE pg. 242
- *The Old Things* pgs. 8-11
- Think-Pair-Share Routine TR6-7

- TE pg. 243
- *The Old Things* pgs. 8-11
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 243-244
- By-the-Way-Words - laptop, cell phone
- Benchmark Vocabulary - typed, call
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 244
- Four Column Chart TR38
- *The Old Things*

Resources:

Lesson 9 - WRITING: Opinion Writing

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Conventions Mini-Lesson:

- **Prepositions** - Display sentences to explain the prepositions *on* and *off*.

Set the Purpose:

- **State an Opinion About Photographs** - Photographs can show information about a topic. Scholars will form and write an opinion based on photographs in *The Old Things*.

Teach and Model:

- **State an Opinion About Photographs** - Display the photographs on pgs. 8-9 to model thinking aloud how to identify information in the photograph about an old/new thing. Teacher models writing a sentence that states a preference based on the photographs.

Prepare to Write:

- **State an Opinion** - Sometimes a picture gives information that is not found in the words of a text. Teacher models aloud finding information in a photograph that is not found in the text. and then forms an opinion. (e.g., typewriter). Display a picture of an old car. Scholars point out details about the car. Teacher models thinking aloud by stating an opinion. Scholars state their own opinion about the picture.

Independent Writing Practice:

- **Write an Opinion** - Scholars choose a photograph of one old thing or one new thing in the text. They study the details in the photograph and form an opinion about using the thing and then write, dictate, or draw it.

Share Writing:

- Volunteers share their writing. Pairs of scholars exchange papers and restate the opinion on their partner's paper. Scholars ask their partner a question about the opinion.

Learning Opportunities/Strategies:

Lesson 10 READING: Make Connections Between Ideas

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that people's lives "then" were similar to and different from our lives today.
- **Engage Scholars** - Display the front cover of *The Old Things* to recall details about the book. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them

- TE pg. 251

- TE pg. 248
- *The Old Things*

- TE pg. 248
- *The Old Things* pgs. 8-9
- Teacher Think Aloud
- Teacher Modeled Writing

- TE pg. 249
- *The Old Things*
- Teacher Think Aloud (Typewriter)
- Teacher Modeled Writing

- TE pg. 250
- *The Old Things*
- Digital Options

- TE pg. 250
- Student Writing
- Digital Options

Resources

Lesson 10 READING: Make Connections Between Ideas

- TE pg. 252
- *The Old Things*
- TE pg. 252
- *The Old Things*

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state an opinion? Scholars will make connections between the facts and ideas in the text.

- **Read** - Follow Read Aloud Routine to read pgs. 12-16 of *The Old Things* focusing on what Gran is doing with her old thing.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How will Gran get her old things to Tom?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Make Connections** - Display and complete with class the Venn Diagram to model making connections by comparing and contrasting details.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prepositions** - Display sentences to explain the prepositions *for* and *by*.

Set the Purpose:

- **Give an Opinion About a Statement** - Explain that one way to give an opinion is to decide if you agree or disagree with what the writer says about the topic. Scholars will tell whether they agree or disagree with a statement in *The Old Things*.

Teach and Model:

- **Give an Opinion About a Statement** - Display and read aloud pg. 14 in *The Old Things* to determine the author's opinion and the example she gives to support the opinion.

Prepare to Write:

- **Agree or Disagree** - Teacher thinks aloud to model about agreeing or disagreeing on a favorite sport. Chart a list of situations with scholars when someone agreed or disagreed with an opinion they expressed. Scholars select a favorite food and teacher thinks aloud by stating an opinion and a reason for it.

- TE pg. 252
- *The Old Things* pgs. 12-16
- Read Aloud Routine TR12-13

- TE pg. 252
- *The Old Things* pgs. 12-16
- Think-Pair-Share Routine TR6-7

- TE pg. 253
- *The Old Things* pgs. 12-16
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 253-254
- By-the-Way-Words - pen, ink
- Benchmark Vocabulary - look, write
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 254
- Venn Diagram TR47
- *The Old Things*

Resources:

Lesson 10 - WRITING: Opinion Writing

- TE pg. 261

- TE pg. 258

- TE pg. 258
- *The Old Things* pg. 14

- TE pg. 259
- Teacher Think Aloud
- List of Situations

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Independent Writing Practice:

- **Agree or Disagree** - Teacher displays sentence: Some things stay the same! Scholars decide if they agree or disagree with the statement and think about a reason. Scholars draw, dictate, or write their opinion using the word because to give a reason why they agree or disagree.

Share Writing:

- Volunteers share their writing. Class identifies the opinion and the supporting reason the writer uses.

Learning Opportunities/Strategies:

Lesson 11 - READING: Compare and Contrast Texts

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Readers understand that asking questions helps them understand a text.
- **Engage Scholars** - Display *Farming Then and Now* and *The Old Things*. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Scholars will use words and pictures in the two texts to identify similarities and differences.
- **Read** - Follow Read Aloud Routine to reread *Farming Then and Now* and *The Old Things* focusing on how the topics of the texts are alike and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why have people's lives both on farms and not on farms become easier than they were long ago?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Details** - Display and complete with class the T-Chart to record questions and answers from *Farming Then and Now*.

- TE pg. 260
- Statement Displayed
- Digital Options

- TE pg. 260
- Student Writing

Resources

Lesson 11 READING: Compare and Contrast Texts

- TE pg. 262

- TE pg. 262
- *Farming Then and Now* Text Collection
- *The Old Things*

- TE pg. 262
- *Farming Then and Now* and *The Old Thing*
- Read Aloud Routine TR12-13

- TE pg. 262
- *Farming Then and Now* and *The Old Thing*
- Think-Pair-Share Routine TR6-7

- TE pg. 263
- *Farming Then and Now* and *The Old Thing*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 264
- Benchmark Vocabulary - things, played
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 264
- T-Chart TR43
- *Farming Then and Now*

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Learning Opportunities/Strategies:

Lesson 11- WRITING: Opinion Writing

Set the Purpose:

- **Compare and Contrast to State an Opinion -**
Explain that writers compare and contrast information to tell how things are alike and different. Writers use clue words to help readers understand that they are comparing and contrasting. Scholars will state an opinion by comparing and contrasting two things from *Farming Then and Now* and *The Old Things*.

Teach and Model:

- **Compare and Contrast to State an Opinion -**
Teacher thinks aloud by stating an opinion about two movies. Display and read aloud an excerpt from *Farming Then and Now* and *The Old Things* to show what two things the writer is comparing and contrasting.

Prepare to Write:

- **Compare and Contrast to State an Opinion -**
Scholars will state an opinion by telling how something long ago and something new are alike and different. Teacher thinks aloud by choosing a topic from *The Old Things* to compare and contrast (e.g., pen and ink pot), and then stating an opinion. Teacher models writing a sentence telling an opinion about the two things being compared and contrasted.

Independent Writing Practice:

- **Compare and Contrast to State an Opinion -**
Scholars draw, dictate, or write an opinion by comparing and contrasting two things in *Farming Then and Now* or *The Old Things*. They will identify the two things they are comparing and contrasting and the text they are in.

Share Writing:

- Volunteers share their writing. Class identifies the compare and contrast words the writer uses.

Learning Opportunities/Strategies:

Lesson 12 - READING: Relate Words and Pictures in a Text

Build Understanding:

- **Set the Purpose -** Enduring Understanding: Writers understand that they can state an opinion through words and illustrations.

Resources:

Lesson 11 - WRITING: Opinion Writing

- TE pg. 268
- *Farming Then and Now* Text Collection
- *The Old Things*

- TE pg. 268
- *Farming Then and Now* pg.6-7 Text Collection
- *The Old Things* pg. 8-9

- TE pg. 269
- Teacher Think Aloud
- Teacher Modeled Writing
- *The Old Things*

- TE pg. 270
- *Farming Then and Now* Text Collection
- *The Old Things*
- Digital Options

- TE pg. 270
- Student Writing

Resources:

Lesson 12 READING: Relate Words and Pictures in a Text

- TE pg. 272

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- **Engage Scholars** - Display *Farming Then and Now* and *The Old Things*. Think about Essential Questions: How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Scholars will use the texts' words and pictures to answer questions about how the texts are alike and different.
- **Read** - Follow Read Aloud Routine to take a picture walk through *Farming Then and Now* and *The Old Things* using each photograph or illustration to retell the main ideas.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is your favorite part of life on a farm and old thing?

Close Read

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 274a (he, for).

Reading Analysis:

- **Author & Illustrator Roles** - Display and complete with class T-Chart.

Learning Opportunities/Strategies:

Lesson 12- WRITING: Opinion Writing

Set the Purpose:

- **Write an Opinion About the Past** - Explain that writers name a topic and then write an opinion that tells what they think about the topic. Scholars will write an opinion about life in the past and give a reason, detail, or fact to support the opinion.

Teach and Model:

- **Write an Opinion About the Past** - Writers give an opinion so readers will agree with it. Display and read aloud an excerpt from *Farming Then and Now* to show an opinion and the reasons given to support the opinion.

Prepare to Write:

- **Write an Opinion About Life in the Past** - Scholars will write an opinion about life in the past. Teacher

- TE pg. 272
- *Farming Then and Now* Text Collection
- *The Old Things*

- TE pg. 272
- *Farming Then and Now* and *The Old Things*
- Read Aloud Routine TR12-13

- TE pg. 272
- *Farming Then and Now* and *The Old Things*
- Think-Pair-Share Routine TR6-7

- TE pg. 273
- *Farming Then and Now* and *The Old Things*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 274
- Benchmark Vocabulary - easier, e-mail
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 274
- T-Chart TR43

Resources:

Lesson 12 - WRITING: Opinion Writing

- TE pg. 278
- *Farming Then and Now* Text Collection
- *The Old Things*

- TE pg. 278
- *Farming Then and Now* pg. 14 Text Collection

- TE pg. 279
- *Farming Then and Now* Text Collection

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thinks aloud by visualizing and describing working in a field. Teacher then forms an opinion about this topic and adds a detail from the text to support it. Model by writing an opinion supported by a detail.

Independent Writing Practice:

- **Write an Opinion About Life in the Past** - Scholars will draw, dictate, or write an opinion about the past including a detail that is a reason for their opinion.

Share Writing:

- Volunteers share their writing. Class identifies the supporting detail the writer uses for their opinion.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Opinion Task: Write About Life on a Farm** - Students will state an opinion about whether they would like to live on a farm.

Scholars will:

- state their opinion about whether they would like to live on a farm.
- draw, dictate, or write one reason for their opinion.
- check their writing for proper capitalization and punctuation.

Prepare:

- **Review - Discuss Essential Questions:** How do readers ask questions to help them understand informational texts? How do writers use illustrations to help them state an opinion? Read the Performance-Based Assessment aloud.
- **Revisit the Text** - Display pgs. 14-15 of text to recall what the girl's and boy's opinions and reasons are. Show the illustrations in *Farming Then and Now* to recall what they learned about farms. Discuss what Scholars know about farms from their own experiences. Remind Scholars of the questions they will answer: Would you like to live on a farm? Why or why not?
- **Shared Writing** - To complete as a class activity, Scholars as a group choose an opinion: Yes, we would like to live on a farm. No, we would not like to live on a farm. Write the relevant opinion statement. Ask Scholars to give reasons that support the opinion. Together decide which reason is the best. After the class tells you what to write, Scholars will copy their reason below their opinion.

- Teacher Think Aloud (Working in a Field)
- Teacher Modeled Writing

- TE pg. 280
- *Farming Then and Now* Text Collection
- *The Old Things*
- Digital Options
- Writing Keystone Checklist

- TE pg. 280
- Student Writing

Resources:

Performance-Based Assessment

- TE pg. 282
- Student Reproducible pg. 286
- *Farming Then and Now* Text Collection

- TE 283

- TE 283
- *Farming Then and Now* Text Collection

- TE pg. 283
- *Farming Then and Now* Text Collection

Grade K Reading/Writing

Learning Opportunities/Strategies: Performance-Based Assessment Create: Scholars decide whether they would like to live on a farm and will draw, dictate, or write their opinion and a reason to support their opinion. Score Writing: Use Opinion Writing Rubric Present: Follow suggestions for Scholars to share their writing with the class or in small groups. Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow if...then..suggestions to support them as they complete other Performance-Based Assessments.		Resources: Performance-Based Assessment <ul style="list-style-type: none">TE pg. 284paper, pencils, crayons<i>Farming Then and Now</i> Text CollectionDigital Options <ul style="list-style-type: none">TE pg. 287 Opinion Writing Rubric <ul style="list-style-type: none">TE pg. 288Digital Options <ul style="list-style-type: none">TE pg. 289	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingUnlock Language LearningPerformance-Based Assessment Lesson Scaffolded Instruction -

Grade K Reading/Writing

		ReadyUp! Intervention	English Language Learners If...then...Quick Check
			ReadyUp! Intervention

Unit Three: Predicting Change - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.K.1.** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- **RL.TS.K.4.** Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book)..
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.MF.K.6** - 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).

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** Blend and segment onsets and rimes of single-syllable spoken words
- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken single syllable words (simple syllable that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.

Grade K Reading/Writing

- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.C** Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - **L.WF.K.2.D** Writing frequently used words accurately.
 - **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
 - **L.WF.K.2.F** Writing initial and final consonant blends (must, slab, plump).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
 - **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
 - **L.WF.K.3.B** Write simple sentences.
 - **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - **L.WF.K.3.D** Use end punctuation.
 - **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
 - **L.WF.K.3.F** Write sentences with increasing complexity.
 - **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
 - **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - **L.KL.K.1A.** Use frequently occurring nouns and verbs.
 - **L.KL.K.1B.** Form regular plural nouns orally by adding s or es (e.g. dogs, wishes)
 - **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
 - **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
 - **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS ELA Writing

- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.

Grade K Reading/Writing

- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Social Studies

- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

NJSLS Science

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- **K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.
- **K-PS3-2.** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- **K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.
- **K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1-**Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1-** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.IML.1-** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3-** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5-** Describe the differences between real and virtual experiences.

Grade K Reading/Writing

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Readers understand that characters in literary texts have different experiences and reactions. • Writers understand that stories include characters' reactions to events. • Learners understand that we can use observations to predict changes. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How do readers identify character experiences and reactions? • How do writers use characters' reactions to events to tell a story?
<p><u>Content (Module Goals):</u></p> <ul style="list-style-type: none"> • Readers will retell stories focusing on character experiences and reactions. • Writers will create a simple narrative and include a character's reaction to an event. • Learners will use observations to predict changes. 	<p><u>Skills(Objectives):</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Characters • Events in a Story • Retell Using Key Details • Events • Setting • Relate Pictures and Stories • Compare and Contrast <p>Writing</p> <ul style="list-style-type: none"> • Choose Characters, Setting, and Events • Retell Story Elements • Write About Events • Draw and Write Details • Add a Character's Reaction • Write About Reactions • Use Vivid Words • Write Events in Order • Use a Friend's Ideas • Write About Feelings • Narrate Events and Reactions
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> • Narrative Task: Scholars will write a story about the main character in <i>Come On, Rain!</i> and what she might do in a snowstorm. • Scholars will: <ul style="list-style-type: none"> ○ draw, dictate, or write to narrate several events in the order in which they occur. ○ include the character's reactions to the snowstorm. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ○ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion • Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance-Based Assessment - Module A & B

Grade K Reading/Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Identify Key Details About Characters

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that characters in literary texts have different experiences and reactions.
- **Engage Scholars** - Complete a first read of *Come On, Rain!* Share the Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will find key details about characters to better understand.
- **Read** - Follow Read Aloud Routine for the first reading of *Come On, Rain!* focusing on whom the story is about and what is happening.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who is Tessie? What is she waiting for?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - Complete with class the T-Chart to record what a character looks like, says, and feels at the beginning and end of the story.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Narrative Writing

Set the Purpose:

- **Identify Elements of a Story** - Scholars will identify and describe the characters, setting, and events in *Come On, Rain!* and then choose a character, setting, and event to write about.

Resources:

Lesson 1 - READING: Identify Key Details About Characters

- TE pg. 12
- TE pg. 12
- *Come On, Rain!* Text Collection
- TE pg. 12
- *Come On, Rain!* Text Collection
- Read Aloud Routine TR12-13
- TE pg. 12
- *Come On, Rain!* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 13
- *Come On, Rain!* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 13-14
- By-the-Way Words - phonograph
- Benchmark Vocabulary - squinting, glistening, soothed
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 14
- T-Chart TR43
- *Come On, Rain!* Text Collection

Resources:

Lesson 1 - WRITING: Narrative Writing

- TE pg.18
- *Come On, Rain!* Text Collection

Grade K Reading/Writing

Teach and Model:

- **Then and Now** - Display an anchor chart listing the steps to follow to write a story. Display and read aloud excerpts from *Come On, Rain!* to show how the writer uses details to describe the characters, setting, and plot.

Prepare to Write:

- **Choose Characters, Setting, and Events** - Scholars will choose a character, setting, and one event to write about. Use a Three-Column Chart to model and record how to brainstorm elements of a story. Scholars will work in pairs to talk about which elements in the chart to write about. Teacher models choosing a character, setting, and event from each column of the chart and writes a sentence about each story element.

Independent Writing Practice:

- **Plan a Short Story** - Scholars choose a character, setting, and one event for their story. They will draw pictures of the character, setting, and an event. Then they will dictate or write a phrase or sentence about each story element.

Share Writing:

- Volunteers share one of their sentences and drawings with the class. The class identifies the character, setting, or event that the drawing shows.

Learning Opportunities/Strategies:

Lesson 2 - READING: Use Words to Understand a Story

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that we can use observations to predict changes. Finding the meaning of unknown words help us understand events.
- **Engage Scholars** - Display the front cover of *Come On, Rain!* and recall details about the book. Think about the Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will find the meaning of words in the story.
- **Read** - Follow Read Aloud Routine to read pgs. 6-12 of *Come On, Rain!* focusing on how the weather affects the characters in the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do Tessie and Mama feel at the beginning of the story? Why does Tessie want to put on her bathing suit?

- TE pg. 18
- Anchor Chart (Steps to Follow to Write a Story)
- *Come On, Rain!* pgs. 6, 9, 16, and 18 Text Collection

- TE pg. 19
- Three-Column Chart
- Teacher Modeled Writing

- TE pg. 20
- Digital Options

- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Use Words to Understand a Story

- TE pg. 22
- TE pg. 22
- *Come On, Rain!* Text Collection
- TE pg. 22
- *Come On, Rain!* pgs. 6-12 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 22
- *Come On, Rain!* Text Collection
- Think-Pair-Share Routine TR6-7

Grade K Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 24a (me, with, she, little).

Language Analysis:

- **Affixes** - Teacher thinks aloud how to use parts of words as clues to a word meanings (e.g., uneasy, endless).

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Narrative Writing

Set the Purpose:

- **Tell A Story** - Explain that writers use details to describe the characters, settings, and events in a story. Scholars will look at how the author of *Come On, Rain!* uses details and will answer questions about the story details to retell it.

Teach and Model:

- **Tell A Story** - Use questions and display excerpts to find details about the characters, setting, and events in *Come On, Rain!*

Prepare to Write:

- **Retell Story Elements** - Explain that retelling parts of a story helps to focus on details and story elements. Teacher selects a familiar book and models writing a retelling of the story using the sentence frames. Display writing.

Independent Writing Practice:

- **Use Details and Pictures to Retell** - Use details and pictures on pgs. 6-12 to answer question: Does a character want something to change? How do you know? Scholars will draw, dictate, or write to retell the part of the story that answers the questions.

Share Writing:

- Volunteers share their writing with the class. The class identifies the details that the writer uses from *Come On, Rain!* in their retelling.

- TE pg. 23
- *Come On, Rain!* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 24
- Benchmark Vocabulary - sighs, parched, rumbles
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 24
- Teacher Think Aloud

Resources:

Lesson 2 - WRITING: Narrative Writing

- TE pg. 28
- *Come On, Rain!* Text Collection

- TE pg.28
- *Come On, Rain!* pgs. 8-9 Text Collection

- TE pg. 29
- Familiar Book
- Written Retelling Displayed

- TE pg. 30
- *Come On, Rain!* pgs. 6-12 Text Collection
- Question

- TE pg. 30
- *Come On, Rain!* pgs. 6-12 Text Collection
- Digital Options

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - READING: Find Word Meanings in a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that characters in literary texts have different experiences and reactions.
- **Exploring Poetry** - Display and read aloud *Spring Rain*. Scholars will compare the girl in the poem to Tessie.
- **Engage Scholars** - Display pgs. 13-17 and use pictures to recall the story. Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will find the meaning of unknown words to help understand what happens to the characters.
- **Read** - Follow Read Aloud Routine to read pgs. 13-17 of *Come On, Rain!* focusing on how the characters react to the events in the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is Jackie-Joyce wearing when she gets to Tessie's house? What makes Tessie think it is going to rain soon?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Multiple Meaning Words** - Display and complete the Three-Column Chart to record the multiple meanings of a word (e.g., slip, past).

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson

- **Capitalize Names** - Display sentence to show that people's names are always capitalized.

Set the Purpose:

- **Tell About an Event** - Writers tell about events in a story in the order that they happen. Scholars will

Resources:

Lesson 3 - Find Word Meanings in a Story

- TE pg. 32
- TE pg. 32
- *Spring Rain* pg. 60 Text Collection
- *Come On, Rain!* Text Collection
- TE pg. 32
- *Come On, Rain!* pgs. 13-17 Text Collection
- TE pg. 32
- *Come On, Rain!* pgs. 13-17 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 32
- *Come On, Rain!* pgs. 13-17 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 33
- *Come On, Rain!* pgs. 13-17 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 34
- Benchmark Vocabulary - smartly, murmurs
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 34
- Three-Column Chart TR44
- *Come On, Rain!* pgs. 13-17 Text Collection

Resources:

Lesson 3 - WRITING: Narrative Writing

- TE pg. 41
- TE pg.38
- *Come On, Rain!* Text Collection

Grade K Reading/Writing

identify events in *Come On, Rain!* and will then write about an event using their plans for a short story in lesson 1.

Teach and Model:

- **Tell About an Event** - Explain that the next step of the writing process is a draft. Use questions to guide students to identify the events in *Come On, Rain!*

Prepare to Write:

- **Write About Events** - Explain that a short story is a fully developed story with characters, setting, and events. As scholars write the story, they will tell about an important event from the story and add details about the event to make it more interesting. Display and use the teacher model from lesson 1 as an example. Teacher models by adding details to the event.

Independent Writing Practice:

- **Write About Events** - Scholars use ideas from their writing in lesson 1 to draw, dictate, or write an event for their short story.

Share Writing:

- Volunteers share their writing with the class. The class identifies each character, setting, and event in the writing. Class makes suggestions for details to add to the writing.

Learning Opportunities/Strategies:

Lesson 4 - READING: Identify Major Events in a Story

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that stories include characters' reactions to events.
- **Engage Scholars** - Review pictures on pgs. 6-17 to recall what has happened in *Come On, Rain!* Scholars retell main events. Think about the Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars identify the major events in *Come On, Rain!* to better understand what happens to the characters in the story.
- **Read** - Follow Read Aloud Routine to read pgs. 18-23 of *Come On, Rain!* focusing on the order of events that happen in the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do the girls do after the rain begins?

- TE pg. 38
- *Come On, Rain!* Text Collection

- TE pg. 39
- Teacher Modeled Writing Lesson 1
- Teacher Modeled Writing (Add Details to Event)
- Student Writing Lesson 1

- TE pg. 40
- Student Writing Lesson 1
- Digital Options

- TE pg. 40
- Student Writing

Resources:

Lesson 4 - READING: Identify Major Events in a Story

- TE pg. 42
- TE pg. 42
- *Come On, Rain!* pgs. 6-17 Text Collection
- TE pg. 42
- *Come On, Rain!* pgs. 18-23 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 42
- *Come On, Rain!* pgs. 18-23 Text Collection
- Think-Pair-Share Routine TR6-7

Grade K Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Events in a Story** - Display and complete with class the Story Sequence B Chart to record the order of events in *Come On, Rain!*

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Capitalize First Words in Sentences** - Display sentences and point to the uppercase letter at the beginning of the first word.

Set the Purpose:

- **Describe and Event** - Writers often include an event that is a major change on the plot of the story. Scholars will identify the change in *Come On, Rain!* and then they will add an event to their short story that provides a change for their main character.

Teach and Model:

- **Describe an Event** - Show the pictures on pgs. 18-23 of *Come On, Rain!* Use questions to guide students to think about the change in the story. Display and read aloud excerpts from *Come On, Rain!* to show how the writer uses details to describe how the change happens.

Prepare to Write:

- **Draw and Write Details** - Teacher models adding an event with descriptive words that provides a change to the main character using their writing completed in lesson 3.

Independent Writing Practice:

- **Describe an Event** - Scholars use their writing in lesson 3 to draw, dictate, or write by adding an event to their story that provides a change to the main character. Scholars describe their change to a partner.

- TE pg. 43
- *Come On, Rain!* pgs. 18-23 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 43-44
- By-the-Way Words - alleyway
- Benchmark Vocabulary - swollen, plop, glazes, streaming
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 44
- Story Sequence B Chart TR42
- *Come On, Rain!*

Resources:

Lesson 4 - WRITING: Narrative Writing

- TE pg. 51
- TE pg.48
- *Come On, Rain!* Text Collection
- TE pg. 48
- *Come On, Rain!* pgs. 18-23 Text Collection
- TE pg. 49
- Teacher Modeled Writing Lesson 3
- TE pg. 50
- Student Writing Lesson 3
- Digital Options

Grade K Reading/Writing

Share Writing:

- Volunteers share their short stories with the class. The class identifies the main character, setting, and story event that provides a change for the character.

Learning Opportunities/Strategies:

Lesson 5 - READING: Use Key Details to Retell a Story

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that stories include characters' reactions to events.
- **Engage Scholars** - Scholars recall the characters, setting, and events through pg. 23 in *Come On, Rain!* Think about the Essential Question: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will identify the major events and key details in the story.
- **Read** - Follow Read Aloud Routine to read pgs. 24-30 focusing on what happens at the end of the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How does everyone feel after the rain? What do Mama and Tessie do after the rain?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell Using Key Details** - Display and complete with the class the Story Sequence A Chart to retell a story by recording the key details about events in order.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Use Key Details to Retell a Story

- TE pg. 52
- TE pg. 52
- *Come On, Rain!* pgs. 5-23 Text Collection

- TE pg. 52
- *Come On, Rain!* pgs. 24-30 Text Collection
- Read Aloud Routine TR12-13

- TE pg. 52
- *Come On, Rain!* pgs. 5-23 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 53
- *Come On, Rain!* pgs. 5-23 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 53-54
- By-the-Way Words - stockings, shimmies
- Benchmark Vocabulary - racket, wordless, sparkles
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 54
- Story Sequence A Chart
- *Come On, Rain!* Text Collection

Resources:

Lesson 5 - WRITING: Narrative Writing

Grade K Reading/Writing

- **Capitalize the Pronoun I** - Display and read aloud sentence to show that the pronoun *I* is always uppercased.

Set the Purpose:

- **Tell How Characters React** - Explain that a writer shows how a characters reacts to an event in the story. Scholars will examine a character's reaction to an event in *Come On, Rain!* and then will revise their short story from lessons 3 and 4 to add a character's reaction to an event.

Teach and Model:

- **Tell How Characters React** - Use questions to guide scholars to see how the mothers in *Come On, Rain!* react to the girls dancing in the rain. Display and read aloud excerpts from *Come On, Rain!* to show that the writer tells the reaction of the characters by telling what they do and how they feel.

Prepare to Write:

- **Add a Character's Reaction** - Teacher models using their writing from lessons 3 and 4 by writing what the character says and does in response to the change in their story.

Independent Writing Practice:

- **Add a Character's Reaction** - Scholars return to their short story from lessons 3 and 4 and dictate, or write to add their character's reaction to the change in their story. Use questions to guide their writing.

Share Writing:

- Volunteers share their short story with the class. The class identifies the character, story event, and the character's reaction to the event.

Learning Opportunities/Strategies:

Lesson 6 - READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that characters in literary texts have different experiences and reactions.
- **Engage Scholars** - Display pgs. 6-7 of *Come On, Rain!* to recall the characters and the problem introduced on these pages. Think about the Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will find the meaning of unknown words to help understand the story.

- TE pg. 61

- TE pg. 58
- *Come On, Rain!* Text Collection

- TE pg. 58
- *Come On, Rain!* Text Collection

- TE pg. 59
- Teacher Modeled Writing Lessons 3 and 4

- TE pg. 60
- Student Writing Lessons 3 and 4
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Use Words to Understand a Text

- TE pg. 62

- TE pg. 62
- *Come On, Rain!* pgs. 6-7 Text Collection

Grade K Reading/Writing

- **Read** - Follow Read Aloud Routine to read pgs. 8-11 in *Come On, Rain!* focusing on the setting and what the text and pictures tell about it.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where does the story take place? Where does Tessie go?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Shades of Meaning** - Display and complete with class Web B to record words that have a similar meaning to the word hot.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Narrative Writing

Set the Purpose:

- **Identify a Character's Reaction** - A writer shows how a character reacts to an event by telling what the character does or says or feels after the event happens. Scholars will identify how Tessie reacts to gray clouds rolling in, and then will dictate or write to tell how they would feel if they saw gray clouds rolling in.

Teach and Model:

- **Identify a Character's Reaction** - Use questions to help scholars think about how Tessie reacts to events in *Come On, Rain!* Display and read excerpts on pg. 9 to identify Tessie's reaction.

Prepare to Write:

- **Write About Reactions** - Explain that different characters can have different reactions to the same event in a story. Teacher thinks aloud an example of different reactions for the same event (e.g., school fire drills). Scholars think about an event that happened to them recently and how they reacted. Chart and display a list of their reactions.

Independent Writing Practice:

- TE pg. 62
- *Come On, Rain!* pgs. 8-11 Text Collection
- Read Aloud Routine TR12-13

- TE pg. 62
- *Come On, Rain!* pgs. 8-11 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 63
- *Come On, Rain!* pgs. 8-11 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 63-64
- By-the-Way Words - lupines
- Benchmark Vocabulary - wavers, bunched, bulging
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 64
- Web B TR49

Resources:

Lesson 6 - WRITING: Narrative Writing

- TE pg. 68
- *Come On, Rain!* Text Collection

- TE pg. 68
- *Come On, Rain!* pg. 9 Text Collection

- TE pg. 69
- Teacher Think Aloud (Reactions to School Fire Drills)
- List of Class Reactions

Grade K Reading/Writing

- **Write About Reactions** - Scholars recall how Tessie reacts when she sees gray clouds in the distance. Scholars draw, dictate, or write how they would feel if they saw gray clouds rolling in.

Share Writing:

- Volunteers share their pictures and writing with the class. The class predicts and describes the reactions based only at looking at the drawings.

Learning Opportunities/Strategies:

Lesson 7 - READING: Find the Meanings of Words in a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that stories include characters' reactions to events.
- **Engage Scholars** - Display pgs. 10-12 of *Come On, Rain!* to recall events on these pages. Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will find the meaning of unknown words in *Come On, Rain!* to better understand Tessie's experiences and reactions.
- **Read** - Follow Read Aloud Routine to read *Come On, Rain!* pgs. 13-15 focusing on what they can learn about the characters.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does Tessie like?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 74a (me, with, she, little).

Language Analysis:

- **Suffixes** - Display and complete with class the Three-Column Chart to show how to use parts of words as clues to their meanings.

- TE pg. 70
- Digital Options

- TE pg. 70
- Student Drawing and Writing

Resources:

Lesson 7 - READING: Find the Meanings of Words in a Story

- TE pg. 72
- TE pg. 72
- *Come On, Rain!* pgs. 10-12 Text Collection
- TE pg. 72
- *Come On, Rain!* pgs. 13-15 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 72
- *Come On, Rain!* pgs. 13-15 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 73
- *Come On, Rain!* pgs. 13-15 Text Collection Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 73-74
- By-the-Way Words - aim
- Benchmark Vocabulary - slick, trickles, sniffs
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 74
- *Come On, Rain!* Text Collection
- Three-Column Chart TR44

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Narrative Writing

Set the Purpose:

- **Add Details About Characters** - Explain when writers revise, they add details to characters. Scholars will identify how the writer of *Come On Rain!* revised the story to add details about the characters.

Teach and Model:

- **Add Vivid Details About Characters** - Use excerpts from *Come On Rain!* and questions to help Scholars identify details about the characters.

Prepare to Write:

- **Use Vivid Details** - Explain that writers use vivid details to make the story better for readers. Display chart and read sentence aloud to show examples of vivid details.

Independent Writing Practice:

- **Add Vivid Details** - Scholars use their drafts from Lessons 3, 4, and 5 to revise by adding details as needed to strengthen and clarify their writing.

Share Writing:

- Volunteers share their personal narrative with the class. The class identifies details about the character from the story.

Learning Opportunities/Strategies:

Lesson 8 - READING: Identify Details About Events

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that stories include characters' reactions to events.
- **Engage Scholars** - Introduce the front cover of *The Snowy Day*. Think about the Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will identify key details about the events in the story and how these events affect the main character.
- **Read** - Follow Think Aloud Routine for a first reading of *The Snowy Day* focusing on understanding what the story is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What kind of day is it? What happens in the story?

Resources:

Lesson 7 - WRITING: Narrative Writing

- TE pg. 78
- *Come On Rain!* Text Collection
- TE pg. 78
- *Come On Rain!* pgs. 14 and 15 Text Collection
- TE pg. 79
- Chart
- TE pg. 80
- Student Writing Lessons 3, 4, and 5
- Digital Options
- TE pg. 80
- Student Writing

Resources:

Lesson 8 - READING: Identify Details About Events

- TE pg. 82
- TE pg. 82
- *The Snowy Day* Text Collection
- TE pg. 82
- *The Snowy Day* Text Collection
- Think Aloud Routine TR12-13
- TE pg. 82
- *The Snowy Day* Text Collection
- Think-Pair-Share Routine TR6-7

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Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Events** - Display and complete with class the Story Sequence B Chart to record the events in the story.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Verbs** - Display and read aloud sentences to show that verbs tell actions. Use sentence frames to model how verbs that tell actions now sometimes add -s or -es at the end.

Set the Purpose:

- **Create a Storyboard** - Scholars will identify story events and put them in order, and will include the characters' reactions to the events.

Teach and Model:

- **Create a Storyboard** - Explain that a writer draws pictures of and writes details about the events in the order in which they will happen in the story like a comic strip. Display excerpts from *The Snowy Day* and use questions to show how a writer uses details to create a storyboard.

Prepare to Write:

- **Write Events in Order** - Explain that writers put their events in order so they make sense to the reader. They use a storyboard to put their events in order. Teacher displays a familiar story and charts the major events. Also explain that writers include interesting characters that react to events. Use the familiar story to discuss how the characters reacted to each event and add a smile/frown or the appropriate reaction to each event on the chart.

Independent Writing Practice:

- **Create a Storyboard** - Scholars select at least three major events from *The Snowy Day* and combine

- TE pg. 83
- *The Snowy Day* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 83-84
- By-the-Way Words - sank
- Benchmark Vocabulary - piled, dragged
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 84
- *The Snowy Day* Text Collection
- Story Sequence B Chart TR42

Resources:

Lesson 8 - WRITING: Narrative Writing

- TE pg. 91
- TE pg. 88
- TE pg. 88
- *The Snowy Day* pgs. 32-33 and 34-35 Text Collection
- TE pg. 89
- Familiar Story
- Chart of Major Events
- TE pg. 90
- *The Snowy Day* Text Collection

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pictures and text to show the events in the order in which they happen.

Share Writing:

- Volunteers share their storyboards with the class. The class identifies the major story events in the storyboard.

Learning Opportunities/Strategies:

Lesson 9 - READING: Identify Details About the Setting

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that stories include characters' reactions to events.
- **Engage Scholars** - Display the front cover of *The Snowy Day* and scholars identify the character and recall something about him. Think about the Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will identify key details about the setting of the story from the pictures.
- **Read** - Follow Read Aloud Routine to read *The Snowy Day* pgs. 32-43 focusing on the settings and what the text and illustrations tells about them.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does Peter put on before going outside? Why does she wear that?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Setting** - Display and complete with class Web B graphic organizer to record the settings of the story.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- Digital Options

- TE pg. 90
- Storyboards

Resources:

Lesson 9 - READING: Identify Details About the Setting

- TE pg. 92

- TE pg. 92
- *The Snowy Day* Text Collection

- TE pg. 92
- *The Snowy Day* pgs. 32-43 Text Collection
- Read Aloud Routine TR14-15

- TE pg. 92
- *The Snowy Day* pgs. 32-43 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 93
- *The Snowy Day* pgs. 32-43 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 93-94
- By-the-Way Words - snowsuit
- Benchmark Vocabulary - crunch, smacking
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 94
- *The Snowy Day* Text Collection
- Web B TR49

Resources:

Lesson 9 - WRITING: Narrative Writing

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- **Verbs** - Display and read aloud sentences to show that verbs can tell actions that have happened in the past.

Set the Purpose:

- **Write a Story** - Scholars will write a story about an event that happened at school.

Teach and Model:

- **Write a Story** - Display and read aloud excerpts from *The Snowy Day* to show how a writer often uses events from their own lives in the stories that they write.

Prepare to Write:

- **Write Character Reactions** - Scholars will write about an event that happened at school today. Teacher thinks aloud by choosing an event and describing what happened, who was involved, and the setting. Scholars work with a partner or in a group to brainstorm possible story events that happened in school. Teacher thinks aloud an event at school. Teacher makes a list of possible characters' reactions (e.g., happy, sad, etc.) for students to copy for their story.

Independent Writing Practice:

- **Write About an Event** - Scholars write a story about an event at school.

Share Writing:

- Volunteers share their personal narrative with the class. The class identifies details the writer used to describe the event, the setting, or the characters.

Learning Opportunities/Strategies:

Lesson 10 - READING: Relate Pictures and Words in a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that characters in literary texts have different experiences and reactions.
- **Engage Scholars** - Display the cover of *The Snowy Day* and retell the story through pg. 43. Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars see how pictures in a story show readers how the characters' reactions.
- **Read** - Follow Read Aloud Routine to read pgs. 44-50 of *The Snowy Day* focusing on identifying how Peter reacts to events.

- TE pg. 101

- TE pg. 98

- TE pg. 98
- *The Snowy Day* pgs. 36-37 Text Collection

- TE pg. 99
- Teacher Think Aloud
- List of Characters' Reactions

- TE pg. 100
- Digital Options

- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Relate Pictures and Words in a Story

- TE pg. 102

- TE pg. 102
- *The Snowy Day* Text Collection

- TE pg. 102
- *The Snowy Day* pgs. 44-50 Text Collection
- Read Aloud Routine TR12-13

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- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What can the picture on pgs. 44-45 tell you about the snowball fight and how Peter reacts to it?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Pictures and Stories** - Display and complete with class the Three-Column Chart to show how a writer uses both words and pictures to give details about characters.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Verbs** - Display and read aloud sentences to show that verbs can tell actions that have happened in the future.

Set the Purpose:

- **Revise to Add Details** - Explain that a writer revises by adding more details. Scholars will revise the story they wrote in lesson 9 about an event that happened in school by adding more details.

Teach and Model:

- **Revise to Add Details** - Display and read aloud excerpts on pg. 45 of *The Snowy Day* and use questions to help scholars understand that the writer uses details to tell more about the character.

Prepare to Write:

- **Use a Friend's Ideas** - Writers often ask their friends to read their writing to give advice on revisions (e.g., add details, take away information). Teacher models by displaying their writing and then asks the class: What are some things I could add to my story to make it better? Teacher models by adding one of the suggestions.

Independent Writing Practice:

- TE pg. 102
- *The Snowy Day* pgs. 44-45 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 103
- *The Snowy Day* pgs. 44-50 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 103-104
- By-the-Way-Words - mountain-climber
- Benchmark Vocabulary - heaping, handful, firm
- Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 104
- *The Snowy Day* pgs. 44-50 Text Collection
- Three-Column Chart TR44

Resources:

Lesson 10 - WRITING: Narrative Writing

- TE pg. 111

- TE pg. 108

- TE pg. 108
- *The Snowy Day* pg. 45 Text Collection

- TE pg. 109
- Teacher Model Writing

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- **Use a Friend's Ideas** - Scholars work in a small group to share their stories and to think together of details they can add to their stories. Scholars then write a detail they added.

Share Writing:

- Volunteers share their writing with the class telling which details they added. The class discusses how the added details helped make the story better.

Learning Opportunities/Strategies:

Lesson 11 - READING: Identify Details About Characters

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that characters in literary texts have different experiences and reactions.
- **Engage Scholars** - Display the cover of *The Snowy Day* and retell the story through pg. 50. Think about the Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will identify details in the words and pictures to help understand Peter and his actions.
- **Read** - Follow Read Aloud Routine to read *The Snowy Day* pgs. 51-59 focusing on how the story ends.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did Peter put in his pocket before he went in the house? What makes Peter happy the next morning?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete with class the Four-Column Chart to show what characters look like, say, do, and feel.

- TE pg. 110
- Student Writing Lesson 9
- Digital Options

- TE pg. 110
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 11 - READING: Identify Details About Characters

- TE pg. 112

- TE pg. 112
- *The Snowy Day* Text Collection

- TE pg. 102
- *The Snowy Day* pgs. 51-59 Text Collection
- Read Aloud Routine TR12-13

- TE pg. 112
- *The Snowy Day* pgs. 51-59 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 113
- *The Snowy Day* pgs. 51-59 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 113-114
- By-the-Way-Words - deep
- Benchmark Vocabulary - adventures, melted
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 114
- *The Snowy Day* Text Collection
- Four-Column Chart TR38

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Learning Opportunities/Strategies:

Lesson 11 - WRITING: Narrative Writing

Set the Purpose:

- **Tell About a Character's Reaction** - Scholars will examine character reactions in *The Snowy Day* and then write their own reaction to a similar event.

Teach and Model:

- **Tell About a Character's Reaction** - Explain what it means to react. Display and read aloud the excerpts from *The Snowy Day* and use questions to help scholars understand how a writer shows a character's reactions.

Prepare to Write:

- **Write About Feelings** - Explain that writers use feeling words or a picture to describe how a character reacts to an event. Share some examples from *The Snowy Day*. Display and read aloud sentences with and without feeling words. Scholars look at pg. 57 in *The Snowy Day* to discuss how Peter feels and how do they know. Provide some scenarios and act out a reaction.

Independent Writing Practice:

- **Write About Feelings** - Scholars recall how Peter reacts when he wakes up the next morning and sees more snow outside. Scholars will then dictate or write how they would feel if they woke up and saw snow. They will tell what they do, say, or how they feel.

Share Writing:

- Volunteers share their writing with the class. The class identifies how the writer reacted to the event each time.

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare and Contrast Stories

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that characters in literary texts have different experiences and reactions.
- **Engage Scholars** - Review *Come On Rain!* and *The Snowy Day* and share favorite part. Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will tell how the experiences of the characters are alike and different.

Resources:

Lesson 11 - WRITING: Narrative Writing

- TE pg. 121
- *The Snowy Day* Text Collection

- TE pg. 118
- *The Snowy Day* Text Collection

- TE pg. 119
- *The Snowy Day* Text Collection
- Sentences
- Scenarios

- TE pg. 120
- *The Snowy Day* Text Collection
- Digital Options

- TE pg. 120
- Student Writing

Resources:

Lesson 12 - READING: Compare and Contrast Stories

- TE pg. 122
- TE pg. 122
- *Come On Rain!* and *The Snowy Day* Text Collection

Grade K Reading/Writing

- **Read** - Follow Read Aloud Routine to reread both stories focusing on how the texts are similar and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How is the weather different in the two stories?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. **High-Frequency Words** - Follow steps on TE pg. 124a (see. look).

Reading Analysis:

- **Compare and Contrast** - Display and complete with class Venn Diagram to compare/contrast characters in both stories.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Narrative Writing

Set the Purpose:

- **Write Details** - Scholars will draw pictures of the weather yesterday and today, and then dictate or write to tell about their reaction to the change in weather.

Teach and Model:

- **Write Details** - Display and read aloud excerpts from *Come On Rain!* and *The Snowy Day* and use questions to show how the author describes the weather.

Prepare to Write:

- **Narrate Events and Reactions** - Scholars will be writing a reaction to the weather. Teacher thinks aloud examples of changing weather and reactions.

Independent Writing Practice:

- **Narrate Events and Reactions** - Scholars draw pictures of the weather yesterday and today, and then dictate or write to tell about their reaction to the change in weather.

- TE pg. 122
- *Come On Rain!* and *The Snowy Day* Text Collection
- Read Aloud Routine TR12-13

- TE pg. 122
- *Come On Rain!* and *The Snowy Day* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 123
- *Come On Rain!* and *The Snowy Day* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 124
- Benchmark Vocabulary - squinting, slick, crunch, heaping
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 124 Venn Diagram TR47
- *Come On Rain!* and *The Snowy Day* Text Collection

Resources:

Lesson 12 - WRITING: Narrative Writing

- TE pg. 128

- TE pg. 128
- *Come On Rain!* pgs. 7 and 9 and *The Snowy Day* pg. 33

- TE pg. 129
- Teacher Think Aloud (Changing Weather)

- TE pg. 130
- Digital Options

Grade K Reading/Writing

Share Writing:

- Volunteers share their picture and writing with the class. The class identifies the reactions to the change in weather.

Learning Opportunities/Strategies:

Lesson 13 - READING: Use Clues to Find Word Meanings

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that we can use observations to predict changes.
- **Engage Scholars** - Display covers of *Come On Rain!* and *The Snowy Day*. Think about the Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Scholars will use the words and pictures in the stories to find the meanings of unknown words.
- **Read** - Follow Read Aloud Routine to take a picture walk through stories to use pictures to retell.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What would be your favorite thing to do in *Come On Rain!* and *The Snowy Day*?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Setting** - Display and complete with class the Four-Column Chart to model how readers can use context clues to help figure out the meaning of unknown words.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Complete Sentences** - Display and read aloud sentence to explain that a complete sentence has a subject and a predicate.

- Student Writing

Resources:

Lesson 13 - READING: Use Clues to Find Word Meanings

- TE pg. 132
- TE pg. 132
- *Come On Rain!* & *The Snowy Day* Text Collection
- TE pg. 132
- *Come On Rain!* & *The Snowy Day* Text Collection
- Read Aloud Routine TR12-13
- TE pg. 132
- *Come On Rain!* & *The Snowy Day* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 133
- *Come On Rain!* & *The Snowy Day* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 134
- Benchmark Vocabulary - bunched, swollen, piled, firm
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 134
- *Come On Rain!* pgs. 7 and 11 & *The Snowy Day* Text Collection
- Four-Column Chart TR38

Resources:

Lesson 13 - WRITING: Narrative Writing

- TE pg. 141

Grade K Reading/Writing

Set the Purpose:

- **Retell Key Events** - Scholars will choose either *Come On Rain!* or *The Snowy Day* to retell the key events in order by drawing and dictating or writing.

Teach and Model:

- **Find Details About Events** - Display and read aloud excerpts of *Come On Rain!* and *The Snowy Day* to see how the writer tells key events.

Prepare to Write:

- **Write Key Events in Order** - Explain that when you retell a story you include just the key events. Scholars think about something fun that they did recently. Teacher shares what they would include in a retelling of a fun day. Teacher displays a model story about Oscar and underlines the key events. Scholars work in groups to retell the key events from the model story in order using sentence frames.

Independent Writing Practice:

- **Write Key Events in Order** - Scholars choose *Come On Rain!* or *The Snowy Day* and retell the key events in sequence using drawings and then will write one key event.

Share Writing:

- Volunteers share their writing with the class. The class identifies the story they chose to retell.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Narrative Task: Create a Story** - Scholars will write a story about the main character in *Come On Rain!* and what she might do in a snowstorm.
- **Scholars will:**
 - draw, dictate or write to narrate several events in the order in which they occur.
 - include the character's reactions to the snowstorm.

Prepare:

- **Review** - Discuss Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story? Read Aloud the Performance-Based Assessment.
- **Revisit the Text** - Display and read aloud an excerpts on pgs. 28-30 of *Come On Rain!* to show how the writer uses the experiences of the main character and their reactions to tell the story.
- **Shared Writing** - Use Story Sequence B TR42 to record the events Tessie experiences in *Come On*

- TE pg. 138
- *Come On Rain!* or *The Snowy Day* Text Collection

- TE pg. 138
- *Come On Rain!* pgs. 9 and 26 Text Collection
- *The Snowy Day* pg. 50 Text Collection

- TE pg. 139
- Teacher Model Story (Oscar)
- Sentence Frames for Oral Retelling

- TE pg. 140
- *Come On Rain!* or *The Snowy Day* Text Collection
- Digital Options

- Student Writing
- Writing Keystone Checklist

Resources

Performance-Based Assessment:

- TE pg. 142
- Reproducible pg 146

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *Come On Rain!* pgs. 28-30 Text Collection

- TE pg. 143
- *Come On Rain!* Text Collection

Grade K Reading/Writing

<p><i>Rain!</i> and one reaction she has to the snowstorm. Teacher uses the sequence chart to create a class story.</p> <p>Learning Opportunities/Strategies:</p> <p>Performance-Based Assessment:</p> <p>Create - Scholars decide what they will draw, dictate, or write about Tessie and the snowstorm. They need to tell about several events in order and about Tessie's reactions to the events.</p> <p>Score Writing - Use Narrative Writing Rubric</p> <p>Present: Follow suggestions for scholars to share their pictures and writing with the class.</p> <p>Reflect and Respond - For scholars receiving a score of 0, 1, or 2, follow if..then...suggestions to support them as they complete other Performance-Based Assessments.</p>	<p>• Story Sequence B TR42</p> <p>• Class Story</p> <p>Resources:</p> <p>Performance-Based Assessment:</p> <p>• TE pg. 144</p> <p>• <i>Come on Rain!</i> Text Collection</p> <p>• paper</p> <p>• pencil</p> <p>• crayons or markers</p> <p>• Digital Options</p> <p>• TE pg. 147</p> <p>• TE pg. 148</p> <p>• TE pg. 149</p>		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>On Grade Level Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Struggling Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-	<p>Special Needs/ELL</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">• Games/Videos• Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing

Grade K Reading/Writing

		<p>Based Assessment Lesson</p> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> • Unlock Language Learning • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Three: Predicting Change - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

NJSLS ELA Reading

- **RI.CR.K.1.** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.IT.K.3.** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.PP.K.6.** -With prompting and support name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MF.K.6.** - 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).

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** Blend and segment onsets and rimes of single-syllable spoken words
- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken single syllable words (simple syllable that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Grade K Reading/Writing

- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
- **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- **L.WF.K.2.C** Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- **L.WF.K.2.D** Writing frequently used words accurately.
- **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
- **L.WF.K.2.F** Writing initial and final consonant blends (must, slab, plump).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
- **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
- **L.WF.K.3.B** Write simple sentences.
- **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- **L.WF.K.3.D** Use end punctuation.
- **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
- **L.WF.K.3.F** Write sentences with increasing complexity.
- **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
- **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.KL.K.1A.** Use frequently occurring nouns and verbs.
- **L.KL.K.1B.** Form regular plural nouns orally by adding s or es (e.g. dogs, wishes)
- **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
- **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)

Grade K Reading/Writing

- **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS ELA Writing

- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Science

- **K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.
- **K-PS3-2.** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- **K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time. **K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1-**Recognize ways to volunteer in the classroom, school, and community.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1-** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.DC.7-**Describe actions peers can take to positively impact climate change.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.IML.1-** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3-** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4-** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1-**Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.7-** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Grade K Reading/Writing

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Readers understand that asking and answering questions helps them understand a text. • Writers understand that one purpose for writing is to share information. • Learners understand that sharing observations about the weather helps us gain information. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How do readers ask and answer questions to better understand a text? • How do writers share information?
<p><u>Content: (Module Goals)</u></p> <ul style="list-style-type: none"> • Readers will ask and answer questions to better understand informational texts. • Writers will create a simple informative text based on evidence. • Learners will make and share weather observations to describe patterns of change. <p>Text Complexity Measures - TR52 - TR55 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> • Quantitative Measures <ul style="list-style-type: none"> ◦ Lexile • Qualitative Measures <ul style="list-style-type: none"> ◦ Literary/Informational Text ◦ Text Structure ◦ Language and Vocabulary ◦ Theme and Knowledge Demands • Reader and Task Consideration <ul style="list-style-type: none"> ◦ Motivation, Knowledge, Experiences of Students ◦ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Main Topic and Key Details • Connect Pictures and Words • Key Details • Ask and Answer Questions • Compare and Contrast • Make Connections <p>Writing</p> <ul style="list-style-type: none"> • Think of Questions About a Text • List Weather Words • Tell What is Alike and Different • Make Observations • Identify a Picture or Object • List Antonyms • Revise by Adding Details • Present Writing • Use Pictures and Words • Identify a Topic and Information
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> • Informative/Explanatory Task: Predict the Weather - Scholars will pretend that they are weather forecasters. They will use what they learned from <i>What Will the Weather Be?</i> and <i>Weather Words and What They Mean</i> to write a simple weather forecast. • Scholars will: <ul style="list-style-type: none"> ◦ draw pictures of two kinds of weather. ◦ label the pictures with the words today and tomorrow. ◦ write a sentence about the weather in each picture. ◦ use complete sentences. ◦ present their forecasts to the class. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ◦ Benchmark Vocabulary Practice ◦ Text Analysis Practice/Application ◦ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ◦ Reading/Language Analysis ◦ Write in Response to Reading ◦ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ◦ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ◦ Narrative ◦ Informative/Explanatory ◦ Opinion • Oral Reading Fluency Quick Checks

Grade K Reading/Writing

	Summative Assessments: <ul style="list-style-type: none"> Performance-Based Assessment - Module A & B
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Lesson 1 - READING: Identify Main Topic & Key Details Build Understanding: <ul style="list-style-type: none"> Set the Purpose - Share the Enduring Understanding: Writers understand that one purpose for writing is to share information. Engage Scholars - Introduce <i>What Will the Weather Be?</i> Think about Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information? Scholars will identify an informational text's topic and details to help understand the text. Read - Follow Read Aloud Routine to read <i>What Will the Weather Be?</i> focusing on what the text is mostly about. Turn and Talk - Follow Think-Pair-Share Routine to discuss: Why is predicting the weather important? Close Read: <ul style="list-style-type: none"> Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. Reading Analysis: <ul style="list-style-type: none"> Main Topic and Key Details - Display and complete with class the Main Idea graphic organizer to show that the main topic is what the text is about and the key details tell about the topic. <u>Learning Opportunities/Strategies:</u> Lesson 1 - WRITING: Informative/Explanatory Writing Set the Purpose: <ul style="list-style-type: none"> Ask and Answer Questions - Discuss that when writers write an informative/explanatory text, they share information about a topic. They want to provide answers to the questions readers have about the topic. Teach and Model:	<u>Resources:</u> Lesson 1 - READING: Identify Main Topic & Key Details <ul style="list-style-type: none"> TE pg. 162 TE pg. 162 <i>What Will the Weather Be?</i> TE pg. 162 <i>What will the Weather Be?</i> Read Aloud Routine TR12-23 TE pg. 162 <i>What Will the Weather Be?</i> Think-Pair-Share Routine TR6-7 TE pg. 163 <i>What Will the Weather Be?</i> Whole Class Discussion Routine TR8-9 Small Group Discussion TR10-11 TE pg. 164 Benchmark Vocabulary - sinking, puffy Benchmark Vocabulary Routine for Informational Text TR28-31 Generative Vocabulary Chart TE 152-155 TE pg. 164 <i>What Will the Weather Be?</i> Main Idea Graphic Organizer TR40 <u>Resources:</u> Lesson 1 - WRITING: Informative/Explanatory Writing <ul style="list-style-type: none"> TE pg. 168

Grade K Reading/Writing

- **Ask and Answer Questions** - Explain that a writer sometimes asks questions in a text. Review question words (who, what, where, when, why, how). Display excerpts from *What Will the Weather Be?* to show how the writer uses questions in the text to show the readers what they should expect to learn about.

Prepare to Write:

- **Think of Questions About a Text** - Teacher models question he/she may have about *What Will the Weather Be?* Class also poses questions. Teacher uses a Two-Column Chart to record all questions in the left column. Teacher then answers his/her questions and records answers in the right column of the chart.

Independent Writing Practice:

- **Think of Questions About a Text** - Scholars will draw, dictate, or write questions about *What Will the Weather Be?* Then they work with a partner to answer their questions. They then select their best question and write it.

Share Writing:

- Volunteers share their questions with the class. The class shares what the writers can do to find the answers to their questions.

Learning Opportunities/Strategies:

Lesson 2 - READING: Relate Pictures and Words in a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that sharing observations about the weather helps us gain information. We gain information about weather from observations we make and share and from pictures and words in texts we read.
- **Engage Scholars** - Display the cover of *What Will the Weather Be?* Scholars recall what the book is about. Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information? Scholars will identify an informational text's topic and details.
- **Read** - Follow Read Aloud Routine to read pgs. 3-9 of *What Will the Weather Be?* focusing on the details in the words and illustrations.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What season is it in the illustration on pgs. 6-7?

- TE pg. 168
- *What Will the Weather Be?* Title and pg. 9

- TE pg. 169
- Teacher Modeled Thinking (Questions)
- Two-Column Chart (Questions)
- *What Will the Weather Be?*

- TE pg. 170
- *What Will the Weather Be?*
- Digital Options

- TE pg. 170
- Student Question
- *What Will the Weather Be?*

Resources:

Lesson 2 - READING: Relate Pictures and Words in a Text

- TE pg. 172

- TE pg. 172
- *What Will the Weather Be?*

- TE pg. 172
- *What Will the Weather Be?* pgs. 3-9
- Read Aloud Routine TR12-23

- TE pg. 172
- *What Will the Weather Be?* pgs. 6-7
- Think-Pair-Share Routine TR6-7

Grade K Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 174a (see, look, for).

Reading Analysis:

- **Connect Pictures and Words** - Display and complete with class the T-chart to show how words and pictures are related in a text.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Describe the Weather** - Scholars will see how the writer uses details to describe the weather in *What Will the Weather Be?*

Teach and Model:

- **Describe the Weather** - Display and read aloud excerpt from *What Will the Weather Be?* to show descriptive words and phrases the writer uses.

Prepare to Write:

- **List Weather Words** - The class brainstorms and teacher records words used to describe the weather. Teacher models writing a description of the weather by using sentence frames and the class fills in the blanks with appropriate weather words.

Independent Writing Practice:

- **Describe the Weather** - Scholars draw a picture and dictate or write a sentence about the current weather.

Share Writing:

- Volunteers share their picture and writing with the class. The class identifies descriptive words or details the writer uses.

Learning Opportunities/Strategies:

Lesson 3 READING: Use Key Details to Understand a Text

Build Understanding:

- TE pg. 173
- *What Will the Weather Be?* pgs. 6-9
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 174
- Benchmark Vocabulary - forecast, predicting
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 174
- *What Will the Weather Be?*
- T-chart TR43

Resources:

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 178
- *What Will the Weather Be?*

- TE pg. 178
- *What Will the Weather Be?* pg. 9

- TE pg. 179
- List of Weather Words
- Sentence Frames
- Teacher/Class Modeled Writing

- TE pg. 180
- Today's Weather
- Digital Options
-

- TE pg. 180
- Student Picture and Writing

Resources

Lesson 3 READING: Use Key Details to Understand a Text

Grade K Reading/Writing

- **Set the Purpose** - Enduring Understanding: Writers understand that one purpose for writing is to share information. Identifying the topic and key details in text will help to understand information that the writer wants to share.
- **Explore Poetry** - Read aloud the poem. Discuss how scholars know it is a poem.
- **Engage Scholars** - Review illustrations on pgs. 4-7 and discuss why weather forecasts are important in our daily lives. Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information?
- **Read** - Follow Read Aloud Routine to read pgs. 10-17 of *What Will the Weather Be?* focusing on how the author uses the words and illustrations to explain the concept of fronts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What kind of front brings warmer weather?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Details** - Display and complete with the class the Three-Column Chart detailing how most changes in weather happen along fronts.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Prepositional Phrases** - Display and read aloud sentences to introduce the prepositions, *from*, *in*, and *out*.

Set the Purpose:

- **Compare and Contrast Weather** - Explain that the writer of *What Will the Weather Be?* provided details to compare and contrast. Scholars will write their own compare and contrast sentences.

Teach and Model:

- TE pg. 182
- TE pg. 182
- *Weather Together* pg. 62 Text Collection
- TE pg. 182
- *What Will the Weather Be?*

- TE pg. 182
- *What Will the Weather Be?* pgs. 10-17
- Read Aloud Routine TR12-23

- TE pg. 182
- *What Will the Weather Be?* pgs. 10-17
- Think-Pair-Share Routine TR6-7

- TE pg. 183
- *What will the Weather Be?*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 183-184
- By-the-Way-Words - liquid
- Benchmark Vocabulary - howl, wispy, drizzle
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 184
- Three Column Chart TR44
- *What Will the Weather Be?* pgs. 10-17

Resources:

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191

- TE pg. 188
- *What Will the Weather Be?*

Grade K Reading/Writing

- **Compare and Contrast Weather** - Explain the writer of *What Will the Weather Be?* provides details to compare and contrast.

Prepare to Write:

- **Tell What is Alike and Different** - Teacher models aloud how to compare and contrast the two pictures on pg. 17 in *What Will the Weather Be?* Scholars will use their experiences to discuss the following: compare and contrast rain and snow, two kinds of weather. Brainstorm with class and chart a list of types of weather for students to use during independent writing.

Independent Writing Practice:

- **Write a Reason** - Scholars will dictate or write two sentences that compare and contrast two kinds of weather that they choose.

Share Writing:

- Volunteers share their sentences with the class. The class identifies the two kinds of weather that the writer is comparing and contrasting.

Learning Opportunities/Strategies:

Lesson 4 READING: Ask and Answer Questions

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that asking and answering questions helps them understand a text. Asking and answering question about the key details in a text helps us better understand the text.
- **Engage Scholars** - Display illustrations on pgs. 4-19 of *What Will the Weather Be?* to recall what has been learned about weather forecasting so far. Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information?
- **Read** - Follow Read Aloud Routine to read pgs. 18-21 of *What Will the Weather Be?* focusing on how the illustrations help answer any questions they may have.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does a meteorologist use to measure temperature? What tells a meteorologist which direction the wind is blowing?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 188
- *What Will the Weather Be?*

- TE pg. 189
- *What Will the Weather Be?* pg. 17
- List of Types of Weather

- TE pg. 190
- Digital Options
- List of Types of Weather

- TE pg. 190
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 4 READING: Ask and Answer Questions

- TE pg. 192

- TE pg. 192
- *What Will the Weather Be?* pgs. 4-19

- TE pg. 192
- *What Will the Weather Be?* pgs. 18-21
- Read Aloud Routine TR12-23

- TE pg. 192
- *What Will the Weather Be?* pgs. 18-21
- Think-Pair-Share Routine TR6-7

- TE pg. 193
- *What Will the Weather Be?* pgs.18-21
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

Grade K Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-chart. Read aloud pgs. 18-19 of *What Will the Weather Be?* to answer question.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Prepositional Phrases** - Display and read aloud sentences to introduce the prepositions, *off*, *on*, and *for*.

Set the Purpose:

- **Research the Weather** - Writers of research or look for information about the topic before they write. They take notes to remember the information. Scholars will research and take notes about a weather topic.

Teach and Model:

- **Research the Weather** - Writers look for information by reading books, newspapers, magazines, web sites on the internet, and by talking to experts about the topic. Teacher displays a weather forecast with a picture that shows what the weather will be like today. Teacher models how to take notes, writing weather words. Display pgs. 18-21 of *What Will the Weather Be?* to show how meteorologists study to predict the weather. Scholars observe the weather outside and take notes.

Prepare to Write:

- **Make Observations** - Teacher thinks aloud by making observations about the weather. Scholars choose a topic that they can observe (e.g., school building, classroom, playground). Teacher displays the list of their observations.

Independent Writing Practice:

- **Research the Weather** - Scholars use forecasts from the internet to draw, dictate, or write to take notes about the upcoming weather.

Share Writing:

- TE pgs. 193-194
- By-the-Way-Words - coastlines
- Benchmark Vocabulary - measure, temperature
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 194
- T-chart TR43
- *What Will the Weather Be?* pgs. 18-19

Resources:

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201

- TE pg. 198

- TE pg. 198
- *What Will the Weather Be?* pgs. 18-21
- Weather Forecast with Picture
- Teacher Modeled Writing (Notes)
- Student Notes

- TE pg. 199
- Teacher Think Aloud (Weather)
- List of Student Observations

- TE pg. 200
- Internet Weather Forecasts
- Digital Options

Grade K Reading/Writing

- Volunteers share their notes with the class and explain why they chose those notes. The class identifies where the writer got the information.

Learning Opportunities/Strategies:

Lesson 5 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that sharing observations about the weather helps us gain information. We gain information about weather from observations and from questions we ask and answer about unknown words.
- **Engage Scholars** - Read aloud the title of the book *What will the Weather Be?* Ask if this is a good title for the book using examples from pgs. 4-21 to support response. Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information?
- **Read** - Follow Read Aloud Routine to read pgs. 22-25 of *What Will the Weather Be?* focusing on how illustrations help understand a difficult concept.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does the weather look like when the air pressure is high?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Read pgs. 22-23 of *What Will the Weather Be?* using pictures and other words in text to find clues to the meaning of unknown words.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Prepositional Phrases** - Display and read aloud sentences to introduce the prepositions, *of*, *by*, and *with*.

- TE pg. 200
- Student Notes

Resources

Lesson 5 READING: Use Words to Understand a Text

- TE pg. 202
- *What Will the Weather Be?*

- TE pg. 202
- *What Will the Weather Be?* pgs. 4-21

- TE pg. 202
- *What Will the Weather Be?* pgs. 22-25
- Read Aloud Routine TR12-23

- TE pg. 202
- *What will the Weather Be?* pgs. 22-25
- Think-Pair-Share Routine TR6-7

- TE pg. 203
- *What Will the Weather Be?* gs. 22-25
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 204
- Benchmark Vocabulary - force, collapses
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 204
- *What Will the Weather Be?* pgs. 22-23

Resources:

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211

Grade K Reading/Writing

Set the Purpose:

- **Write a Label** - Explain that photographs and illustration have labels. Scholars will examine labels in *What Will the Weather Be?* and then will draw their own picture and label it.

Teach and Model:

- **Write a Label** - Display pg. 22-23 of *What Will the Weather Be?* to show and discuss how the labels the writer used helps the reader to understand a concept or an object.

Prepare to Write:

- **Identify a Picture or Object** - Teacher finds books that have illustrations with labels and uses questions to guide the discussion about labels. Class uses index cards to label objects in the classroom.

Independent Writing Practice:

- **Write a Label** - Scholars will choose an object in the classroom and draw and label a picture of it. Then they will dictate or write a sentence that names the object and tells how it is used.

Share Writing:

- Volunteers share their pictures and sentences. The class explains what the label and sentence tells them.

Learning Opportunities/Strategies:

Lesson 6 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that asking and answering questions helps them understand a text. We can help understand a text by asking and answering questions about words we do not know.
- **Engage Scholars** - Review illustrations on pgs. 22-25 of *What Will the Weather Be?* recalling information about air pressure and weather. Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information?
- **Read** - Follow Read Aloud Routine to read pgs. 26-32 of *What will the Weather Be?* focusing on discovering why weather forecasts are important to our everyday lives.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why do meteorologists use so many different tools?

Close Read:

- TE pg. 208
- *What Will the Weather Be?*

- TE pg. 208
- *What Will the Weather Be?* pgs. 22-23

- TE pg. 209
- Books with Illustrations
- Index Cards/Markers

- TE pg. 210
- Classroom Objects
- Digital Options

- TE pg. 210
- Student Picture/Label and Sentence

Resources

Lesson 6 READING: Use Words to Understand a Text

- TE pg. 212
- TE pg. 212
- *What will the Weather Be?* pgs. 22-25

- TE pg. 212
- *What Will the Weather Be?* pgs. 26-32
- Read Aloud Routine TR12-23

- TE pg. 212
- *What Will the Weather Be?*
- Think-Pair-Share Routine TR6-7

Grade K Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Antonyms** - Teacher models to explain that readers can understand the meaning of a word by relating it to an antonym using the following examples: clear/cloudy, high/low, rising/sinking

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Writing Process: Plan and Draft** - Explain how meteorologists make weather forecasts. Weather forecasts are informative/explanatory texts because they give information about a topic. Scholars will plan and draft their own weather forecast.

Teach and Model:

- **Writing Process: Plan and Draft** - Explain writers follow a set of steps when they write an informative/explanatory text. They first plan by gathering information and then draft by writing about the topic. Display and read aloud excerpts from *What Will the Weather Be?* to study how the writer uses the illustration to explain the weather forecast. Display a 5 to 7 day weather forecast from the internet to discuss what it shows.

Prepare to Write:

- **List Weather Words** - Show a clip of a weather forecaster from two days earlier. Ask class if the forecast was correct. Display and make copies of several weather forecasts from the internet or newspaper for class to study. Discuss and list what the forecasts have in common. Class then brainstorms and teacher lists weather words.

Independent Writing Practice:

- **Plan and Draft** - Scholars create a 2 day weather forecast. They draw a picture of today's weather and dictate or write a sentence that tells the weather. On another paper, they draw a picture predicting

- TE pg. 213
- *What Will the Weather Be?*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 213-214
- By-the-Way-Words - weather buoy, weather airplane, weather satellite, weather station, weather balloon
- Benchmark Vocabulary - prepare
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 214
- *What Will the Weather Be?*

Resources:

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 221
- TE pg. 218
- *What Will the Weather Be?* pg. 31
- Weather Forecast from Internet
- TE pg. 218
- Weather Forecaster Clip
- Copies of Weather Forecasts
- List of Weather Words
- TE pg. 219
- Copies of Weather Forecasts
- List of Weather Words
- Digital Options

Grade K Reading/Writing

tomorrow's weather and dictate or write a sentence telling about that weather.

Share Writing:

- Volunteers share pictures and sentences The class evaluates the writer's weather predictions.

Learning Opportunities/Strategies:

Lesson 7 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that sharing observations about the weather helps us gain information. We can help understand a text by asking and answering questions about words we do not know in the text.
- **Engage Scholars** - Introduce the book *Weather Words and What They Mean*. Display front cover, back cover and title page and identify each. Think about Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information?
- **Read** - Follow Read Aloud Routine to read *Weather Words and What They Mean* focusing on the meanings of the weather words in the book.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do the illustrations help you understand the text?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 224a (they, you, of, she).

Language Analysis:

- **Unknown Words** - Display and complete T-chart with class to answer the question: What does the word cooler mean?

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- TE pg. 220
- Student Pictures and Sentences

Resources

Lesson 7 READING: Use Words to Understand a Text

- TE pg. 222
- *Weather Words and What They Mean*

- TE pg. 222
- *Weather Words and What They Mean*

- TE pg. 222
- *Weather Words and What They Mean*
- Read Aloud Routine TR12-23

- TE pg. 222
- *Weather Words and What They Mean*
- Think-Pair-Share Routine TR6-7

- TE pg. 223
- *Weather Words and What They Mean*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 224
- Benchmark Vocabulary - fair, rises, sets, boundary
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 224
- T-chart TR43
- *Weather Words and What They Mean* pgs. 8-9

Resources:

Lesson 7 - WRITING: Informative/Explanatory Writing

Grade K Reading/Writing

- **Compare and Contrast Weather** - Explain that writers compare and contrast information when telling about a topic. Scholars will look at how the writer compares and contrasts information in *Weather Words and What They Mean* and then will write their own compare and contrast sentences.

Teach and Model:

- **Compare and Contrast Weather** - Display and read aloud excerpts from *Weather Words and What They Mean* to show how the writer uses antonyms to contrast information. List words to tell how two kinds of weather can be alike (e.g., and, both, etc.)

Prepare to Write:

- **List Antonyms** - Display pairs of antonyms whose meanings can be acted out. Teacher models the first pair of antonyms and uses words to explain the actions. Teacher lists as class adds to the list of antonyms.

Independent Writing Practice:

- **Compare and Contrast Weather** - Scholars review their writing from lesson 6 and dictate or write a sentence that tells how the weather for their 2 day forecast was alike or different

Share Writing:

- Volunteers share their sentences. Class explains how the writer compares and contrasts the weather.

Learning Opportunities/Strategies:

Lesson 8 READING: Identify Main Topic and Key Details

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that one purpose for writing is to share information. Scholars will identify the topic and key details.
- **Explore Poetry** - Display and read aloud *Weather* to point out weather words.
- **Engage Scholars** - Read aloud the speech bubbles on the front cover of *Weather Words and What They Mean*. Think about Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information?
- **Read** - Follow Read Aloud Routine to read pgs. 3-13 of *Weather Words and What They Mean* focusing on the details learned about weather.

- TE pg. 228
- *Weather Words and What They Mean* Text Collection

- TE pg. 228
- *Weather Words and What They Mean* pgs. 8-9 Text Collection
- List of Words to Tell How Weather is Alike

- TE pg. 229
- List of Antonyms

- TE pg. 230
- Student Writing Lesson 6
- Digital Options

- TE pg. 230
- Student Sentences

Resources

Lesson 8 READING: Identify Main Topic and Key Details

- TE pg. 232
- *Weather Words and What They Mean*

- TE pg. 232
- *Weather* pg. 63 Text Collection

- TE pg. 232
- *Weather Words and What They Mean*

- TE pg. 232
- *Weather Words and What They Mean*
- Read Aloud Routine TR12-23

Grade K Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Which is colder, frost or dew?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic and Key Details** - Display and complete with class the Main Idea graphic organizer to show how key details tell more about the main topic.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to explain that to expand a sentence you add details to tell more.

Set the Purpose:

- **Writing Process: Revise** - Explain when writers revise they improve their writing to make it better. One way to revise is to add details. Scholars will look at their writing and add details.

Teach and Model:

- **Writing Process: Revise** - Display and read aloud excerpts from *Weather Words and What They Mean* to show how a writer revises to make writing more interesting. Class brainstorms additional words the writer may have used to describe summer. Teacher models writing additional descriptive sentences.

Prepare to Write:

- **Revise by Adding Details** - Display questions to guide discussion on how to revise writing. Teacher models revising by adding details to sentences describing the weather.

Independent Writing Practice:

- **Revise by Adding Details** - Scholars review their 2 day weather forecast in lesson 6 and add details by rewriting their sentences or add new sentences.

- TE pg. 232
- *Weather Words and What They Mean* pgs. 3-13
- Think-Pair-Share Routine TR6-7

- TE pg. 232
- *Weather Words and What They Mean* pgs. 3-13
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 233-234
- By-the-Way-Words - frost
- Benchmark Vocabulary - position, evaporates, motion, freezes
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 234
- Main Idea graphic organizer TR40
- *Weather Words and What They Mean* pg. 3

Resources:

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 241

- TE pg. 238
- Student Writing Lesson 6

- TE pg. 238
- *Weather Words and What They Mean* pg. 9

- TE pg. 239
- Teacher Modeled Writing

- TE pg. 240
- Student Writing Lesson 6
- Digital Options

Grade K Reading/Writing

Share Writing:

- Volunteers share their sentences responding to questions and suggestions from the class. The class tells how the new details make the weather forecasts better.

Learning Opportunities/Strategies:

Lesson 9 READING: Ask and Answer Questions

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that asking and answering questions helps them understand a text.
- **Engage Scholars** - Display pgs. 3-13 of *Weather Words and What They Mean* to recall the topic and details learned so far. Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information? Scholars will ask and answer questions to understand key details in the text.
- **Read** - Follow Read Aloud Routine to read pgs. 14-24 of *Weather Words and What They Mean* focusing on key details in the text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do cumulus clouds look like? What is a cloud close to Earth's surface called?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-chart. Read aloud pg. 14 of *Weather Words and What They Mean* to answer the question.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display and read aloud sentences to show how to expand by adding another action.

- TE pg. 240
- Student Writing
- Writing Keystone Checklist

Resources

Lesson 9 READING: Ask and Answer Questions

- TE pg. 242
- TE pg. 242
- *Weather Words and What They Mean* pgs. 3-13
- TE pg. 242
- *Weather Words and What They Mean* pgs. 14-24
- Read Aloud Routine TR12-23
- TE pg. 242
- *Weather Words and What They Mean* pgs. 14-24
- Think-Pair-Share Routine TR6-7

- TE pg. 243
- *Weather Words and What They Mean* pgs. 14-24
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 243-244
- By-the-Way-Words - electricity
- Benchmark Vocabulary - floods, expands, sunbeams
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 244
- T-chart TR43
- *Weather Words and What They Mean* pg. 14

Resources:

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251

Grade K Reading/Writing

Set the Purpose:

- **Writing Process: Publish** - Scholars will look at how writers publish their writing and then they will prepare to publish their writing.

Teach and Model:

- **Writing Process: Publish** - Explain that writers make a clean final copy of the text using a computer or their best handwriting. They add illustrations to make it more informative and interesting. When completed, writers share it with others. Display *Weather Words and What They Mean* and explain that this writer published it in a book and people will buy it or read it in the library. Explain that there are many different ways to publish writing. Scholars discuss how they have shared their work in the past and how they would like to share their future work.

Prepare to Write:

- **Present Your Writing** - Scholars will follow steps listed to publish their writing. Explain that presenting writing is only one way to publish writing. Provide other examples (e.g., books, magazines, newspapers, newsletters, etc.) for Scholars to see.

Independent Writing Practice:

- **Writing Process: Publish** - Scholars draw a picture or find a photograph for their weather forecasts and will write the final version.

Share Writing:

- Volunteers share their writing. The class offers feedback about the weather forecasts.

Learning Opportunities/Strategies:

Lesson 10 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that asking and answering questions helps them understand a text.
- **Engage Scholars** - Display illustrations on pgs. 19-23 of *Weather Words and What They Mean* to recall details about rain and how it forms. Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information? Scholars will ask and answer questions to figure out the meanings of words in a text.
- **Read** - Follow Read Aloud Routine to read pgs. 25-32 of *Weather Words and What They Mean*

- TE pg. 248

- TE pg. 248
- *Weather Words and What They Mean* Text Collection

- TE pg. 249
- books, magazines, newspapers, newsletters, etc.

- TE pg. 250
- Student Writing Lessons 6 & 8
- Digital Options

- TE pg. 250
- Student Weather Forecasts

Resources

Lesson 10 READING: Use Words to Understand a Text

- TE pg. 252
- *Weather Words and What They Mean*
- TE pg. 252
- *Weather Words and What They Mean* pgs. 19-23

- TE pg. 252
- *Weather Words and What They Mean* pgs. 25-32
- Read Aloud Routine TR12-23

Grade K Reading/Writing

focusing on using the text and illustrations to understand what the weather words mean.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How are snowstorms and blizzards different? What causes wind?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Shades of Meaning** - Display and complete T-chart with class to show how some words have similar meanings that are not exactly the same.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display and read aloud the sentence to show how to add a noun to the subject and to change the verb to the plural form.

Set the Purpose:

- **Explain Weather Words** - Explain that writers use specific words to tell about a topic. Scholars will look at how the writer of *Weather Words and What They Mean* uses pictures and words to explain weather words.

Teach and Model:

- **Explain Weather Words** - Display the illustrations on pg. 26 of *Weather Words and What They Mean* to show how the writer tells the meanings of weather words.

Prepare to Write:

- **Use Pictures and Words** - Explain that as scholars read they can write their own definitions or draw their own pictures to help remember the meanings of important words. Explain the similarities and differences of a glossary and a dictionary. Teacher lists as class recalls words learned in *Weather Words and What They Mean*.

- TE pg. 252
- *Weather Words and What They Mean* pgs. 25-32
- Think-Pair-Share Routine TR6-7

- TE pg. 253
- *Weather Words and What They Mean* pgs. 25-32
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 253-254
- By-the-Way-Words - spiral-shaped, funnel-shaped
- Benchmark Vocabulary - direction, damage, twists
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 254
- T-chart TR43
- *Weather Words and What They Mean*

Resources:

Lesson 10 - WRITING: Opinion Writing

- TE pg. 261

- TE pg. 258
- *Weather Words and What They Mean*

- TE pg. 258
- *Weather Words and What They Mean* pg. 26

- TE pg. 259
- *Weather Words and What They Mean*
- List of Weather Words
- Cards
- Digital Options

Grade K Reading/Writing

Independent Writing Practice:

- **Explain Weather Words** - Assign one weather word to each learner and they will create a word card with the word on one side and the definition and picture on the other side.

Share Writing:

- Volunteers share their weather word cards. Class tells how the word card helps them understand the meaning of the word.

Learning Opportunities/Strategies:

Lesson 11 - READING: Compare and Contrast Texts

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that sharing observations about the weather helps us gain information.
- **Engage Scholars** - Display both texts. Scholars will share information they learned about the weather. Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information? Scholars will use what they know and the illustrations/descriptions to tell how texts are alike and different.
- **Read** - Follow Read Aloud Routine to reread both texts focusing on how the topics and features of the two texts are alike and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does each book say makes up the weather? Is this a way the books are alike or different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete with class the Venn Diagram to record how the texts are alike and different.

- TE pg. 260
- List of Weather Words
- Cards
- Digital Options

- TE pg. 260
- Student Word Card

Resources

Lesson 11 READING: Compare and Contrast Texts

- TE pg. 262
- TE pg. 262
- *What Will the Weather Be?*
- *Weather Words and What They Mean*

- TE pg. 262
- *What Will the Weather Be?*
- *Weather Words and What They Mean*
- Read Aloud Routine TR12-23

- TE pg. 262
- *What Will the Weather Be?*
- *Weather Words and What They Mean*
- Think-Pair-Share Routine TR6-7

- TE pg. 263
- *What Will the Weather Be?*
- *Weather Words and What They Mean*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 264
- Benchmark Vocabulary - predicting, prepare
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 264
- Venn Diagram TR47
- *What Will the Weather Be?*
- *Weather Words and What They Mean*

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 11- WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Compare and Contrast Two Books** - Explain that comparing and contrasting the books will help them make connections and recall what they read. Scholars will write sentences that compare and contrast the two books they read.

Teach and Model:

- **Compare and Contrast Two Books** - Display both titles and compare/contrast and display and read aloud excerpts from both books to compare/contrast the explanations of humidity. Display and review the Venn Diagram completed during reading.

Prepare to Write:

- **Tell What is Alike and Different** - Teacher thinks aloud to model how to find information on a topic in one book and look to see if there is information on that topic in the other book. Then identify how it is similar or different. Teacher uses questions to guide scholars as they use the same method to look for additional likes and differences. Teacher models by writing scholars' responses.

Independent Writing Practice:

- **Tell What is Alike and Different** - Scholars dictate or write sentences that compare and contrast the two books they read in this module. The sentences should tell how the books are alike and different.

Share Writing:

- Volunteers share their sentences. Class identifies which sentences compare and which contrast.

Learning Opportunities/Strategies:

Lesson 12 - READING: Connect Events and Ideas in a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that one purpose for writing is to share information.
- **Engage Scholars** - Display both texts to recall the topic and of each and why the author wrote the texts. Essential Questions: How do readers ask and answer questions to better understand a text? How do writers share information? Scholars will look for connections between the events and ideas in each text.

Resources:

Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 268
- *What Will the Weather Be?*
- *Weather Words and What They Mean*

- TE pg. 268
- *What Will the Weather Be?* pg. 21
- *Weather Words and What They Mean* pg. 12
- Venn Diagram from Reading Lesson 11

- TE pg. 269
- Teacher Think Aloud
- Teacher Modeled Writing
- *What Will the Weather Be?*
- *Weather Words and What They Mean*

- TE pg. 270
- *What Will the Weather Be?*
- *Weather Words and What They Mean*
- Digital Options

- TE pg. 270
- Student Writing

Resources:

Lesson 12 READING: Connect Events and Ideas in a Text

- TE pg. 272

- TE pg. 272
- *What Will the Weather Be?*
- *Weather Words and What They Mean*

Grade K Reading/Writing

- **Read** - Follow Read Aloud Routine to take a picture walk through both texts using illustrations to recall information about weather.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where can you find out about thunder and lightning? Where can you find out about what weather balloons do?

Close Read

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 274a (they, you, of, we).

Reading Analysis:

- **Make Connections** - Display and complete with class the Cause and Effect graphic organizer.

Learning Opportunities/Strategies:

Lesson 12- WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Tell About A Topic** - Scholars will identify the topic and information about the topic in texts. They then will name a topic and supply information about the topic when they write their own informative text.

Teach and Model:

- **Tell About A Topic** - Display and read aloud excerpts from *What Will the Weather Be?* and *Weather Words and What They Mean* to show how the writer names the topic and supplies information about it.

Prepare to Write:

- **Identify a Topic and Information** - Teacher displays and reads aloud a short informative paragraph and discusses: What is the topic? What information does the writer give about the topic? How does the information support the topic? Use the Main Idea graphic organizer to record responses.

- TE pg. 272
- *What Will the Weather Be?*
- *Weather Words and What They Mean*
- Read Aloud Routine TR12-23

- TE pg. 272
- *What Will the Weather Be?*
- *Weather Words and What They Mean*
- Think-Pair-Share Routine TR6-7

- TE pg. 273
- *What Will the Weather Be?*
- *Weather Words and What They Mean*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 274
- Benchmark Vocabulary - collapses, damage
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 274
- Cause and Effect TR36
- *What Will the Weather Be?* pg. 7

Resources:

Lesson 12 - WRITING: Informative/Explanatory Writing

- TE pg. 278

- TE pg. 278
- *What Will the Weather Be?* pgs. 9 and 18
- *Weather Words and What They Mean* pgs. 3 and 5

- TE pg. 279
- Display of Short Informative Paragraph
- Questions
- Main Idea TR40

Grade K Reading/Writing

Independent Writing Practice:

- **Tell About a Topic** - Scholars will draw a picture of one kind of weather described in the texts. Then they will dictate or write to tell about that weather using words and details from the texts.

Share Writing:

- Volunteers share their pictures and sentences. Class points out the details the writer tells about the kind of weather.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Informative/Explanatory Task: Predict the Weather** - Scholars will pretend that they are weather forecasters. They will use what they learned from *What Will the Weather Be?* and *Weather Words and What They Mean* to write a simple weather forecast.
- **Scholars will:**
 - draw pictures of two kinds of weather.
 - label the pictures with the words today and tomorrow.
 - write a sentence about the weather in each picture.
 - use complete sentences.
 - present their forecasts to the class.

Prepare:

- **Review - Discuss Essential Questions:** How do readers ask and answer questions to better understand a text? How do writers share information? Read the Performance-Based Assessment aloud.
- **Revisit the Text** - Display pgs. 30-31 of *What Will the Weather Be?* to explain what weather forecasts are, why meteorologists create them, and why they are important to people. Remind Scholars that the writer of *Weather Words and What They Mean* tells about words used to describe the weather.
- **Shared Writing** - To complete as a class activity, provide current weather forecasts for the area and review them with the class. Discuss what the weather is like today and what it will be like tomorrow. Together decide what words to use to describe the weather on each day and write the two sentences. Scholars copy two sentences and add a drawing of the weather to go with the sentences.

- TE pg. 280
- *What Will the Weather Be?*
- *Weather Words and What They Mean*
- Digital Options
- Writing Keystone Checklist

- TE pg. 280
- Student Writing

Resources:

Performance-Based Assessment

- TE pg. 282
- Student Reproducible pg. 286
- *What Will the Weather Be?*
- *Weather Words and What They Mean*

- TE 283

- TE 283
- *What Will the Weather Be?* pgs. 30-31
- *Weather Words and What They Mean*

- TE pg. 283
- Weather Forecasts for the Area

Grade K Reading/Writing

<u>Learning Opportunities/Strategies:</u> Performance-Based Assessment		<u>Resources:</u> Performance-Based Assessment	
Create: Scholars decide what they will draw and write about the weather today and the weather tomorrow. They will label their pictures and write one sentence about each picture.		<ul style="list-style-type: none">• TE pg. 284• paper, pencils, crayons or markers• <i>What Will the Weather Be?</i>• <i>Weather Words and What They Mean</i>• Current Print or Online Weather Forecasts for the Area• Digital Options	
Score Writing: Use Informative/Explanatory Writing Rubric		<ul style="list-style-type: none">• TE pg. 287	
Present: Follow suggestions for scholars to share their writing with the class or in small groups.		<ul style="list-style-type: none">• TE pg. 288• Digital Options	
Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow if...then..suggestions to support them as they complete other Performance-Based Assessments.		<ul style="list-style-type: none">• TE pg. 289	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice
Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth	Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills	Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills
Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading	Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading	Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Guided Writing	Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Guided Writing
Text Club Routines TR24-27	Text Club Routines TR24-27	Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading	Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading
Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-Based Assessment Lesson	Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Unlock Language Learning• Performance-Based Assessment

Grade K Reading/Writing

		Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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Unit Four: Learning About Each Other and the World - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.K.1.** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- **RL.TS.K.4.** Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book)..
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.MF.K.6** - 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).

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** Blend and segment onsets and rimes of single-syllable spoken words
- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken single syllable words (simple syllable that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Grade K Reading/Writing

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.C** Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - **L.WF.K.2.D** Writing frequently used words accurately.
 - **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
 - **L.WF.K.2.F** Writing initial and final consonant blends (must, slab, plump).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
 - **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
 - **L.WF.K.3.B** Write simple sentences.
 - **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - **L.WF.K.3.D** Use end punctuation.
 - **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
 - **L.WF.K.3.F** Write sentences with increasing complexity.
 - **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
 - **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - **L.KL.K.1A.** Use frequently occurring nouns and verbs.
 - **L.KL.K.1B.** Form regular plural nouns orally by adding s or es (e.g. dogs, wishes)
 - **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
 - **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
 - **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS ELA Writing

- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Grade K Reading/Writing

- A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.
- **L.K.2.c.** - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- **L.K.2.d.** - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- **L.K.5.a.** - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- **L.K.5.c.** - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- **L.K.6.** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NJSLS Social Studies

- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.
- **6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- **6.1.2.EconEM.3:** Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1-**Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.FP.3-** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.RM.1-** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.GCA.1-** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.IML.1-** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3-** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4-** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1-**Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.7-** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Central Idea / Enduring Understanding:

- Readers understand that characters have similar experiences in different stories.

Essential/Guiding Question:

- How do readers compare and contrast the experiences of different characters?

Grade K Reading/Writing

<ul style="list-style-type: none"> Writers understand that using time-order words puts events in sequence. Learners understand that different cultures share similar experiences. 	<ul style="list-style-type: none"> How do writers identify the sequence of events in a story?
<p>Content: (Module Goals)</p> <ul style="list-style-type: none"> Readers will compare and contrast characters and their experiences in stories. Writers will write a narrative using the sequence words <i>first</i>, <i>then</i>, and <i>last</i>. Learners will understand that different cultures blend together in both families and communities. <p>Text Complexity - TR52 - TR55 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> Quantitative Measures <ul style="list-style-type: none"> Lexile Qualitative Measures <ul style="list-style-type: none"> Literary/Informational Text Text Structure Language and Vocabulary Theme and Knowledge Demands Reader and Task Consideration <ul style="list-style-type: none"> Motivation, Knowledge, Experiences of Students Difficulty of the Task or Questions Posed 	<p>Skills(Objectives):</p> <p>Reading</p> <ul style="list-style-type: none"> Compare and Contrast Retell Key Details Relate Pictures to Text Characters Story Events Compare and Contrast Ask and Answer Questions <p>Writing</p> <ul style="list-style-type: none"> Compare and Contrast Retell a Story Retell Events Using Sequence Words Tell About an Event Describe a Character's Reaction Add Details to Writing Retell Activities Plan to Write a Story Add a Reaction Add an Event Present a Story Compare and Contrast Characters
<p>Stage 2: Assessment Evidence</p>	
<p>Performance Task(s):</p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> Narrative Task: Write About A Day With My Friend - Scholars will pretend they are friends with the main character in either <i>I Love Saturdays y domingos</i> or <i>Apple Pie 4th of July</i>. They will draw, dictate, or write a simple narrative telling about a day they spend together. Scholars will: <ul style="list-style-type: none"> describe three things they do with their friend. use the words first, next, and last to tell about the events in the order. provide a reaction to what happens. use complete sentences. 	<p>Other Evidence:</p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> Reading Keystones <ul style="list-style-type: none"> Benchmark Vocabulary Practice Text Analysis Practice/Application Write in Response to Reading Reading Keystone Rubrics <ul style="list-style-type: none"> Reading/Language Analysis Write in Response to Reading Benchmark Vocabulary Writing Keystones: <ul style="list-style-type: none"> Checklists Writing Rubrics: <ul style="list-style-type: none"> Narrative Informative/Explanatory Opinion Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performance-Based Assessment - Module A & B

Grade K Reading/Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Compare and Contrast Character Experiences

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that different cultures share similar experiences.
- **Engage Scholars** - Introduce *I Love Saturdays y domingos*. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will see how the experiences of the main character are alike and different.
- **Read** - Follow Read Aloud Routine in the first reading of *I Love Saturdays y domingos* focusing on understanding who the story is about and what is happening.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who does the girl visit on Saturdays? Who does the girl visit on Sundays?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete with class the Venn Diagram to tell how character's experiences are alike and different.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Narrative Writing

Set the Purpose:

- **Write About Experiences** - Scholars will dictate or write to tell about their experience on a weekend and then compare and contrast their experience with the girl's experience in *I Love Saturdays y domingos*.

Teach and Model:

Resources:

Lesson 1 - READING: Compare and Contrast Character Experiences

- TE pg. 12
- TE pg. 12
- *I Love Saturdays y domingos*
- TE pg. 12
- *I Love Saturdays y domingos*
- Read Aloud Routine TR12-13
- TE pg. 12
- *I Love Saturdays y domingos*
- Think-Pair-Share Routine TR6-7
- TE pg. 13
- *I Love Saturdays y domingos*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 13-14
- By-the-Way Word - domingos, Abuelito, piñata
- Benchmark Vocabulary - nibbling
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 14
- Venn Diagram TR47
- *I Love Saturdays y domingos*

Resources:

Lesson 1 - WRITING: Narrative Writing

- TE pg.18
- *I Love Saturdays y domingos*

Grade K Reading/Writing

- **Write About Experiences** - Use questions to help scholars compare and contrast the girl's experiences to their own. Display and read aloud excerpts from *I Love Saturdays y domingos* to see how the writer gives details that can be used to compare and contrast.

Prepare to Write:

- **Compare and Contrast Experiences** - Scholars work in small groups to brainstorm things they do on the weekend. They select an experience and will dictate or write about it and identify how it is similar to the girl's experience. Next they will identify a difference. Teacher thinks aloud to model his/her experience and compares and contrasts it to the girl's experience.

Independent Writing Practice:

- **Compare and Contrast Experiences** - Scholars dictate or write about their experience on a weekend. Then they will dictate or write to compare and contrast their experience with the girl's experience in *I Love Saturdays y domingos*.

Share Writing:

- Volunteers share their writing with the class. The class identifies if the personal experience happened on the weekend. Volunteers tell how their personal experience are similar and different.

Learning Opportunities/Strategies:

Lesson 2 - READING: Use Words to Understand Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that different cultures share similar experiences.
- **Exploring Poetry** - Display and read aloud *Grandmas and Grandpas* and ask scholars to find examples that show it is a poem.
- **Engage Scholars** - Display cover and recall events of *I Love Saturdays y domingos*. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will ask and answer questions to understand the meanings of words and phrases.
- **Read** - Follow Read Aloud Routine to read *I Love Saturdays y domingos*, pgs. 5-7 focusing on how Saturday and Sunday are connected.

- TE pg. 18
- *I Love Saturdays y domingos* pgs. 18-19

- TE pg. 19
- *I Love Saturdays y domingos*
- Teacher Think Aloud

- TE pg. 20
- *I Love Saturdays y domingos*
- Digital Options

- TE pg. 20
- Student Writing
- Digital Options

Resources:

Lesson 2 - READING: Use Words to Understand Story

- TE pg. 22
- TE pg. 22
- *Grandmas and Grandpas* pg. 52 Text Collection
- TE pg. 22
- *I Love Saturdays y domingos*
- TE pg. 22
- *I Love Saturdays y domingos*, pgs. 5-7
- Read Aloud Routine TR12-13

Grade K Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does the girl do on Saturdays and Sundays?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. **High-Frequency Words** - Follow steps on TE pg. 24a (are, that, do).

Language Analysis:

- **Acquired Words and Phrases** - Display and complete with class the T-chart to model how to determine the meanings of Spanish words.

Learning Opportunities/Strategies:

Lesson 2 WRITING: Narrative Writing

Set the Purpose:

- **Use Details to Retell a Story** - Scholars will dictate or write to retell the events from pgs. 5-7 of *I Love Saturdays y domingos*

Teach and Model:

- **Use Details to Retell a Story** - Use questions to help Scholars retell the story. Display and read aloud excerpts from *I Love Saturdays y domingos* to show how the writer includes details that help the reader better understand the characters and events.

Prepare to Write:

- **Retell a Story** - Teacher works with class to retell a familiar story (e.g., Goldilocks, The Three Little Bears, etc.). Teacher models by listing the characters, setting, events in order, and then adds details to the events in the story.

Independent Writing Practice:

- **Retell a Story** - Scholars dictate or write to retell the events on pgs. 5-7 in *I Love Saturdays y domingos*.

Share Writing:

- Volunteers share their writing with the class. The class identifies the details that the writer added to their retelling.

- TE pg. 22
- *I Love Saturdays y domingos*, pgs. 5-7
- Think-Pair-Share Routine TR6-7

- TE pg. 23
- *I Love Saturdays y domingos*, pgs. 5-7
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 24
- Benchmark Vocabulary - sweetheart, darling
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 24
- T-chart TR43
- *I Love Saturdays y domingos*

Resources

Lesson 2 WRITING: Narrative Writing

- TE pg. 28
- *I Love Saturdays y domingos*

- TE pg. 28
- *I Love Saturdays y domingos* pgs. 5-7

- TE pg. 29
- Teacher Modeled Writing (Retelling)

- TE pg. 30
- *I Love Saturdays y domingos* pgs. 5-7
- Digital Options

- TE pg. 30
- Student Writing

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 READING: Retell Key Details of a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that using time-order words puts events in sequence.
- **Engage Scholars** - Display cover and recall details of *I Love Saturdays y domingos*. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will retell the key details and main events.
- **Read** - Follow Read Aloud Routine to read *I Love Saturdays y domingos* pgs. 8-11 focusing on key details about the two cultures.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What kind of eggs does the girl eat on Saturdays? What kind of juice does the girl drink on Sundays?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell Using Key Details** - Display and complete with class the T-chart to list key details about the events in order.

Learning Opportunities/Strategies:

Lesson 3 WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Nouns** - Display and read aloud sentences to explain that the highlighted words are nouns.

Set the Purpose:

- **Use Sequence Words** - Scholars will use sequence words to dictate or write about the events from *I Love Saturdays y domingos*.

Teach and Model:

Resources:

Lesson 3 READING: Retell Key Details of a Story

- TE pg. 32
- *I Love Saturdays y domingos*
- TE pg. 32
- *I Love Saturdays y domingos*
- TE pg. 32
- *I Love Saturdays y domingos* pgs. 8-11
- Read Aloud Routine TR12-13
- TE pg. 32
- *I Love Saturdays y domingos* pgs. 8-11
- Think-Pair-Share Routine TR6-7
- TE pg. 32
- *I Love Saturdays y domingos* pgs. 8-11
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 33-34
- By-the- Way Words - papaya, swallow
- Benchmark Vocabulary - spongy, honey
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 34
- Web A TR48
- *I Love Saturdays y domingos* pgs. 8-11

Resources:

Lesson 3 WRITING: Narrative Writing

- TE pg. 41
- TE pg. 38
- *I Love Saturdays y domingos*

Grade K Reading/Writing

- **Use Sequence Words** - Use questions, display, and read aloud excerpts from *I Love Saturdays y domingos* to see how the writer uses sequence words to tell the events in order.

Prepare to Write:

- **Retell Events Using Sequence Words** - Scholars identify what happens in *I Love Saturdays y domingos* on pgs. 5-11. Teacher models how to write to retell an event and add details to make it more interesting. Display sequence words.

Independent Writing Practice:

- **Retell Events Using Sequence Words** - Scholars dictate or write to narrate the events from *I Love Saturdays y domingos* using sequence words in complete sentences.

Share Writing:

- Volunteers share their writing with the class. The class identifies if the events happen on Saturdays or Sundays in *I Love Saturdays y domingos*

Learning Opportunities/Strategies:

Lesson 4 READING: Relate Pictures and Words in a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that using time-order words puts the events in sequence.
- **Engage Scholars** - Scholars will recall what has happened so far in *I Love Saturdays y domingos*. Essential Questions: How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story? Scholars will use the pictures and words to understand what happens in the story.
- **Read** - Follow Read Aloud Routine to read *I Love Saturdays y domingos* pgs. 12-15 focusing on how the pictures help to understand what is happening in the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does the girl count on Saturday? What does the girl count on Sunday?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 38
- *I Love Saturdays y domingos* pgs. 8-9

- TE pg. 39
- Teacher Modeled Writing (Retelling)
- Sequence Words

- TE pg. 40
- *I Love Saturdays y domingos*
- Sequence Words
- Digital Options

- TE pg. 40
- Student Writing
- *I Love Saturdays y domingos*
- Writing Keystone Checklist

Resources:

Lesson 4 READING: Relate Pictures and Words in a Story

- TE pg. 42
- *I Love Saturdays y domingos*

- TE pg. 42
- *I Love Saturdays y domingos*

- TE pg. 42
- *I Love Saturdays y domingos* pgs. 12-15
- Read Aloud Routine TR12-13

- TE pg. 42
- *I Love Saturdays y domingos* pgs. 12-15
- Think-Pair-Share Routine TR6-7

- TE pg. 43
- *I Love Saturdays y domingos* pgs. 12-15
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

Grade K Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Relate Pictures to Text** - Display and complete with class the Three-Column Chart to show how the picture supports the words.

Learning Opportunities/Strategies:

Lesson 4 WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Nouns** - Display and read aloud sentences to explain that the highlighted words are nouns.

Set the Purpose:

- **Describe an Event** - Scholars will dictate or write about a family event or tradition and draw a picture to show it.

Teach and Model:

- **Describe an Event** - Use questions to help scholars think about the pictures and words in *I Love Saturdays y domingos*. Display and read aloud excerpts from *I Love Saturdays y domingos* to see how the writer identifies the event and uses details to tell more about it.

Prepare to Write:

- **Tell About an Event** - Explain that words and pictures work together to tell readers about events. Explain the difference between a real and an imaginary event. Scholars brainstorm, write about a real or imaginary event/experience that happened at school, and add a picture of the event. Teacher models writing an event and how to add details to make it more interesting.

Independent Writing Practice:

- **Tell About an Event** - Scholars dictate or write about a family activity or tradition, and draw a picture with more details about the event.

Share Writing:

- Volunteers share their pictures with the class. The class identifies the activity or tradition shown before the writers read aloud their details.

- TE pgs. 43-44
- By-the-Way-Words - VCR
- Benchmark Vocabulary - owls, collection, circus
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 44
- Three-Column Chart TR44
- *I Love Saturdays y domingos* pgs. 12-15

Resources:

Lesson 4 WRITING: Narrative Writing

- TE pg. 51

- TE pg. 48

- TE pg. 48
- *I Love Saturdays y domingos* pgs. 14-15

- TE pg. 49
- Teacher Modeled Writing

- TE pg. 50
- Digital Options

- TE pg. 50
- Student Picture/Writing

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 READING: Use Words to Understand a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that using time-order words puts events in sequence.
- **Engage Scholars** - Display the cover of *I Love Saturdays y domingos* to recall the characters, setting, and events up to pg. 16. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will use the words to understand the story
- **Read** - Follow Read Aloud Routine to read *I Love Saturdays y domingos* pgs. 16-19 focusing on the details about the events that are in the words and illustrations.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What color is the big fish on Saturday? What color are the little fish on Sunday?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Sort Words** - Display the Two Sorting Boxes and complete with class to sort words into categories.

Learning Opportunities/Strategies:

Lesson 5 WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Nouns** - Display and read aloud sentences to explain that the highlighted words are nouns.

Set the Purpose:

- **Tell How Characters React** - Discuss how one way a writer tells about a character is to show how the character reacts to an event in the story. Scholars will add a reaction to the story they wrote in Lesson 4.

Resources:

Lesson 5 READING: Use Words to Understand a Story

- TE pg. 52
- *I Love Saturdays y domingos*
- TE pg. 52
- *I Love Saturdays y domingos*
- TE pg. 52
- *I Love Saturdays y domingos* pgs. 16-19
- Read Aloud Routine TR12-13
- TE pg. 52
- *I Love Saturdays y domingos* pgs. 16-19
- Think-Pair-Share Routine TR6-7
- TE pg. 53
- *I Love Saturdays y domingos* pgs. 16-19
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 54
- Benchmark Vocabulary - aquarium, seashore, pier, soars
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 54
- Two Sorting Boxes TR46
- *I Love Saturdays y domingos* pg. 16

Resources:

Lesson 5 WRITING: Narrative Writing

- TE pg. 61
- TE pg. 58

Grade K Reading/Writing

Teach and Model:

- **Tell How Characters React** - Display and read aloud excerpts from *I Love Saturdays y domingos* to see how the writer tells how the girl reacts to events in the story.

Prepare to Write:

- **Describe a Character's Reaction** - Scholars review the event in school they wrote in Lesson 4. Explain that they need to choose specific words to show their reaction to the event. Use a Three-Column Chart to list possible reactions. Teacher chooses reactions from the chart and models writing them as complete sentences.

Independent Writing Practice:

- **Describe a Character's Reaction** - Scholars dictate or write to add a reaction to the family event or tradition they wrote in Lesson 4.

Share Writing:

- Volunteers share their events and reactions with the class. The class identifies the character that reacts to the event in the story.

Learning Opportunities/Strategies:

Lesson 6 READING: Describe Characters

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that using time-order words puts events in sequence.
- **Engage Scholars** - Display the cover of *I Love Saturdays y domingos* to recall the characters, setting, and events up to p. 20. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will identify and describe the characters in the story.
- **Read** - Follow Read Aloud Routine to read *I Love Saturdays y domingos* pgs. 20-23 focusing on the characters and their experiences.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did Grandpa do as a boy? What did Abuelito do for a job when he was young?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg.58
- *I Love Saturdays y domingos* pgs. 16-17 and 18-19

- TE pg. 59
- Three-Column Chart
- Teacher Modeled Writing

- TE pg. 60
- Student Writing Lesson 4
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 READING: Describe Characters

- TE pg. 62
- *I Love Saturdays y domingos*

- TE pg. 62
- *I Love Saturdays y domingos*

- TE pg. 62
- *I Love Saturdays y domingos* pgs. 20-23
- Read Aloud Routine TR12-13

- TE pg. 62
- *I Love Saturdays y domingos* pgs. 20-23
- Think-Pair-Share Routine TR6-7

- TE pg. 63
- *I Love Saturdays y domingos* pgs. 20-23
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

Grade K Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - Display and complete with class the T-chart to list what Grandpa looks like, says, does, and feels.

Learning Opportunities/Strategies:

Lesson 6 WRITING: Narrative Writing

Set the Purpose:

- **Revise Writing** - Explain that when writers revise they make their writing better by using details to tell about events in order. Scholars will revisit the story they wrote in Lessons 4 and 5 and revise it by adding another detail.

Teach and Model:

- **Revise Writing** - Display and read excerpts from *I Love Saturdays y domingos* to see how the writer adds details to make the story more interesting.

Prepare to Write:

- **Add Details to Writing** - Use questions, display, and read aloud sentence from *I Love Saturdays y domingos* to model thinking aloud to critique it. Display picture of the dollhouse from *I Love Saturdays y domingos* to model finding and adding a detail to the sentence.

Independent Writing Practice:

- **Add Details to Writing** - Scholars go back to their story about a family event or tradition in Lessons 4 and 5. They revise their writing by adding another detail to their story.

Share Writing:

- Volunteers share their picture and writing with the class, pointing out the details they added. The class tells how the new details make the descriptions of the events better.

Learning Opportunities/Strategies:

Lesson 7 READING: Understand New Words in a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that different cultures share similar experiences.

- TE pgs. 63-64
- By-the-Way Words - Europe, Texas, covered wagon
- Benchmark Vocabulary - trail, proud
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 64
- T-chart TR43
- *I Love Saturdays y domingos* pg. 20

Resources:

Lesson 6 WRITING: Narrative Writing

- TE pg. 68

- TE. pg. 68
- *I Love Saturdays y domingos* pg. 24

- TE pg. 69
- *I Love Saturdays y domingos*
- Teacher Think Aloud
- Teacher Modeled Writing

- TE pg. 70
- Student's Writing Lessons 4 and 5
- Digital Options

- TE pg. 70
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 7 READING: Understand New Words in a Story

- TE pg. 72
- *I Love Saturdays y domingos*

Grade K Reading/Writing

- **Engage Scholars** - Display cover of *I Love Saturdays y domingos* to tell about the characters. Scholars compare and contrast an experience the girl has on a Saturday and a Sunday. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will find the meaning of unknown words and use them to make new sentences.
- **Read** - Follow Read Aloud Routine to read *I Love Saturdays y domingos* pgs. 24-27 focusing on details about the girl's experience with both sets of grandparents.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do Grandma and Grandpa give the girl? What do Abuelito and Abuelita give the girl?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. **High-Frequency Words** - Follow steps on TE pg. 74a (are, that, do).

Language Analysis:

- **Use Story Words** - Display and complete with class the Three-Column Chart to relate words in the text to words scholars use in daily life.

Learning Opportunities/Strategies:

Lesson 7 WRITING: Narrative Writing

Set the Purpose:

- **Retell a Story** - Explain that when writing to retell story events, writers tell the events in order and include details about the events and what the characters do. Scholars will retell three activities the girl did in *I Love Saturdays y domingos*.

Teach and Model:

- **Retell a Story** - Display list of three things a writer includes in a retelling. Display and read aloud excerpts from *I Love Saturdays y domingos* to see how a writer uses details to retell story events.

Prepare to Write:

- TE pg. 72
- *I Love Saturdays y domingos*

- TE pg. 72
- *I Love Saturdays y domingos* pgs. 24-27
- Read Aloud Routine TR12-13

- TE pg. 72
- *I Love Saturdays y domingos* pgs. 24-27
- Think-Pair-Share Routine TR6-7

- TE pg. 73
- *I Love Saturdays y domingos* pgs. 24-27
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 74
- Benchmark Vocabulary - dollhouse
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 74
- Three-Column Chart TR44
- *I Love Saturdays y domingos* pg. 24

Resources:

Lesson 7 WRITING: Narrative Writing

- TE pg. 78
- *I Love Saturdays y domingos*

- TE. pg. 68
- *I Love Saturdays y domingos* pgs. 10, 11, and 28

Grade K Reading/Writing

- **Retell Activities** - Teacher models how to choose and write an event from *I Love Saturdays y domingos*. Teacher continues to model by writing and discussing details about this event.

Independent Writing Practice:

- **Retell Activities** - Scholars choose three activities the girl does in *I Love Saturdays y domingos* and dictates or writes to retell the events using details from the story.

Share Writing:

- Volunteers share their writing with the class. The class describes the three activities and then identifies the details about the activities that the writer chose to include.

Learning Opportunities/Strategies:

Lesson 8 READING: Identify Details About Events

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that different cultures share similar experiences.
- **Engage Scholars** - Display *I Love Saturdays y domingos* pgs. 24-27 to recall details about the girl's birthday. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will use details about the events to understand different cultures.
- **Read** - Follow Read Aloud Routine to read pgs. 28-32 in *I Love Saturdays y domingos* focusing on how the two cultures are a part of the girl's birthday.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does a piñata look like? Who is at the girl's birthday party?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-The-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 79
- *I Love Saturdays y domingos*
- Teacher Modeled Writing (circus event/details)

- TE pg. 80
- *I Love Saturdays y domingos*.
- Digital Options

- TE pg. 80
- Student Writing

Resources:

Lesson 8 READING: Identify Details About Events

- TE pg. 82
- *I Love Saturdays y domingos*

- TE pg. 82
- *I Love Saturdays y domingos* pgs. 24-27

- TE pg. 82
- *I Love Saturdays y domingos* pgs. 28-32
- Read Aloud Routine TR12-13

- TE pg. 82
- *I Love Saturdays y domingos* pgs. 28-32
- Think-Pair-Share Routine TR6-7

- TE pg. 83
- *I Love Saturdays y domingos* pgs. 28-32
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 83-84
- By-the-Way-Words - mariachis, serenade
- Benchmark Vocabulary - cousins, traditional
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

Grade K Reading/Writing

- **Story Events** - Display and complete with class the Web B chart to list details about the important events in the story.

Learning Opportunities/Strategies:

Lesson 8 WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Verbs** - Display and read aloud sentences to have scholars identify the verbs.

Set the Purpose:

- **Revise to Add Details** - Explain that a writer can revise their writing by adding details such as sequence words and a character's reaction. Scholars will revisit their writing in Lesson 7 and add sequence words and a character's reaction to make their writing more interesting.

Teach and Model:

- **Revise to Add Details** - Display and read aloud excerpts from *I Love Saturdays y domingos* to see how the writer uses sequence words and a character's reaction to an event to revise their writing.

Prepare to Write:

- **Add Details to Writing** - Teacher creates and displays with class a list of sequence words. Teacher models writing a story using sequence words and adding a character's reaction to the story.

Independent Writing Practice:

- **Add Details to Writing** - Scholars review their writing about the girl's activities from Lesson 7. They will add sequence words and a character's reaction to their writing.

Share Writing:

- Volunteers share their writing with the class. The class identifies the sequence words that the writer used to tell their stories in order.

Learning Opportunities/Strategies:

Lesson 9 READING: Identify Details About the Setting

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that pictures and words about events help tell a story.
- **Exploring Poetry** - Display and read aloud *The Crayon Box That Talked*. Scholars discuss how different colors learn to get along.

- TE pg. 84
- Web B chart TR49
- *I Love Saturdays y domingos* pg. 28

Resources:

Lesson 8 WRITING: Narrative Writing

- TE pg. 91

- TE. pg. 88
- *I Love Saturdays y domingos*
- Student Writing Lesson 7

- TE pg. 88
- *I Love Saturdays y domingos* pgs. 6-7 and 31

- TE pg. 89
- Teacher Modeled Writing
- List of Sequence Words

- TE pg. 90
- Student Writing from Lesson 7
- List of Sequence Words
- Digital Options

- TE pg. 90
- Student Writing

Resources:

Lesson 9 READING: Identify Details About the Setting

- TE pg. 92

- TE pg. 92
- *The Crayon Box That Talked* pgs. 56-59 Text Collection

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- **Engage Scholars** - Introduce the story *Apple Pie 4th of July* and discuss the illustration. Essential Questions: How do readers compare and contrast experiences of different characters? How do writers identify the sequence of events in a story? Scholars will understand how to use words they know to learn words they do not know.
- **Read** - Follow Read Aloud Routine to read *Apple Pie 4th of July* focusing on understanding what the story is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who is telling the story? What happens in the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Display and complete with class the T-chart to determine meanings of unknown words.

Learning Opportunities/Strategies:

Lesson 9 WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Verbs** - Display and read aloud sentences and have scholars identify the verbs.

Set the Purpose:

- **Writing Process: Plan and Draft** - Scholars tell about the order of events in *Apple Pie 4th of July* and then plan/draft their own story.

Teach and Model:

- **Writing Process: Plan and Draft** - Writers follow a process when they write a story. Essential Question: How do writers identify the sequence of events in a story? Display and read aloud excerpts from *Apple Pie 4th of July* to see how the writer tells the order of events. Scholars will write about events in their own

- TE pg. 92
- *Apple Pie 4th of July* pg. 5 Text Collection

- TE pg. 92
- *Apple Pie 4th of July* Text Collection
- Read Aloud Routine TR12-13

- TE pg. 92
- *Apple Pie 4th of July* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 93
- *Apple Pie 4th of July* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 93-94
- By-the-Way-Words - Fourth of July, Chinese
- Benchmark Vocabulary - fireworks, customers
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 94
- T-chart TR43
- *Apple Pie 4th of July* pg. 14 Text Collection

Resources:

Lesson 9 WRITING: Narrative Writing

- TE pg. 101

- TE pg. 98
- *Apple Pie 4th of July* Text Collection

- TE pg. 98
- *Apple Pie 4th of July* pgs. 16-17 Text Collection
- List of Pronouns

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life using pronouns. Teacher displays a list of pronouns.

Prepare to Write:

- **Plan to Write a Story** - Teacher lists experiences class has had together. Teacher chooses a class experience to write about. Teacher uses a Three-Column Chart with the headings *Characters*, *Setting*, and *Events* and adds details to the chart. Teacher chooses two or three details from the chart and models writing sentences about that event in order.

Independent Writing Practice:

- **Plan to Write a Story** - Scholars choose a tradition their family has and uses a Three-Column Chart to draw or write details in the appropriate columns. Then they dictate or write sentences about two events from their chart using sequence words and details.

Share Writing:

- Volunteers share their writing with the class. The class identifies the two events and the order in which they happened.

Learning Opportunities/Strategies:

Lesson 10 READING: Identify Details About Characters

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that using time-order words put events in sequence.
- **Engage Scholars** - Discuss with class how their family celebrates the Fourth of July. Display pgs. 10-11 of *Apple Pie 4th of July* and identify three characters. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will see how different characters can react differently to the same experiences.
- **Read** - Follow Read Aloud Routine to read pgs. 6-21 *Apple Pie 4th of July* focusing on identifying details to understand characters.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does the girl hear? What does she smell? What does she see?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine

- TE pg. 99
- List of Classroom Experiences
- Three-Column Chart TR44
- Teacher Modeled Writing (Classroom Experience)

- TE pg. 100
- Three-Column Chart TR44
- Digital Options

- TE pg. 100
- Student Writing

Resources:

Lesson 10 READING: Identify Details About Characters

- TE pg. 102
- TE pg. 102
- *Apple Pie 4th of July* pgs. 10-11 Text Collection
- TE pg. 102
- *Apple Pie 4th of July* pgs. 6-21 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 102
- *Apple Pie 4th of July* pgs. 6-21 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 103
- *Apple Pie 4th of July* pgs. 6-21 Text Collection

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asking scholars to support their answers with evidence.

- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete with class Web A to tell what the girl looks like, says, does, and feels.

Learning Opportunities/Strategies:

Lesson 10 WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Verbs** - Display and read aloud sentences and have scholars identify the verbs.

Set the Purpose:

- **Writing Process: Revise** - Writers use a process when they write a story. After they draft and write, they revise by adding details to make their writing better. Scholars examine how the characters react to events in *Apple Pie 4th of July* and then will revise their story by adding their reaction to an event.

Teach and Model:

- **Writing Process: Revise** - Display an illustration and an excerpt from *Apple Pie 4th of July* to see how the writer and illustrator shows how a character feels.

Prepare to Write -

- **Add a Reaction** - Teacher displays the modeled writing from Lesson 9 (classroom experience). Teacher lists words to describe the feelings of the class in a fourth column of the chart. Teacher models choosing a feeling most of the class had. Teacher adds to writing by modeling how to write a reaction to the class story.

Independent Writing Practice:

- **Add a Reaction** - Scholars review the events they wrote about a family tradition in Lesson 8. They will think about how they felt about their family tradition. They will then dictate or write to add a sentence to their story that tells their reaction to their family tradition.

- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 93-94
- By-the-Way-Words - chow mein
- Benchmark Vocabulary - straighten, videos, sample, few
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 104
- Web A TR48
- *Apple Pie 4th of July* pgs. 6-21 Text Collection

Resources:

Lesson 10 WRITING: Narrative Writing

- TE pg. 111

- TE pg. 108
- *Apple Pie 4th of July* Text Collection

- TE pg. 108
- *Apple Pie 4th of July* pgs. 10-11 and 12-13 Text Collection

- TE pg. 109
- Teacher Modeled Writing (class experience)
- Three-Column Chart

- TE. pg. 110
- Student Writing Lesson 8
- Three-Column Chart
- Digital Options

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Share Writing:

- Volunteers share their writing with the class. The class identifies the reaction to the event and asks questions if they do not understand something.

Learning Opportunities/Strategies:

Lesson 11 READING: Identify Details About Events

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that using time-order words put events in sequence.
- **Explore Cultures** - Discuss what *Apple Pie 4th of July* shows about people from different cultures eating and enjoying different foods.
- **Engage Scholars** - Display illustrations on pgs. 6-21 in *Apple Pie 4th of July* to retell what has happened so far in the story. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will use time order words in the story to identify events.
- **Read** - Follow Read Aloud Routine to read pgs. 22-32 in *Apple Pie 4th of July* focusing on how the story ends.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What happens in the store during this part of the story? What happens after the store closes?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Events** - Display and complete with class the Story Sequence B chart to list the events in order so the story makes sense.

Learning Opportunities/Strategies:

Lesson 11 WRITING: Narrative Writing

Set the Purpose:

- **Writing Process: Revise** - Explain that one way to revise is to add more details by telling about more

- TE pg. 110
- Student Writing

Resources:

Lesson 11 READING: Identify Details About Events

- TE pg. 112
- TE pg. 112
- *Apple Pie 4th of July* Text Collection
- TE pg. 112
- *Apple Pie 4th of July* pgs. 6-21 Text Collection
- TE pg. 112
- *Apple Pie 4th of July* pgs. 22-32 TextCollection
- Read Aloud Routine TR1223
- TE pg. 112
- *Apple Pie 4th of July* pgs. 22-32 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 113
- *Apple Pie 4th of July* pgs. 22-32 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 114
- Benchmark Vocabulary - rooftop, crowded, show
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 114
- Story Sequence B Chart TR42
- *Apple Pie 4th of July* pgs. 22-23 Text Collection

Resources:

Lesson 11 WRITING: Narrative Writing

- TE pg. 118
- Student Writing Lesson 10

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events. Scholars will revise their story by writing another event.

Teach and Model:

- **Writing Process: Revise** - Display and read aloud excerpts from *Apple Pie 4th of July* to see how the writer uses time-order words and phrases to show the order of events.

Prepare to Write -

- **Add an Event** - Teacher displays the story about a class experience to add another event. The class chooses an event to add. Teacher displays a Three-Column Chart with headings *Characters*, *Setting*, and *Event*. Teacher records details the class suggests in the appropriate column. Teacher models adding an event by writing one or two sentences using details from the chart using time-order words.

Independent Writing Practice:

- **Add an Event** - Scholars think of events they can add to their story about a family tradition. They draw or write a list of additional events. and choose one to add to their story. They will dictate or write to add the event to their story using time-order words.

Share Writing:

- Volunteers share their writing with the class. The class identifies the new event and tells how it makes the story more interesting.

Learning Opportunities/Strategies:

Lesson 12 READING: Compare and Contrast Stories

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that characters have similar experiences in different stories.
- **Engage Scholars** - Display both stories to identify the main character and recall an experience character they have had. Essential Questions: How do readers compare and contrast the experiences of different characters? How do writers identify the sequence of events in a story? Scholars will use tell how the two stories are alike and different.
- **Read** - Follow Read Aloud Routine to reread both texts focusing on the experiences of the characters in each story
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How would you describe each girl at the

- TE pg. 118
- *Apple Pie 4th of July*

- TE pg. 119
- Teacher Modeled Writing (class story from Lessons 9 and 10)

- TE 120
- Student Writing Lessons 9 and 10
- Digital Options

- TE 120
- Student Writing

Resources:

Lesson 12 READING: Compare and Contrast Stories

- TE pg. 122
- TE pg. 122
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection

- TE pg. 122
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection
- Read Aloud Routine TR12-13

- TE pg. 122
- *I Love Saturdays y domingos*

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beginning of the stories? How are the characters' experiences in the two books different.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 74a (one, two, three, four, five).

Reading Analysis:

- **Compare and Contrast** - Display and complete with class the Venn Diagram to compare the girls in each story.

Learning Opportunities/Strategies:

Lesson 12 WRITING: Narrative Writing

Set the Purpose:

- **Writing Process: Publish** - Explain that the last step is publishing when writers make a clean copy of the story to share with others. Scholars will review their story they wrote in Lessons 9, 10, and 11 and publish it.

Teach and Model:

- **Writing Process: Publish** - Explain the different ways scholars can publish their writing and how they can add a picture to show more details. Explain the different ways they can share their writing. Display and read aloud excerpts from *I Love Saturdays y domingos* to show how the writer published her writing in a book and included pictures to show more details.

Prepare to Write -

- **Present a Story** - Explain that one way to create a clean copy is to use technology. Display and list the ways scholars can present their stories.

Independent Writing Practice:

- **Present a Story** - Scholars review the story they wrote in Lessons 9, 10, and 11 and have them publish and present them.

- *Apple Pie 4th of July* pg. 5 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 123
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 124
- Benchmark Vocabulary - aquarium, traditional, fireworks, customers
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 124
- Venn Diagram TR47
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection

Resources:

Lesson 12 WRITING: Narrative Writing

- TE pg. 128
- Student Writing Lessons 9, 10, and 11

- TE pg. 128
- *I Love Saturdays y domingos* pgs. 6-7

- TE pg. 129

- TE pg. 130
- Student Writing Lessons 9, 10, and 11
- Digital Options

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Share Writing:

- Volunteers share their writing with the class. The class identifies the way the writer chooses to publish their narrative.

Learning Opportunities/Strategies:

Lesson 13 READING: Ask and Answer Questions

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners will understand that different cultures share similar experiences.
- **Engage Scholars** - Display both stories to recall what each story is about. Essential Questions: How do readers compare and contrast the experiences of events in a story? How do writers identify the sequence of events in a story? Scholars will ask and answer questions to learn more about the characters, settings, and events in both stories.
- **Read** - Follow Read Aloud Routine to take a picture walk through both books to recall the characters, setting, and events in the stories.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What happened at the beginning of *I Love Saturdays y domingos*? What happened at the end of *Apple Pie 4th of July*?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-chart to record questions and look for answers.

Learning Opportunities/Strategies:

Lesson 13 WRITING: Narrative Writing

Conventions Mini-Lesson:

- TE pg. 130
- Student Writing

Resources:

Lesson 13 READING: Ask and Answer Questions

- TE pg. 132
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection

- TE pg. 132
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection

- TE pg. 132
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection
- Read Aloud Routine TR12-13

- TE pg. 132
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 133
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 134
- Benchmark Vocabulary - collection, spongy, straighten, few
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 134
- T-chart TR43
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection

Resources:

Lesson 13 WRITING: Narrative Writing

Grade K Reading/Writing

- **Capitalize the Pronoun I** - Display and read aloud sentences to show that the pronoun *I* always is spelled with an uppercase *I*.

Set the Purpose:

- **Identify Similarities and Differences** - Scholars will compare and contrast the experiences of the main characters in *I Love Saturdays y domingos* and *Apple Pie 4th of July*.

Teach and Model:

- **Identify Similarities and Differences** - use questions, display, and read aloud excerpts from *I Love Saturdays y domingos* and *Apple Pie 4th of July* to discuss how experiences of the characters are alike and different.

Prepare to Write -

- **Compare and Contrast Characters** - Teacher models how to identify one experience each main character has in *I Love Saturdays y domingos* and *Apple Pie 4th of July*. The teacher then models how to compare and contrast the experience of the main character.

Independent Writing Practice:

- **Compare and Contrast Characters** - Scholars use the similarities and differences identified to dictate or write sentences comparing and contrasting the experiences of the narrators. They then write one sentence about the way the characters are alike.

Share Writing:

- Volunteers share their writing with the class. The class identifies the experiences the writer uses to compare and contrast the characters.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Narrative Task: Write About A Day With My Friend** - Scholars will pretend they are friends with the main character in either *I Love Saturdays y domingos* or *Apple Pie 4th of July*. They will draw, dictate, or write a simple narrative telling about a day they spend together.
- **Scholars will:**
 - describe three things they do with their friend.
 - use the words first, next, and last to tell about the events in the order.
 - provide a reaction to what happens.
 - use complete sentences.

- TE pg. 141

- TE pg. 138
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection

- TE pg. 138
- *I Love Saturdays y domingos* pg. 21
- *Apple Pie 4th of July* pg. 19 Text Collection

- TE pg. 139
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection
- Teacher Think Alouds

- TE pg. 140
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July*
- Digital Options

- TE pg. 140
- Student Writing

Resources:

Performance-Based Assessment:

- TE pg. 142
- Student Reproducible pg. 146

Grade K Reading/Writing

Prepare:

- **Review** - Discuss Essential Questions: How do readers compare and contrast the experiences of events in a story? How do writers identify the sequence of events in a story? Read aloud the Performance-Based Assessment.
- **Revisit the Text** - Display and read aloud excerpts in *I Love Saturdays y domingos* to guide scholars to identify the events, the time-order words, and how the narrator reacts to the events.

Learning Opportunities/Strategies:

Performance-Based Assessment:

Create: Guide scholars to choose a main character from one of the selections and draw, dictate, or write a story about the character and themselves. Their story should include three things they and the character do together. They should tell about these events in the order in which they happen using time-order words. They should also include how the characters react to the events.

Score Writing: Use Narrative Writing Rubric

Present: Follow suggestions for Scholars to share their writing with the class or in small groups.

Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

- TE pg. 143
- Performance-Based Assessment
- TE pg. 143
- *I Love Saturdays y domingos* pgs. 24-31

Resources:

Performance-Based Assessment:

- TE pg. 144
- paper, pencils, crayons or markers
- *I Love Saturdays y domingos*
- *Apple Pie 4th of July* Text Collection
- Digital Options
- TE pg. 147 Narrative Writing Rubric
- TE pg. 148
- TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice
Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth 	Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth 	Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing 	Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing
Realize Online Platform <ul style="list-style-type: none"> • Games/Videos 	Realize Online Platform <ul style="list-style-type: none"> • Games/Videos • Listen to Reading 		

Grade K Reading/Writing

<ul style="list-style-type: none"> Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Unlock Language Learning Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Four: Learning About Each Other and the World - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- RI.CR.K.1.** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3.** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.PP.K.6.** -With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.MF.K.6.** - 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).

NJSLS Reading Foundational Skills

- L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.2.A.** - Recognize and produce rhyming words.
- L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.2.C.** Blend and segment onsets and rimes of single-syllable spoken words.
- L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables.
- L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken single syllable words (simple syllable that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

Grade K Reading/Writing

- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
- **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- **L.WF.K.2.C** Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- **L.WF.K.2.D** Writing frequently used words accurately.
- **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
- **L.WF.K.2.F** Writing initial and final consonant blends (must, slab, plump).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
- **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
- **L.WF.K.3.B** Write simple sentences.
- **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- **L.WF.K.3.D** Use end punctuation.
- **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
- **L.WF.K.3.F** Write sentences with increasing complexity.
- **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
- **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.KL.K.1A.** Use frequently occurring nouns and verbs.
- **L.KL.K.1B.** Form regular plural nouns orally by adding s or es (e.g. dogs, wishes)
- **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
- **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
- **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS ELA Writing

Grade K Reading/Writing

- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Social Studies

- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.
- **6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- **6.1.2.EconEM.3:** Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1-**Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.FP.3-** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.RM.1-** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.IML.1-** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3-** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4-** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1-**Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.7-** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Grade K Reading/Writing

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Readers understand that information in texts may have a variety of text features. • Writers understand that informational texts provide facts and details that give readers an understanding of a topic. • Learners understand that learning about different traditions helps us better understand others. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How do readers use text features to better understand an informational text. • How do writers use facts to compose text about a topic?
<p><u>Content: (Module Goals)</u></p> <ul style="list-style-type: none"> • Readers will use text features to demonstrate understanding of informational texts. • Writers will compose an informative text that names the topic and includes facts about it. • Learners will understand what makes different cultures unique and what makes them similar. <p>Text Complexity - TR52 - TR55 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> • Quantitative Measures <ul style="list-style-type: none"> ◦ Lexile • Qualitative Measures <ul style="list-style-type: none"> ◦ Literary/Informational Text ◦ Text Structure ◦ Language and Vocabulary ◦ Theme and Knowledge Demands • Reader and Task Consideration <ul style="list-style-type: none"> ◦ Motivation, Knowledge, Experiences of Students ◦ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Main Topic and Key Details • Make Connections • Key Details • Author's Reasons • Connect Pictures and Words • Ask and Answer Questions <p>Writing</p> <ul style="list-style-type: none"> • Choose a Topic • Write a Fact • Think of Questions About a Text • Find Answers to Questions • List Topics • Write Facts • Use Sources • Write Facts and Details • Make Revisions • Tell What is Alike and Different

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> • Informative/Explanatory Task: Write Questions and Answers - Scholars will think of two questions about the selections <i>Making Music</i> and <i>Clothes in Many Cultures</i>. They will use evidence from the texts to answer the questions. • Scholars will: <ul style="list-style-type: none"> ◦ dictate or write one question about music and one question about clothing. ◦ draw, dictate, or write the answer to each question using facts from the texts. ◦ check to make sure they write complete sentences with proper capitalization and punctuation. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ◦ Benchmark Vocabulary Practice ◦ Text Analysis Practice/Application ◦ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ◦ Reading/Language Analysis ◦ Write in Response to Reading ◦ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ◦ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ◦ Narrative ◦ Informative/Explanatory ◦ Opinion • Oral Reading Fluency Quick Checks
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Grade K Reading/Writing

	Summative Assessments: <ul style="list-style-type: none"> Performance-Based Assessment - Module A & B
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Identify Main Topic and Key Details</p> <p>Build Understanding:</p> <ul style="list-style-type: none"> Set the Purpose - Share the Enduring Understanding: Writers understand that informational texts provide facts and details that give readers an understanding of a topic. Scholars will use details from the text to identify and understand the main topic. Engage Scholars - Introduce <i>Making Music</i>. Think about the Essential Questions: How do readers use text features to better understand an informational texts? How do writers use facts to compose text about a topic? Read - Follow Read Aloud Routine to read <i>Making Music</i> focusing on what the text is about. Turn and Talk - Follow Think-Pair-Share Routine to discuss: What are some ways to make music? <p>Close Read:</p> <ul style="list-style-type: none"> Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> Main Topic and Key Details - Display Main Idea graphic organizer to find the main topic of the text. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - WRITING: Informative/Explanatory Writing</p> <p>Set the Purpose:</p> <ul style="list-style-type: none"> Name a Topic - Discuss that in informational writing writers they give information about a topic using facts, details, or examples. Scholars will name their own topic and dictate or write to tell about the topic. <p>Teach and Model:</p>	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Identify Main Topic and Key Details</p> <ul style="list-style-type: none"> TE pg. 162 TE pg. 162 <i>Making Music</i> TE pg. 162 <i>Making Music</i> Read Aloud Routine TR12-13 TE pg. 162 <i>Making Music</i> Think-Pair-Share Routine TR6-7 TE pg. 163 <i>Making Music</i> Whole Class Discussion Routine TR8-9 Small Group Discussion TR10-11 TE pgs. 163-164 By-the-Way Word - drumsticks, rattles Benchmark Vocabulary - drumsticks, rattles Benchmark Vocabulary Routine for Informational Text TR28-31 Generative Vocabulary Chart TE 152-155 TE pg. 164 <i>Making Music</i> <p><u>Resources:</u></p> <p>Lesson 1 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> TE pg. 168

Grade K Reading/Writing

- **Name a Topic** - Explain that writers tell the topic in the title, on the first page, or near the beginning of the text. Display and read aloud excerpts from *Making Music* to see how the writer tells the reader about the topic. Guide scholars to name the topic of this book.

Prepare to Write:

- **Choose a Topic** - Teacher will model how scholars can name a topic for their writing. Teacher guides scholars to brainstorm and lists topics about music. Cross off the topics that are too big or too small. Encourage scholars to choose from the topics left. Teacher selects a topic (Musical Instruments with Strings) and models writing a sentence that names the topic.

Independent Writing Practice:

- **Choose a Topic** - Scholars think about musical instruments they know well and decide which would be best to write about. Scholars will name the topic and dictate or write a sentence that tells the topic.

Share Writing:

- Volunteers share their sentence with the class. The class identifies each writer's topic.

Learning Opportunities/Strategies:

Lesson 2 - READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that informational texts may have a variety of text features. Learners use a glossary to answer questions about the meaning of unknown words.
- **Engage Scholars** - Display the cover of *Making Music*. Scholars recall details about the book. Think about the Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to read pgs. 2-7 of *Making Music*. In this first reading, learners should focus on the features of the text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why are people's voices special instruments?

Close Read:

- TE pg. 168
- *Making Music* pg. 2 and the Title

- TE pg. 169
- List of Music Topics
- Teacher Modeled Writing (Musical Instruments with Strings)

- TE pg. 170
- Digital Options

- TE pg. 170
- Student Writing

Resources:

Lesson 2 - READING: Use Words to Understand a Text

- TE pg. 172

- TE pg. 172
- *Making Music*

- TE pg. 172
- *Making Music* pgs. 2-7
- Read Aloud Routine TR12-13

- TE pg. 172
- *Making Music*
- Think-Pair-Share Routine TR6-7

Grade K Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Learners find the meaning of unknown words if told by the author in the text, looking up meaning in a glossary, or by finding clues from other words or pictures on the page.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Tell a Fact About a Topic** - Scholars will examine the facts the writer tells in *Making Music* and then will dictate or write to tell a fact about the topic they chose in Lesson 1.

Teach and Model:

- **Tell a Fact About a Topic** - Explain that a fact is something that can be proved to be true. Display and read aloud excerpts from *Making Music* to see how the writer supplies information about the topic.

Prepare to Write:

- **Write a Fact** - Teacher displays modeled writing from Lesson 1 (Musical Instruments with Strings) and models how to think of a fact about the topic. Class brainstorms and teacher lists facts. Class decides which fact would be the most interesting and selects one. Teacher models writing a sentence that tells this fact.

Independent Writing Practice:

- **Write a Fact** - Scholars recall the topic they wrote in Lesson 1 and dictates or writes a fact about the topic. They may need to research print and digital sources.

Share Writing:

- Volunteers read their topic and fact sentence to the class. The class discusses how the fact supports the writer's topic.

- TE pg. 173
- *Making Music*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 174
- Benchmark Vocabulary - important, instrument
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 174
- *Making Music*
- Main Idea Chart TR40

Resources:

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 178
- *Making Music*

- TE pg. 178
- *Making Music* pgs. 5-6

- TE pg. 179
- Teacher Modeled Writing Lesson 1 (Musical Instruments with Strings)
- Teacher Modeled Writing

- TE pg. 180
- *Making Music*
- Digital Options

- TE pg. 180
- Student Writing

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 READING: Make Connections in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that learning about different traditions helps us better understand others.
- **Engage Scholars** - Review front cover of *Making Music* and recall what the book is about. Think about the Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to read pgs. 8-11 of *Making Music* focusing on connecting the main idea and the details that support the main idea.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What musical instruments does this section tell about?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- Display the Cause and Effect graphic organizer to look for connections between events in the text.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Produce a Complete Sentence** - Explain the features of a complete sentence. Display and read aloud the sentence and explain why it is a complete sentence.

Set the Purpose:

- **Write a Question** - Explain that when readers read an informational text they ask and answer questions about the text. Scholars will read a Student Model to

Resources:

Lesson 3 READING: Make Connections in a Text

- TE pg. 182
- TE pg. 182
- *Making Music*
- TE pg. 182
- *Making Music* pgs. 8-11
- Read Aloud Routine TR12-13
- TE pg. 182
- *Making Music* pgs. 8-11
- Think-Pair-Share Routine TR6-7
- TE pg. 183
- *Making Music* pgs. 8-11
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 183-184
- By-the-Way-Words - panpipes, tribal drums
- Benchmark Vocabulary - world, bells
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 184
- *Making Music* pgs. 8-11
- Cause and Effect graphic organizer TR36

Resources:

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191
- TE pg. 188
- *Making Music*
- Student Model

Grade K Reading/Writing

study questions students asked and wrote about the book *Making Music*. Then they will write their own question about the book.

Teach and Model:

- **Write a Question** - Review question words and punctuation for questions. Teacher gives example of different questions readers can ask. Display and read aloud the Student Model to study questions.

Prepare to Write:

- **Think of Questions About a Text** - Teacher models asking questions and records. Scholars ask questions about pgs. 2-7 in *Making Music*. Teacher uses a Two-Column Chart to record questions in the left column.

Independent Writing Practice:

- **Think of Questions About a Text** - Scholars dictate or write a question about one of the musical instruments discussed on pgs. 8-11 of *Making Music*.

Share Writing:

- Volunteers share their question with the class. The class asks what the writer can do to find the answer to their question.

Learning Opportunities/Strategies:

Lesson 4 READING: Use Key Details to Understand a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that informational texts provide facts and details that give readers an understanding of a topic.
- **Engage Scholars** - Display front and back covers and Contents of *Making Music* and recall the topic of the book. Think about the Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to read pgs. 12-15 of *Making Music* focusing on finding key details that support the topic.
- **Turn and Talk** - Follow Think-Pair- Routine to discuss: What does written music tell people who play musical instruments?

Close Read:

- TE pg. 188
- *Making Music* pgs. 2-7
- Student Model

- TE pg. 189
- *Making Music* pgs. 2-7
- Two-Column Chart

- TE pg. 190
- Digital Options

- TE pg. 190
- Student Question

Resources:

Lesson 4 READING: Use Key Details to Understand a Text

- TE pg. 192
- TE pg. 192
- *Making Music* Cover and Table of Contents
- TE pg. 192
- *Making Music* pgs. 12-15
- Read Aloud Routine TR12-13
- TE pg. 192
- *Making Music* pgs. 12-15
- Think-Pair-Share Routine TR6-7

Grade K Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Details** - Display and complete the Web A graphic organizer to identify key details in the book.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Produce Complete Sentences** - Explain the features of a complete sentence. Display and read aloud the sentence and explain why it is a complete sentence.

Set the Purpose:

- **Write an Answer** - Scholars will read answers students wrote to their questions about the book and then will write an answer to their own question about the book.

Teach and Model:

- **Write an Answer** - Display and read aloud the Student Model in *Making Music* to see how the students found answers to their questions.

Prepare to Write:

- **Find Answers to Questions** - Teacher models answering questions. Display the Two-Column Chart from Lesson 3 and guide scholars to find and record an answer to each question.

Independent Writing Practice:

- **Find Answers to Questions** - Scholars will dictate or write an answer to the question they wrote in Lesson 3. They can look for an answer in print or digital source or in *Making Music* pgs. 8-11.

Share Writing:

- Volunteers share their questions and answers with the class. The class determines if the answer answers the question completely.

- TE pg. 193
- *Making Music* pgs. 12-15
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 194
- Benchmark Vocabulary - note, memory
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 194
- Web A graphic organizer TR48

Resources:

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201
- TE pg. 198
- Student Model
- *Making Music* pgs. 2-7
- TE pg. 198
- Student Model
- *Making Music* pgs. 2-7
- TE pg. 199
- Two-Column Chart from Lesson 3
- *Making Music* pgs. 2-7 and pgs. 20-23
- TE pg. 200
- Student Writing Lesson 3
- *Making Music* pgs. 8-11
- Digital Options
- TE pg. 200
- Student Writing
- Writing Keystone Checklist

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 READING: Find Reasons That Support Points

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that learning about different traditions helps us better understand others.
- **Explore Poetry** - Display and read aloud poem "Kids" on pp. 62-63 *Text Collection*. Scholars identify rhyming words and discuss what point the poet is making.
- **Engage Scholars** - Display cover and Contents of *Making Music* and recall topic and key details. Think about the Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to read pgs. 16-19 of *Making Music* focusing on who lives together and how they live together in a pond.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How can people make music without playing a musical instrument?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Make Connections** - Display Main Idea graphic organizer to identify author's points and reasons.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Explain that expanding a sentence makes it longer. Display and read aloud sentences to show how the expanded sentence has more information.

Set the Purpose:

Resources:

Lesson 5 READING: Find Reasons That Support Points

- TE pg. 202
- *Making Music*
- TE pg. 202
- "Kids" pgs. 62-63 *Text Collection*
- TE pg. 202
- *Making Music*
- TE pg. 202
- *Making Music*
- Read Aloud Routine TR12-13
- TE pg. 202
- *Making Music* pgs. 16-19
- Think-Pair-Share Routine TR6-7
- TE pg. 202
- *Making Music* pgs. 16-19
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 204
- Benchmark Vocabulary - stomp, hum
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 204
- Main Idea graphic organizer TR40

Resources:

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211

Grade K Reading/Writing

- **Name a Topic** - Scholars practice naming topics for informational writing and then will choose and write a topic for their own informational writing.

Teach and Model:

- **Name a Topic** - Explain how writers choose a topic for informational writing. Teacher think aloud to model how one can write a narrative, opinion, and informational piece about drums. Display and read aloud the table of contents in *Making Music* to see how the headings tell readers what the writer is writing about in the book.

Prepare to Write:

- **List Topics** - Teacher models how he/she chose the topic of drums in *Making Music* to write about. Scholars think about and choose an instrument in *Making Music* and then complete the sentence frame, *My topic is _____*. Teacher displays and completes with class a Three-Column Chart to list music topics.

Independent Writing Practice:

- **Name a Topic** - Scholars choose a topic from the list and then dictate or write a sentence that names the topic.

Share Writing:

- Volunteers share their sentence with the class. The class identifies the topic.

Learning Opportunities/Strategies:

Lesson 6 READING: Relate Pictures and Words in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that informational texts may have a variety of text features.
- **Engage Scholars** - Recall the topic of *Making Music* and summarize main points. Think about the Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to read pgs. 20-23 of *Making Music* focusing on understanding the materials and steps in the procedure.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is the first step? Can you skip that

- TE pg. 208

- TE pg. 208
- Teacher Think Aloud
- *Making Music* pg. 1

- TE pg. 209
- *Making Music*
- Teacher Think Aloud
- Sentence Frame
- Three-Column Chart - List of Music Topics
- *Making Music*

- TE pg. 210
- Three-Column Chart - List of Music Topics
- Digital Options
- *Making Music*

- TE pg. 210
- Student Writing

Resources:

Lesson 6 READING: Relate Pictures and Words in a Text

- TE pg. 212

- TE pg. 212
- *Making Music*

- TE pg. 212
- *Making Music* pgs. 20-23
- Read Aloud Routine TR12-13

- TE pg. 212
- *Making Music* pgs. 20-23
- Think-Pair-Share Routine TR6-7

Grade K Reading/Writing

step? What is the fourth step? Can you skip that step?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Connect Pictures and Words** - Display the T-Chart to show how pictures and words in a text are related or connected.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Tell Information About a Topic** - Scholars will identify information the writer of *Making Music* gives about the topic and will write a fact about the topic of their own writing.

Teach and Model:

- **Tell Information About a Topic** - Display and read aloud excerpts from *Making Music* to see how the writer gives examples, facts, and details about the topic.

Prepare to Write:

- **Write Facts** - Scholars will tell information about their topic. Teacher thinks aloud about how to tell facts about his/her topic (drums). Teacher uses pg. 10 of *Making Music* to read a fact about drums and then models writing it. Teacher guides class to choose a musical instrument from *Making Music* and models writing the topic, looking in the book for a fact, and then writing the fact.

Independent Writing Practice:

- **Write Facts** - Scholars recall the topic sentence they wrote in Lesson 5 and then dictates or writes a fact about their music topic based upon what they read in *Making Music* or researched.

Share Writing:

- TE pg. 213
- *Making Music* pgs. 20-23
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 214
- Benchmark Vocabulary - strips, wrap, decorate
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 214
- T-Chart TR43

Resources:

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 218
- *Making Music*
- TE pg. 218
- *Making Music* pgs. 4-6, 10, and 14
- TE pg. 219
- Teacher Think Aloud
- *Making Music*
- Teacher Model Writing
- TE pg. 220
- Student Writing Lesson 5
- *Making Music*
- Digital Options

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- Class shares their topic and fact sentence with the class. The class explains how the fact supports the writer's topic.

Learning Opportunities/Strategies:

Lesson 7 READING: Identify Main Topic and Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that informational texts provide facts and details that give readers an understanding of a topic.
- **Engage Scholars** - Introduce the book *Clothes in Many Cultures*. Share the Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic? Scholars will learn how text features can help them understand topic of an informational text.
- **Read** - Follow Read Aloud Routine to read *Clothes in Many Cultures* focusing on understanding what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did you learn about clothes?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic and Key Details** - Display and complete the Main Idea graphic organizer to model identifying the topic and details of *A Clothes in Many Cultures*.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Name a Topic** - Scholars will identify the topic of a text and then choose and write a topic for their informative writing.

Teach and Model:

- TE pg. 220
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 7 READING: Identify Main Topic and Key Details

- TE pg. 222
- TE pg. 222
- *Clothes in Many Cultures* Text Collection

- TE pg. 222
- *Clothes in Many Cultures* Text Collection
- Read Aloud Routine TR12-13

- TE pg. 222
- *Clothes in Many Cultures* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 223
- *Clothes in Many Cultures* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 223-224
- By-the-Way Words - cultures
- Benchmark Vocabulary - powwows, ceremonies
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 224
- Main Idea Chart TR40
- *Clothes in Many Cultures* Text Collection

Resources:

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 228

Grade K Reading/Writing

- **Name a Topic** - Use questions and excerpts from *Clothes in Many Cultures* to guide scholars to see that the writer uses both the title and the words on the first page to tell the topic

Prepare to Write:

- **List Topics** - Teacher thinks aloud to model how to think of topics about clothes. Scholars brainstorm and teacher lists topics about clothes. Cross off topics on the lists that are too big or too small. Scholars decide on the most interesting topic and teacher models writing a topic sentence.

Independent Writing Practice:

- **Name a Topic** - Scholars choose one kind of clothing to write about. They use the name of the clothing as their topic and then dictate or write a sentence that tells about the topic.

Share Writing:

- Volunteers share their writing with the class. The class identifies the topic.

Learning Opportunities/Strategies:

Lesson 8 READING: Recognize Text Features

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that informational texts may have a variety of text features. Learners will practice identifying text features.
- **Engage Scholars** - Display the front cover of *Clothes in Many Cultures*. Learners identify topic and recall one detail of text. Think about Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to read pgs. 33-39 of *Clothes in Many Cultures* focusing on text features and what information they provide.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What details did you learn about parkas? In what part of the world do people wear sarongs?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 228
- *Clothes in Many Cultures* pg. 34 and the Title Text Collection

- TE pg. 229
- Teacher Think Aloud
- List of Topics (Clothes)
- Teacher Modeled Writing (Topic Sentence - *Rainy Day Clothes*)

- TE pg. 230
- List of Topics (Clothing)
- Digital Options

- TE pg. 230
- Student Writing

Resources:

Lesson 8 READING: Recognizing Text Features

- TE pg. 232

- TE pg. 232
- *Clothes in Many Cultures* pg. 33 Text Collection

- TE pg. 232
- *Clothes in Many Cultures* pg. 33-39 Text Collection
- Read Aloud Routine TR12-13

- TE pg. 232
- *Clothes in Many Cultures* pg. 33-39 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 233
- *Clothes in Many Cultures* pg. 33-39 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

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- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Make Connections** - Display T-Chart to identify the purpose of text features.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Capitalize** - Display sentence to explain that the first word in a sentence and the pronoun *I* is always capitalized.

Set the Purpose:

- **Research a Topic** - Scholars will identify facts and details about a topic and then research information about the topic they chose in Lesson 7.

Teach and Model:

- **Research a Topic** - Display and read aloud excerpts from *Clothes in Many Cultures* to see how the writer found her research and included it in her writing.

Prepare to Write:

- **Use Sources** - Display Teacher Modeled Writing from Lesson 7 (Topic Sentence - *Rainy Day Clothes*). Provide sources that tell about clothes for different kinds of weather and photographs of people in rainy-day gear. Guide scholars to look through the information. Teacher models taking and writing notes about rainy-day clothes from the sources.

Independent Writing Practice:

- **Use Sources** - Scholars review their topic sentence about clothes they wrote in Lesson 7. Teacher provides sources (e.g., Kindergarten level books and internet sites that tell about different types of clothes. Guide scholars to use the sources to find facts about their topic. Scholars dictate or write facts using sentence frames.

Share Writing:

- Volunteers share their notes and sources with the class. The class identify show the notes relate to the chosen topic.

- TE pgs. 233-234
- By-the-Way Words - keep
- Benchmark Vocabulary - parkas, sarongs
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 234
- T-Chart TR43
- *Clothes in Many Cultures* Text Collection

Resources:

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 241

- TE pg. 238

- TE pg. 238
- *Clothes in Many Cultures* pgs. 36-39 Text Collection

- TE pg. 239
- Teacher Modeled Writing Lesson 7 (Topic Sentence - *Rainy Day Clothes*)
- Sources - Rainy-Day Gear
- Teacher Modeled Writing (Research Notes)

- TE pg. 240
- Student Writing Lesson 7
- Sources
- Sentence Frames
- Digital Options

- TE pg. 249
- Student Notes and Sources

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 READING: Use Key Details to Understand a Text

Build Understanding:

- **Set the Purpose** - Focus instruction on Enduring Understanding: Writers understand that informational texts provide facts and details that give readers an understanding of a topic.
- **Explore Poetry** - Display and read aloud poem "It's a Small World" on pp. 60-61 of *Text Collection*.
- **Engage Scholars** - Display pg. 33 of Text Collection. Learners recall details from *Clothes in Many Cultures*. Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to read pgs. 40-43 of *Clothes of Many Cultures* focusing on the differences in the clothes people wear.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is the office worker wearing? What is the rancher wearing?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display T-Chart with headings Questions/Answers. Model writing and answering questions using *Clothes in Many Cultures*.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **End Punctuation** - Display sentences to show that a sentence always has a punctuation mark at the end.

Set the Purpose:

- **Tell Information** - Scholars will identify information in *Clothes in Many Cultures* and will choose different kinds of information for their own writing topic.

Resources:

Lesson 9 READING: Use Key Details to Understand a Text

- TE pg. 242
- TE pg. 242
- "It's a Small World" pp. 60-61 *Text Collection*
- TE pg. 242
- *Clothes in Many Cultures* Text Collection
- TE pg. 242
- *Clothes in Many Cultures* Text Collection
- Read Aloud Routine TR12-13
- TE pg. 242
- *Clothes of Many Cultures* pp. 40-43 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 243
- *A Bed for the Winter* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 244
- Benchmark Vocabulary - business suits, sturdy
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 244
- T-Chart TR43
- *Clothes in Many Cultures* pg. 33 Text Collection

Resources:

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251
- TE pg. 248
- *Clothes in Many Cultures* Text Collection
- Student Writing Lesson 8

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Teach and Model:

- **Tell Information** - Review Essential Question: How do writers use facts to compose text about a topic? Display and read aloud the facts and details the writer in *Clothes in Many Cultures* used to tell about her topic and what order she put it in.

Prepare to Write:

- **Write Facts and Details** - Display Teacher Modeled Writing from Lesson 7 and Research Notes from Lesson 8. Model by choosing two or more facts from the research notes that tell about the topic (*Rainy Day Clothes*). Model how to write the facts in complete sentences adding it to the title and topic sentence.

Independent Writing Practice:

- **Write Facts and Details** - Scholars review the topic they chose about clothes and notes they wrote in lesson 7 and 8. They choose one fact about their topic from their notes and write the fact.

Share Writing:

- Volunteers share their writing. Class explains what the chosen fact tells about the topic.

Learning Opportunities/Strategies:

Lesson 10 READING: Connect Events and Ideas in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that informational texts provide facts and details that give readers an understanding of a topic. Learners connect facts and details to better understand the topic.
- **Engage Scholars** - Think about Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to read pgs. 44-51 of *Clothes in Many cultures* focusing on additional details about clothes and cultures around the world that writer provides.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What does a dilt look like? What might you wear that is fancy?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 248
- *Clothes in Many Cultures* pgs. 34 Text Collection

- TE pg. 249
- Teacher Model Writing Lesson 7 (Topic Sentence - *Rainy Day Clothes*)
- Teacher Model Writing Lesson 8 (Research Notes)
- Teacher Modeled Writing

- TE pg. 250
- Student Writing Lesson 8 (Research Notes)
- Digital Options

- TE pg. 250
- Student Writing

Resources:

Lesson 10 READING: Connect Events and Ideas in a Text

- TE pg. 252

- TE pg. 252

- TE pg. 252
- *Clothes in Many Cultures* pgs. 44-51 Text Collection
- Read Aloud Routine TR12-13

- TE pg. 252
- *Clothes in Many Cultures* pgs. 44-51 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 253
- *Clothes in Many Cultures* pgs. 44-51 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

Grade K Reading/Writing

- **By-The-Way and Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Make Connections** - Display the Three Sorting Circles to model making connections about things and events in a text.

Learning Opportunities/Strategies:

Lesson 10 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **End Punctuation** - Display sentences to show that a sentence always has a punctuation mark at the end.

Set the Purpose:

- **Add Information to Writing** - Scholars will examine how the details in *Clothes in Many Cultures* make the text more interesting and then they will add details to their own writing to make it clear/interesting.

Teach and Model:

- **Add Information to Writing** - Use questions and excerpts from *Clothes in Many Cultures* to see how the writer connects the topic of people's clothes to the reader. Discuss with scholars additional descriptive details the writer may have added to make the text more interesting.

Prepare to Write:

- **Make Revisions** - Display the photograph in *Clothes in Many Cultures* on pg. 33. Display and read aloud sentence (*People wear flowers.*) and ask how can scholars revise the sentence to make it better? Teacher models revising the sentence by adding more details.

Independent Writing Practice:

- **Make Revisions** - Scholars review the fact about their clothing topic that they wrote in Lesson 8. They ask a partner to read their fact. Partners ask questions and make suggestions. Scholars then write a detail that they can add.

Share Writing:

- Volunteers share their revised writing. Class identifies the detail that was added to revise the writing.

- TE pgs. 253-254
- By-The-Way Word - parades
- Benchmark Vocabulary - brides, grooms, kilts
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 254
- Three Sorting Circles TR45
- *Clothes in Many Cultures* pgs. 44-51 Text Collection

Resources:

Lesson 10 - WRITING:Informative/Explanatory Writing

- TE pg. 261
- TE pg. 258
- *Clothes in Many Cultures* Text Collection
- Student Writing Lesson 9
- TE pg. 258
- *Clothes in Many Cultures* pgs. 50-51, 42, and 46 Text Collection
- TE pg. 259
- *Clothes in Many Cultures* pg. 33
- Sentence (*People wear flowers.*)
- Teacher Modeled Writing
- TE pg. 260
- Student Writing Lesson 9
- Digital Options
- TE pg. 260
- Student Writing
- Writing Keystone Checklist

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 11 - READING: Use Phrases from Informational Texts

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that informational texts provide facts and details that give readers an understanding of a topic.
- **Engage Scholars** - Display *Making Music* and *Clothes in Many Cultures*. Scholars share what they learned about music, clothes and cultures from the books. Think about Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to reread *Making Music* and *Clothes of Many Cultures* focusing on how the topics and the words and phrases used to describe the topics of the two texts are alike and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who does each book say plays music and wears clothes? Is this a way the books are alike or different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Acquired Words and Phrases** - Display and complete with class T-Chart to identify phrases from one or both books.

Learning Opportunities/Strategies:

Lesson 11- WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Compare and Contrast Two Books** - Scholars will write sentences that compare and contrast the two books they read in this module.

Teach and Model:

Resources:

Lesson 11 READING: Use Phrases from Informational Texts

- TE pg. 262
- TE pg. 262
- *Making Music*
- *Clothes in Many Cultures* pg. 33 Text Collection
- TE pg. 262
- *Making Music*
- *Clothes in Many Cultures* pg. 33 Text Collection
- Read Aloud Routine TR12-13
- TE pg. 262
- *Making Music* and *Clothes of Many Cultures*
- Think-Pair-Share Routine TR6-7
- TE pg. 263
- *Making Music* and *Clothes of Many Cultures*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 264
- Benchmark Vocabulary - music, parkas, sarongs
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 264
- T-Chart TR43
- *Making Music* and *Clothes of Many Cultures*

Resources:

Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 268
- *Clothes in Many Cultures* Text Collection
- *Making Music*

Grade K Reading/Writing

- **Compare and Contrast Two Books** - Display and read aloud excerpts from *Making Music* and *Clothes in Many Cultures* to show how both writers point out music and clothes are a part of every culture. Then read aloud pg. 8 in *Making Music* and pg. 44 in *Clothes in Many Cultures* to compare and contrast this information.

Prepare to Write:

- **Tell What is Alike and Different** - Teacher models how to identify similarities and differences using two classroom texts on the same topic and writes ideas.

Independent Writing Practice:

- **Tell What is Alike and Different** - Scholars dictate or write sentences that compare and contrast the two books they read in this module.

Share Writing:

- Volunteers share their sentences. Class identifies which sentences compare and contrast.

Learning Opportunities/Strategies:

Lesson 12 - READING: Identify the Authors' Reasons

Build Understanding:

- **Set the Purpose** - Focus instruction of Enduring Understanding: Learners understand that learning about different traditions helps us better understand others.
- **Engage Scholars** - Display *Making Music* and *Clothes of Many Cultures*. Recall main topic of each. Think about Essential Questions: How do readers use text features to better understand an informational text? How do writers use facts to compose text about a topic?
- **Read** - Follow Read Aloud Routine to take a picture walk through *Making Music* and *Clothes of Many Cultures* to recall information about music or clothes.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What was something you learned about music? What was something you learned about clothes?

Close Read

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach

- TE pg. 268
- *Clothes in Many Cultures* pgs. 33 and 44 Text Collection
- *Making Music* pgs. 3 and 8

- TE pg. 269
- Two Classroom Texts on Same Topic
- Teacher Modeled Writing

- TE pg. 270
- *Making Music*
- *Clothes in Many Cultures* Text Collection
- Digital Options

- TE pg. 270
- Student Writing

Resources:

Lesson 12 READING: Identify the Authors' Reasons

- TE pg. 272
- TE pg. 272
- *Making Music* and *Clothes of Many Cultures*

- TE pg. 272
- *Making Music* and *Clothes of Many Cultures*
- Read Aloud Routine TR14-15

- TE pg. 272
- *Making Music* and *Clothes of Many Cultures*
- Think-Pair-Share Routine TR6-7

- TE pg. 273
- *Making Music* and *Clothes of Many Cultures*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 274
- Benchmark Vocabulary - hum ceremonies

Grade K Reading/Writing

the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Author's Reasons** - Display the Main Idea graphic organizer to model how readers look for author's details and reasons that support their main ideas.

Learning Opportunities/Strategies:

Lesson 12- WRITING:Informative/Explanatory Writing

Set the Purpose:

- **Identify Facts** - Scholars will identify facts about the topics of the two texts they have read in this module.

Teach and Model:

- **Identify Facts** - Remind scholars that a writer must make sure that all the information in a text is true. Display and read aloud excerpts from *Making Music* and *Clothes in Many Cultures* to see how the writer finds the facts about their topic.

Prepare to Write:

- **Write Facts** - Teacher displays the topic, *Different Cultures*, and then models how to find facts about music in different cultures that scholars learned in *Making Music*. Teacher then has scholars brainstorm and lists facts from *Making Music*. Then teacher guides scholars to cross off any facts that do not tell about the topic, *Different Cultures*. Scholars select one fact to write about and teacher models writing the fact as a sentence. Repeat these steps with listing facts from *Clothes in Many Cultures*.

Independent Writing Practice:

- **Write Facts** - Scholars choose a fact that they learned about in *Making Music* and in *Clothes in Many Cultures*. They will dictate or write sentences using the two facts.

Share Writing:

- Volunteers share their sentences. Class points out the facts the writer chose to tell.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Informative/Explanatory Task: Write Questions and Answers** - Scholars will think of two questions about the selections *Making Music* and *Clothes in Many Cultures*. They will use evidence from the texts to answer the questions.

- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 274
- Main Idea graphic organizer TR40

Resources:

Lesson 12 - WRITING:Informative/Explanatory Writing

- TE pg. 278
- *Making Music*
- *Clothes in Many Cultures* Text Collection

- TE pg. 278
- *Making Music*
- *Clothes in Many Cultures* Text Collection

- TE pg. 279
- *Making Music*
- *Clothes in Many Cultures* Text Collection
- List of Facts from *Making Music*
- List of Facts from *Clothes in Many Cultures* Text Collection

- TE pg. 280
- List of Facts from *Making Music*
- List of Facts from *Clothes in Many Cultures* Text Collection
- Digital Options

- TE pg. 280
- Student Writing

Resources:

Performance-Based Assessment

- TE pg. 282
- *Making Music*
- *Clothes in Many Cultures* Text Collection
- Student Reproducible pg. 286

Grade K Reading/Writing

- **Scholars will:**

- dictate or write one question about music and one question about clothing.
- draw, dictate, or write the answer to each question using facts from the texts.
- check to make sure they write complete sentences with proper capitalization and punctuation.

Prepare:

- **Review** - Discuss Essential Questions: How do readers use text features to better understand an informational text. How do writers use facts to compose text about a topic?
- **Revisit the Text** - Remind scholars that writers in *Making Music* and *Clothes in Many Cultures* thought about questions readers might ask and provided answers to these questions. Display and read aloud an excerpt from *Making Music* and *Clothes in Many Cultures* to see how the writer answered questions they had. Teacher writes the question and answers. Teacher models asking a question about both texts and finding the answer to them.

Learning Opportunities/Strategies:

Performance-Based Assessment

Create: Scholars dictate or write two questions, one about the topic of each book, and then draw, dictate, or write an answer to each question using the text.

Score Writing: Use Informative/Explanatory Writing Rubric

Present: Follow suggestions for scholars to share their writing with the class or in small groups.

Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow if...then...suggestions to support them as they complete other Performance-Based Assessments.

- TE 283

- TE 283
- *Making Music* pg. 2
- *Clothes in Many Cultures* pg. 48 Text Collection

Resources:

Performance-Based Assessment

- TE pg. 284
- paper, pencils, crayons/markers
- *Making Music*
- *Clothes in Many Cultures* Text Collection
- Digital Options
- TE pg. 287 Informative/Explanatory Writing Rubric
- TE pg. 288
- TE pg. 289

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice
Small Group Options:	Small Group Options:	Small Group Options:	Small Group Options:

Grade K Reading/Writing

<ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Five: Knowing About Patterns and Structures - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RI.CR.K.1.** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.IT.K.3.** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.PP.K.6.** -With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MF.K.6.** - 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).

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Grade K Reading/Writing

- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** Blend and segment onsets and rimes of single-syllable spoken words.
- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables.
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken single syllable words (simple syllable that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.C** Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - **L.WF.K.2.D** Writing frequently used words accurately.
 - **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
 - **L.WF.K.2.F** Writing initial and final consonant blends (must, slab, plump).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
- **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
- **L.WF.K.3.B** Write simple sentences.
- **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- **L.WF.K.3.D** Use end punctuation.
- **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
- **L.WF.K.3.F** Write sentences with increasing complexity.
- **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
- **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

Grade K Reading/Writing

- **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.KL.K.1A.** Use frequently occurring nouns and verbs.
- **L.KL.K.1B.** Form regular plural nouns orally by adding s or es (e.g. dogs, wishes)
- **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
- **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
- **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS ELA Writing

- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Social Studies

- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

NJSLS Science

- **K-LS1-1.** - Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **K-ESS2-2.** - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- **K-ESS3-1.** - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- **K-ESS3-3.** - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- **K-PS3-1.** -Make observations to determine the effect of sunlight on Earth's surface.
- **K-PS3-2.** - Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- **K-ESS2-1.** - Use and share observations of local weather conditions to describe patterns over time.
- **K-ESS3-2.** - Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Grade K Reading/Writing

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1**-Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.RM.1**- Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1**: Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1**: Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2**: Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3**: Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3**: Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1**: Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6**: Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.IML.1**- Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3**- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4**- Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1**-Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.7**- Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Central Idea / Enduring Understanding:

- Readers understand that literary texts can have different structures.
- Writers understand that opinion writing expresses an author's thoughts.
- Learners understand that patterns exist both in literary texts and in the natural world.

Essential/Guiding Question:

- How do readers identify literary texts?
- How do writers share opinions about books?

Content: (Module Goals)

- Readers will identify different types of literary texts.
- Writers will state and support an opinion about a book.
- Learners will demonstrate understanding of various patterns in the world around them.

Text Complexity - TR52 - TR55

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading

- Types of Texts
- Relate Pictures to Story
- Events
- Ask and Answer Questions
- Author and Illustrator Roles
- Compare and Contrast
- Retell Stories

Writing

- Write an Opinion
- Revise and Edit a Sentence
- Present Your Writing
- Write a Reason
- Write facts and Details
- Provide facts and Details
- Write the First Two Steps
- Add Details and Reasons
- Tell What is Alike and Different
- Write and Support an Opinion

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Opinion Task:** Write About My Favorite Book - Scholars will state an opinion about which story

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Grade K Reading/Writing

about plants they like better, *The Tiny Seed* or *Jack's Garden*.

- **Scholars will:**
 - tell the name of the book they are writing about.
 - state an opinion about the book they choose.
 - draw, dictate, or write at least two reasons to support their opinion.

Formative Assessments:

- Reading keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Performance-Based Assessment - Module A & B

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Recognize Common Types of Texts

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that patterns exist both in literary texts and in the natural world. Scholars learn how to recognize a story by looking at their parts.
- **Engage Scholars** - Display the front cover and title page and guide scholars to discuss what they see. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine in the first reading of *The Tiny Seed* focusing on what the story is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who is the main character? What happens to the main character in the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Resources:

Lesson 1 - READING: Recognize Common Types of Texts

- TE pg. 12
- TE pg. 12
- TE pg. 12
- *The Tiny Seed*
- Read Aloud Routine TR12-13
- TE pg. 12
- *The Tiny Seed*
- Think-Pair-Share Routine TR6-7
- TE pg. 13
- *The Tiny Seed*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 13-14
- By-the-Way Word - seeds
- Benchmark Vocabulary - tiny, sails
- Benchmark Vocabulary Routine for Literary Text TR32-35

Grade K Reading/Writing

Reading Analysis:

- **Types of Texts** - Display and complete with class the Story Sequence B graphic organizer to identify characters, setting, and events in the story.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Set the Purpose:

- **Tell About a Story** - Explain that in opinion writing, writers tell what they think or feel about a topic. They give reasons to support their opinion.

Teach and Model:

- **Tell About a Story** - Teacher models by writing an opinion about roses including reasons. Display excerpts so scholars can figure out the writer's and character's opinion in *The Tiny Seed*.

Prepare to Write:

- **Write an Opinion** - Teacher uses a T-Chart with two questions as the column headings: *How do plants grow in nature? How is the story told?* Review pgs. 2-13 of *The Tiny Seed*, summarize the first steps in the process of how plants grow, and record ideas in the first column. Record answers to the second question in the second column. Teacher thinks aloud to model how to form and write an opinion about the following: *What is your opinion of the tiny seed?* Teacher models by thinking aloud and writing an opinion and supporting this opinion with reasons.

Independent Writing Practice:

- **Write an Opinion** - Scholars draw, dictate, or write an opinion in response to the question: *What is your opinion of the tiny seed?* They use information from the T-Chart and evidence from the book to support their opinion.

Share Writing:

- Volunteers share their writing with the class. The class identifies each speaker's opinion.

Learning Opportunities/Strategies:

Lesson 2 - READING: Relate Words and Pictures in a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that that literary texts can have different structures.

- Generative Vocabulary Chart TE 3-4

- TE pg. 14
- Story Sequence B Graphic Organizer TR42
- *The Tiny Seed*

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg.18

- TE pg. 18
- Teacher Modeled Writing
- *The Tiny Seed* pgs. 16, 22-23

- TE pg. 19
- *The Tiny Seed*
- T-Chart TR43
- Teacher Think Aloud & Modeled Writing

- TE pg. 20
- *The Tiny Seed*
- T-Chart TR43
- Digital Options

- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Relate Words and Pictures in a Story

- TE pg. 22

Grade K Reading/Writing

- **Engage Scholars** - Display cover of book and scholars recall details. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to read, pgs. 2-7 focusing on the seeds and what happens to them.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where do the seeds go?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. **High-Frequency Words** - Follow steps on TE pg. 24a (yellow, blue, green, have).

Reading Analysis:

- **Relate Pictures to Story** - Display and complete with class the Three-Column Chart to record how the picture on a page supports the words on the page.

Learning Opportunities/Strategies:

Lesson 2 WRITING: Opinion Writing

Set the Purpose:

- **Ask and Answer Questions** - Explain that opinions often begin with *I feel* or *I think*.

Teach and Model:

- Ask and Answer Questions - Explain that when they read a book they can form an opinion about it. Teacher thinks aloud to model how to answer a friend if they asks, "*What did you think of that book?*" Display excerpts from *The Little Seed* to discuss the following: *What is your opinion of the beginning of the book? What do you think of the tiny seed? Do you think it will survive?*

Prepare to Write:

- **Write an Opinion** - Explain that gathering information about a topic will help them form and support an opinion, and one way to do this is to ask and answer questions. Scholars review pgs. 2-7 of

- TE pg. 22

- TE pg. 22
- *The Tiny Seed* pgs. 2-7
- Read Aloud Routine TR12-23

- TE pg. 22
- *The Tiny Seed* pgs. 2-7
- Think-Pair-Share Routine TR6-7

- TE pg. 23
- *The Tiny Seed* pgs. 2-7
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 24
- Benchmark Vocabulary - strong, rays
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 24
- Three-Column Chart TR44
- *The Tiny Seed* pgs. 2-3

Resources

Lesson 2 WRITING: Opinion Writing

- TE pg. 28

- TE pg. 28
- *The Tiny Seed* pgs. 2, 6

- TE pg. 29
- Teacher Think Aloud and Modeled Writing
- *The Tiny Seed* pgs. 2-7

Grade K Reading/Writing

The Tiny Seed and teacher writes and asks questions. Scholars add more questions. Then the class answers questions by looking at the words and pictures on the pages. Teacher thinks aloud and models writing to form, write, and support an opinion.

Independent Writing Practice:

- **Write an Opinion** - Scholars write or dictate an opinion to this question: *What is your opinion of this part of The Little Seed?* They use answers from questions to help decide on their opinion and supporting reasons.

Share Writing:

- Volunteers share their writing with the class. The class identifies each speaker's opinion.

Learning Opportunities/Strategies:

Lesson 3 READING: Identify the Major Events in a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that patterns exist both in literary texts and in the natural world. Scholars identify events in a first-next-then-last order in a story.
- **Engage Scholars** - Display pgs. 2-7 of *The Tiny Seed* and guide scholars to recall events that have happened so far. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to read *The Tiny Seed* pgs. 8-11 focusing on what happens to the seeds next.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why doesn't the bird eat the tiny seed?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 30
- *The Tiny Seed* pgs. 2-7
- Digital Options

- TE pg. 30
- Student Writing

Resources:

Lesson 3 READING: Identify the Major Events in a Story

- TE pg. 32

- TE pg. 32
- *The Tiny Seed* pgs. 2-7

- TE pg. 32
- *The Tiny Seed* pgs. 8-13
- Read Aloud Routine TR12-23

- TE pg. 32
- *The Tiny Seed* pgs. 8-13
- Think-Pair-Share Routine TR6-7

- TE pg. 32
- *The Tiny Seed* pgs. 8-13
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 33-34
- By-the- Way Words - desert
- Benchmark Vocabulary - drifts, pushes
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

Grade K Reading/Writing

- **Events** - Display and complete with class the Story Sequence B graphic organizer to tell about the major events in a story in order.

Learning Opportunities/Strategies:

Lesson 3 WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Question Words** - Display question words. Display excerpts to show that question words come at the beginning of a sentence that asks a question.

Set the Purpose:

- **Writing Process: Plan and Draft** - Explain that an opinion is what someone thinks or feels about something and reasons tell why they think or feel as they do. Scholars will plan, draft, or write their opinion and a reason for their opinion.

Teach and Model:

- **Writing Process: Plan and Draft** - Explain that writers follow a writing process or a set of steps. First plan: decide topic, opinion of topic, and reasons. Then draft: write about topic, opinion, and reasons. Display Student Model to identify the opinion and reason.

Prepare to Write:

- **Write an Opinion** - Scholars choose an illustration and state their opinion about it. Teacher thinks aloud and models writing how to choose an illustration, form and state an opinion, and support the opinion using *The Little Seed*.

Independent Writing Practice:

- **Write an Opinion** - Scholars select an illustration from pgs. 8-13 of *The Tiny Seed* and state an opinion in response to this question: What is your favorite? Scholars dictate or write their opinion and a reason that supports it.

Share Writing:

- Volunteers share their writing with the class. The class identifies each speaker's opinion and reason.

Learning Opportunities/Strategies:

Lesson 4 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that patterns exist both in literary texts and in the natural world. Scholars ask

- TE pg. 34
- Story Sequence B Graphic Organizer TR442
- *The Tiny Seed* pgs. 8-9

Resources:

Lesson 3 WRITING: Opinion Writing

- TE pg. 41
- *The Tiny Seed*
- Question Words

- TE pg. 38

- TE pg. 38
- *The Tiny Seed* pgs. 8-9

- TE pg. 39
- Teacher Think Aloud and Modeled Writing
- *The Tiny Seed* pgs. 8-13
- Sentence Frame

- TE pg. 40
- *The Tiny Seed* pgs. 8-13
- Sentence Frame
- Digital Options

- TE pg. 40
- Student Writing

Resources:

Lesson 4 READING: Use Words to Understand a Text

- TE pg. 42

Grade K Reading/Writing

and answer questions to figure out meanings of words in a text.

- **Explore Poetry** - Read and discuss questions.
- **Engage Scholars** - Review illustrations on pgs. 2-13 to recall what has happened so far. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to read pgs. 14-15 focusing on what has changed for the seeds.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What season is it now? What do the seeds do?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Multiple Meaning Words** - Display and complete with class the Three-Column Chart to chart meanings for the words *trip* and *falls*.

Learning Opportunities/Strategies:

Lesson 4 WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Question Words** - Display question words. Display excerpts to show that question words come at the beginning of interrogative sentences.

Set the Purpose:

- **Writing Process: Revise and Edit** - Explain that when writers revise, they improve their writing and then they edit to correct mistakes.

Teach and Model:

- **Writing Process: Revise and Edit** - Display excerpts to discuss how and why the writer carefully selected details.

Prepare to Write:

- TE pg. 42 *The Seed* pg. 56 Text Collection

- TE pg. 42
- *The Tiny Seed* pgs. 2-13

- TE pg. 42
- *The Tiny Seed* pgs. 14-15
- Read Aloud Routine TR12-23

- TE pg. 42
- *The Tiny Seed* pgs. 14-15
- Think-Pair-Share Routine TR6-7

- TE pg. 43
- *The Tiny Seed* pgs. 14-15
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 43-44
- By-the-Way-Words - winter
- Benchmark Vocabulary - settle
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 44
- Three-Column Chart TR44
- *The Tiny Seed* pgs. 14-15

Resources:

Lesson 4 WRITING: Opinion Writing

- TE pg. 51
- Question Words
- *The Tiny Seed*

- TE pg. 48

- TE pg. 48
- *The Tiny Seed* pg. 15

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- **Revise and Edit a Sentence** - Display the illustration on pgs. 14-15. Teacher thinks aloud and models writing by revising a sentence and editing the sentence for capitalization, punctuation, and spelling.

Independent Writing Practice:

- **Revise and Edit a Sentence** - Scholars reread the opinion and reason they wrote in Lesson 3. They revise by adding details such as a second reason and then edit their writing.

Share Writing:

- Volunteers share their revised writing with the class. Ask the class how the added details improved the writing.

Learning Opportunities/Strategies:

Lesson 5 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that that literary texts can have different structures.
- **Engage Scholars** - Scholars recall the characters, settings, and events through to pg. 15. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to read pgs. 16-23 focusing on what happens to the seeds in this part of the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do the seeds become? Who picks a flower and why?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Teacher models the meaning of the word *roots* on pg. 16.

- TE pg. 49
- Teacher Think Aloud and Modeled Writing
- *The Tiny Seed* pg. 14-15

- TE pg. 50
- Student Writing Lesson 3
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 READING: Use Words to Understand a Text

- TE pg. 52

- TE pg. 52
- *The Tiny Seed* pgs. 1-15

- TE pg. 52
- *The Tiny Seed* pgs. 16-23
- Read Aloud Routine TR12-23

- TE pg. 52
- *The Tiny Seed* pgs. 16-23
- Think-Pair-Share Routine TR6-7

- TE pg. 53
- *The Tiny Seed* pgs. 16-23
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 53-54
- By-the-Way-Words - weed
- Benchmark Vocabulary - burst
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 54
- *The Tiny Seed* pg. 16

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Capitalize the Pronoun I** - Display and read aloud sentences to show that the pronoun *I* is always an uppercase letter.

Set the Purpose:

- **Writing Process: Publish** - Scholars look at how writers publish their writing and then prepare to publish their own writing.

Teach and Model:

- **Writing Process: Publish** - Explain that when writers publish their writing, they make a clean final digital or handwritten copy. They add illustrations or graphics to make it more interesting. They then find a way to share it with others. Display excerpts to study the illustration.

Prepare to Write:

- **Present Your Writing** - Explain the steps to use to publish and present their opinion writing.

Independent Writing Practice:

- **Present Your Writing** - Scholars draw or find a picture and add a sentence about it to accompany the opinion and reasons they wrote in Lesson 3 and revised in Lesson 4. They write the final version.

Share Writing:

- Volunteers share their events and reactions with the class. The class offers constructive comments about the writer's opinion and reasons.

Learning Opportunities/Strategies:

Lesson 6 READING: Use Key Details to Understand a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinion writing expresses an author's thoughts. Scholars ask and answer questions about key details to find out how the author expresses ideas, thoughts, and feelings.
- **Engage Scholars** - Display pgs. 2-3 and guide scholars to recall what happens in this story. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to read pgs. 24-27 focusing on how the tiny plant changes again.

Resources:

Lesson 5 WRITING: Opinion Writing

- TE pg. 61
- Sentences

- TE pg. 58

- TE pg.58
- *The Tiny Seed* pgs. 20-21

- TE pg. 59
- Steps to Publish and Present Writing

- TE pg. 60
- Student Writing Lessons 3 and 4
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 READING: Use Key Details to Understand a Text

- TE pg. 62

- TE pg. 62
- *The Tiny Seed* pgs. 2-3

- TE pg. 62
- *The Tiny Seed* pgs. 24-27
- Read Aloud Routine TR12-23

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- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How many plants are left? What happens to the plant in the summer?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-chart to answer the question: Why does the tiny plant grow taller and taller?

Learning Opportunities/Strategies:

Lesson 6 WRITING: Opinion Writing

Set the Purpose:

- **Tell an Opinion** - Scholars will figure out opinions in a text. Then they will name a topic and state an opinion about it.

Teach and Model:

- **Tell an Opinion** - Explain that sometimes we do not choose the topic we give an opinion about. Teacher thinks aloud to model an example of this (e.g., *What do you think of petunias?*). Display excerpts to guide scholars to figure out the character's and writer's opinions using the text and illustration.

Prepare to Write:

- **Write an Opinion** - Teacher thinks aloud to model how to name a topic and state an opinion about it using a storybook from the classroom library (e.g., *Goldilocks and The Three Bears*).

Independent Writing Practice:

- **Write an Opinion** - Scholars recall details about *The Tiny Seed* to decide how they feel about these details. They dictate or write to name the topic and state their opinion about it.

Share Writing:

- TE pg. 62
- *The Tiny Seed* pgs. 24-27
- Think-Pair-Share Routine TR6-7

- TE pg. 63
- *The Tiny Seed* pgs. 24-27
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 63-64
- By-the-Way Words - giant
- Benchmark Vocabulary - far, near
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 64
- T-Chart TR43
- *The Tiny Seed* pgs. 24-27

Resources:

Lesson 6 WRITING: Opinion Writing

- TE pg. 68

- TE. pg. 68
- *The Tiny Seed* pgs. 24-27

- TE pg. 69
- Teacher Think Aloud
- *Goldilocks and The Three Bears*

- TE pg. 70
- *The Tiny Seed*
- Digital Options

Grade K Reading/Writing

- Volunteers share their sentences with the class. The class identifies each writer's topic and opinion.

Learning Opportunities/Strategies:

Lesson 7 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinion writing expresses an author's thoughts.
- **Engage Scholars** - Scholars describe characters, settings, and events through pg. 27. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to read pgs. 28-31 focusing on what happens at the end of the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What season is it now? What happens to the flower?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 74a (yellow, blue, green, for).

Language Analysis:

- **Sort Story Words** - Display and complete with class the Two Sorting Boxes to sort story words into categories (e.g., action words/describing words) to better understand their meanings.

Learning Opportunities/Strategies:

Lesson 7 WRITING: Opinion Writing

Set the Purpose:

- **Support an Opinion** - Explain that writers give reasons to support their opinion. The reasons tell why they think or feel this way. Scholars will write a reason to support the opinion they wrote in Lesson 6.

Teach and Model:

- TE pg. 70
- Student Writing

Resources:

Lesson 7 READING: Use Words to Understand a Text

- TE pg. 72
- TE pg. 72
- *The Tiny Seed* pgs. 1-27
- TE pg. 72
- *The Tiny Seed* pgs. 28-31
- Read Aloud Routine TR12-23
- TE pg. 72
- *The Tiny Seed* pgs. 28-31
- Think-Pair-Share Routine TR6-7
- TE pg. 73
- *The Tiny Seed* pgs. 28-31
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 73-74
- By-the-Way-Words - seed pod
- Benchmark Vocabulary - shakes
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 74
- Two Sorting Boxes TR46
- *The Tiny Seed* pgs. 29-30

Resources:

Lesson 7 WRITING: Opinion Writing

- TE pg. 78
- Student Writing Lesson 6

Grade K Reading/Writing

- **Support an Opinion** - Teacher models writing by stating an opinion and giving reasons (e.g., Daisies are the best flowers...). Display excerpts to guide scholars to recognize that they can give their opinions about parts of the book and offer reasons to support their opinions.

Prepare to Write:

- **Write a Reason** - Teacher thinks aloud and models writing how to review the topic and opinion and offer reasons to support the opinion using *Goldilocks and The Three Bears*.

Independent Writing Practice:

- **Write a Reason** - Scholars review the topic and opinion they wrote in Lesson 6. They dictate or write details from the text to support their opinion and draw a picture to go with their reason sentence.

Share Writing:

- Volunteers share their opinion writing with the class. Ask the class how the reason supports the opinion.

Learning Opportunities/Strategies:

Lesson 8 READING: Recognize Types of Texts

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that patterns exist both in literary texts and in the natural world. Scholars identify elements (e.g., theme, characters, setting) to identify literary texts.
- **Engage Scholars** - Display the story *Jack's Garden* and ask what they know about gardens and if they ever planted one. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine for first reading focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who is the main character? What does the main character do?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE. pg. 68
- Teacher Modeled Writing
- *The Tiny Seed*

- TE pg. 79
- Teacher Think Aloud and Modeled Writing
- *Goldilocks and The Three Bears*

- TE pg. 80
- *The Tiny Seed*
- Digital Options

- TE pg. 80
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 8 READING: Recognize Types of Texts

- TE pg. 82

- TE pg. 82
- *Jack's Garden* Text Collection

- TE pg. 82
- *Jack's Garden* Text Collection
- Read Aloud Routine TR12-23

- TE pg. 82
- *Jack's Garden* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 83
- *Jack's Garden* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

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- **By-The-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Types of Texts** - Display and complete with class the Story Sequence B Chart to list characters, setting, and details about the important events in the story.

Learning Opportunities/Strategies:

Lesson 8 WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Produce Sentences** - Display and read aloud sentence to explain the characteristics of a telling sentence.

Set the Purpose:

- **Research a Topic** - Explain that writers research their topic. Scholars will find facts and details about gardens in the story *Jack's Garden* to answer a question.

Teach and Model:

- **Research a Topic** - Explain that writers need strong details and reasons to help readers understand their opinion. Writers look for information on Web sites and in books. Display excerpts to examine how the writer of *Jack's Garden* gives facts and details.

Prepare to Write:

- **Write Facts and Details** - Teacher brainstorms with class questions related to gardening to research (e.g., *What kind of tools will you need to make a garden?* etc.). Model how to use the text to look for information to answer the questions.

Independent Writing Practice:

- **Write Facts and Details** - Display questions that teacher and scholars will research together. Guide scholars as they use the story to find information to answer the questions. Scholars dictate or write the answer to the first question: *How do plants grow in gardens?*

Share Writing:

- Volunteers share their writing with the class. Ask the class to tell which question the sentence answers.

- TE pg. 84
- By-the-Way-Words - soil, seedlings
- Benchmark Vocabulary - garden
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 84
- Story Sequence B Chart TR42
- *Jack's Garden* Text Collection

Resources:

Lesson 8 WRITING: Opinion Writing

- TE pg. 91
- Sentence

- TE. pg. 88
- *Jack's Garden* Text Collection

- TE pg. 88
- *Jack's Garden* pgs. 16-17 Text Collection

- TE pg. 89
- Teacher Think Aloud and Modeled Writing
- *Jack's Garden* Text Collection

- TE pg. 90
- Research Questions
- *Jack's Garden* Text Collection
- Digital Options

- TE pg. 90
- Student Writing

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 READING: Identify Author and Illustrator Roles

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that that literary texts can have different structures. Scholars identify how the author and illustrator organize the text and pictures in a literary text.
- **Exploring Poetry** - Read and discuss poem.
- **Engage Scholars** - Display *Jack's Garden* and scholars recall details about the story. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to read pgs. 5-13 focusing on the first steps of how the garden grows.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What lives in the soil of the garden? What happens after Jack plants the seeds?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Author and Illustrator Roles** - Display and complete with class the T-chart to determine how the author and the illustrator each had a part in making the story.

Learning Opportunities/Strategies:

Lesson 9 WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Produce Sentences** - Display sentence to explain the characteristics of a command.

Set the Purpose:

- **Tell About a Story** - Scholars will write their opinion about having a garden based on details they read in *Jack's Garden*.

Resources:

Lesson 9 READING: Identify Author and Illustrator Roles

- TE pg. 92
- TE pg. 92 *Green Plants* pg. 57 Text Collection
- TE pg. 92
- *Jack's Garden* Text Collection
- TE pg. 92
- *Jack's Garden* pgs. 5-13 Text Collection
- Read Aloud Routine TR12-23
- TE pg. 92
- *Jack's Garden* pgs. 5-13 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 93
- *Jack's Garden* pgs. 5-13 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 93-94
- By-the-Way-Words - cicada, rain gauge
- Benchmark Vocabulary - planted
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 94
- T-chart TR43
- *Jack's Garden* pgs. 5-13 Text Collection

Resources:

Lesson 9 WRITING: Opinion Writing

- TE pg. 101
- Sentence
- TE pg. 98
- *Jack's Garden* Text Collection

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Teach and Model:

- **Tell About a Story** - Provide examples of opinions (e.g., favorite fruit, season, etc.). Display excerpts to prompt scholars to give their opinion about the story. Guide scholars to study illustrations on pgs. 6-13 and use questions to prompt their opinions.

Prepare to Write:

- **Provide Details and Reasons** - Teacher questions scholars about *Jack's Garden* and records ideas. Teacher thinks aloud to review the ideas and forms an opinion. Model how to find details in the book to support this opinion, and then record the opinion and details.

Independent Writing Practice:

- **Provide Details and Reasons** - Ask scholars: *What details can you learn from the pictures and labels?* Display book and guide scholars to answer recording ideas on the board. Then guide scholars to state an opinion based upon this question: *Do you think that having a garden like Jack's would be fun?* Review the list of ideas on the board, and guide scholars to use the details as evidence to support their opinion.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion and text evidence the writer used to support their opinion.

Learning Opportunities/Strategies:

Lesson 10 READING: Identify Details About Events

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinion writing expresses an author's thoughts. Scholars express opinion about the events in a story.
- **Engage Scholars** - Display pgs. 10-11 and ask scholars to identify the character. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to read pgs. 14-21 focusing on identifying details to understand the order of events.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What sprouts from the seeds? What forms on the plants?

Close Read:

- TE pg. 98
- *Jack's Garden* pgs. 6-7 Text Collection

- TE pg. 99
- Teacher Think Aloud and Modeled Writing
- *Jack's Garden* pgs. 6-13 Text Collection

- TE pg. 100
- *Jack's Garden* pgs. 6-13 Text Collection
- Digital Options

- TE pg. 100
- Student Writing

Resources:

Lesson 10 READING: Identify Details About Events

- TE pg. 102
- TE pg. 102
- *Jack's Garden* pgs. 10-11 Text Collection
- TE pg. 102
- *Jack's Garden* pgs. 14-21 Text Collection
- Read Aloud Routine TR12-23
- TE pg. 102
- *Jack's Garden* pgs. 6-13 Text Collection
- Think-Pair-Share Routine TR6-7

Grade K Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Events** - Display and complete with class the Sequence Chart to list the events in the story in the order in which they happened.

Learning Opportunities/Strategies:

Lesson 10 WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Produce Sentences** - Display sentence to explain the characteristics of a question.

Set the Purpose:

- **Tell an Opinion** - Scholars will write their opinion about the story *Jack's Garden*.

Teach and Model:

- **Tell an Opinion** - Display excerpts on pgs. 16-17 to prompt scholars to state their opinion about the text. Guide scholars to examine the illustrations on pgs. 20-21 and ask what they think the writer's opinion of the flowers is.

Prepare to Write -

- **Write the First Two Steps** - Use a classroom library book (e.g., *Jack in the Beanstalk*) for the topic. Explain that to form an opinion scholars need to think about the story. Use questions to guide scholars to recall details and record responses. Then teacher models by writing an opinion.

Independent Writing Practice:

- **Write the First Two Steps** - Explain that the topic of their opinion writing is *Jack's Garden*. Scholars write their topic sentence and recalls details to state their opinion of the story.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion in each. Then take a class poll of how many scholars liked the story and how many did not.

- TE pg. 103
- *Jack's Garden* pgs. 6-13 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 93-94
- By-the-Way-Words - lupines, coreopsis
- Benchmark Vocabulary - blossomed
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 104
- Sequence Chart TR50
- *Jack's Garden* Text Collection

Resources:

Lesson 10 WRITING: Opinion Writing

- TE pg. 111
- Sentence

- TE pg. 108
- *Jack's Garden* Text Collection

- TE pg. 108
- *Jack's Garden* pgs. 16-21 Text Collection

- TE pg. 109
- Teacher Modeled Writing
- *Jack in the Beanstalk*

- TE. pg. 110
- *Jack's Garden* Text Collection
- Digital Options

- TE pg. 110
- Student Writing

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Learning Opportunities/Strategies:

Lesson 11 READING: Use Words to Understand a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Writers understand that opinion writing expresses an author's thoughts.
- **Engage Scholars** - Display illustrations on pgs. 6-21 to retell what has happened in the story so far. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to read pgs. 22-26 focusing on how the story ends.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What kinds of insects visited the garden? What animals chased the insects in the garden?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Display and complete with class the Four-Column Chart to use word and picture clues to record the meaning of unknown words.

Learning Opportunities/Strategies:

Lesson 11 WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Produce Sentences** - Display sentence to explain the characteristics of an exclamation sentence.

Set the Purpose:

- **Support an Opinion** - Scholars will look for reasons in *Jack's Garden* to support their opinion of the story.

Teach and Model:

- **Support an Opinion** - Writers want to use strong reasons that will help readers to understand their opinion. Display excerpts and examine illustrations

Resources:

Lesson 11 READING: Use Words to Understand a Story

- TE pg. 112
- TE pg. 112
- *Jack's Garden* pgs. 6-21 Text Collection
- TE pg. 112
- *Jack's Garden* pgs. 22-26 Text Collection
- Read Aloud Routine TR1223
- TE pg. 112
- *Jack's Garden* pgs. 22-26 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 113
- *Jack's Garden* pgs. 22-26 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 113-114
- By-the-Way-Words - skipper, goldfinch
- Benchmark Vocabulary - sipped, chased
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 114
- Four- Column Chart TR38
- *Jack's Garden* pg. 22 Text Collection

Resources:

Lesson 11 WRITING: Opinion Writing

- TE pg. 121
- Sentence
- TE pg. 118
- *Jack's Garden* Text Collection
- TE pg. 118
- *Jack's Garden* pgs. 22-26 Text Collection

Grade K Reading/Writing

and text to guide scholars to tell their opinion of them.

Prepare to Write -

- **Add Details and Reasons** - Teacher thinks aloud and models by displaying the the sentences class wrote together in Lesson 10 about *Jack in the Beanstalk* (topic and opinion sentence) Teacher models how scholars can find a reason in the book, and then writes the reasons as sentences. Review and display the three steps in opinion writing: name the topic, state the opinion about the topic, and support the opinion with details and reasons.

Independent Writing Practice:

- **Add Details and Reasons** - Scholars review the topic and the opinion they wrote in Lesson 10. They page through the story again recalling details and deciding which ones support their opinion. Then they dictate or write to add details from the text to their opinion.

Share Writing:

- Volunteers share their writing with the class. The class identifies how the details support the opinion.

Learning Opportunities/Strategies:

Lesson 12 READING: Compare and Contrast Stories

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that that literary texts can have different structures. Scholars compare-contrast topics, pictures, and texts.
- **Explore Poetry** - Reread poems and discuss.
- **Engage Scholars** - Display both stories to share information scholars recall from the texts. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to reread both texts focusing on how characters, settings, and events are alike and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who are the main characters in the stories? What role do plants play in both stories?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine

- TE pg. 119
- Teacher Modeled Writing (class story from Lessons 10)
- *Jack in the Beanstalk*

- TE 120
- Student Writing Lessons 10
- *Jack's Garden* Text Collection
- Digital Options

- TE120
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 12 READING: Compare and Contrast Stories

- TE pg. 122
- *The Tiny Seed* and *Jack's Garden* Text Collection
- TE pg. 122 *The Seed* pg 56 and *Green Plants* pg. 57 Text Collection
- TE pg. 122
- *The Tiny Seed* and *Jack's Garden* Text Collection
- TE pg. 122
- *The Tiny Seed* and *Jack's Garden* Text Collection
- Read Aloud Routine TR12-23
- TE pg. 122
- *The Tiny Seed* and *Jack's Garden* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 123
- *The Tiny Seed* and *Jack's Garden* Text Collection

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asking scholars to support their answers with evidence.

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 74a (what, said, was, she).

Reading Analysis:

- **Compare and Contrast** - Display and complete with class the Venn Diagram to compare and contrast both texts.

Learning Opportunities/Strategies:

Lesson 12 WRITING: Opinion Writing

Set the Purpose:

- **Compare and Contrast Two Stories** - Scholars will compare and contrast the two stories read in the module and use the information to help form an opinion about the stories.

Teach and Model:

- **Compare and Contrast Two Stories** - Display excerpts to model how to compare and contrast the two story endings.

Prepare to Write -

- **Tell What is Alike and Different** - Teacher provides a topic (e.g., favorite flowers) and lists flowers. Class takes a vote on the top two flowers to compare and contrast together. Teacher guides scholars to list the similarities and differences (e.g., roses and daisies). Teacher writes the class's opinion and details as complete sentences to make an opinion paragraph.

Independent Writing Practice:

- **Tell What is Alike and Different** - Scholars compare and contrast *The Tiny Seed* and *Jack's Garden*. Provide a T-Chart to write their answers to questions: First Column - *What is the same about how plants grow in nature and how they grow in gardens?* Second Column - *What is the same about how the stories are told?* Scholars use information in the T-Chart to write their opinion.

Share Writing:

- Volunteers share their opinions with the class. Ask the class which details support the opinion.

- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 124
- Benchmark Vocabulary - drifts, planted, blossomed
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 124
- Venn Diagram TR47
- *The Tiny Seed* and *Jack's Garden* Text Collection

Resources:

Lesson 12 WRITING: Opinion Writing

- TE pg. 128
- *The Tiny Seed* and *Jack's Garden* Text Collection

- TE pg. 128
- *The Tiny Seed* pgs. 30-31
- *Jack's Garden* pg. 26 Text Collection

- TE pg. 129
- Teacher Modeled Writing

- TE pg. 130
- *The Tiny Seed* and *Jack's Garden* Text Collection
- T-Chart TR43
- Digital Options

- TE pg. 130
- Student Writing

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Learning Opportunities/Strategies:

Lesson 13 READING: Retell Stories Using Key Details

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that patterns exist both in literary texts and in the natural world. Scholars retell what happens in both stories.
- **Engage Scholars** - Display both stories and ask how scholars know that that each is a story. Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Read** - Follow Read Aloud Routine to take a picture walk through both books to retell each part of the stories.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is your favorite part of *The Tiny Seed* and *Jack's Garden*?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Retell Stories** - Display and complete with class the Story Sequence A graphic organizer to retell the *The Tiny Seed*.

Learning Opportunities/Strategies:

Lesson 13 WRITING: Opinion Writing

Set the Purpose:

- **Tell About Elements of a Story** - Scholars will write their opinion about one of the texts they have read.

Teach and Model:

- **Tell About Elements of a Story** - Display excerpts to model how scholars can give their opinions about elements of the two stories (e.g., characters, settings, etc.).

Prepare to Write -

- **Write and Support an Opinion** - Teacher models how to identify steps in a process (e.g., making a

Resources:

Lesson 13 READING: Retell Stories Using Key Details

- TE pg. 132
- *The Tiny Seed* and *Jack's Garden* Text Collection
- TE pg. 132
- *The Tiny Seed* and *Jack's Garden* Text Collection
- TE pg. 132
- *The Tiny Seed* and *Jack's Garden* Text Collection
- Read Aloud Routine TR12-23
- TE pg. 132
- *The Tiny Seed* and *Jack's Garden* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 133
- *The Tiny Seed* and *Jack's Garden* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 134
- Benchmark Vocabulary - settle, burst, sipped, chased
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 134
- Story Sequence A Graphic Organizer TR41
- *The Tiny Seed*

Resources:

Lesson 13 WRITING: Opinion Writing

- TE pg. 141
- *The Tiny Seed* and *Jack's Garden* Text Collection
- TE pg. 138
- *The Tiny Seed* pgs. 2-3
- *Jack's Garden* pgs. 6-7 Text Collection
- TE pg. 139

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sandwich). Teacher continues to model how to state an opinion and to support that opinion using the making a sandwich example. .

Independent Writing Practice:

- **Write and Support an Opinion** - Scholars dictate or write an opinion in response to the question: *Which story do you think better explains the process of how plants grow from seeds?* Scholars review both stories to help them form and support their opinion. They list steps in the process (following the teacher modeling on TE pg. 139) using the information in the stories to support their opinion.

Share Writing:

- Volunteers share their opinion writing with the class. Ask the class how the list of steps supports the opinion.

Learning Opportunities/Strategies: Performance-Based Assessment:

Performance Based Assessment:

- **Opinion Task: Write About My Favorite Book** - Scholars will state an opinion about which story about plants they like better, *The Tiny Seed* or *Jack's Garden*.
- **Scholars will:**
 - tell the name of the book they are writing about.
 - state an opinion about the book they choose.
 - draw, dictate, or write at least two reasons to support their opinion.

Prepare:

- **Review** - Discuss Essential Questions: How do readers identify literary texts? How do writers share opinions about books?
- **Revisit the Text** - Remind scholars that both *The Tiny Seed* and *Jack's Garden* tell about how seeds grow into plants. Writers can think about how the two stories handle similar topics and write opinion pieces in which they state their favorite. Display excerpts and guide scholars to think about which text they prefer.

Learning Opportunities/Strategies: Performance-Based Assessment:

Create: Scholars use a Main Idea Chart to plan and organize their writing. Then they write their opinion and reasons.

- TE pg. 140
- *The Tiny Seed* and *Jack's Garden* Text Collection
- Digital Options

- TE pg. 140
- Student Writing

Resources: Performance-Based Assessment:

- TE pg. 142
- Student Reproducible pg. 146

- TE pg. 143

- TE pg. 143
- *The Tiny Seed* pgs. 16 and 20
- *Jack's Garden* pgs. 20-21

Resources: Performance-Based Assessment:

- TE pg. 144
- paper, pencils
- *The Tiny Seed* and *Jack's Garden* Text Collection

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Score Writing: Use Opinion Writing Rubric		<ul style="list-style-type: none">Digital OptionsTE pg. 147 Opinion Writing RubricTE pg. 148TE pg. 149	
Present: Follow suggestions for Scholars to share their writing with the class or in small groups.			
Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingUnlock Language LearningPerformance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Grade K Reading/Writing

Unit Five: Knowing About Patterns and Structures - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.K.1.** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- **RI.CR.K.1.** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book)..
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RL.MF.K.6** - 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).

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** Blend and segment onsets and rimes of single-syllable spoken words.
- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables.
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken single syllable words (simple syllable that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.

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- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.C** Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - **L.WF.K.2.D** Writing frequently used words accurately.
 - **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
 - **L.WF.K.2.F** Writing initial and final consonant blends (must, slab, plump).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
 - **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
 - **L.WF.K.3.B** Write simple sentences.
 - **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - **L.WF.K.3.D** Use end punctuation.
 - **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
 - **L.WF.K.3.F** Write sentences with increasing complexity.
 - **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
 - **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - **L.KL.K.1A.** Use frequently occurring nouns and verbs.
 - **L.KL.K.1B.** Form regular plural nouns orally by adding s or es (e.g. dogs, wishes)
 - **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
 - **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
 - **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS ELA Writing

- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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- A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS ELA Math

- **K.DL.1:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10).

NJSLS Science

- **K-PS2-1.** - Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- **K-PS2-2.** - Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.RM.1-** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.IML.1-** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3-** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4-** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1-** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.7-** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Central Idea / Enduring Understanding:

- Readers understand that texts contain a main idea and details that support it.
- Writers understand that informational texts are about topics that have been developed through research and observation.
- Learners understand that there are different kinds of patterns in nature.

Essential/Guiding Question:

- How do readers identify the main topic and supporting details of an informational text?
- How does research on a topic strengthen informational writing?

Content: (Module Goals)

- Readers will determine the main topic and supporting details in informational texts.
- Writers will write an explanatory text that names a topic and includes facts and conclusions.
- Learners will demonstrate understanding of patterns in nature.

Skills(Objectives):

Reading

- Main Topic and Key Details
- Make Connections
- Relate Pictures to Text
- Ask and Answer Questions
- Parts of a Text

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Text Complexity - TR52 - TR55

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

- Compare and Contrast

Writing

- Write Questions and Answers Using Facts
- Write a Topic
- Write Facts and Details
- Use a Peer Review
- Add Details to Illustrations
- Write Facts in a List
- Research a Topic
- Use Sources
- Write About a Topic
- Write Details
- Compare and Contrast Two Books
- Write About a Pattern

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Informative/Explanatory Task:** Create a Did You Know Book - Scholars will research patterns in nature using *Plant Patterns* and *Swirl-by-Swirl: Spirals in Nature* along with additional sources found during shared research. Scholars will then write Did You Know? books about patterns in nature that include information learned from their research.
- **Scholars will:**
 - name what they are writing about.
 - supply information about the topic.
 - provide a conclusion.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Performance-Based Assessment - Module A & B

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Identify Main Topic and Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that texts contain a main idea and details that support it.
- **Engage Scholars** - Introduce *Plant Patterns* and discuss the photograph. Think about the Essential

Resources:

Lesson 1 - READING: Identify Main Topic and Key Details

- TE pg. 162
- TE pg. 162
- *Plant Patterns*

Grade K Reading/Writing

Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?

- **Read** - Follow Read Aloud Routine to read *Plant Patterns* focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is a pattern?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic and Key Details** - Display and complete with class the Main Idea graphic organizer to record the topic and key details in the text.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Ask and Answer Questions About Facts** - Explain that when writing an informational text, writers tell information about a topic. Scholars will draw or write a question about the book and use facts and details to write the answers.

Teach and Model:

- **Ask and Answer Questions About Facts** - Display questions to writers use to remember the information in a text. Display excerpts to guide scholars to ask a question and to answer the question: *What is a pattern?*

Prepare to Write:

- **Write Questions and Answers Using Facts** - Explain that scholars will think of questions about the text and then look for facts that answer them. Teacher models by asking a question: *How does an ear of corn follow a pattern?* Then teacher models how to find facts in the book to answer the question.

Independent Writing Practice:

- TE pg. 162
- *Plant Patterns*
- Read Aloud Routine TR12-13

- TE pg. 162
- *Plant Patterns*
- Think-Pair-Share Routine TR6-7

- TE pg. 163
- *Plant Patterns*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 164
- Benchmark Vocabulary - pattern, repeated
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 164
- Main Idea Graphic Organizer TR40
- *Plant Patterns* pg. 6-11

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 168
- *Plant Patterns*

- TE pg. 168
- *Plant Patterns* pgs. 4-5

- TE pg. 169
- *Plant Patterns*
- Teacher Modeling

Grade K Reading/Writing

- **Write Questions and Answers Using Facts -** Scholars ask questions about the book and then draw or write the answers using facts and details from the book.

Share Writing:

- Volunteers share their writing with the class. The class identifies the facts from the text that the writer used to answer the question.

Learning Opportunities/Strategies:

Lesson 2 - READING: Connect Pieces of Information in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that texts contain a main idea and details that support it.
- **Engage Scholars** - Display *Plant Patterns* and guide scholars to recall details. Think about the Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Follow Read Aloud Routine to read pgs. 4-7 focusing on important ideas and information in the text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What forms a pattern? What does not form a pattern?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 174a (what, said, was, am).

Reading Analysis:

- **Make Connections** - Display and complete with class the T-Chart to record information about a pattern.

- TE pg. 170
- *Plant Patterns*
- Digital Options

- TE pg. 170
- Student Writing

Resources:

Lesson 2 - READING: Connect Pieces of Information in a Text

- TE pg. 172

- TE pg. 172
- *Plant Patterns*

- TE pg. 172
- *Plant Patterns* pgs. 4-7
- Read Aloud Routine TR12-13

- TE pg. 172
- *Plant Patterns* pgs. 4-7
- Think-Pair-Share Routine TR6-7

- TE pg. 173
- *Plant Patterns* pgs. 4-7
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 174
- Benchmark Vocabulary - trimmed, formed
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 174
- T-Chart TR43
- *Plant Patterns* pgs. 4-7

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Name a Topic** - Scholars will draw a picture to show the topic of a text and write a title and a sentence that names the topic.

Teach and Model:

- **Name a Topic** - Display excerpts to show that writers choose to tell the topic in the title or near the beginning of the book.

Prepare to Write:

- **Write a Topic** - Explain that identifying the topic is the first step of the writing process: planning your writing. Teacher brainstorms with class to list topics and class chooses a topic from the list that interests them. Teacher models writing a title (Classroom Patterns) and writes a sentence to name the topic.

Independent Writing Practice:

- **Write a Topic** - Scholars draw a picture that shows the topic of their informative text. They write a title and a complete sentence that names the topic for the reader.

Share Writing:

- Volunteers share their writing with the class. The class identifies the topic and title of the writer's informational text.

Learning Opportunities/Strategies:

Lesson 3 READING: Use Key Details to Understand a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that texts contain a main idea and details that support it.
- **Explore Poetry**: Read and discuss poem.
- **Engage Scholars** - Display pgs. 4-5 of *Plant Patterns* to guide scholars to retell key details they learned so far about plant patterns. Think about the Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Follow Read Aloud Routine to read pgs. 8-11 focusing on words used to describe patterns.

Resources:

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 178
- TE pg. 178
- *Plant Patterns* pg. 5 and cover
- TE pg. 179
- List of Topics
- Teacher Modeled Writing - Class Informative Text
- TE pg. 180
- List of Topics
- Digital Options
- TE pg. 180
- Student Writing

Resources

Lesson 3 READING: Use Key Details to Understand a Text

- TE pg. 182
- TE pg. 182 *Rainbow* pg. 58-58 Text Collection
- TE pg. 182
- *Plant Patterns* pgs. 4-5
- TE pg. 182
- *Plant Patterns* pgs. 8-11
- Read Aloud Routine TR12-13

Grade K Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is a color pattern?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- Words and Their Use - Display and complete with class the Three-Column Chart to make real-life connections with words in a text.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns for More Than One** - List examples of plural nouns that end in -s.

Set the Purpose:

- **Tell Information** - Scholars will write to tell a fact or detail about their topic and add it to their writing from Lesson 2.

Teach and Model:

- **Tell Information** - Explain that a fact is a piece of information that can be proved true. Display excerpts to show how the author supplies information about the topic of the book. Scholars examine the photograph on pg. 10 to identify facts and details.

Prepare to Write:

- **Write Facts and Details** - Explain that after writers name the topic, the next step is to tell information using facts and details from the text. Teacher uses the topic Classroom Patterns to model how to think of a fact or detail and lists ideas. The class chooses an interesting idea from the list and teacher models how to write a sentence that tells about this idea.

Independent Writing Practice:

- **Write Facts and Details** - Scholars think of facts and details about the topic they chose in Lesson 2.

- TE pg. 182
- *Plant Patterns* pgs. 8-11
- Think-Pair-Share Routine TR6-7

- TE pg. 183
- *Plant Patterns* pgs. 8-11
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 183-184
- By-the-Way-Words - bleeding heart flowers, tulips
- Benchmark Vocabulary - single
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 184
- *Plant Patterns* pg. 9
- Three-Column Chart TR44

Resources:

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191
- List of Plural Nouns Ending in -s

- TE pg. 188
- Student Writing Lesson 2

- TE pg. 188
- *Plant Patterns* pgs. 9-10

- TE pg. 189
- List of Facts and Details - Classroom Patterns
- Teacher Modeled Writing

- TE pg. 190
- Student Writing Lesson 2
- Digital Options

Grade K Reading/Writing

They draft one interesting fact or detail for their informative text.

Share Writing:

- Volunteers find the fact or key detail in the informative text speaking audibly and expressing their ideas clearly.

Learning Opportunities/Strategies:

Lesson 4 READING: Relate Words and Pictures in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that texts contain a main idea and details that support it.
- **Engage Scholars** - Display photographs on pgs. 4-11 in *Plant Patterns* to recall the different types of patterns learned so far. Think about the Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Follow Read Aloud Routine to read pgs. 12-19 focusing on details about patterns in the photographs and words.
- **Turn and Talk** - Follow Think-Pair- Routine to discuss: What makes a star a pattern on a cactus?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Relate Pictures to Text** - Display and complete with class the T-Chart to record the details the text and photographs show about the cactus and corn.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns for More Than One** - List examples of plural nouns that end in -es.

- TE pg. 190
- Student Writing

Resources

Lesson 4 READING: Relate Words and Pictures in a Text

- TE pg. 192
- TE pg. 192
- *Plant Patterns* pgs. 4-11
- TE pg. 192
- *Plant Patterns* pgs. 12-19
- Read Aloud Routine TR12-13
- TE pg. 192
- *Plant Patterns* pgs. 12-19
- Think-Pair-Share Routine TR6-7
- TE pg. 193
- *Plant Patterns* pgs. 12-19
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 193-194
- By-the-Way-Words - cactus, tassels, bamboo
- Benchmark Vocabulary - circles, stalk
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 194
- T-Chart TR43
- *Plant Patterns* pgs. 13-15

Resources:

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201
- List of Plural Nouns Ending in -es

Grade K Reading/Writing

Set the Purpose:

- **Revise to Add a Fact or Detail** - Scholars will revise their writing from Lesson 3 by adding another fact or detail about their topic.

Teach and Model:

- **Revise to Add a Fact or Detail** - Explain that when writers revise or change their writing, they sometimes take out a sentence that does not tell about the topic or they add a sentence that tells another fact or detail about the topic. Display excerpts to show how the writer carefully chooses the facts and details to tell about the topic.

Prepare to Write:

- **Use a Peer Review** - Scholars reread the class informative text from Lessons 2 and 3. Teacher models how to give an opinion about the text during a peer review and guides scholars to see that they need to add another fact or detail. Teacher lists more details about the topic and scholars choose one to add to the class informative text.

Independent Writing Practice:

- **Use a Peer Review** - Scholars revise their writing from Lesson 3 by adding a fact or detail about their topic.

Share Writing:

- Volunteers share their writing. The class identifies the fact or detail the writer uses.

Learning Opportunities/Strategies:

Lesson 5 READING: Ask and Answer questions to Find Word Meanings

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that texts contain a main idea and details that support it.
- **Engage Scholars** - Scholars use photographs on pgs. 4-19 to retell the information they have learned so far about plant patterns. Think about the Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Follow Read Aloud Routine to read pgs. 20-27 of focusing on words the author uses to describe plants and their patterns.

- TE pg. 198
- Student Writing Lesson 3

- TE pg. 198
- *Plant Patterns* pgs. 13, 16

- TE pg. 199
- Class Informative Text

- TE pg. 200
- Student Writing Lesson 2
- Digital Options

- TE pg. 200
- Student Writing

Resources

Lesson 5 READING: Ask and Answer questions to Find Word Meanings

- TE pg. 202
- TE pg. 202
- *Plant Patterns* pgs. 4-19
- TE pg. 202
- *Plant Patterns* pgs. 20-27
- Read Aloud Routine TR12-13

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- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What words does the author use to tell about dandelion seeds?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Display and complete with class the T-Chart to ask questions about unknown words and then use details in the pictures and other words in the text to answer the question.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns for More Than One** - List nouns and guide scholars to make each one plural by adding -s or -es.

Set the Purpose:

- **Add Illustrations** - Scholars will add more details to their informational text from Lesson 4 by drawing a picture.

Teach and Model:

- **Add Illustrations** - Display excerpts to understand how the writer adds photographs in the book to show more information. Guide scholars to examine the Venus flytrap to identify details about the pattern it makes.

Prepare to Write:

- **Add Details to Illustrations** - Teacher uses class Informative Text on Classroom Patterns to model how to think of an additional detail by drawing a picture. Explain that publishing is the last step of the writing process and model reading the class informative text.

Independent Writing Practice:

- **Add Details to Illustrations** - Scholars draw a picture to share more information about their topic

- TE pg. 202
- *Plant Patterns* pgs. 12-19
- Think-Pair-Share Routine TR6-7

- TE pg. 203
- *Plant Patterns* pgs. 12-19
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 203-204
- By-the-Way-Words - fiddlehead, dandelion, heliconia, Venus flytrap
- Benchmark Vocabulary - together
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 204
- T-Chart TR43
- *Plant Patterns* pgs. 20-27

Resources:

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211
- List of Nouns

- TE pg. 208
- Student Writing Lesson 4

- TE pg. 208
- *Plant Patterns* pgs. 21, 25

- TE pg. 209
- Class Informative Text - Classroom Patterns
- Teacher Modeled Drawing

- TE pg. 210
- Student Writing Lesson 4

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using the details they have chosen, and then write one detail from their drawing.

Share Writing:

- Volunteers share their writing with the class. The class identifies the details from the writing that are in the drawing.

Learning Opportunities/Strategies:

Lesson 6 READING: Ask and Answer Questions About Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that there are different kinds of patterns in nature.
- **Engage Scholars** - Display pgs. 10-13 and 18-23 of *Plant Patterns* to review details in the words and pictures about plants and their patterns. Think about the Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Follow Read Aloud Routine to read pgs. 28-29 of focusing on key details they learn about plants and their patterns.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What kinds of plants grow in rows?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-Chart to ask a question about one of the facts and answer the question using the words and photographs.

- TE pg. 210
- Student Writing/Drawing
- Writing Keystone Checklist

Resources

Lesson 6 READING: Ask and Answer Questions About Key Details

- TE pg. 212
- TE pg. 212
- *Plant Patterns* pgs. 10-13 and 18-23
- TE pg. 212
- *Plant Patterns* pgs. 28-29
- Read Aloud Routine TR12-13
- TE pg. 212
- *Plant Patterns* pgs. 20-27
- Think-Pair-Share Routine TR6-7
- TE pg. 213
- *Plant Patterns* pgs. 20-27
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 213-214
- By-the-Way-Words - soybeans
- Benchmark Vocabulary - drought, scroll, fiddle, alternate
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 214
- T-Chart TR43
- *Plant Patterns* pgs. 28, 10

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Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **List Information** - Scholars will write a list of information of factual sentences about a topic and write a title for the list of facts.

Teach and Model:

- **List Information** - Display excerpts to show that the writer names a topic and lists facts about the topic.

Prepare to Write:

- **Write Facts in a List** - Teacher models how to choose a topic (e.g., sunflowers) and how to brainstorm facts about sunflowers. Then teacher models how to choose facts and write them in complete sentences. The class suggests a title (e.g., Sunflower Facts).

Independent Writing Practice:

- **Write Facts in a List** - Scholars dictate or write a list of factual sentences about a topic. Then they add a title to their list.

Share Writing:

- Volunteers share their list of factual sentence with the class. The class identifies the main topic of the writer's list.

Learning Opportunities/Strategies:

Lesson 7 READING: Use Text Parts to Find Information

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that texts contain a main idea and details that support it. Scholars use text features to find information.
- **Engage Scholars** - Display pgs. 4-29 of *Plant Patterns* to identify the main topic and details. Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Display and discuss the Table of Contents. Then display pgs. 30-32 to discuss the text features - Glossary, More Section, the Internet Sites, and Index.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: On what page does the section Color Patterns begin? On what page will you find the glossary?

Resources:

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 218
- TE pg. 218
- *Plant Patterns* pgs. 28-29
- TE pg. 219
- Teacher Modeled Writing (Sunflowers)
- TE pg. 220
- Digital Options
- TE pg. 220
- Student Writing

Resources

Lesson 7 READING: Use Text Parts to Find Information

- TE pg. 222
- TE pg. 222
- *Plant Patterns* pgs. 4-29
- TE pg. 222
- *Plant Patterns* pgs. 30-32 and Table of Contents
- Read Aloud Routine TR12-13
- TE pg. 222
- *Plant Patterns* pgs. 30-32 and Table of Contents
- Think-Pair-Share Routine TR6-7

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Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 224a (where, is, come, was).

Reading Analysis:

- **Parts of a Text** - Display and complete with class the Four-Column Chart to record the purpose of text parts.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Set the Purpose:

- **Find Information About a Topic** - Explain that writers do research to find facts and details about the topic. Scholars will take notes to research about *Plant Patterns*.

Teach and Model:

- **Find Information About a Topic** - Explain that writers research information on Web sites or in books. These are called sources. Display excerpts to show how the writer supplies information from research about a topic. Teacher models how to take notes about the information (e.g., spiral pattern).

Prepare to Write:

- **Research a Topic** - Explain that the class will research the fiddlehead fern in *Plant Patterns*. Provide sources. Teacher models identifying a fact about fiddlehead ferns from the sources. Scholars identify additional facts and teacher lists them. Teacher models how to take notes in a bulleted list.

Independent Writing Practice:

- **Research a Topic** - Scholars perform research by taking notes on the information they find in *Plant Patterns*.

Share Writing:

- Volunteers share their notes with the class. The class listens carefully to make sure all of the notes are facts.

- TE pg. 223
- *Plant Patterns* pgs. 30-32 and Table of Contents
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 223-224
- By-the-Way Words - fern
- Benchmark Vocabulary - tropical, hollow
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 224
- Four-Column Chart TR36
- *Plant Patterns* pgs. 30-32 and Front/Back Cover

Resources:

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 231
- *Plant Patterns*

- TE pg. 228
- *Plant Patterns* pgs. 20, 29

- TE pg. 229
- *Plant Patterns* - Fiddlehead Ferns
- Digital Sources - Fiddlehead Ferns
- Teacher Modeled Writing (Notes)

- TE pg. 230
- *Plant Patterns*
- Digital Options

- TE pg. 230
- Student Writing

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Learning Opportunities/Strategies:

Lesson 8 READING: Identify Main Topic and Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that informational texts are about topics that have been developed through research and observation.
- **Engage Scholars** - Display cover of *Swirl by Swirl: Spirals in Nature* and ask scholars what they think they will learn. Think about Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Follow Read Aloud Routine for first reading guiding scholars to look for swirls in the pictures while focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is a spiral? Where is one place you could find a spiral?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic and Key Details** - Display and complete with class the Main Idea graphic organizer to record the main topic and details.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Verbs** - Display sentences to model that verbs that tell about actions that happen now sometimes add -s or -es at the end.

Set the Purpose:

- **Research Information** - Scholars will research and identify details about an informative topic.

Teach and Model:

Resources

Lesson 8 READING: Identify Main Topic and Key Details

- TE pg. 232
- TE pg. 232
- *Swirl by Swirl: Spirals in Nature* Text Collection
- TE pg. 232
- *Swirl by Swirl: Spirals in Nature* Text Collection
- Read Aloud Routine TR12-13
- TE pg. 232
- *Swirl by Swirl: Spirals in Nature* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 233
- *Swirl by Swirl: Spirals in Nature* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 234
- Benchmark Vocabulary - spiral, swirl
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 234
- Main Idea Graphic Organizer TR40
- *Swirl by Swirl: Spirals in Nature* Text Collection

Resources:

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 241
- Sentences
- TE pg. 238

Grade K Reading/Writing

- **Research Information** - Explain that writers choose a topic, research to find facts and details, and take notes to remember information. Display excerpts to show that the writer found details in her research or observed them in nature. Teacher models how to take notes about details in the pictures.

Prepare to Write:

- **Use Sources** - Provide sources that tell about patterns and teacher models identifying a fact about patterns. Display facts and details. Explain these are notes. Connect each fact to the source it came from. Then teacher models how to organize the notes into a logical order grouping similar notes together.

Independent Writing Practice:

- **Use Sources** - Scholars turn to pg. 27 in *Swirl by Swirl: Spirals in Nature* to use as a source to research information about patterns. They identify two details that tell about patterns.

Share Writing:

- Volunteers share their notes with the class. writing. The class identifies how the notes relate to patterns.

Learning Opportunities/Strategies:

Lesson 9 READING: Relate Pictures and Words in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that texts contain a main idea and details that support it.
- **Explore Reading:** Read and discuss poem.
- **Engage Scholars** - Display pg. 27 of *Swirl by Swirl: Spirals in Nature* to recall details from the previous reading. Think about Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Follow Read Aloud Routine to read pgs. 27-39 of *A Bed for the Winter* focusing on details that describe a spiral.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How does a plant show a spiral? How does an animal show a spiral?

Close Read:

- TE pg. 238
- *Swirl by Swirl: Spirals in Nature* pgs. 34-35, 37 Text Collection

- TE pg. 239
- Digital Sources
- Teacher Modeling

- TE pg. 240
- *Swirl by Swirl: Spirals in Nature* pg. 27 Text Collection

- TE pg. 240
- Student Notes

Resources

Lesson 9 READING: Relate Pictures and Words in a Text

- TE pg. 242
- TE pg. 242
- *Zigzag* pgs. 60-63 Text Collection
- TE pg. 242
- *Swirl by Swirl: Spirals in Nature* pg. 27 Text Collection
- TE pg. 242 Read Aloud Routine TR12-13
- *Swirl by Swirl: Spirals in Nature* pgs. 27-39 Text Collection
- TE pg. 242 Think-Pair-Share Routine TR6-7
- *Swirl by Swirl: Spirals in Nature* pgs. 27-39 Text Collection
- TE pg. 243

Grade K Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Relate Pictures to Text** - Display and complete with class the Three-Column Chart to model how pictures support the words on the page.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Verbs** - Display sentences to model that verbs that tell about actions that have happened in the past often have *-ed* at the end.

Set the Purpose:

- **Name a Topic and Tell a Fact** - Scholars will identify facts and details in *Swirl by Swirl: Spirals in Nature* and choose a topic for their writing.

Teach and Model:

- **Name a Topic and Tell a Fact** - Display excerpts to examine the facts and details the writer chose to include.

Prepare to Write:

- **Write About the Topic** - Scholars think of possible topics about nature (e.g., forest animals). Teacher lists as many topics as scholars can name. Teacher reviews the list and models choosing a topic that is interesting and the class knows something about. Teacher models writing a topic sentence and facts about the topic.

Independent Writing Practice:

- **Write About the Topic** - Scholars think of a topic to write about by choosing from the topic list. They write a sentence to name the topic. Then they dictate or write a sentence that tells a fact about their topic.

Share Writing:

- Volunteers share their writing. Ask the class what the chosen facts tells about the topic.

- *Swirl by Swirl: Spirals in Nature* pgs. 27-39 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 244
- Benchmark Vocabulary - coiled, curves
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 244 Three-Column Chart TR44
- *Swirl by Swirl: Spirals in Nature* pg. 28 Text Collection

Resources:

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251
- Sentences

- TE pg. 248
- *Swirl by Swirl: Spirals in Nature* Text Collection

- TE pg. 248
- *Swirl by Swirl: Spirals in Nature* pgs. 28, 34-35 Text Collection

- TE pg. 249
- List of Topics in Nature
- Teacher Modeled Writing

- TE pg. 250
- List of Topics
- Digital Options

- TE pg. 250
- Student Writing
- Writing Keystone Checklist

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 10 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that texts contain a main idea and details that support it.
- **Engage Scholars** - Review picture on pg. 27 of *Swirl by Swirl: Spirals in Nature* to recall details from the previous reading. Think about Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Follow Read Aloud Routine to read pgs. 40-55 of focusing on the words used to describe the topic.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How can water show a spiral? What animals use spirals to hold onto things?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Shades of Meaning** - Explain that authors use words with similar but slightly different meanings to make their text more interesting. Model how the following words are similar but do not have the exact same meaning: swirl, twist, curl.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Verbs** - Display sentences to model that verbs that tell about actions that will happen in the future have *will* in front of them.

Set the Purpose:

- **Tell Information** - Scholars will write about what the text and pictures taught them about the topic in *Swirl by Swirl: Spirals in Nature*.

Resources

Lesson 10 READING: Use Words to Understand a Text

- TE pg. 252
- TE pg. 252
- *Swirl by Swirl: Spirals in Nature* pg. 27 Text Collection
- TE pg. 252 Read Aloud Routine TR12-13
- *Swirl by Swirl: Spirals in Nature* pgs. 45-55 Text Collection
- TE pg. 252 Think-Pair-Share Routine TR6-7
- *Swirl by Swirl: Spirals in Nature* pgs. 45-55 Text Collection
- TE pg. 253
- *Swirl by Swirl: Spirals in Nature* pgs. 45-55 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 254
- Benchmark Vocabulary - winds, clever, stretches
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154
- TE pg. 254

Resources:

Lesson 10 - WRITING: Informative/Explanatory Writing

- TE pg. 261
- Sentences
- TE pg. 258
- *Swirl by Swirl: Spirals in Nature* Text Collection

Grade K Reading/Writing

Teach and Model:

- **Tell Information - Display excerpts to show how the words and pictures on each spread of *Swirl by Swirl: Spirals in Nature* tell more about the topic.**

Prepare to Write:

- **Write Details** - Teacher models by writing the main topic, *Spirals in Nature*, for scholars to reference. Scholars then examine pgs. 32-33 to identify details about the topic.

Independent Writing Practice:

- **Write Details - Scholars choose a spread from *Swirl by Swirl: Spirals in Nature* and they dictate or write about what the details in the text and pictures tell about the main topic. Provide the sentence frame: *This shows how...this teaches me that...***

Share Writing:

- Volunteers share their writing. Class discusses how the details that the writer included help them understand the topic of spirals in nature.

Learning Opportunities/Strategies:

Lesson 11 - READING: Compare and Contrast Texts

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that there are different kinds of patterns in nature. Scholars compare-contrast *Plant Patterns* and *Swirl by Swirl: Spirals in Nature*
- **Engage Scholars** - Display both texts and discuss something they recall in each. Think about Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Read** - Follow Read Aloud Routine to reread both texts focusing on how the two texts are alike and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What are some places you can find patterns?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 258
- *Swirl by Swirl: Spirals in Nature* pgs. 50-51, 52-53 Text Collection

- TE pg. 259
- Teacher Modeled Writing
- *Swirl by Swirl: Spirals in Nature* pgs. 32-33 Text Collection

- TE pg. 260
- *Swirl by Swirl: Spirals in Nature* Text Collection
- Sentence Frame
- Digital Options

- TE pg. 260
- Student Writing

Resources

Lesson 11 READING: Compare and Contrast Texts

- TE pg. 262
- *Plant Patterns*
- *Swirl by Swirl: Spirals in Nature* Text Collection

- TE pg. 262
- *Plant Patterns*
- *Swirl by Swirl: Spirals in Nature* Text Collection

- TE pg. 262
- *Plant Patterns & Swirl by Swirl: Spirals in Nature*
- Read Aloud Routine TR12-13

- TE pg. 262
- *Plant Patterns & Swirl by Swirl: Spirals in Nature*
- Think-Pair-Share Routine TR6-7

- TE pg. 263
- *Plant Patterns & Swirl by Swirl: Spirals in Nature*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

Grade K Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Compare and Contrast** - Display and complete with class the Venn Diagram to compare and contrast the topic in both texts.

Learning Opportunities/Strategies:

Lesson 11- WRITING:Informative/Explanatory Writing

Set the Purpose:

- **Tell What is Alike and Different** - Scholars will write sentences that compare and contrast the two books they read in this module.

Teach and Model:

- **Tell What is Alike and Different** - Display excerpts to compare and contrast both books.

Prepare to Write:

- **Compare and Contrast Two Books** - Teacher thinks aloud to model finding information on a topic in one book and looking to see whether there is information on that topic in the other book. Use questions to guide scholars to practice comparing and contrasting the books.

Independent Writing Practice:

- **Compare and Contrast Two Books** - Scholars dictate or write sentences that compare and contrast the two books.

Share Writing:

- Volunteers share their sentences with the class. Ask the class which sentences compare and which contrast.

Learning Opportunities/Strategies:

Lesson 12 - READING: Use Words to Understand Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that there are different kinds of patterns in nature.
- **Engage Scholars** - Display both covers and guide scholars to discuss the photograph and illustration with a partner. Think about Essential Questions: How do readers identify the main topic and

- TE pg. 264
- Benchmark Vocabulary - pattern, stalk, swirl, curves
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 264
- Venn Diagram TR47
- *Plant Patterns & Swirl by Swirl: Spirals in Nature*

Resources:

Lesson 11 - WRITING:Informative/Explanatory Writing

- TE pg. 268
- *Plant Patterns*
- *Swirl by Swirl: Spirals in Nature* Text Collection

- TE pg. 268
- *Plant Patterns* pg. 20
- *Swirl by Swirl: Spirals in Nature* pg. 34 Text Collection

- TE pg. 269
- *Plant Patterns*
- *Swirl by Swirl: Spirals in Nature* Text Collection
- Teacher Modeling

- TE pg. 270
- *Plant Patterns*
- *Swirl by Swirl: Spirals in Nature* Text Collection
- Digital Options

- TE pg. 270

Resources:

Lesson 12 READING: Use Words to Understand Text

- TE pg. 272

- TE pg. 272
- *Plant Patterns*
- *Swirl by Swirl: Spirals in Nature* Text Collection

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supporting details of an informational text? How does research on a topic strengthen informational writing?

- **Read** - Follow Read Aloud Routine to take a picture walk through both texts pointing to and reading aloud words they recognize that help them tell about the texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What makes something a pattern? How does a hedgehog show a spiral?

Close Read

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 274a (come, we, where, she).

Language Analysis:

- **Affixes** - Display and complete with class the Four-Column Chart to find words with the affixes: *un-*, *ful-*, *-ly*, and *-y*.

Learning Opportunities/Strategies:

Lesson 12- WRITING:Informative/Explanatory Writing

Set the Purpose:

- **Describe a Pattern** - Scholars will use describing words and phrases to tell details about the topic of their informative writing.

Teach and Model:

- **Describe a Pattern** - Display excerpts to show how the writers used describing words and phrases to tell details about their topic.

Prepare to Write:

- **Write About a Pattern** - Remind scholars that a pattern is made by a repeating shape or color. Play *I Spy* to look for patterns in the classroom. List classroom patterns and question: *What colors/shapes does it have? What parts of the pattern are the same/different?* Together choose one pattern from the list and teacher models how to write a sentence that describes the pattern. Leave the sentence where scholars can refer to it when doing their independent writing.

- TE pg. 272
- *Plant Patterns & Swirl by Swirl: Spirals in Nature*
- Read Aloud Routine TR14-15

- TE pg. 272
- *Plant Patterns & Swirl by Swirl: Spirals in Nature*
- Think-Pair-Share Routine TR6-7

- TE pg. 273
- *Plant Patterns & Swirl by Swirl: Spirals in Nature*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 274
- Benchmark Vocabulary - scatter, fiddle, winds, stretches
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 153-154

- TE pg. 274
- Four-Column Chart TR38
- *Plant Patterns & Swirl by Swirl: Spirals in Nature*

Resources:

Lesson 12 - WRITING:Informative/Explanatory Writing

- TE pg. 278

- TE pg. 278
- *Plant Patterns* pg. 10
- *Swirl by Swirl: Spirals in Nature* pgs. 28-31 Text Collection

- TE pg. 279
- Class List of Patterns
- Teacher Modeled Writing (Display)

Grade K Reading/Writing

Independent Writing Practice:

- **Write About a Pattern** - Scholars think of a pattern they have seen in pictures or in nature. They dictate or write to describe the pattern using descriptive words and phrases and then draw a picture of the pattern.

Share Writing:

- Volunteers share their description with the class before showing their pictures. Ask the class whether they were able to “picture” the pattern from the description alone.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Informative/Explanatory Task: Create a Did You Know Book** - Scholars will research patterns in nature using *Plant Patterns* and *Swirl-by-Swirl: Spirals in Nature* along with additional sources found during shared research. Scholars will then write Did You Know? books about patterns in nature that include information learned from their research.
- **Scholars will:**
 - name what they are writing about.
 - supply information about the topic.
 - provide a conclusion.

Prepare:

- **Review** - Discuss Essential Questions: How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?
- **Revisit the Text** - Remind scholars that in *Plant Patterns* the writer tells about patterns that plants can make and in *Swirl-by-Swirl: Spirals in Nature* the writer tells about animals, plants, and other things in nature that can make spirals, which is one kind of pattern. Display excerpts to show how writers use information in the texts to write about patterns in nature. Then explain that a *Did You Know?* book tells facts about a topic. Teacher models with the question frame *Did You Know...?* using information from both texts.

Learning Opportunities/Strategies:

Performance-Based Assessment

Create: Scholars review the notes they took about facts in the texts and choose the facts they will use in their book.

- TE pg. 280
- Teacher Modeled Writing
- Digital Options

- TE pg. 280
- Student Picture and Writing
- Keystone Writing Checklist

Resources:

Performance-Based Assessment

- TE pg. 282
- *Plant Patterns*
- *Swirl-by-Swirl: Spirals in Nature* Text Collection
- Student Reproducible pg. 286

- TE 283

- TE 283
- *Plant Patterns* pg. 13
- *Swirl-by-Swirl: Spirals in Nature* pgs. 32-33 Text Collection
- Teacher Modeled Writing
- Question Frame

Resources:

Performance-Based Assessment

- TE pg. 284
- paper, pencils
- *Plant Patterns*
- *Swirl-by-Swirl: Spirals in Nature* Text Collection
- Digital Options

Grade K Reading/Writing

Score Writing: Use Informative/Explanatory Writing Rubric		<ul style="list-style-type: none">TE pg. 287 Informative/Explanatory Writing Rubric	
Present: Follow suggestions for scholars to share their writing with the class or in small groups.		<ul style="list-style-type: none">TE pg. 288	
Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow if...then..suggestions to support them as they complete other Performance-Based Assessments.		<ul style="list-style-type: none">TE pg. 289	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice
Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth	Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth	Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing	Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing
Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading	Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading	Realize Online Platform <ul style="list-style-type: none">Games/VideosGuided Writing	Realize Online Platform <ul style="list-style-type: none">Games/VideosGuided Writing
Text Club Routines TR24-27	Text Club Routines TR24-27	Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading	Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading
Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance-Based Assessment Lesson	Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingUnlock Language LearningPerformance-Based Assessment Lesson
		Scaffolded Instruction - Strategic Support If...then...Quick Check	Scaffolded Instruction - English Language Learners If...then...Quick Check
		ReadyUp! Intervention	ReadyUp! Intervention

Grade K Reading/Writing

Unit Six: - Exploring Communities - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RI.CR.K.1.** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.IT.K.3.** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.PP.K.6.** -With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MF.K.6.** - 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).

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** Blend and segment onsets and rimes of single-syllable spoken words.
- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables.
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken single syllable words (simple syllable that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

Grade K Reading/Writing

- **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- **L.WF.K.2.C** Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- **L.WF.K.2.D** Writing frequently used words accurately.
- **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
- **L.WF.K.2.F** Writing initial and final consonant blends (must, slab, plump).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
- **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
- **L.WF.K.3.B** Write simple sentences.
- **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- **L.WF.K.3.D** Use end punctuation.
- **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
- **L.WF.K.3.F** Write sentences with increasing complexity.
- **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
- **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.KL.K.1A.** Use frequently occurring nouns and verbs.
- **L.KL.K.1B.** Form regular plural nouns orally by adding s or es (e.g. dogs, wishes)
- **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
- **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
- **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS ELA Writing

- **W.AW.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).
- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Social Studies

- **6.1.2.CivicsPI.1** - Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2** - Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.Geo.HE.4** - Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.EconET.5** - Describe how local and state governments make decisions that affect individuals and the community.
- **6.1.2.EconGE.2** - Explain why people in one country trade goods and services with people in other countries.
- **6.1.2.Geo.SV.1** - Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- **6.1.2.Geo.SV.2** - Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- **6.1.2.Geo.SV.3** - Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- **6.1.2.Geo.SV.4** - Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

NJSLS ELA Math

- **K.M.3:** Understand the certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.

NJSLS Science

- **K-LS1-1.** - Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **K-ESS2-2.** - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- **K-ESS3-1.** - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- **K-ESS3-3.** - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1**-Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.FP.3**- Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.RM.1**- Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1**- Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2**- Explain why employers are willing to pay individuals to work.
- **9.4.2CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.IML.1**- Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3**- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4**- Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1**-Identify the basic features of a digital tool and explain the purpose of the tool.

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- **9.4.2.TL.7-** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Central Idea / Enduring Understanding:

Readers understand that literary and informational texts can explore similar topics.

Writers understand that it is important to support an opinion they express.

Learners understand that people participate in their communities in a variety of ways.

Essential/Guiding Question:

How do readers make connections between literary and informational texts on the same topic?

How do writers support their opinions?

Content (Module Goals):

Readers will use both literary and informational texts to better understand a topic.

Writers will write a book review in which they state and support their opinion.

Learners will explore the various ways in which people participate in their communities.

Skills(Objectives):

Reading

- Events
- Characters
- Setting
- Relate Pictures and Story
- Main Topic and Key Ideas
- Ask and Answer Questions
- Make Connections
- Compare and Contrast

Writing

- Use Details About the Event
- Gather Character Details
- Gather Details About the Setting
- Add Supporting Details
- Review and Improve
- Use Details to Form an Opinion
- Use Details to Support an Opinion
- Write an Opinion
- Support Your Opinion
- Add Details to Writing
- State Your Opinion
- Choose Your Favorite
- Write Your Opinion About Texts

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Opinion Task:** Scholars will state and support an opinion about which selection they like better: *On the Town: A Community Adventure* or *Places in My Neighborhood*.
- **Scholars will:**
 - state what they are writing about.
 - state an opinion or preference.
 - support their opinion or preference by giving a reason: *"I like the book because..."*

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:

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- check to make sure they write complete sentences with proper capitalization and punctuation.

- Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Performance-Based Assessment - Module A & B

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Identify Major Events in a Story

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that literary and informational texts can explore similar topics.
- **Engage Scholars** - Introduce the story *On the Town: A Community Adventure* to read the title and author's name. Share the Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions?
- **Read** - Follow Read Aloud Routine in this first reading of *On the Town: A community Adventure*, Text Collection focusing on what happens in the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What is a community? What is the homework assignment that the teacher gives the children?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Events** - Display and complete with class the Story Sequence A graphic organizer to retell major events in the story.

Resources:

Lesson 1 - READING: Identify Major Events in a Story

- TE pg. 12
- TE pg. 12
- *On the Town: A Community Adventure* pg. 4 Text Collection
- TE pg. 12
- *On the Town: A Community Adventure* Text Collection
- Read Aloud Routine TR12-23
- TE pg. 12
- *On the Town: A Community Adventure* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 13
- *On the Town: A Community Adventure* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 13-14
- By-the-Way Words - trash
- Benchmark Vocabulary - explore
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 14
- Story Sequence A Graphic Organizer TR41
- *On the Town: A Community Adventure* Text Collection

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Set the Purpose:

- **Tell About an Event** - Explain that writers tell how they think or feel about a topic. Scholars will think about the events in *On the Town: A Community Adventure* and write an opinion about one of the events in the story.

Teach and Model:

- **Tell About an Event** - Explain the different ways that writers tell an opinion about a story, and that they use key details in the story to determine their opinion. Display excerpts to show that when writers write an opinion, they use the words *I* and *my* to tell how they think and feel.

Prepare to Write:

- **Use Details About the Event** - Explain that scholars will need to recall details about the events in a story before they can write an opinion. Teacher thinks aloud to model how to identify events, choose an event, and state an opinion.

Independent Writing Practice:

- **Use Details About the Event** - Scholars use the illustrations in *On the Town: A Community Adventure* and the Story Sequence A graphic organizer in today's Reading Analysis Lesson 1 to identify two or three events from the story. Scholars draw these events including details about the characters, setting, and the event. Then they choose one of the events they have drawn to write about. They dictate or write to state their opinion about the event using *I* or *my* to tell how they think or feel.

Share Writing:

- Volunteers share their writing with the class. The class identifies the event and the opinion.

Learning Opportunities/Strategies:

Lesson 2 - READING: Build Understanding

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that literary and informational texts can explore similar topics.
- **Engage Scholars** - Display cover of *On the Town: A Community Adventure* and discuss the characters. Think about the Essential Questions: How do readers make connections between literary and

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg.18
- *On the Town: A Community Adventure* Text Collection
- TE pg. 18
- *On the Town: A Community Adventure* pg. 8 Text Collection

- TE pg. 19
- Teacher Think Aloud

- TE pg. 20
- *On the Town: A Community Adventure* Text Collection
- Digital Options
- Story Sequence A Graphic Organizer TR41 Lesson 1 Reading

- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Build Understanding

- TE pg. 22
- TE pg. 22
- *On the Town: A Community Adventure* pg. 4 Text Collection

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informational texts on the same topic? How do writers support their opinions?

- **Read** - Follow Read Aloud Routine to read pgs. 4-9 of *On the Town: A Community Adventure* focusing on the characters that Charlie and his mom meet.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Which character was the first one Charlie wrote about in his notebook? What did Mama say about this character? Do you agree with Mama?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 24a (do, little, with, what).

Reading Analysis:

- **Characters** - Display and complete with class the Web A organizer to chart details about characters by what they say, how they act, and what they look like.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Set the Purpose:

- **Tell About a Character** - Scholars will gather details about the character Charlie and write their opinion about them.

Teach and Model:

- **Tell About a Character** - Explain that writers find details about what characters say and do in the words/phrases and pictures of a story, and use these details to help form an opinion about a character. Display excerpts to help scholars understand opinions by studying Charlie's opinions of the people in the community.

Prepare to Write:

- **Gather Character Details** - Teacher models steps scholars can use to write an opinion. Teacher thinks aloud identifying events by paging through *On the*

- TE pg. 22
- *On the Town: A Community Adventure* pgs. 4-9 Text Collection
- Read Aloud Routine TR12-23

- TE pg. 22
- *On the Town: A Community Adventure* pgs. 4-9 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 23
- *On the Town: A Community Adventure* pgs. 4-9 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 23-24
- By-the-Way Words - garbage collector, recycle
- Benchmark Vocabulary - speckled, notebook
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 24
- Web A Graphic Organizer TR48
- *On the Town: A Community Adventure* pgs. 4-9 Text Collection

Resources

Lesson 2 - WRITING: Opinion Writing

- TE pg. 28
- *On the Town: A Community Adventure* Text Collection

- TE pg.28
- *On the Town: A Community Adventure* Text Collection

- TE pg. 29
- *On the Town: A Community Adventure* Text Collection

Grade K Reading/Writing

Town: A Community Adventure. Teacher models writing an opinion statement.

Independent Writing Practice:

- **Gather Character Details** - Scholars look at the illustrations on pgs. 5-9 of *On the Town: A Community Adventure* and Web A graphic organizer from Reading Analysis in Lesson 2 to identify details about Charlie. Then they dictate or write a sentence that states their opinion of Charlie.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion in each. Then take a class poll of how many scholars liked Charlie and how many did not.

Learning Opportunities/Strategies:

Lesson 3 - READING: Identify Details About the Setting

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that it is important to support an opinion they express.
- **Engage Scholars** - Recall the story so far from pgs. 4-9 of *On the Town: A Community Adventure*. Think about the Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions?
- **Read** - Follow Read Aloud Routine to read pgs. 10-13 of *On the Town: A Community Adventure*, Text Collection focusing on details about Charlie's community.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who does Charlie think is a good part of his community? What does Charlie draw in his notebook? Why?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- Teacher Think Aloud
- Teacher Modeled Writing

- TE pg. 30
- *On the Town: A Community Adventure* Text Collection
- Web A Graphic Organizer TR48 Lesson 2 Reading

- TE pg. 30
- *On the Town: A Community Adventure* Text Collection
- Digital Options

Resources:

Lesson 3 - Identify Details About the Setting

- TE pg. 32
- TE pg. 32
- *On the Town: A Community Adventure* pgs. 4-9 Text Collection
- TE pg. 32
- *On the Town: A Community Adventure* pgs. 10-13 Text Collection
- Read Aloud Routine TR12-23
- TE pg. 32
- *On the Town: A Community Adventure* pgs. 10-13 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 33
- *On the Town: A Community Adventure* pgs. 10-13 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 33-34
- By-the-Way Words - barber shop
- Benchmark Vocabulary - handsome
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

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Reading Analysis:

- **Setting** - Display and complete Web B graphic organizer to show details about the setting in the words and pictures of the story.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson

- **Produce Complete Sentences** - Display excerpts to model complete sentences.

Set the Purpose:

- **Tell About Settings** - Scholars will compare settings in *On the Town: A Community Adventure* and write their opinion about one of the settings in the story.

Teach and Model:

- **Tell About Settings** - Explain that scholars can use details about the setting to tell what they like or dislike about each place. They find details in the words/phrases and pictures of the story and on the Web B graphic organizer completed from Reading Analysis in Lesson 3. Display excerpt to model how scholars find details that tell about the settings of a story.

Prepare to Write:

- **Gather Details About the Setting** - Explain that writers recall details about each place before they can form an opinion or preference. Teacher thinks aloud to model identifying details about the settings on pgs. 5-8 and how to state a preference about the setting.

Independent Writing Practice:

- **Gather Details About the Setting** - Scholars look at the illustrations on pgs. 10-13 of *On the Town: A Community Adventure* and Web B graphic organizer completed in Lesson 3 to identify details about the police station and the barber shop, and draft their preference.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion in each. Then take a class poll of how many scholars liked each setting.

Learning Opportunities/Strategies:

Lesson 4 - READING: Use Words to Understand a Story

Build Understanding:

- TE pg. 34
- Web B graphic organizer, TR49
- *On the Town: A Community Adventure* pgs. 10-13 Text Collection

Resources

Lesson 3 - WRITING: Opinion Writing

- TE pg. 41
- *On the Town: A Community Adventure* Text Collection
- TE pg.38
- *On the Town: A Community Adventure* Text Collection
- TE pg. 38
- *On the Town: A Community Adventure* pg. 9 Text Collection
- Web B Graphic Organizer TR 49 Lesson 3 Reading
- TE pg. 39
- *On the Town: A Community Adventure* pgs. 5-8 Text Collection
- TE pg. 40
- *On the Town: A Community Adventure* Text Collection
- Web B Graphic Organizer TR49 Lesson 3 Reading
- Digital Options
- TE pg. 40
- Student Writing

Resources:

Lesson 4 - READING: Use Words to Understand a Story

Grade K Reading/Writing

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that it is important to support an opinion they express.
- **Engage Scholars** - Review pictures on pgs. 4-13 to recall what has happened in *On the Town: A Community Adventure*. Think about the Essential Questions: How do readers identify character experiences and reactions? How do writers use characters' reactions to events to tell a story?
- **Read** - Follow Read Aloud Routine to read pgs. 14-17 of *On the Town: A Community Adventure* focusing on words the author uses to describe people and places in the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who does Charlie meet at the post office? Why do Charlie and Mama go to the bank?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Display and complete with class the T-chart to ask and answer questions about unknown words.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **End Punctuation** - Display sentences to discuss the punctuation at the end of each sentence.

Set the Purpose:

- **Support an Opinion** - Scholars will look for details in the words and pictures and choose a detail to support their opinion of *On the Town: A Community Adventure*.

Teach and Model:

- **Support and Opinion** - Display pictures and read text to model using details to support an opinion.

- TE pg. 42
- TE pg. 42
- *On the Town: A Community Adventure* pgs. 4-13 Text Collection
- TE pg. 42
- *On the Town: A Community Adventure* pgs. 14-17 Text Collection
- Read Aloud Routine TR12-23
- TE pg. 42
- *On the Town: A Community Adventure* pgs. 14-17 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 43
- *On the Town: A Community Adventure* pgs. 14-17 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 43-44
- By-the-Way Words - pharmacy
- Benchmark Vocabulary - genius, writing, bingo
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 44
- T-Chart TR43
- *On the Town: A Community Adventure* pgs. 14-17 Text Collection

Resources

Lesson 4 - WRITING: Opinion Writing

- TE pg. 51
- TE pg.48
- *On the Town: A Community Adventure* Text Collection
- TE pg. 48

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Prepare to Write:

- **Add Supporting Details** - Model the steps to follow to write a reason to support an opinion. Use the opinion drafted in Lesson 3 and model how you can find supporting details in the story. Ask scholars to look for more ideas and chart responses. Model how to use the ideas on the chart to draft reasons that support the class opinion.

Independent Writing Practice:

- **Add Supporting Details** - Scholars review details about the police station and the barber shop on pgs. 10-13 of *On the Town: A Community Adventure*. They look for details in the words and pictures and choose a detail that supports their opinion of the two settings. They then draft a reason that supports their opinion.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion and reason that supports it.

Learning Opportunities/Strategies:

Lesson 5 - READING: Ask Questions to Distinguish Meaning

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Learners understand that people participate in their communities in a variety of ways.
- **Engage Scholars** - Scholars look at pictures on pgs. 4-17 of *On the Town: A Community Adventure* to discuss different places Charlie has seen so far. Think about the Essential Question: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions?
- **Read** - Follow Read Aloud Routine to read pgs. 18-23 focusing on words that tell what people in the community do.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do Charlie and Mama do at Henry's Luncheonette? What does Charlie add to his notebook at the fire station?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- *On the Town: A Community Adventure* pgs. 15-17 Text Collection

- TE pg. 49
- Teacher Modeled Writing Lesson 3
- Teacher Modeled Writing
- Charted Responses
- *On the Town: A Community Adventure* pg. 7 Text Collection

- TE pg. 50
- Student Writing Lesson 3
- *On the Town: A Community Adventure* pgs. 10-13 Text Collection
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Ask Questions to Distinguish Meaning

- TE pg. 52
- TE pg. 52
- *On the Town: A Community Adventure* pgs. 14-17 Text Collection
- TE pg. 52 Read Aloud Routine TR12-23
- *On the Town: A Community Adventure* pgs. 14-17 Text Collection
- TE pg. 52
- *On the Town: A Community Adventure*, pgs. 14-17 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 53
- *On the Town: A Community Adventure*, pgs. 14-17 Text Collection

Grade K Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Shades of Meaning** - Display and complete the T-chart with class to identify words with similar but different meanings.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **End Punctuation** - Display sentences to discuss the punctuation at the end of each sentence.

Set the Purpose:

- **Add a Reason** - Scholars will look for details to add to their opinion of the settings in *On the Town: A Community Adventure*.

Teach and Model:

- **Add a Reason** - Display excerpts to show how the writer carefully chose the details she uses to tell about Uncle Kerry so readers better understand Charlie's opinion of him.

Prepare to Write:

- **Review and Improve** - Show scholars the steps to revise their opinion writing. Display the class opinion from Lessons 3 and 4. Role play a reviewer and tell what you think of the text. Guide scholars to see that they need to add another detail. Think of a detail and add it to the class's opinion.

Independent Writing Practice:

- **Review and Improve** - Scholars read their opinion writing from Lessons 3 and 4. Guide pairs to read each other's writing. Partners ask questions and make suggestions. They review their draft, add another detail or reason, and write the revisions.

Share Writing:

- Volunteers share their revised writing with the class. The class identifies the reasons and details that support the opinion.

- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 53-54
- By-the-Way Words - waitress, train conductor
- Benchmark Vocabulary - whiz, polishing
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 54
- T-Chart TR43
- *On the Town: A Community Adventure* pgs. 18-19 Text Collection

Resources

Lesson 5 - WRITING: Opinion Writing

- TE pg. 61
- TE pg. 58
- *On the Town: A Community Adventure*
- TE pg. 58
- *On the Town: A Community Adventure* pg. 20 Text Collection
- TE pg. 59
- Teacher Modeled Writing Lessons 3 and 4
- Teacher Modeled Writing
- TE pg. 60
- Student Writing Lessons 3 and 4
- Digital Options
- TE pg. 60
- Student Writing
- Writing Keystone Checklist

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 6 - READING: Use Words to Understand Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that it is important to support an opinion they express.
- **Engage Scholars** - Use pictures to retell what happened in *On the Town: A Community Adventure* so far. Think about the Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions?
- **Read** - Follow Read Aloud Routine to read pgs. 24-27 in *On the Town: A Community Adventure*, Text Collection focusing on the people, places, and things in this part of the story.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where do Charlie, Papa, and Mama go first? What does Papa buy for Mama?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Sort Words** - Display and complete with class the Three Sorting Circles. Label circles with People, Places, and Things to help understand the meanings of the words.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Set the Purpose:

- **Begin a Book Review** - Scholars will choose a book that they know and write their opinion of it.

Teach and Model:

- **Begin a Book Review** - Explain that the first step is to name the topic. The topic is the title of the text. Then the writer states their opinion of the text and reasons why they think or feel that way. They use

Resources:

Lesson 6 - READING: Use Words to Understand Details

- TE pg. 62
- TE pg. 62
- *On the Town: A Community Adventure* pgs. 4-23 Text Collection
- TE pg. 62
- *On the Town: A Community Adventure* pgs. 24-27 Text Collection
- Read Aloud Routine TR12-23
- TE pg. 62
- *On the Town: A Community Adventure* pgs. 24-27 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 63
- *On the Town: A Community Adventure* pgs. 24-27 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 63-64
- By-the-Way Words - florist
- Benchmark Vocabulary - sweetl
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4
- TE pg. 64
- Three Sorting Circles TR45
- *On the Town: A Community Adventure* pgs. 24-27 Text Collection

Resources

Lesson 6 - WRITING: Opinion Writing

- TE pg. 68
- TE pg. 68
- *On the Town: A Community Adventure* pg. 25 Text Collection

Grade K Reading/Writing

the words *I* and *my*. Display the excerpts to show scholars that they can use details in the words and pictures to form an opinion of a story.

Prepare to Write:

- **Use Details to Form an Opinion** - Scholars will recall details from a text and use them to decide how they feel about it. Model the steps to form and write an opinion of a text. Display a familiar story from the class library, read the title, and explain that this is the topic. Take a picture walk to recall details from the text. Display a Story Sequence Chart to model how to identify characters. The next step is to identify the details and write an opinion about the text.

Independent Writing Practice:

- **Use Details to Form an Opinion** - Scholars choose a text they have read or from the Text Collection. Take a picture walk through the text and recall the details and decide on an opinion. They dictate or write a sentence that names the topic and then a sentence that states their opinion.

Share Writing:

- Volunteers share their writing with the class. The class identifies the text and the writer's opinion of the text.

Learning Opportunities/Strategies:

Lesson 7 - READING: Relate Pictures and Words in a Story

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Readers understand that literary and informational texts can explore similar topics.
- **Explore Poetry** - Read and discuss poem.
- **Engage Scholars** - Review pgs. 4-27 and discuss of *On the Town: A Community Adventure* Text Collection. Think about Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions?
- **Read** - Follow Read Aloud Routine to read pgs. 28-32 *On the Town: A Community Adventure*, Text Collection focusing on key details in the words and illustrations.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What did Charlie forget to add to his notebook? What other people in the community does Charlie see the next morning?

- TE pg. 69
- Familiar Story from Class Library
- Story Sequence Chart
- Teacher Modeled Writing

- TE pg. 70
- Familiar Book
- Digital Options

- TE pg. 70
- Student Writing

Resources:

Lesson 7 - READING: Relate Pictures and Words in a Story

- TE pg. 72
- TE pg. 72 *Our Block* pgs. 54-55 Text Collection
- TE pg. 72
- *On the Town: A Community Adventure* pgs. 24-27 Text Collection
- TE pg. 72
- *On the Town: A Community Adventure* pgs. 28-32 Text Collection
- Read Aloud Routine TR12-23
- TE pg. 72
- *On the Town: A Community Adventure* pgs. 28-32 Text Collection
- Think-Pair-Share Routine TR6-7

Grade K Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 74a (where, go, that, come).

Reading Analysis:

- **Relate Pictures and Story** - Display and complete with class the Three-Column Chart to use both words and pictures to provide details about the story.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Set the Purpose:

- **Finish a Book Review** - Scholars will gather details and write a reason to support their opinion of the book they reviewed in Lesson 6.

Teach and Model:

- **Finish a Book Review** - Writers give reasons to support their opinion. Display excerpts to help scholars recognize that they can identify details in the text to use as reasons to support their opinions.

Prepare to Write:

- **Use Details to Support an Opinion** - Scholars will write a reason to support their opinion about the book they chose. Display and read aloud the class topic and opinion from Lesson 6. Model finding supporting details from the text and use these details to write reasons that support the class opinion.

Independent Writing Practice:

- **Use Details to Support an Opinion** - Scholars review the topic sentence and opinion sentence they wrote in Lesson 6. They use the book they chose to identify details that support their opinion. Scholars then use the detail they chose to dictate or write a reason that supports their opinion.

Share Writing:

- TE pg. 73
- *On the Town: A Community Adventure* pgs. 28-32 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 73-74
- By-the-Way Words - mailman, neighbor
- Benchmark Vocabulary - listening, porch
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 74
- *On the Town: A Community Adventure* pg. 28 Text Collection
- Three-Column Chart TR44

Resources

Lesson 7 - WRITING: Opinion Writing

- TE pg. 78
- Student Writing Lesson 6

- TE pg. 78
- *On the Town: A Community Adventure* pg. 28, 32 Text Collection

- TE pg. 79
- Familiar Story from Class Library
- Teacher Modeled Writing

- TE pg. 80
- Student Writing Lesson 6
- Familiar Book
- Digital Options

Grade K Reading/Writing

- Volunteers share their book reviews with the class. The class identifies the opinion in each book review and whether they think the reasons support the opinion or not.

Learning Opportunities/Strategies:

Lesson 8 - READING: Discuss the Main Topic and Key Details of a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that it is important to support an opinion they express.
- **Engage Scholars** - Read aloud *Places in My Neighborhood* on pg. 33 to read the title and the author's name. Think about the Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions?
- **Read** - Follow Think Aloud Routine for a first reading of *Places in My Neighborhood* focusing on the main topic or main idea.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What makes a neighborhood special? Why is a grocery store important in a neighborhood?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Events** - Display and complete with class the Main Idea Chart to to identify the main topic of the text and use key details to understand more information about it.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to show how adding a noun, verb, or describing word makes the sentence clearer or more interesting.

- TE pg. 80
- Student Writing

Resources:

Lesson 8 - READING: Discuss the Main Topic and Key Details of a Text

- TE pg. 82
- TE pg. 82
- *Places in My Neighborhood* pg. 33 Text Collection
- TE pg. 82
- *Places in My Neighborhood* Text Collection
- Think Aloud Routine TR12-23
- TE pg. 82
- *Places in My Neighborhood* Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 83
- *Places in My Neighborhood* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 83-84
- By-the-Way Words - neighborhood
- Benchmark Vocabulary - apartment
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 3-4
- TE pg. 84
- *Places in My Neighborhood* Text Collection
- Main Idea chart TR40

Resources

Lesson 8 - WRITING: Opinion Writing

- TE pg. 91

Grade K Reading/Writing

Set the Purpose:

- **State an Opinion** - Scholars will dictate or write to tell about their favorite place in the neighborhood.

Teach and Model:

- **State an Opinion** - Display excerpts to show how the writer of *Places in My Neighborhood* tells the topic of the text.

Prepare to Write:

- **Write an Opinion** - Scholars will understand how to write a topic and an opinion about it. Guide scholars to recall the names of stories the class has read. Make a list and use questions to guide scholars to think about the stories on the list. Chart their responses. Together decide on the class's favorite story and model how to write an opinion.

Independent Writing Practice:

- **Write an Opinion** - Scholars think about the places in a neighborhood and decide on their favorite place. They write the name of their favorite place and illustrate.

Share Writing:

- Volunteers share their writing and picture with the class. The class identifies the writer's favorite place based on their picture.

Learning Opportunities/Strategies:

Lesson 9 - READING: Ask and Answer Questions About the Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that it is important to support an opinion they express.
- **Explore Poetry** - Read and discuss poem.
- **Engage Scholars** - Display pg. 33 of *My Neighborhood* and identify the main idea and one detail that supports it. Think about the Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions?
- **Read** - Follow Read Aloud Routine to read *Places in My Neighborhood* pgs. 33-39 focusing on the relationship between the text and the photographs.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How are apartments part of a

- TE pg. 88

- TE pg. 88
- *Places in My Neighborhood* pgs. 33-34 Text Collection

- TE pg. 89
- List of Stories and Responses to Questions
- Chart of Major Events
- Teacher Modeled Writing

- TE pg. 90
- Digital Options

- TE pg. 90
- Student Writing and Illustration

Resources:

Lesson 9 - READING: Ask and Answer Questions About the Text

- TE pg. 92
- TE pg. 92 *This Is My Community* pg. 53 Text Collection
- TE pg. 92
- *My Neighborhood* pg. 33 Text Collection
- TE pg. 92
- *Places in My Neighborhood* pgs. 33-39 Text Collection
- Read Aloud Routine TR12-23
- TE pg. 92

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neighborhood? How are houses part of a neighborhood?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-chart to ask questions and look for answers in the text.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to show how adding a noun, verb, or describing word makes the sentence clearer or more interesting.

Set the Purpose:

- **Tell a Reason** - Scholars will dictate or write reasons to support the opinion they wrote in Lesson 8.

Teach and Model:

- **Tell a Reason** - Explain that people may share the same opinion about a topic but have different reasons for thinking or feeling the way they do. Display excerpts to see what the writer says is the purpose of a house and a clinic. Guide scholars to go back through the text to find other facts that support the author's opinion that places in a neighborhood have special purposes that meet our needs.

Prepare to Write:

- **Support Your Opinion** - Guide scholars to add a reason to support the class's opinion about a favorite book. Display and read aloud the sentence you wrote in Lesson 8. Model how to provide a reason for your choice. Guide scholars to look for other reasons from the text. Review that they have named the topic, stated their opinion, and supported it with reasons.

- *Places in My Neighborhood* pgs. 33-39 Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 93
- *Places in My Neighborhood* pgs. 33-39 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 94
- Benchmark Vocabulary - lined
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 3-4

- TE pg. 94
- T-Chart TR43
- *Places in My Neighborhood* pgs. 33-39 Text Collection

Resources

Lesson 9 - WRITING: Opinion Writing

- TE pg. 101

- TE pg. 98
- Student Writing Lesson 8

- TE pg. 98
- *Places in My Neighborhood* pgs. 38, 44 Text Collection

- TE pg. 99
- Teacher Modeled Writing Lesson 8
- Teacher Modeled Writing

Grade K Reading/Writing

Independent Writing Practice:

- **Support Your Opinion** - Scholars review the opinion they wrote in Lesson 8 about their favorite neighborhood place. They write one reason to support their opinion.

Share Writing:

- Volunteers share their personal narrative with the class. The class identifies one reason the writer used to support their opinion.

Learning Opportunities/Strategies:

Lesson 10 - READING: Make Connections in a Text

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people participate in their communities in a variety of ways.
- **Engage Scholars** - Recall what *Places in My Neighborhood* is mostly about. Think about the Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions?
- **Read** - Follow Read Aloud Routine to read pp. 40-45 *Places in My Neighborhood* focusing on the connection between individuals in a neighborhood.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What kinds of places keep neighborhoods safe?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Make Connections** - Display and complete with class the Venn Diagram to make connections by comparing and contrasting firefighters and police officers.

- TE pg. 100
- Teacher Modeled Lesson 8
- Digital Options

- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Make Connections in a Text

- TE pg. 102
- TE pg. 102
- *Places in My Neighborhood* pg. 33 Text Collection
- TE pg. 102
- *Places in My Neighborhood* pgs. 40-45 Text Collection
- Read Aloud Routine TR12-23
- TE pg. 102
- *Places in My Neighborhood* pgs. 40-45 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 103
- *Places in My Neighborhood* pgs. 40-45 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 104
- By-the-Way-Words - clinic
- Benchmark Vocabulary - rush, strangers, bandage
- Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 3-4
- TE pg. 104
- *Places in My Neighborhood* pgs. 40-45 Text Collection
- Venn Diagram TR47

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **End Punctuation** - Display sentences to review that every sentence has end punctuation.

Set the Purpose:

- **Tell Details of an Event** - Scholars will revise their opinion writing from Lesson 9 by adding details to strengthen or clarify their reasons.

Teach and Model:

- **Tell Details of an Event** - Display excerpts to show that the writer of *Places in My Neighborhood* added details to tell more about the paces in the neighborhood. Guide scholars to find other ways the author added more details to tell more information.

Prepare to Write:

- **Add Details to Writing** - Display the class's opinion from Lesson 9 and ask scholars how they can improve their reasons to make them better? Model how to give your opinion about a sentence. Guide scholars to add details to the class's opinion writing.

Independent Writing Practice:

- **Add Details to Writing** - Scholars revise their writing by adding details to strengthen or clarify their reasons.

Share Writing:

- Volunteers share their writing with the class. The class identifies the detail the writer added to strengthen their writing.

Learning Opportunities/Strategies:

Lesson 11 - READING: Find the Meanings of Unknown Words

Build Understanding:

- **Set the Purpose** - Enduring Understanding: Learners understand that people participate in their communities in a variety of ways.
- **Engage Scholars** - Turn to pg. 33 *Places in My Neighborhood* and discuss the meaning of the word neighborhood. Think about the Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions?
- **Read** - Follow Read Aloud Routine to read *Places in My Neighborhood* pgs. 46-52 focusing on identifying interesting words and phrases.

Resources

Lesson 10 - WRITING: Opinion Writing

- TE pg. 111
- TE pg. 108
- TE pg. 108
- *Places in My Neighborhood* pgs. 42, 44 Text Collection
- TE pg. 109
- Teacher Modeled Writing Lesson 9
- Teacher Modeled Writing
- TE pg. 110
- Student Writing Lesson 9
- Digital Options
- TE pg. 110
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 11 - READING: Find the Meanings of Unknown Words

- TE pg. 112
- TE pg. 112
- *Places in My Neighborhood* pg. 33 Text Collection
- TE pg. 102
- *Places in My Neighborhood* pgs. 46-52 Text Collection

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- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What can you find in a library? What can you find in a grocery store?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Words and Their Uses** - Display and complete with class the Web A organizer to show how we can connect a word to our daily lives to better understand it.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Set the Purpose:

- **Choose a Book Cover** - Scholars will draw a new book cover for the *Places in My Neighborhood* and state an opinion about which cover they prefer.

Teach and Model:

- **Choose a Book Cover** - Explain that there are many options for what to put on a book cover. Display pg. 33 of *Places in My Neighborhood* to discuss the author's book cover.

Prepare to Write:

- **State Your Opinion** - Guide scholars to think of pictures they could draw that would best show the story *On the Town: A Community Adventure*. Model how to think of a picture. Then scholars draw their own cover for this text giving a reason why they chose the things included in their drawing. Scholars place their cover next to the cover of *On the Town: A Community Adventure* to decide which cover they think is better. After scholars have chosen which cover they feel is better, have them write their opinion. Model how to state a preference.

Independent Writing Practice:

- Read Aloud Routine TR12-23
- TE pg. 112
- *Places in My Neighborhood* pgs. 46-52 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 113
- *Places in My Neighborhood* pgs. 46-52 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 114
- Benchmark Vocabulary - checks out
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 3-4
- TE pg. 114
- *Places in My Neighborhood* pgs. 46-52 Text Collection
- Web A Graphic Organizer TR48

Resources

Lesson 11 - WRITING: Opinion Writing

- TE pg. 121
- *Places in My Neighborhood* pg. 33 Text Collection
- TE pg. 118
- *Places in My Neighborhood* pg. 33 Text Collection
- TE pg. 119
- Familiar Book
- *On the Town: A Community Adventure* (Cover)
- Teacher Modeled Writing

Grade K Reading/Writing

- **State Your Opinion** - Scholars draw a new cover for *Places in My Neighborhood*. They write the title and the author's name on the new cover. Then they dictate or write to explain their opinion about which book cover is better, theirs or the original.

Share Writing:

- Volunteers share their drawings and opinions with the class. The class forms their own opinion about which cover is better.

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare and Contrast Two Books on the Same Topic

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that people participate in their communities in a variety of ways.
- **Engage Scholars** - Display pg. 4 of *On the Town: A Community Adventure* and identify the main character and an experience the character has around town. Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions? Scholars will tell how the experiences of the characters are alike and different.
- **Read** - Follow Read Aloud Routine to reread both stories focusing on the places in each text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why does Charlie visit places in his neighborhood? Why are there different kinds of places in a neighborhood?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 124a (was, like the from).

Reading Analysis:

- TE pg. 120
- *Places in My Neighborhood* pg. 33 Text Collection
- Digital Options

- TE pg. 120
- Student Drawings and Opinion

Resources:

Lesson 12 - READING: Compare and Contrast Two Books on the Same Topic

- TE pg. 122
- TE pg. 122
- *On the Town: A Community Adventure* Text Collection
- TE pg. 122 Read Aloud Routine TR12-23
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection
- TE pg. 122 Think-Pair-Share Routine TR6-7
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection
- TE pg. 123
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 124
- Benchmark Vocabulary - explore, genius, lined, rush
- Benchmark Vocabulary Routine for Informational and Literary Text TR28-35
- Generative Vocabulary Chart TE 3-4

Grade K Reading/Writing

- **Compare and Contrast** - Display and complete with class Venn Diagram comparing both texts.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Set the Purpose:

- **Compare and Contrast** - Review author's purpose (e.g. Literary to entertain and Informational to inform). Scholars will compare *On the Town: A Community Adventure* *Places in My Neighborhood* and state an opinion in response to this question: Which type of text -story or informational text- do you like better when reading about community?

Teach and Model:

- **Compare and Contrast** - Display excerpts to identify why *On the Town: A Community Adventure* is a story and *Places in My Neighborhood* is an informational text.

Prepare to Write:

- **Choose Your Favorite** - Display and complete the T-Chart to show examples of each kind of text. model how to use the information in the chart to write about a difference. Then model to write a preference to the question: Which type of text do you like better when reading about community?

Independent Writing Practice:

- **Choose Your Favorite** - Scholars dictate or write to state an opinion in response to the question: Which type of text do you like better when reading about community?

Share Writing:

- Volunteers share their writing with the class. The class identifies the writer's opinion.

Learning Opportunities/Strategies:

Lesson 13 - READING: Ask and Answer Questions About Key Details

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Writers understand that it is important to support an opinion they express.
- **Engage Scholars** - Recall what happened in *On the Town: A Community Adventure* and *Places in My Neighborhood*. Think about the Essential Questions: How do readers make

- TE pg. 124 Venn Diagram TR47
- *On the Town: A Community Adventure*
- *Places in My Neighborhood* Text Collection

Resources

Lesson 12 - WRITING: Opinion Writing

- TE pg. 128
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection

- TE pg. 128
- *On the Town: A Community Adventure* pg. 8 and *Places in My Neighborhood* pg. 34 Text Collection

- TE pg. 129
- *On the Town: A Community Adventure* pgs. 6-7 and *Places in My Neighborhood* pgs. 36-49 Text Collection

- TE pg. 130
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection
- Digital Options

- TE. pg. 130
- Student Writing

Resources

Lesson 13 - READING: Ask and Answer Questions About Key Details

- TE pg. 132

- TE pg. 132
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection

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connections between literary and informational texts on the same topic? How do writers support their opinions?

- **Read** - Follow Read Aloud Routine to take a picture walk through both texts using pictures to retell.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Which place that Charlie visits is your favorite? Why? Why is a clinic an important place in any neighborhood?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-chart to show how asking and answering questions helps to better understand what is being read.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Capitalize** - Display and read aloud sentence to show that the first word in a sentence and the pronoun *I* is always capitalized.

Set the Purpose:

- **State an Opinion** - Scholars will state their opinion to answer the question: What is the best part of your community?

Teach and Model:

- **State an Opinion** - Display questions for scholars to follow as they think about to state opinions about books read. Display excerpts to model how to state an opinion.

Prepare to Write:

- TE pg. 132
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection
- Read Aloud Routine TR12-23

- TE pg. 132
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection
- Think-Pair-Share Routine TR6-7

- TE pg. 133
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 134
- Benchmark Vocabulary - polishing, listening, strangers, bandage
- Benchmark Vocabulary Routine for Informational and Literary Text TR28-35
- Generative Vocabulary Chart TE 3-4

- TE pg. 134
- *On the Town: A Community Adventure* and *Places in My Neighborhood* Text Collection
- T-Chart TR43

Resources

Lesson 13 - WRITING: Opinion Writing

- TE pg. 141

- TE pg. 138

- TE pg. 138
- *On the Town: A Community Adventure* pgs. 29-30 and *Places in My Neighborhood* pgs. 40-41 Text Collection

Grade K Reading/Writing

- **Write Your Opinion About Texts** - Model how to identify and describe people and places in neighborhood using the information from *On the Town: A Community Adventure*. Then model how to write an opinion about what was described.

Independent Writing Practice:

- **Write Your Opinion About Texts** - Scholars dictate or write an opinion in response to the question: What is the best part of your community?

Share Writing:

- Volunteers share their writing with the class. The class identifies the writer's favorite place in the community.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Opinion Task:** Scholars will state and support an opinion about which selection they like better: *On the Town: A Community Adventure* or *Places in My Neighborhood*.
- **Scholars will:**
 - state what they are writing about.
 - state an opinion or preference.
 - support their opinion or preference by giving a reason: "*I like the book because...*"
 - check to make sure they write complete sentences with proper capitalization and punctuation.

Prepare:

- **Review** - Discuss Essential Questions: Think about the Essential Questions: How do readers make connections between literary and informational texts on the same topic? How do writers support their opinions? Read Aloud the Performance-Based Assessment.
- **Revisit the Text** - Remind scholars that *On the Town: A Community Adventure* is a story that tells about a boy named Charlie who explores his community. *Places in My Neighborhood* is an informational text that tells real places in different neighborhoods. Display excerpts for scholars to recall the selections. Explain that when you decide whether you like the text or not that this is your opinion. When you decide why you like or do not like the text, these reasons support your opinion. Encourage scholars to start a list of what they like about the texts and then review the list to see which has reasons they think will be more convincing to readers.

- TE pg. 139
- *On the Town: A Community Adventure* pgs. 6, 38-39 Text Collection
- Teacher Modeled Writing

- TE pg. 140
- Digital Options

- Student Writing

Resources

Performance-Based Assessment:

- TE pg. 142
- Reproducible pg 146

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *On the Town: A Community Adventure* pg. 32 and *Places in My Neighborhood* pg. 50 Text Collection

Grade K Reading/Writing

Learning Opportunities/Strategies:

Performance-Based Assessment:

Create - Scholars choose the text they like better. Using the sentence frame, they write the topic of their opinion and a reason to support it.

Score Writing - Use Opinion Writing Rubric

Present: Follow suggestions for scholars to share their pictures and writing with the class.

Reflect and Respond - For scholars receiving a score of 0, 1, or 2, follow if..then...suggestions to support them as they complete other Performance-Based Assessments.

Resources

Performance-Based Assessment:

- TE pg. 144
- paper, pencil
- *On the Town: A Community Adventure* or *Places in My Neighborhood* Text Collection
- Digital Options
- TE pg. 147
- TE pg. 148
- TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson

Grade K Reading/Writing

		Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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Unit Six: - Exploring Communities - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RI.CR.K.1.** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.IT.K.3.** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.PP.K.6.** -With prompting and support name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.MF.K.6.** - 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).

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** Blend and segment onsets and rimes of single-syllable spoken words.
- **L.RF.K.2.D.** Orally repeat multi-syllable words and pronounce separate syllables.
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken single syllable words (simple syllable that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- **L.RF.K.2.F.** Add or substitute individual sounds (phonemes) in simple one syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.3.E** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- **L.RF.K.3.c.** - Read high-frequency and grade level irregular words with automaticity.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.

Grade K Reading/Writing

- **L.WF.K.1.C** Write left to right and include a space between words.
- **L.WF.K.1.D** Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- **L.WF.K.1.E** Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.A** Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - **L.WF.K.2.B** Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.C** Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - **L.WF.K.2.D** Writing frequently used words accurately.
 - **L.WF.K.2.E** Attempting phonetic spellings of unknown words.
 - **L.WF.K.2.F** Writing initial and final consonant blends (must, slab, plump).
- **L.WF.K.3.** Demonstrate command of the conventions of sentence composition.
 - **L.WF.K.3.A** Repeat a sentence, identifying how many words are in the sentence.
 - **L.WF.K.3.B** Write simple sentences.
 - **L.WF.K.3.C** Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - **L.WF.K.3.D** Use end punctuation.
 - **L.WF.K.3.E** Use manipulatives or digital tools to construct complete sentences.
 - **L.WF.K.3.F** Write sentences with increasing complexity.
 - **L.WF.K.3.G** Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - **L.WF.K.3.H** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - **L.WF.K.3.I** With support, distinguish between a complete sentence and a sentence fragment.
 - **L.WF.K.3.J** With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - **L.WF.K.3.K** Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - **L.WF.K.3.L** Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- **L.KL.K.1** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - **L.KL.K.1A.** Use frequently occurring nouns and verbs.
 - **L.KL.K.1B.** Form regular plural nouns orally by adding s or es (e.g. dogs, wishes)
 - **L.KL.K.1C** Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).
 - **L.KL.K.1D** Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
 - **L.KL.K.1E** Produce and expand complete sentences in shared language activities.

NJSLS ELA Writing

- **W.AW.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces on a topics or texts (e.g., My favorite book is...).
- **W.NW.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.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).

Grade K Reading/Writing

- B. Continue a conversation through multiple exchanges.
- **SL.II.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
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Social Studies

- **6.1.2.CivicsPI.1** - Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2** - Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.Geo.HE.4** - Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.EconET.5** - Describe how local and state governments make decisions that affect individuals and the community.
- **6.1.2.EconGE.2** - Explain why people in one country trade goods and services with people in other countries.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1**-Recognize ways to volunteer in the classroom, school, and community.
- **9.1.2.FP.3**- Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.RM.1**- Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1**- Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2**- Explain why employers are willing to pay individuals to work.
- **9.4.2CI.1**: Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.1**: Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2**: Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3**: Use a variety of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3**: Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.TL.1**: Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.6**: Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.IML.1**- Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.3**- Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4**- Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1**-Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.7**- Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Central Idea / Enduring Understanding:

Readers understand that asking questions before, during, and after reading helps them grasp meaning of the text.

Writers understand that they can convey their own preferences through writing.

Learners understand that cities are made of neighborhoods where people live, work, and have fun together.

Essential/Guiding Question:

How can readers ask and answer questions before, during, and after reading to better understand what they read?

How do writers convey their preferences through writing?

Grade K Reading/Writing

Content: (Module Goals)

Readers will ask and answer questions before, during, and after reading about details in the text.

Writers will state and support an opinion and include a conclusion.

Learners will understand why people and places in an urban community are important.

Text Complexity Measures - TR52 - TR55

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading

- Main Topic and Key Details
- Make Connections
- Ask and Answer Questions
- Pictures and Text
- Characters
- Setting
- Compare and Contrast

Writing

- Use Facts to Support an Opinion
- Write Your Opinion About the Text
- State and Support an Opinion
- Gather Information to Form an Opinion
- Plan a Travel Brochure
- Draft a Travel Brochure
- List and Use Opinion Words
- Revise and Edit a Travel Brochure
- Present Your Writing
- Form and Support an Opinion
- State and Support a Preference

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Opinion Task:** Create a Travel Brochure - Using information from the anchor and supporting texts and their own words and pictures, scholars will create a travel brochure that convinces people to visit a big city.
- **Scholars will:**
 - tell the topic they are writing about.
 - state an opinion about the topic.
 - provide reasons that support their opinion.
 - provide a conclusion.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Performance-Based Assessment - Module A & B

Grade K Reading/Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Identify the Main Topic and Key Details in a Text

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: Readers understand that asking questions before, during, and after reading helps them grasp meaning of the text.
- **Engage Scholars** - Display the photograph on the cover and discuss what scholars think they will learn? Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?
- **Read** - Follow Read Aloud Routine for the first reading of *Neighborhood Walk: City* focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How do people get around in a city? What do people do for fun in a city?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Topic and Key Details** - Display and complete with class the Main Idea graphic organizer to record the topic and the key details that tell about the topic.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Set the Purpose:

- **Use Facts** - Remind scholars that in opinion writing a topic is what the text is about, an opinion is what a person thinks or feels about something, and reasons tell why they think or feel the way they do. Scholars will use facts or details to dictate or write an opinion about people and places in city communities.

Resources:

Lesson 1 - READING: Identify the Main Topic and Key Details in a Text

- TE pg. 162
- TE pg. 162
- *Neighborhood Walk: City*
- TE pg. 162
- *Neighborhood Walk: City*
- Read Aloud Routine TR12-23
- TE pg. 162
- *Neighborhood Walk: City*
- Think-Pair-Share Routine TR6-7
- TE pg. 163
- *Neighborhood Walk: City*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 163-164
- By-the-Way-Words - neighborhoods
- Benchmark Vocabulary - metropolitan
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 164
- *Neighborhood Walk: City*
- Main Idea Graphic Organizer TR40

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 168
- *Neighborhood Walk: City*

Grade K Reading/Writing

Teach and Model:

- **Use Facts** - Display excerpts to guide scholars to recognize the facts and details the writer includes in the book that support the opinion.

Prepare to Write:

- **Use Facts to Support an Opinion** - Display pgs. 20-21 of *Neighborhood Walk: City* and model how to find and write facts about city communities in the text. Then model how the facts connect. Write the connection. Last, model how to form and write an opinion about the city community based on the facts and connection.

Independent Writing Practice:

- **Use Facts to Support an Opinion** - Scholars will use facts and the connection between the facts to dictate or write an opinion about people or places in a city community.

Share Writing:

- Volunteers share their writing with the class. Ask the class to identify the people or places about which the writer tells their opinion.

Learning Opportunities/Strategies:

Lesson 2 - READING: Make Connections in a Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that cities are made of neighborhoods where people live, work, and have fun together.
- **Engage Scholars** - Display the cover and guide scholars to identify the main topic and one key detail they recall. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?
- **Read** - Follow Read Aloud Routine to read pgs. 4-9 focusing on details about homes and transportation in cities.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where do people downtown in a city? Why do people come into a city?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 168
- *Neighborhood Walk: City* pgs. 4, 17, 29

- TE pg. 169
- Teacher Modeled Writing (Facts, Connection, Opinion)
- *Neighborhood Walk: City* pgs. 20-21

- TE pg. 170
- *Neighborhood Walk: City* pgs. 20-21
- Teacher Modeled Writing (Facts, Connection, Opinion)
- Digital Options

- TE pg. 170
- Student Writing

Resources:

Lesson 2 - READING: Make Connections in a Text

- TE pg. 172

- TE pg. 172
- *Neighborhood Walk: City*

- TE pg. 172
- *Neighborhood Walk: City* pgs. 4-9
- Read Aloud Routine TR12-23

- TE pg. 172
- *Neighborhood Walk: City* pgs. 4-9
- Think-Pair-Share Routine TR6-7

- TE pg. 173
- *Neighborhood Walk: City* pgs. 4-9
- Whole Class Discussion Routine TR8-9

Grade K Reading/Writing

- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE pg. 174a (or, my, yellow, we).

Reading Analysis:

- **Make Connections** - Display and complete with class the Two Sorting Boxes to use information to make connections about the kinds of homes and transportation in a city.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Set the Purpose:

- **Offer an Opinion** - Scholars will choose a photograph and caption from a part of the text that they read today and write their opinion about that part of the book.

Teach and Model:

- **Offer an Opinion** - Teacher thinks aloud to model what is shown in the photograph on pg. 6 to show how writers first identify and observe before they form an opinion about it. Display excerpts to guide scholars to identify information in a text and then give their opinion about it.

Prepare to Write:

- **Write Your Opinion About the Text** - As a class, examine pg. 9 of *Neighborhood Walk: City*. Read and discuss the text and photograph with caption. Teacher and class discuss details they notice. Then the teacher models writing an opinion.

Independent Writing Practice:

- **Write Your Opinion About the Text** - Scholars choose a photograph and caption from a part of the text that they read today and write their opinion about that part of the book.

Share Writing:

- Volunteers share their writing with the class. The class identifies any clue words the writer used to express their opinion.

- Small Group Discussion TR10-11
- TE pg. 173-174
- By-the-Way-Words - apartments
- Benchmark Vocabulary - thousands, millions, crowded
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 174
- *Neighborhood Walk: City* pgs. 4-9
- Two Sorting Boxes TR46

Resources:

Lesson 2 - WRITING: Opinion Writing

- TE pg. 178
- *Neighborhood Walk: City* pgs. 4-9

- TE pg. 178
- *Neighborhood Walk: City* pgs. 4-8

- TE pg. 179
- *Neighborhood Walk: City* pg. 9
- Teacher/Class Modeled Writing

- TE pg. 180
- *Neighborhood Walk: City* pg. 9
- Digital Options

- TE pg. 180
- Student Writing

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 READING: Find New Meanings for Familiar Words

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that cities are made of neighborhoods where people live, work, and have fun together.
- **Explore Poetry** - Read and compare how the poet feels about cities to how the author of *Neighborhood Walk: City* feels about cities.
- **Engage Scholars** - Display the cover and guide scholars recall what the book is about. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?
- **Read** - Follow Read Aloud Routine to read pgs. 10-13 focusing on details about schools and work in cities.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why do cities have many schools? In what places do people work downtown?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Multiple Meaning Words** - Display and complete with the class the Three-Column Chart to record two meanings for the words *room* and *stores*.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Plural Nouns** - Display and read aloud sentences to explain that most plural nouns are formed by adding *-s* or *-es*.

Set the Purpose:

Resources:

Lesson 3 READING: Find New Meanings for Familiar Words

- TE pg. 182
- TE pg. 182
- *Sing a Song of Cities* pg. 56-57 Text Collection
- *Neighborhood Walk: City*
- TE pg. 182
- *Neighborhood Walk: City*
- TE pg. 182
- *Neighborhood Walk: City* pgs. 10-13
- Read Aloud Routine TR12-23
- TE pg. 182
- *Neighborhood Walk: City* pgs. 10-13
- Think-Pair-Share Routine TR6-7
- TE pg. 183
- *Neighborhood Walk: City* pgs. 10-13
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pgs. 183-184
- By-the-Way-Words - nearby
- Benchmark Vocabulary - repair, workers
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 184
- Three-Column Chart TR44
- *Neighborhood Walk: City* pg. 10

Resources:

Lesson 3 - WRITING: Opinion Writing

- TE pg. 191
- Sentences

Grade K Reading/Writing

- **Provide Support** - Explain that writers give reasons to support their opinion. These reasons answer the question “*Why?*”. Scholars will state an opinion and support it with reasons.

Teach and Model:

- **Provide Support** - Teacher models and writes an opinion with strong reasons (e.g., *I think cities are too noisy.*). Display excerpts to help scholars recognize opinions that the writer gives in *Neighborhood Walk: City*. Chart a list and display opinion words.

Prepare to Write:

- **State and Support an Opinion** - Write and read aloud the example from Teach and Model (*I think cities are too noisy.*). Ask scholars if they agree or disagree. Have class vote on which opinion they choose. Model how to state the class opinion (e.g. *We agree that cities are too noisy.*) Model how to tell and write reasons to support this opinion.

Independent Writing Practice:

- **State and Support an Opinion** - Write and read aloud statement: *A city is the best kind of community.* Scholars tell and draft their opinion about this statement. Then they use details from the text as well as their own ideas to give reasons to support their opinion.

Share Writing:

- Volunteers share their opinion writing with the class. The class identifies each writer’s opinion and supporting reasons.

Learning Opportunities/Strategies:

Lesson 4 READING: Use Details to Understand a Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Readers understand that asking questions before, during, and after reading helps them grasp meaning of the text.
- **Explore Poetry** - Read and compare how the poet feels about the city to how the author of *Neighborhood Walk: City* feels about cities.
- **Engage Scholars** - Review the photograph on the cover to recall the topic of the book. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?

- TE pg. 188

- TE pg. 188
- Teacher Modeled Writing (Opinion)
- *Neighborhood Walk: City* pg. 10, 11
- List of Opinion Words

- TE pg. 189
- Teacher Modeled Opinion (*I think cities are too noisy.*)
- *Neighborhood Walk: City*
- List of Opinion Words
- Teacher Modeled Writing

- TE pg. 190
- List of Opinion Words
- *Neighborhood Walk: City*
- Digital Options

- TE pg. 190
- Student Writing

Resources:

Lesson 4 READING: Use Details to Understand a Text

- TE pg. 192
- TE pg. 192
- *Manhattan Lullaby* pg. 59 Text Collection
- *Neighborhood Walk: City*
- TE pg. 192
- *Neighborhood Walk: City*

Grade K Reading/Writing

- **Read** - Follow Read Aloud Routine to read pgs. 14-17 focusing on details about keeping safe and shopping in cities.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who helps keep a city safe? How are stores in city neighborhoods different from stores downtown.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-Chart.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Plural Nouns** - Display and read aloud sentences to explain that the plural of nouns ending in *s*, *x*, *sh*, or *ch* are formed by adding *-es*

Set the Purpose:

- **State an Opinion** - Scholars will use what they have learned to write their opinion about city communities.

Teach and Model:

- **State an Opinion** - Display excerpts to guide scholars to recognize that they can figure out the opinion of the writer from the text and captions. Guide scholars to give their opinion of the jobs of police officers, firefighters, and emergency workers with reasons.

Prepare to Write:

- **Gather Information to Form an Opinion** - Explain that one way to gather information for an opinion is to ask and answer questions about the text. Scholars review pgs. 14-15 and teacher models how to ask questions about key details and writes each question. Then teacher models how to answer the

- TE pg. 192
- *Neighborhood Walk: City* pgs. 14-17
- Read Aloud Routine TR12-23

- TE pg. 192
- *Neighborhood Walk: City* pgs. 14-17
- Think-Pair-Share Routine TR6-7

- TE pg. 193
- *Neighborhood Walk: City* pgs. 14-17
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 193-194
- By-the-Way-Words - ambulances.
- Benchmark Vocabulary - products, grouped
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 194 T-Chart TR43
- *Neighborhood Walk: City* pg. 14

Resources:

Lesson 4 - WRITING: Opinion Writing

- TE pg. 201
- Sentences

- TE pg. 198
- *Neighborhood Walk: City*

- TE pg. 198
- *Neighborhood Walk: City* pgs. 14-15

- TE pg. 199
- *Neighborhood Walk: City* pgs. 14-15
- Teacher Modeled Writing

Grade K Reading/Writing

questions. Finally, teacher models how to use answers to form an opinion about city communities. .

Independent Writing Practice:

- **Gather Information to Form an Opinion** - Have partners ask each other questions about key details on pgs. 16-17. They use the information they learned by asking and answering questions to dictate or write an opinion about city communities.

Share Writing:

- Volunteers share their opinions of city communities.

Learning Opportunities/Strategies:

Lesson 5 READING: Relate Pictures and Words in Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that cities are made of neighborhoods where people live, work, and have fun together.
- **Engage Scholars** - Review pgs. 4-17 by using the pictures and headings to recall the topic and details. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?
- **Read** - Follow Read Aloud Routine to read pgs. 18-21 focusing on details about food and libraries in cities.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What stores sell many kinds of food? Where is a main library usually located?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Pictures and Text** - Display and complete with class the Three-Column Chart to record how both words and pictures provide details.

- TE pg. 200
- *Neighborhood Walk: City* pgs. 16-17
- Digital Options

- TE pg. 200
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 5 READING: Relate Pictures and Words in Text

- TE pg. 202

- TE pg. 202
- *Neighborhood Walk: City* pgs. 4-17

- TE pg. 202
- *Neighborhood Walk: City* pgs. 18-21
- Read Aloud Routine TR12-23

- TE pg. 202
- *Neighborhood Walk: City* pgs. 18-21
- Think-Pair-Share Routine TR6-7

- TE pg. 203
- *Neighborhood Walk: City* pgs. 18-21
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 204
- Benchmark Vocabulary - borrow, offer
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 204
- Three-Column Chart TR44
- *Neighborhood Walk: City* pg. 18

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Nouns and Verbs** - Display sentence to identify the nouns and the verb.

Set the Purpose:

- **Writing Process: Plan** - Explain the writing process: plan, draft, revise, and edit. Scholars will plan to write a travel brochure.

Teach and Model:

- **Writing Process: Plan** - Display excerpts to guide scholars to see that the writer uses the title and the text on the first two pages to tell readers what the topic of the book is. Explain the Table of Contents page also tells the topic.

Prepare to Write:

- **Plan a Travel Brochure** - The purpose of a travel brochure is to convince people that they should visit a certain place. Teacher models how to name a place. (e.g., library). Class brainstorms and teacher lists other places. Class tells facts and details they know about the places in the list. The the class chooses the most interesting place. Teacher models by telling what the topic is in a complete sentence. Teacher writes the title and topic sentence and displays.

Independent Writing Practice:

- **Plan a Travel Brochure** - Scholars review the list of travel brochure topics and chooses a place that is familiar and interesting to them. They fictate or write a title that includes the name of the place and a sentence with a noun and a verb that tells the topic of their travel brochure.

Share Writing:

- Volunteers share the beginning of their travel brochure with the class. The class identifies the place and whether they have visited that place.

Learning Opportunities/Strategies:

Lesson 6 READING: Ask and Answer Questions About Words

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Writers understand that they can convey their own preferences through writing.

Resources:

Lesson 5 - WRITING: Opinion Writing

- TE pg. 211
- Sentence
- TE pg. 208
- TE pg. 208
- *Neighborhood Walk: City* - Title, Table of Contents, pgs. 4-5
- TE pg. 209
- Teacher Modeled Writing
- List of Places
- TE pg. 210
- List of Places
- Digital Options
- TE pg. 210
- Student Writing

Resources:

Lesson 6 READING: Ask and Answer Questions About Words

- TE pg. 212

Grade K Reading/Writing

- **Engage Scholars** - Review the photograph on the cover to recall the topic and main points. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?
- **Read** - Follow Read Aloud Routine to read pgs. 22-25 focusing on details about places in a city, including banks and post offices.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where can people keep their money safe? Where do government leaders work for the city?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Unknown Words** - Teacher displays and completes with class the T-Chart to ask and answer questions they do not know.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Set the Purpose:

- **Writing Process: Draft** - Scholars will use the plan they made in Lesson 5 to draft their opinion about the place they chose to write about.

Teach and Model:

- **Writing Process: Draft** - Display excerpts to guide scholars to recognize that the writer includes opinions in her book. List opinion words that signal that something cannot be proved true.

Prepare to Write:

- **Draft a Travel Brochure** - Remind scholars of the class topic selected in Lesson 5. Explain and list opinion words that will convince people to come. Teacher models how to draft an opinion.

Independent Writing Practice:

- TE pg. 212
- *Neighborhood Walk: City*
- TE pg. 212
- *Neighborhood Walk: City* pgs. 22-25
- Read Aloud Routine TR12-23

- TE pg. 212
- *Neighborhood Walk: City* pgs. 22-25
- Think-Pair-Share Routine TR6-7

- TE pg. 213
- *Neighborhood Walk: City* pgs. 22-25
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 213-214
- By-the-Way-Words - handle
- Benchmark Vocabulary - leaders, fancy
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 214
- *Neighborhood Walk: City* pgs. 22-25

Resources:

Lesson 6 - WRITING: Opinion Writing

- TE pg. 221

- TE pg. 218
- *Neighborhood Walk: City* pg. 24
- Opinion Word List

- TE pg. 218
- Class Topic Lesson 5
- Teacher Modeled Writing
- List of Opinion Words

Grade K Reading/Writing

- **Draft a Travel Brochure** - Scholars recall the topic that they chose and review the title and topic sentence they wrote for their travel brochure in Lesson 5. They consider how they think or feel about the place and write an opinion sentence.

Share Writing:

- Volunteers share the drafts of their travel brochures with the class. The class identifies the place described and if they have visited that place, tell whether or not they agree with the opinion of it.

Learning Opportunities/Strategies:

Lesson 7 READING: Make Connections in a Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Writers understand that they can convey their own preferences through writing. Scholars will make connections about many different places in a city.
- **Engage Scholars** - Page through *Neighborhood Walk: City* to recall the details through pg. 25. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?
- **Read** - Follow Read Aloud Routine to read pgs. 26-29 focusing on how people have fun and get together in cities. Discuss purpose of text features on pgs. 30-32 and glossary and index.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Where can people enjoy outdoor activities in a city? How do people in a city work to help others?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 224a (blue, they, have, for).

Reading Analysis:

- **Make Connections** - Display and complete Two Sorting Boxes with class to make connections between ideas and details.

- TE pg. 219
- Student Title and Topic Sentence Lesson 5
- List of Opinion Words
- Digital Options

- TE pg. 220
- Student Writing

Resources:

Lesson 7 READING: Make Connections in a Text

- TE pg. 222
- *Neighborhood Walk: City*

- TE pg. 222
- *Neighborhood Walk: City* pgs. 1-25

- TE pg. 222
- *Neighborhood Walk: City* pgs. 26-32
- Read Aloud Routine TR12-23

- TE pg. 222
- *Neighborhood Walk: City* pgs. 26-32
- Think-Pair-Share Routine TR6-7

- TE pg. 223
- *Neighborhood Walk: City* pgs. 26-32
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 224
- By-the-Way-Words - glossary, index
- Benchmark Vocabulary - collect
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155

- TE pg. 224
- T-chart TR43
- *Neighborhood Walk: City* pg. 26

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Set the Purpose:

- **Writing Process: Draft** - Scholars will draft reasons for their opinion of the place they are writing about in their travel brochure from Lesson 6.

Teach and Model:

- **Writing Process: Draft** - Display excerpts to guide scholars to recognize the writer includes opinions in her book.

Prepare to Write:

- **Draft a Travel Brochure** - Display and review the draft of the class travel brochure from Lessons 5 and 6 (*Let's Visit Barton Place!*). Explain that the next step is to give reasons to convince the reader. Teacher models giving a reason that supports the class opinion and adds the sentence to the draft of the class brochure.

Independent Writing Practice:

- **Draft a Travel Brochure** - Scholars review the title and topic sentence of their travel brochure that they wrote in Lesson 6. They need to add one or more reasons that support their opinion by answering this question: *Why do you think people should visit the place you choose?*

Share Writing:

- Volunteers share the drafts of their travel brochures with the class. The class identifies the reasons that support the opinion and tell whether or not the reasons convince them to visit the place.

Learning Opportunities/Strategies:

Lesson 8 READING: Identify Characters in a Story

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Writers understand that they can convey their own preferences through writing. Scholars identify and describe characters in a story.
- **Engage Scholars** - Display *While I Am Sleeping* and guide scholars to identify front/back cover and title page. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?

Resources:

Lesson 7 - WRITING: Opinion Writing

- TE pg. 228
- Student Writing Lesson 5

- TE pg. 228
- *Neighborhood Walk: City* pg 26

- TE pg. 229
- Class Travel Brochure Lesson 5
- Teacher Modeled Writing

- TE pg. 230
- Student Writing Lesson 6
- Digital Options

- TE pg. 230
- Student Writing

Resources:

Lesson 8 READING: Identify Characters in a Story

- TE pg. 232
- TE pg. 232
- *While I Am Sleeping* Text Collection

Grade K Reading/Writing

- **Read** - Follow Read Aloud Routine for the first reading of *While I Am Sleeping* focusing on what the story is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who is sleeping during most of the story? Who is not sleeping during most of the story?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters** - Display and complete with class the Three-Column Chart to show how writers tell details about characters in the words and pictures in the story.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to explain that to expand a sentence you add more information (e.g., a noun, verb, or describing word) to make the sentence clearer or more interesting.

Set the Purpose:

- **Word Choice** - Scholars will learn how writers choose words and then choose their own words to write an opinion on a topic.

Teach and Model:

- **Word Choice** - Display sentences to show that the opinion words (e.g., *think*, *brave*, *should*) signal that statements cannot be proved true. Display excerpts to guide scholars to recognize the impact of the words that the writer chooses to use in the story.

Prepare to Write:

- **List and Use Opinion Words** - List, display, and discuss opinion words. Teacher models how to use words from the list to write an opinion statement. Share that the topic of the opinion is community.

- TE pg. 232
- *While I Am Sleeping* Text Collection
- Read Aloud Routine TR12-23

- TE pg. 232
- *While I Am Sleeping* pgs. 3-13
- Think-Pair-Share Routine TR6-7

- TE pg. 232
- *While I Am Sleeping* Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pgs. 233-234
- By-the-Way-Words - security guards
- Benchmark Vocabulary - scrubs, flames, rush, bright
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 152-155

- TE pg. 234
- Three-Column Chart TR44
- *While I Am Sleeping* Text Collection

Resources:

Lesson 8 - WRITING: Opinion Writing

- TE pg. 241

- TE pg. 238

- TE pg. 238
- *While I Am Sleeping* pgs. 8-9, 24 Text Collection

- TE pg. 239
- Teacher Modeled Writing
- List of Opinion Words

Grade K Reading/Writing

Scholars share their own opinions about the best part of a city.

Independent Writing Practice:

- **List and Use Opinion Words** - Scholars review and use words from the opinion list to dictate or write an opinion about their community.

Share Writing:

- Volunteers share their opinions with the class. The class identifies the opinion word(s) each writer uses.

Learning Opportunities/Strategies:

Lesson 9 READING: Use Words to Understand a Text

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Readers understand that asking questions before, during, and after reading helps them grasp meaning of the text.
- **Engage Scholars** - Display the text and illustration on pg. 3 to recall what the book is about. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?
- **Read** - Follow Read Aloud Routine to read pgs. 3-13 focusing on the workers that the narrator tells about in the first half of the book.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do doctors and ambulance drivers have in common? What do janitors and street cleaners have in common?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Language Analysis** - Teacher models how to make connections between how the words are used in the text and their uses in real life using the words *sleeping, brave, rush*.

- TE pg. 240
- Opinion Word List
- Digital Options

- TE pg. 240
- Student Writing

Resources:

Lesson 9 READING: Use Words to Understand a Text

- TE pg. 242
- TE pg. 242
- *While I Am Sleeping* pg. 3 Text Collection
- TE pg. 242
- *While I Am Sleeping* pgs. 3-13 Text Collection
- Read Aloud Routine TR12-23
- TE pg. 242
- *While I Am Sleeping* pgs. 3-13 Text Collection
- Think-Pair-Share Routine TR6-7
- TE pg. 243
- *While I Am Sleeping* pgs. 3-13 Text Collection
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 243-244
- By-the-Way-Words - garage attendant, janitor
- Benchmark Vocabulary - pumps, doze, sirens
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 152-155
- TE pg. 244
- *While I Am Sleeping* Text Collection

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display sentences to explain that to expand a sentence you add more information (e.g., a noun, verb, or describing word) to make the sentence clearer or more interesting.

Set the Purpose:

- **Writing Process: Revise and Edit** - Remind scholars that when writers revise they try to improve their writing to make it better. Then they edit to correct mistakes. Scholars will revise and edit their opinion writing.

Teach and Model:

- **Writing Process: Revise and Edit** - Display excerpts to guide scholars to understand that the writer carefully selects the details she uses.

Prepare to Write:

- **Revise and Edit a Travel Brochure** - Write and read aloud the class travel brochure. Teacher questions to guide scholars to revise and edit.

Independent Writing Practice:

- **Revise and Edit a Travel Brochure** - Scholars reread the topic, opinion, and reason(s) they wrote for their travel brochure in Lessons 5, 6, and 7. Then they revise by adding opinion words and details to their sentences. They edit by checking for mistakes in capitalization, punctuation, and spelling. Finally, they write their revisions.

Share Writing:

- Volunteers share their revised writing with the class. Ask the class how the added opinion words and details improve the writing.

Learning Opportunities/Strategies:

Lesson 10 READING: Identify Details About a Setting

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that cities are made of neighborhoods where people live, work, and have fun together.
- **Explore Poetry - Read and discuss poem**
- **Engage Scholars** - Display illustrations on pgs. 3-13 to recall the night workers. Think about Essential

Resources:

Lesson 9 - WRITING: Opinion Writing

- TE pg. 251
- TE pg. 248
- TE pg. 248
- *While I Am Sleeping* pgs. 6, 10 Text Collection
- TE pg. 249
- Class Travel Brochure
- Teacher Modeled Writing
- TE pg. 250
- Student Writing Lessons 5, 6, & 7
- Digital Options
- TE pg. 250
- Student Writing

Resources:

Lesson 10 READING: Identify Details About a Setting

- TE pg. 252
- *While I Am Sleeping*
- TE Pg. 252 *Skyscraper* pg. 58 Text Collection
- TE pg. 252
- *While I Am Sleeping* pgs. 3-13

Grade K Reading/Writing

Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?

- **Read** - Follow Read Aloud Routine to read pgs. 14-24 of *While I Am Sleeping* focusing on the workers in the last half of the book.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What do market sellers and grocery store workers have in common?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way-Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Setting** - Display and complete the Web A organizer with class to find details about the setting.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Expand Sentences** - Display and read aloud the sentences to show how to expand a sentence by adding a prepositional phrase.

Set the Purpose:

- **Writing Process: Publish** - Remind scholars of the writing process: plan, draft, revise, edit, and publish. Scholars will look at how writers publish their writing and then prepare to publish their own writing.

Teach and Model:

- **Writing Process: Publish** - Explain that when writers publish they make a final clean electronic or written copy of their writing. They add graphics to make their writing more interesting. Finally they find a way to share their writing with others. Display excerpts to show how the writer of *While I Am Sleeping* published her writing.

Prepare to Write:

- TE pg. 252 *While I Am Sleeping* pgs. 14-24
- Read Aloud Routine TR12-23

- TE pg. 252
- *While I Am Sleeping* pgs. 14-24
- Think-Pair-Share Routine TR6-7

- TE pg. 253
- *While I Am Sleeping* pgs. 14-24
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11

- TE pg. 253-254
- By-the-Way-Words - market sellers, taxis
- Benchmark Vocabulary - packets, diner, snoozing, snoring
- Benchmark Vocabulary Routine for Literary Text TR32-35
- Generative Vocabulary Chart TE 152-155

- TE pg. 254
- Web A Graphic Organizer TR48
- *While I Am Sleeping* pgs. 12-13

Resources:

Lesson 10 - WRITING: Opinion Writing

- TE pg. 261

- TE pg. 258
- Student Writing Lesson 9

- TE pg. 258
- *While I Am Sleeping* pgs. 20-21

Grade K Reading/Writing

- **Present Your Writing** - Review with scholars the steps to follow for publishing and presenting their opinion writing.

Independent Writing Practice:

- **Present Your Writing** - Scholars review the travel brochure they write in Lessons 5, 6, and 7 and revised in Lesson 9. They draw or find one more picture or other graphic to accompany their opinion and reasons. Then they write a final version.

Share Writing:

- Volunteers share their writing with the class. Ask the class to offer constructive comments about the writer's opinion and reasons.

Learning Opportunities/Strategies:

Lesson 11 - READING: Compare and Contrast Texts

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Learners understand that cities are made of neighborhoods where people live, work, and have fun together.
- **Explore Poetry** - Reread poems and discuss.
- **Engage Scholars** - Display both texts and guide scholars to recall something about each book. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?
- **Read** - Follow Read Aloud Routine to reread both texts focusing on how the texts are alike and different.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How are the front covers of the books similar and different?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the

- TE pg. 259

- TE pg. 260
- Student Writing Lessons 5, 6, 7, and 9
- Digital Options

- TE pg. 260
- Student Writing

Resources:

Lesson 11 READING: Compare and Contrast Texts

- TE pg. 262
- TE pg. 262 *Sing a Song of Cities, Skyscraper, Manhattan Lullaby*, Text Collection
- TE pg. 262
- *Neighborhood Walk: City*
- *While I Am Sleeping*
- TE pg. 262 Read Aloud Routine TR12-23
- *Neighborhood Walk: City*
- *While I Am Sleeping*
- TE pg. 262 Think-Pair-Share Routine TR6-7
- *Neighborhood Walk: City*
- *While I Am Sleeping*
- TE pg. 263
- *Neighborhood Walk: Cities*
- *While I Am Sleeping*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 264
- Benchmark Vocabulary - metropolitan, repair, bright
- Benchmark Vocabulary Routine for Informational and Literary Text TR28-35

Grade K Reading/Writing

Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete with class the Venn Diagram to record how the texts are alike and different.

Learning Opportunities/Strategies:

Lesson 11- WRITING: Opinion Writing

Conventions Mini-Lesson -

- **Prepositional Phrase** - Display sentences to show that the preposition, the noun, and the words between them make up a prepositional phrase.

Set the Purpose:

- **Tell an Opinion** - Scholars will state their preference and support it with a detail.

Teach and Model:

- **Tell an Opinion** - Scholars will give their opinions and reasons to support them about both texts. Display the Table of Contents on pg. 3 of *Neighborhood Walk: City* and pgs. 4-5 of *While I Am Sleeping* and think aloud to model something you like about each text.

Prepare to Write:

- **Form and Support an Opinion** - Scholars must provide support for their opinion. Ask scholars what they learned from both texts and use a T-Chart with the book headings as titles to record their responses. Review the details on the T-Chart and model how to form an opinion. Explain that you want readers to agree with your opinion so model how to find support for your opinion on the chart.

Independent Writing Practice:

- **Form and Support an Opinion** - Scholars state their opinion in response to this question: Which book to you think would make people want to live in a city? They write their preference and use a detail from the T-Chart to write a sentence to support it.

Share Writing:

- Volunteers share their writing with the class. The class identifies the book each writer chose and the supporting detail they gave.

- Generative Vocabulary Chart TE 152-155

- TE pg. 264
- Venn Diagram TR47
- *Neighborhood Walk: City*
- *While I Am Sleeping*

Resources:

Lesson 11 - WRITING: Opinion Writing

- TE pg. 268

- TE pg. 268

- TE pg. 268
- *Neighborhood Walk: City* pg. 3
- *While I Am Sleeping* pgs. 4-5
- Teacher Think Aloud

- TE pg. 269
- T-Chart TR43
- Teacher Modeled Writing
- *Neighborhood Walk: City*
- *While I Am Sleeping*

- TE pg. 270
- T-Chart TR43
- *Neighborhood Walk: City*
- *While I Am Sleeping*
- Digital Options

- TE pg. 270
- Student Writing

Grade K Reading/Writing

Learning Opportunities/Strategies:

Lesson 12 - READING: Use Key Details to Understand Texts

Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: Readers understand that asking questions before, during, and after reading helps them grasp meaning of the text.
- **Engage Scholars** - Display both texts and ask scholars which is an informational text and why. Think about Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing?
- **Read** - Follow Read Aloud Routine to take a picture walk through both texts using illustrations to recall information.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: According to the texts, where can people in cities go to get food.

Close Read

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
High-Frequency Words - Follow steps on TE 274a (three, said, look, you).

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the T-Chart to ask questions about details and look for answers as they read the texts.

Learning Opportunities/Strategies:

Lesson 12- WRITING: Opinion Writing

Conventions Mini-Lesson -

- **Prepositional Phrases** - Display sentences to show that prepositional phrases often tell *how*, *when*, or *where*.

Set the Purpose:

Resources:

Lesson 12 READING: Use Key Details to Understand Texts

- TE pg. 272
- TE pg. 272
- *Neighborhood Walk: City*
- *While I Am Sleeping*
- TE pg. 272
- *Neighborhood Walk: City*
- *While I Am Sleeping*
- Read Aloud Routine TR12-23
- TE pg. 272
- *Neighborhood Walk: City*
- *While I Am Sleeping*
- Think-Pair-Share Routine TR6-7
- TE pg. 273
- *Neighborhood Walk: City*
- *While I Am Sleeping*
- Whole Class Discussion Routine TR8-9
- Small Group Discussion TR10-11
- TE pg. 274
- Benchmark Vocabulary - collapses, damage
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 152-155
- TE pg. 274
- T-Chart TR43
- *Neighborhood Walk: City*
- *While I Am Sleeping*

Resources:

Lesson 12 - WRITING:Opinion Writing

- TE pg. 281

Grade K Reading/Writing

- **Give Reasons** - Scholars will state an opinion and support it with reasons.

Teach and Model:

- **Give Reasons** - Think aloud to model an opinion giving strong reasons to support it. Display the photographs on pgs. 28-29 of *Neighborhood Walk: City* and pg. 24 of *While I Am Sleeping*, read the text, and think aloud to model stating an opinion about how you like the endings and why. Guide volunteers to take turns stating their opinions and reasons about how the writers end the two books.

Prepare to Write:

- **State and Support a Preference** - Display and complete with class a T-Chart to record the advantages and disadvantages about living in a city using details from both texts. Then model how to write your preference with reasons to support it.

Independent Writing Practice:

- **State and Support a Preference** - Scholars state their opinion in response to this question: Do you prefer to live in a city or a small town? They draft their preference and use details from the T-Chart to write reasons that support it.

Share Writing:

- Volunteers share their writing with the class. The class identifies each writer's preference and supporting reasons.

Learning Opportunities/Strategies:

Performance-Based Assessment

- **Opinion Task: Create a Travel Brochure** - Using information from the anchor and supporting texts and their own words and pictures, scholars will create a travel brochure that convinces people to visit a big city.
- **Scholars will:**
 - tell the topic they are writing about.
 - state an opinion about the topic.
 - provide reasons that support their opinion.
 - provide a conclusion.

Prepare:

- **Review** - Discuss Essential Questions: How can readers ask and answer questions before, during, and after reading to better understand what they read? How do writers convey their preferences through writing? Read the Performance-Based Assessment aloud.

- TE pg. 278

- TE pg. 278
- *Neighborhood Walk: City* pgs. 28-29
- *While I Am Sleeping* pg. 24
- Teacher Think Aloud

- TE pg. 279
- T-Chart TR43
- *Neighborhood Walk: City*
- *While I Am Sleeping*

- TE pg. 280
- *Neighborhood Walk: City*
- *While I Am Sleeping*
- Digital Options

- TE pg. 280
- Student Writing
- Writing Keystone Checklist

Resources:

Performance-Based Assessment

- TE pg. 282
- Student Reproducible pg. 286

- TE 283

Grade K Reading/Writing

<ul style="list-style-type: none">● Revisit the Text - Remind scholars that both texts provide information about cities. The information is mostly positive because both authors view cities as interesting places. Their viewpoints are useful for a travel brochure about visiting a big city. Remind scholars that a travel brochure is a kind of opinion to convince reasons to visit the city. Display an excerpt from <i>Neighborhood Walk: City</i> that tells details about places and activities in a city. <p>Learning Opportunities/Strategies:</p> <p>Performance-Based Assessment</p> <p>Create: Scholars gather information from the texts before they begin writing. They write a sentence that tells the topic (the place people should visit) and a sentence that tells their opinion about the topic (what scholars think about the place). They then write their reasons in an order that makes sense and rewrite their opinion in their conclusion.</p> <p>Score Writing: Use Opinion Writing Rubric</p> <p>Present: Follow suggestions for scholars to share their writing with the class or in small groups.</p> <p>Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow if...then...suggestions to support them as they complete other Performance-Based Assessments.</p>	<ul style="list-style-type: none">● TE 283● <i>Neighborhood Walk: City</i> pgs. 26-27 <p>Resources:</p> <p>Performance-Based Assessment</p> <ul style="list-style-type: none">● TE pg. 284● paper, pencils, crayons/markers● <i>Neighborhood Walk: City</i>● <i>While I Am Sleeping</i>● Digital Options <ul style="list-style-type: none">● TE pg. 287 Opinion Writing Rubric <ul style="list-style-type: none">● TE pg. 288● Digital Options <ul style="list-style-type: none">● TE pg. 289		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">● Games/Videos● Listen to Reading <p>Text Club Routines TR24-27</p>	<p>On Grade Level Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">● Games/Videos● Listen to Reading <p>Text Club Routines TR24-27</p>	<p>Struggling Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">● Games/Videos● Listen to Reading	<p>Special Needs/ELL</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">● Games/Videos● Listen to Reading

Grade K Reading/Writing

Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Scaffolded Strategies Handbook: <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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ReadyGen 2024-2025 Pacing Guide - Grade K

	Units	Unit Days	Cumulative TOTAL
MP 1	ReadyGEN Unit 1 - Living Together: This is Home <ul style="list-style-type: none"> • Module A <ul style="list-style-type: none"> ◦ <i>Where is Home, Little Pip?</i> (7) ◦ <i>A House for Hermit Crab</i> (3) ◦ <i>Compare Where is Home, Little Pip and A House for Hermit Crab</i> (2) • Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ◦ Pages 2-5 ◦ All vocabulary/generative vocabulary must be taught using module resources as needed. • Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ◦ <i>Rhyming Words: (cap, map, man, nest, west, best, rest, win, fin, bin, big, dig, fig, jig, pig, rig, wig, it, fit, hit, kit, lit, pit, sit,)</i> ◦ <i>Aa, - Ss: (Adam, cab, Cam, Bill, students look for words with the appropriate letter, say the letter sound, then name the letter)</i> ◦ <i>Syllables: (ham, hammer, carrot, bus, feather, duck, hippo, bat</i> ◦ <i>Initial Sounds: (lake, lamp, leaf, fox, loaf, hammer, lemon, ladybug, House, Hermit, jam, pat/pen, leaf/fox, kitten/kite, mask/moon, bat/nest</i> ◦ <i>High Frequency Words FS 3, 7, 11: (I, am, the, little,)</i> • Holidays & Observances <ul style="list-style-type: none"> ◦ <i>Labor Day-1st Monday</i> ◦ <i>Hispanic Heritage Month - September 15-October 15</i> ◦ <i>Commodore Barry Day - September 13th</i> ◦ <i>Constitution Day - September 17th</i> • Flex Days (2 days) • Notes: 	<div>12</div> <div>4</div> <div>2</div>	18
MP 1	ReadyGEN Unit 1 - Living Together: This is Home		

Grade K Reading/Writing

	<ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ <i>Life In a Pond (5) - Climate Change Connection-</i> Students may draw, dictate, and compose text that explains which plants and animals they see in their local areas and where and when they see those plants and animals. ○ <i>A Bed for the Winter (4)</i> ○ <i>Compare Life In a Pond and A Bed for the Winter (1)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 152-155 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ <i>Initial Sounds: (pail, pond, lake, life,; mouse, mom, dad; taxi, seven, ten; big, car, cow; horse, hay, fox, cap, hen, man, fan, cat, hat, mop, found, form, forests, farms)</i> ○ <i>Tt - Zz: (students look for words with the appropriate letter, say the letter sound, then name the letter)</i> ○ <i>Initial /m/; Spelled Mm: (moon, mud, pen, mitt, mad, dog, mat, motorcycle, map, mix, men, ham, Sam, meadow, mice, many, make)</i> ○ <i>Initial /t/; /t/ Spelled Tt: (tub, turtle, tip, tail)</i> ○ <i>High Frequency Words FS 3, 7, 11: (the, little, a, to, am)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>National Indigenous People Day - 2nd Monday</i> ● Flex Days (2 days) ● Unit 1-Assessments (1-4 days) ● PBA Assessment - Narrative (use writing block) ● Unit Assessment ● Notes: 	10	
		1 2 4	35
	Units	Unit Days	Cumulative TOTAL
MP 1	ReadyGEN Unit 2 - Understanding Then and Now <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ <i>The Little House (5) Climate Change Connection: Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.</i> ○ <i>Four Seasons Make a Year (3)</i> ○ <i>CompareThe Little House and Four Seasons Make a Year (1)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ <i>Initial and Medial /a/; /a/ Spelled Aa: (ant, astronaut, fan, map, and, man, shall, grand, little, ask, act, run, tick, apple, scream, hat, back, faster, glance, at, and, dancing, sad, cracked, shabby, as, an, can, pal, am, Tam, mat)</i> ○ <i>Initial /s/; s/s spelled Ss: (sun, top, seasons, have, is, spring, sprouts, seal, sat, safe, school, sunflower, seeds)</i> 	9	

Grade K Reading/Writing

	<ul style="list-style-type: none"> ○ Initial /p/; /p/ Spelled Pp: (pocket, pillow, pan, pen, pal, pet, tan, pile, seat, pack, pig, ○ High Frequency Words FS 3, 7, 11: (have, is, little, am, we, like, my) <ul style="list-style-type: none"> ● Holidays & Observances <ul style="list-style-type: none"> ○ Veteran's Day November 11th ● Flex Days (2 days) ● Notes: 	<p>1 2</p>	47
MP 2	ReadyGEN Unit 2 - Understanding Then and Now <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ Farming Then and Now (6) Climate Change Connection- Students may look at images of the impacts humans have on land, water, air, and.or other living things in the local environment and describe the relationship between the illustrations and the text in which they appear. ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 152-155 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ Initial /k/; /k/ Spelled Cc: (cat, cold, bus, cane, jet, car, cactus, cap, pan, can, mat, bat, desk, goat, moon, carrot, calendar, coat, card) ○ Initial and Medial /i/; /i/ Spelled li (igloo, insect, six, iguana, wig, it, tip, itch, fin, Tim, is, bit, this, Pip, win, sit, in, with, pin, pat, leg, mix, big) ○ High Frequency Words FS 15, 19, 23: (we, like, my, he, for) ● Holidays & Observances <ul style="list-style-type: none"> ○ Thanksgiving 4th Thursday ● Flex Days (2 days) ● Unit 2-Assessments (1-4 days) ● PBA Assessment - Opinion (use writing block) ● Unit Assessment ● Notes: 	<p>6</p> <p>1 2 4</p>	60
	Units	Unit Days	Cumulative TOTAL
MP 2	ReadyGEN Unit 3 - Predicting Change <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ Come On Rain (6) ○ The Snowy Day (4) ○ Compare Come On Rain and The Snowy Day (2) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ Initial /n/; /n/ Spelled Nn: (nut, nose, nest, needle, notes, not, night) ○ Initial /b/; /b/ Spelled Bb: (bag, bat, pan, couch, bubble, swim, baby, tap, back, ball, bold, bolder, back) 	12	

Grade K Reading/Writing

[illegible]

Grade K Reading/Writing

	<ul style="list-style-type: none"> ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ Initial /h/; /h/ Spelled Hh: (hat, helicopter, he, how, his, hello, hair, hands, head, hips, heart, had, hid, hit, hot, have, hens, has, hatched, hold, high) ○ Initial /l/; /l/ Spelled Ll: (lake, lamp, leaf, loves, long, later, love, lip, lad, lid, log, like, Lee looked at the lion.; lived) ○ Consonant Blends with l: (slide, cloud, blue, slip, plan, clap, flip, blot, clock, plate, lip, flap, sled, plot, slip, flat, clean, glass) ○ High Frequency Words FS 3, 7, 11: (are, that, do, one, two, three, four, five) ● Holidays & Observances <ul style="list-style-type: none"> ○ Black History Month - February ○ Freedom Day - February 1st ● Flex Days (2 days) ● Notes: 	2 2	103
MP 3	ReadyGEN Unit 4 - Learning About Each Other and The World <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ Making Music (6) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 152-155 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ Initial /g/; /g/ Spelled Gg: (garden, girl, gap, kite, gull, made, gone, goose, gas, got, dig, tag, get, good, guitar, gas, sag, gab, bag, goats, go, pig, tag, big) ○ Initial and Medial /e/; /e/ Spelled Ee: (egg, bed, net, edge, hen, elk, end tell, elf, beg, ends, men, elevator, desk, cat, pen, fun, fell, red, head, fence, when, fed, wedding, The Red Sleds, elbow, escalator, Elsa rang a bell., get, helps, well) ○ High Frequency Words FS 15, 19, 23: (one, two, three, four, five, here, go, from) ● Holidays & Observances <ul style="list-style-type: none"> ○ President's Day - 3rd Monday in February ○ Women's History Month - March ● Flex Days (2 days) ● Unit 4 - Assessments (1-4 days) ● PBA Assessment - Narrative (use writing block) ● Unit Assessment ● Notes: 	6 2 2 4	117
	Units	Unit Days	Cumulative TOTAL
MP 3	ReadyGEN Unit 5 - Knowing About Patterns and Structures <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ The Tiny Seed (6) ○ Jack's Garden (4) ○ Compare The Tiny Seed and Jack's Garden (1) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 	11	

Grade K Reading/Writing

	<ul style="list-style-type: none"> ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ Initial /j/; /j/ Spelled Jj: (<i>jug, jaguar, jet, The seed flew like a jet.;</i>) ○ Initial /w/; /w/ Spelled Ww: (<i>web, wet, wish, went, watermelon, water, with, wind, winter, wig, big, warm, weather, waiting</i>) ○ Final /ks/; /ks/ Spelled Xx: (<i>box, fix, fin; ox, odd; tap, tax; six, sit; tax, mix, fox, Wildflower Mix, sip, six; fin, fix; foxglove</i>) ○ Initial and Medial /u/; /u/ Spelled Uu: (<i>umbrella; rub, tub; mud, bud; hum, hug; sun, runs</i>) ○ High Frequency Words FS 3, 7, 11: <i>(yellow, green, blue, for, what, said, was, she)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ No Holidays or Observances ● Flex Days (2 days) ● Notes: 	0 2	130
MP 3-4	ReadyGEN Unit 5 - Knowing About Patterns and Structures <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ Plant Patterns (6) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 152-155 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ Initial and Medial /u/; /u/ Spelled Uu: (<i>up, tub, mug, sunflower, fun, rub, cut, sun, dug, trunks, The bug dug in the mud.; shut</i>) ○ Initial /v/; /v/ Spelled Vv: (<i>vest, van, pen, win, vine, volcano, vote, note, line, vine, visitors, Venus, never</i>) ○ Initial /z/; /z/ Spelled Zz: (<i>zebra, zap, zip, zig, zag, zero, zoom, jazz, Zack made his car zoom.</i>) ○ Initial /y/; /y/ Spelled Yy: (<i>yak, yo-yo, you'll, yellow</i>) ○ High Frequency Words FS 15, 19, 23: <i>(what, said, was, am, where, is, come, we, she)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ Celebrate Diversity Month - April ○ Emancipation Day - April 16th ○ Earth Day - April 22nd ● Flex Days (2 days) ● Unit 5 - Assessments (1-4 days) ● PBA Assessment - Informative (use writing block) ● Unit Assessment ● Notes: 	6 3 2 4	145
	Units	Unit Days	Cumulative TOTAL
MP 4	ReadyGEN Unit 6 - Exploring Communities <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ On the Town: A Community Adventure (6) ○ Places in My Neighborhood (4) 	11	

Grade K Reading/Writing

	<p><i>Compare On the Town: A Community Adventure and Places in My Neighborhood (1)</i></p> <ul style="list-style-type: none"> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ <i>Long a Vowel Sound; /ā/ Spelled a_e: (rake, bake, make, gave, places, take, cap/cape, mad/made, gave, name, cat, race, fade, dad)</i> ○ <i>Long e Vowel Sound; /ē/ Spelled ee, ea: (leaf, queen, sweetly, agreed, sleep, beat, man, bean, eat, cat, lion, met/meet, see, each, meets, needs, street, team, meet, lead, leap, feels, kite six, five, bikes)</i> ○ <i>ī Spelled i_e: (while, line, five, kite, pine, fire)</i> ○ <i>High Frequency Words FS 3, 7, 11: (do, little, with, what, where, go, that, come, was, the, like, from)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Arbor Day - Last Friday in April</i> ○ <i>Asian American Pacific Islander Month - May</i> ● Flex Days (2 days) ● Notes: 	<p>2</p> <p>2</p>	160
MP 4	<p>ReadyGEN Unit 6 - Exploring Communities</p> <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ <i>Neighborhood Walk (6)</i> ○ <i>While I Am Sleeping (3)</i> ○ <i>Compare Neighborhood Walk and While I Am Sleeping (2)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 152-155 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ <i>Long o Vowel Sound; /ō/ Spelled o_e, oa: (hose, box, boat, drove, homes, mope, roam, got/goat, rod/rode, roads, pole, tone, oak, soap, bone, rode)</i> ○ <i>/ū/ Spelled u_e: (cube, cute, mule, fuse, museum, mule, cub/cube, huge/hug, cut/cute, huge, cube, fun, mute, mud, cubes)</i> ○ <i>Short and Long Vowel Sounds and Patterns: (cube, cap, cape, cup, red, rid, rod, read, ride, road, heat, heel, hat, hole, hot, hut, hike, place, take, ride, bikes, streets, use, keep, safe, save, lives)</i> ○ <i>High Frequency Words FS 15, 19, 23: (of, my, yellow, we, blue, they, have, for, three, look, said, you)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Memorial Day - Last Monday in May</i> ○ <i>Flag Day - June 14th</i> ○ <i>Juneteenth - June 19th</i> ● Flex Days (2 days) ● Unit 6 - Assessments (1-4 days) ● PBA Assessment - Opinion (use writing block) ● Unit Assessment ● Notes 	<p>11</p> <p>3</p> <p>2</p> <p>4</p>	180

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