



**Kindergarten ELA Curriculum**

During the school year, teachers will systematically build and reinforce foundational reading and writing skills including concepts of print, letter formation, phonological awareness, and high frequency words, working toward fluency. Teachers will establish a literature-rich environment by using trade books. Instruction should take place in the form of whole group mini-lessons, small group lessons, and reading groups in order to meet the needs of all learners. Benchmark assessments will help the teacher determine what needs to be modeled in future mini-lessons and small groups.

**Course Sequence & Pacing**

Unit Title	MP/Weeks
<p><b>Unit 1: All About Me</b> Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa, Ii, &amp; consonants Mm, Tt, Ss, Bb, Ff, Hh. Letter fluency and building automaticity is a main focus in this unit. Students will be introduced to rhymes, isolating sounds, and begin blending syllables together.</p>	MP 1 - Weeks 1-5
<p><b>Unit 2: Express Yourself</b> Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa ,Ii, Oo, Ee &amp; consonants Mm, Tt, Ss, Bb, Ff, Hh, Pp, Cc, Kk, Nn, Dd, Rr. Letter fluency and building automaticity is a main focus in this unit. Students will continue to focus on rhymes, isolating/segmenting sounds, and blending syllables together, as well as onset/rimes.</p>	MP 1 - Weeks 6 - 10
<p><b>Unit 3: Leaves, Wings, and Furry Things</b> Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa,Ee,Ii,Oo,Uu &amp; consonants Mm, Tt, Ss, Bb, Ff, Hh, Pp, Cc, Kk, Nn, Dd, Rr, Ll, Gg, Jj, Ww, Uu, Qq, Zz, Vv, Xx, Yy. High frequency words will be explicitly taught. Letter fluency and building automaticity is a main focus in this unit. Students will continue to focus on rhymes, isolating/segmenting sounds, blending phonemes together, as well as onset/rimes.</p>	MP 2-Weeks 11-15
<p><b>Unit 4: My Community</b> Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short vowels. Students will be able to identify the medial sounds in given words and high frequency words will continue to be explicitly taught. Students will begin to read text consisting of short sentences with CVC words and high frequency words taught. Students will continue to focus on rimes, isolating/segmenting sounds, blending phonemes together, as well as blending onset/rimes to read and produce words.</p>	MP 2-Weeks 16-20

<p><b>Unit 5: Stories About...</b> Instructional focus will be on phonological and phonemic awareness and phonics as it relates to long vowels. Students will continue to be explicitly taught high frequency words and read these words with automaticity. In this unit students will be introduced to digraphs, and inflected endings. Students will begin to segment, add and delete phonemes, as well as begin writing words with long vowels.</p>	MP 3 - Weeks 21-25
<p><b>Unit 6: What's the Weather?</b> Instructional focus will be on phonological and phonemic awareness and phonics as it relates to long vowels. Students will continue to be explicitly taught high frequency words and read these words with automaticity. Students will continue to segment, add and delete phonemes to produce words, as well as writing words with long vowels. Students will read emergent reader texts with purpose and understanding.</p>	MP 4 - Weeks 26-31

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

Holocaust and genocides (N.J.S.A. 18A:35-28)

History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)

Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)

Climate Change - [Please click here for specific examples \(by subject\)](#)

## Unit 1

### Stage 1: Desired Results

#### Unit 1: All About Me

**Unit Summary:** Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa, Ii, & consonants Mm, Tt, Ss, Bb, Ff, Hh. Letter fluency and building automaticity is a main focus in this unit. Students will be introduced to rhymes, isolating sounds, and begin blending syllables together.

### Unit 1 Learning Targets

#### NJSLS Grade Level Standards:

##### Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.

- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

### **Conventions of Standard English**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.

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

- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

### **Key Ideas and Details**

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7. 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).

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10. Actively engage in group reading activities with purpose and understanding .

### **Language**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.

- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- F. Produce and expand complete sentences in shared language activities.

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

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Speaking and Listening**

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Curricular Connections**

#### **Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

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.

#### **Computer Science & Design Thinking (CS & DT):**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.4: Explain why access to devices need to be secured.  
8.1.2.AP.4: Break down a task into a sequence of steps.  
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.  
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

K.CC.B.4 4. Understand the relationship between numbers and quantities; connect counting to cardinality.  
K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

**Unit Essential Questions:**

What is the connection between letters and sounds?  
Why is reading important?

**Unit Enduring Understandings:**

- The relationship between letters and sounds help us to make meaning out of print.
- Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).
- Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension.

**Content-Students will know:**

Letter recognition - uppercase and lowercase Mm, Tt ,Ss, Bb, Ff, Hh, Aa, Ii  
Letter Sounds-consonants /m/, /t/, /s/, /b/, /h/  
-short vowels /a/, /i/  
Letter formation for Mm, Tt, Ss, Bb, Ff, Hh, Aa, Ii

**Skills-Students will be able to:**

- count words in sentences
- recognize initial sounds in single-syllable words
- recognize and name letters
- connect letters to letter sounds
- practice letter formation
- recognize and produce rhyming words
- count, say and blend syllables in compound words
- read, build and write decodable words
- recognize and produce alliterative words
- blend onset and rime

**Stage 2: Evidence of Student Learning**

**Summative Assessments: Unit 1 Assessment-Magnetic Reading**

**Formative Assessments:**

- I-Ready Magnetic Reading weekly assessments
- Exit slips (ex: circle the 2 words that rhyme)

- Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)
- Think Pair Share (ex: work with partner to count syllables)

**Common Benchmark Assessments:**

I-Ready benchmark

**Alternative Assessments:**

- Extension Activities - Teacher Toolbox, Standards Mastery -iReady
- Literacy Tasks - iReady

**Stage 3: Core Instructional Plan & Resources**

**Skill:**

**Unit 1 Week 1:**

count words in sentences  
 recognize initial sounds in single syllable words  
 recognize and name letters Mm, Tt  
 connect letters to sounds  
 practice letter formation  
 recognize rhyming words  
 identify and form letters Mm, Tt

**Unit 1 Week 2:**

count and say syllables in compound words  
 recognize initial sounds in single-syllable words  
 recognize and name new and review letters Mm, Tt, Aa  
 connect /a/(short) to a  
 practice letter formation  
 produce rhyming words  
 read, build, and write decodable words with a  
 build awareness of long a  
 practice letter formation  
 identify and form letters Aa

**Unit 1 Week 3:**

count and say syllables in 2-3 syllable words  
 recognize initial sounds in single-syllable words  
 recognize and name letters Mm, Tt, Aa, Ss, Bb  
 connect /s/ to s and /b/to b  
 recognize alliteration

**Learning Activities:**

Magnetic Reading Workbook Activities  
 Ready Reading Workbook Activities

**Week 1**

- [Match Consonant Letters and Sounds: m, t](#)
- [Distinguish Uppercase and Lowercase Letters](#)
- [Recognize Uppercase and Lowercase Letters](#)
- [Recognize Rhyme](#)
- [Match Consonant Letters and Sounds-s, f, r, m, p, l, t](#)
- [Identify Initial Phonemes](#)
- [Teach Vocabulary with Read Alouds](#)

read, build, and write decodable words with s, b  
 identify and form letters Ss, Bb  
 practice letter formation

**Unit 1 Week 4:**

blend syllables in compound words  
 recognize initial sounds in single syllable words  
 recognize and name letters Mm, Tt, Aa, Ss, Bb, Ii  
 connect /i/ to i  
 identify and produce alliterative words  
 read, build, and write decodable words with i  
 build awareness of long i  
 practice letter formation

**Unit 1 Week 5:**

segment syllables in compound words  
 recognize initial sounds in single-syllable words  
 recognize and name letters Mm, Tt, Aa, Ss, Bb, Ii, Ff, Hh  
 connect /f/to f and /h/ to h  
 practice letter formation  
 blend onset and rime  
 read, build, and write words with initial f, h

**Unit 1 Week 6:**

Review Unit 1 and Connect It Activity  
 (See Learning Module 1: Week 6)

**Learning Module 1: Week 1**

Key Lessons: *Magnetic Reading Foundations: Week 1, Ready Reading: Read Aloud Lesson A*

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
	Unit 1 Opener (pp. 2–3)	Week 1, Session 2 (pp. 8–11) <a href="#">Lesson Slides</a>	Week 1, Session 3 (pp. 12–13) <a href="#">Lesson Slides</a>	Week 1, Session 4 (pp. 14–17) <a href="#">Lesson Slides</a>	Week 1, Session 5 Whole Class Weekly Assessment (p. 20)
	Week 1, Session 1 (pp. 6–7) <a href="#">Lesson Slides</a>				
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	<b>Ready Reading</b>				
	Read Aloud Lesson A, Part 1 (p. 2)	Read Aloud Lesson A, Part 2 (p. 3)	Read Aloud Lesson A, Part 3 (p. 4)	Read Aloud Lesson A, Part 4 (p. 5)	Read Aloud Lesson A Writing Activity <i>Write an Opinion</i> (p. 6)
	Speaking and Listening Activity <i>Talk About Apologizing</i> (p. 6)		Language Activity <i>Shades of Meaning</i> (p. 6)		
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b>				<b>MRF Assessment</b>
	Week 1, Session 1 (p. 18)	Week 1, Session 2 (p. 18)	Week 1, Session 3 (p. 18)	Week 1, Session 4 (p. 18)	Week 1, Session 5 Individual Weekly Assessment (pp. 20–22)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Match Consonant Letters and Sounds: m, t</a></li> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Rhyme</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: s, f, r, m, p, l, t</a></li> <li>• <a href="#">Teach Vocabulary with Read Alouds</a></li> </ul>				

**Week 2**

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Recognize Rhyme](#)

[Identify Initial Phonemes](#)

[Blend Onset and Rime](#)

[Segment Syllables](#)

[Teach New Word Meanings](#)

## Learning Module 1: Week 2

Key Lessons: *Magnetic Reading Foundations: Week 2, Ready Reading: Read Aloud Lesson B*

	Day 6	Day 7	Day 8	Day 9	Day 10
<b>WHOLE CLASS</b>	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min. Week 2, Session 1 (pp. 26–27) <a href="#">Lesson Slides</a>	Week 2, Session 2 (pp. 28–31) <a href="#">Lesson Slides</a>	Week 2, Session 3 (pp. 32–33) <a href="#">Lesson Slides</a>	Week 2, Session 4 (pp. 34–37) <a href="#">Lesson Slides</a>	30 min. Week 2, Session 5 Whole Class Weekly Assessment (p. 40)
<b>WHOLE CLASS</b>	<b>Ready Reading</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min. Read Aloud Lesson B, Part 1 (p. 8) Speaking and Listening Activity <i>Talk About Favorite Things</i> (p. 12)	Read Aloud Lesson B, Part 2 (p. 9)	Read Aloud Lesson B, Part 3 (p. 10) Language Activity <i>Prefix un-</i> (p. 12)	Read Aloud Lesson B, Part 4 (p. 11)	30 min. Read Aloud Lesson B Writing Activity <i>Write a Narrative</i> (p. 12)
<b>SMALL GROUP</b>	<b>PRIORITIZE MRF Alphabet Book Instruction</b>				<b>MRF Assessment</b>
TARGETED DIFFERENTIATION	30 min. Week 2, Session 1 (p. 38)	Week 2, Session 2 (p. 38)	Week 2, Session 3 (p. 38)	Week 2, Session 4 (p. 38)	30 min. Week 2, Session 5 Individual Weekly Assessment (pp. 40–42)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Rhyme</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Segment Syllables</a></li> <li>• <a href="#">Teach New Word Meanings</a></li> </ul>				

## Week 3

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Recognize Rhyme](#)

[Identify Initial Phonemes](#)

[Blend Onset and Rime](#)

[Alliterations](#)

[Match Consonant Letters and Sounds: s, b](#)

[Segment Syllables](#)

[Key Ideas and Detail](#)

[Sort Words by Categories and Attributes](#)



## Learning Module 1: Week 3

Key Lessons: *Magnetic Reading Foundations: Week 3, Ready Reading: Focus Lesson 1*

	Day 11	Day 12	Day 13	Day 14	Day 15
<b>WHOLE CLASS</b>	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	Week 3, Session 1 (pp. 46–47) <a href="#">Lesson Slides</a>	Week 3, Session 2 (pp. 48–51) <a href="#">Lesson Slides</a>	Week 3, Session 3 (pp. 52–53) <a href="#">Lesson Slides</a>	Week 3, Session 4 (pp. 54–57) <a href="#">Lesson Slides</a>	30 min. Week 3, Session 5 Whole Class Weekly Assessment (p. 60)
<b>WHOLE CLASS</b>	<b>Ready Reading</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	Lesson 1, Part 1 (p. 14)	Lesson 1, Part 2 (p. 15)	Lesson 1, Part 3 (p. 16)	Lesson 1, Part 4 (p. 17)	30 min. Interactive Tutorial <a href="#">Answer Questions About Stories</a>
					<b>MRF</b>
					Interactive Tutorial <a href="#">Letter Learning: Ss, Bb</a>
<b>SMALL GROUP</b>	<b>PRIORITIZE MRF Alphabet Book Instruction</b>				<b>MRF Assessment</b>
TARGETED DIFFERENTIATION 30 min.	Week 3, Session 1 (p. 58)	Week 3, Session 2 (p. 58)	Week 3, Session 3 (p. 58)	Week 3, Session 4 (p. 58)	30 min. Week 3, Session 5 Individual Weekly Assessment (pp. 60–62)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Rhyme</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Alliteration</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: s, b</a></li> <li>• <a href="#">Segment Syllables</a></li> <li>• <a href="#">Key Ideas and Details</a></li> <li>• <a href="#">Sort Words by Categories and Attributes</a></li> </ul>				

## Week 4

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Identify Initial Phonemes](#)

[Alliterations](#)

[Blend Syllables](#)

[Segment Onset and Rime](#)

[Antonyms](#)

## Learning Module 1: Week 4

Key Lessons: *Magnetic Reading Foundations: Week 4, Ready Reading: Read Aloud C*

	Day 16	Day 17	Day 18	Day 19	Day 20
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b> Week 4, Session 1 (pp. 66–67) <a href="#">Lesson Slides</a>				<b>MRF Assessment</b> Week 4, Session 5 Whole Class Weekly Assessment (p. 80)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	Read Aloud C, Part 1 (p. 20) Speaking and Listening Activity <i>Get into Character</i> (p. 24)	Read Aloud C, Part 2 (p. 21)	Read Aloud C, Part 3 (p. 22) Language Activity <i>Common and Proper Nouns</i> (p. 24)	Read Aloud C, Part 4 (p. 23)	Read Aloud C Writing Activity <i>Write an Opinion</i> (p. 24)
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b> Week 4, Session 1 (p. 78)				<b>MRF Assessment</b> Week 4, Session 5 Individual Weekly Assessment (pp. 80–82)
<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Alliteration</a></li> <li>• <a href="#">Blend Syllables</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Antonyms</a></li> </ul>					

## Week 5

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Identify Initial Phonemes](#)

[Alliterations](#)

[Blend Onset and Rime](#)

[Segment Onset and Rime](#)

[Match Consonant Letters and Sounds: f, h](#)

[Segment Syllables](#)

[Synonyms](#)

[Describe Characters](#)

## Learning Module 1: Week 5

Key Lessons: *Magnetic Reading Foundations: Week 5, Ready Reading: Focus Lesson 2*

	Day 21	Day 22	Day 23	Day 24	Day 25
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min. Week 5, Session 1 (pp. 86–87) <a href="#">Lesson Slides</a>	Week 5, Session 2 (pp. 88–91) <a href="#">Lesson Slides</a>	Week 5, Session 3 (pp. 92–93) <a href="#">Lesson Slides</a>	Week 5, Session 4 (pp. 94–97) <a href="#">Lesson Slides</a>	30 min. <b>MRF Assessment</b> Week 5, Session 5 Whole Class Weekly Assessment (p. 100)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min. <b>Ready Reading</b> Lesson 2, Part 1 (p. 26)	Lesson 2, Part 2 (p. 27)	Lesson 2, Part 3 (p. 28)	Lesson 2, Part 4 (p. 29)	30 min. Interactive Tutorial <a href="#">Identify Characters</a> <b>MRF</b> Interactive Tutorial <a href="#">Letter Learning: Fh, Hh</a>
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION	30 min. <b>PRIORITIZE MRF Alphabet Book Instruction</b> Week 5, Session 1 (p. 98)	Week 5, Session 2 (p. 98)	Week 5, Session 3 (p. 98)	Week 5, Session 4 (p. 98)	30 min. <b>MRF Assessment</b> Week 5, Session 5 Individual Weekly Assessment (pp. 100–101)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: f, h</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Segment Syllables</a></li> <li>• <a href="#">Synonyms</a></li> <li>• <a href="#">Describe Characters</a></li> </ul>				

## Week 6

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Identify Initial Phonemes](#)

[Blend Onset and Rime](#)

[Match Consonant Letters and Sounds: f, h](#)

[Segment Onset and Rime](#)

[Segment Syllables](#)

## Learning Module 1: Week 6

**Key Lessons:** *Magnetic Reading Foundations: Review & Unit 1 Connect It Activity*

		Day 26	Day 27	Day 28	Day 29	Day 30
<b>WHOLE CLASS</b>		<b>Magnetic Reading Foundations (MRF)</b>				
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	15 min.	Week 1, Cumulative Review (Student Worktext: pp. 284–285)	Week 2, Cumulative Review (Student Worktext: pp. 286–287)	Week 3, Cumulative Review (Student Worktext: pp. 288–289)	Week 4, Cumulative Review (Student Worktext: pp. 290–291)	Week 5, Cumulative Review (Student Worktext: pp. 292–293)
<b>WHOLE CLASS</b>		<b>Connect It Activity: All About Our Class—Class Book</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <a href="#">Recommended Read-Aloud Texts for MRF Grade K</a> for books that extend learning about the unit topic.	Write & Create All About Our Class—Class Book	Write & Create All About Our Class—Class Book	Write & Create All About Our Class—Class Book	Celebrate All About Our Class—Class Book
<b>SMALL GROUP</b>		<b>CHOOSE Tools for Instruction</b>				
TARGETED DIFFERENTIATION	30 min.	<ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: f, h</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Segment Syllables</a></li> </ul>				

### Resources

Ready Reading Teacher Manual and Teacher Toolbox

i-Ready Teacher Manual and Teacher Toolbox

Word building Cards

Sound-Spelling & Articulation Cards

Alphabet Book

Alphabet Tales

Trade Books: *Jamaica's Blue Marker*

*The Art Lesson*

*Chrysanthemum*

### Digital Resources:

- BrainPop
- Codelicious
- Ed-Puzzle
- iReady
- Kodable
- Learning A-Z
- Quizlet Pro
- See Saw
- Typing Club

## Suggested Activities for Differentiation

### **Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

### **Suggested Strategies and Practices that Support English Language Learners:**

- Visuals
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

### **Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

**Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 2

## Stage 1: Desired Results

### Unit 2: Express Yourself

Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa , Ii, Oo, Ee & consonants Mm, Tt, Ss, Bb, Ff, Hh, Pp, Cc, Kk, Nn, Dd, Rr. Letter fluency and building automaticity is a main focus in this unit. Students will continue to focus on rhymes, isolating/segmenting sounds, and blending syllables together, as well as onset/rimes.

## Unit 2 Learning Targets

### NJSLS Grade Level Standards:

#### Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (this does not include CVCs ending with /i/, /r/, or /x/).

#### Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- C. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- D. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- E. Read high-frequency and sight words with automaticity.
- F. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

#### Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Print many upper- and lowercase letters.
- C. Use frequently occurring nouns and verbs.
- D. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- E. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

F. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

G. Produce and expand complete sentences in shared language activities.

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

A. Capitalize the first word in a sentence and the pronoun I.

B. Recognize and name end punctuation.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

**Supporting and Additional Standards**

**Key Ideas and Details**

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7. 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).

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Language**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

G. Print many upper- and lowercase letters.

H. Use frequently occurring nouns and verbs.

I. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

J. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

K. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).



L. Produce and expand complete sentences in shared language activities.

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

E. Capitalize the first word in a sentence and the pronoun I.

F. Recognize and name end punctuation.

G. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

### **Speaking and Listening**

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Primary Interdisciplinary Connections**

K.CC.B.4 4. Understand the relationship between numbers and quantities; connect counting to cardinality.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

### **Curricular Connections**

#### **Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

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.

**Computer Science & Design Thinking (CS & DT):**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

K.CC.B.4 4. Understand the relationship between numbers and quantities; connect counting to cardinality.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

**Unit Essential Questions:**

What are feelings?

What are things that tell others “all about you”?

How do letters and sounds help us to read?

What is a word pattern?

**Unit Enduring Understandings:**

- The relationship between letters and sounds help us to make meaning out of print.
- Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).
- Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension

**Content-Students will know:**

Letter recognition - uppercase and lowercase Pp, Oo, Kk, Nn, Rr, Dd, Ee

Letter Sounds-consonants p, k, n, d, and short vowels /e/, /o/

Letter formation for Pp, Oo, Kk, Nn, Rr, Dd, Ee

**Skills-Students will be able to:**

- Identify letters and produce letter sounds
- Produce a word that rhymes with a given word orally
- Count and pronounce syllables orally
- Segment sentences into number of words
- Isolate, identify, blend, segment, and categorize

## Stage 2: Evidence of Student Learning

### Summative Assessments:

Unit 1 Assessment-Magnetic Reading

### Formative Assessments:

- I-Ready Magnetic Reading weekly assessments
- Exit slips (ex: circle the 2 words that rhyme)
- Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)
- Think Pair Share (ex: work with partner to count syllables)

### Common Benchmark Assessments: I-Ready benchmark

**Alternative Assessments:** Extension Activities - Teacher Toolbox, Standards Mastery -iReady  
Literacy Tasks - iReady

## Stage 3: Core Instructional Plan & Resources

### Skill:

#### Unit 2 Week 1:

blend syllables in two- and three syllable words  
recognize initial sounds in single syllable words  
practice letter formation  
segment onset and rime in single-syllable words  
identify and form letters Pp, Cc  
read, build, and write decodable words with c (/k/)

#### Unit 2 Week 2:

recognize initial sounds in single-syllable words  
recognize and name new and review letters Mm, Tt, Aa  
connect /o/(short) to o  
practice letter formation  
read, build, and write decodable words with medial o  
practice letter formation  
identify and form letters Oo

#### Unit 2 Week 3:

delete syllables in 2-3 syllable words  
recognize initial sounds in single-syllable words  
recognize and name letters Kk, Nn

### Learning Activities:

Magnetic Reading Workbook Activities  
Ready Reading Workbook Activities

#### Week 1

[Distinguish Uppercase and Lowercase Letters](#)  
[Recognize Uppercase and Lowercase Letters](#)  
[Identify Initial Phonemes](#)  
[Blend Onset and Rime](#)  
[Segment Onset and Rime](#)  
[Segment Syllables](#)  
[Match Consonant Letters and Sounds: p, c](#)  
[Multiple Meaning Words](#)

connect /n/ to s and /k/ to k  
 recognize alliteration  
 read, build, and write decodable words with k, n  
 identify and form letters Kk, Nn  
 practice letter formation  
 read, build, and write decodable words with n

**Unit 2 Week 4:**

blend syllables in two and three syllable words  
 recognize initial sounds in single syllable words  
 recognize and name letters Rr, Dd  
 connect /r/ to r and /d/ to d  
 identify and produce alliterative words  
 read, build, and write decodable words with r and d  
 practice letter formation

**Unit 2 Week 5:**

segment onset and rime in single syllable words  
 recognize initial sounds in single-syllable words  
 connect /e/ (short) to e  
 practice letter formation  
 blend onset and rime  
 read, build, and write decodable words with e

**Unit 2 Week 6:**

Review Unit 2 and Connect It Activity  
 (See Learning Module 2: Week 6)

**Learning Module 2: Week 1**

**Key Lessons:** *Magnetic Reading Foundations: Week 6, Ready Reading: Read Aloud D*

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b> Unit 2 Opener (pp. 104–105) Week 6, Session 1 (pp. 108–109) <a href="#">Lesson Slides</a>				<b>MRF Assessment</b> Week 6, Session 5 Whole Class Weekly Assessment (p. 122)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	<b>Ready Reading</b> Read Aloud D, Part 1 (p. 32) Speaking and Listening Activity <i>Describe a Feast</i> (p. 36)	Read Aloud D, Part 2 (p. 33)	Read Aloud D, Part 3 (p. 34) Language Activity <i>Prepositions</i> (p. 36)	Read Aloud D, Part 4 (p. 35)	Read Aloud D Writing Activity <i>Write an Explanation</i> (p. 36)
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b> Week 6, Session 1 (p. 120) Week 6, Session 2 (p. 120) Week 6, Session 3 (p. 120) Week 6, Session 4 (p. 120) <b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li><a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li><a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li><a href="#">Identify Initial Phonemes</a></li> <li><a href="#">Blend Syllables</a></li> <li><a href="#">Segment Onset and Rime</a></li> <li><a href="#">Match Consonant Letters and Sounds: p, c</a></li> <li><a href="#">Segment Syllables</a></li> <li><a href="#">Multiple-Meaning Words</a></li> </ul>				<b>MRF Assessment</b> Week 6, Session 5 Individual Weekly Assessment (pp. 122–124)

**Week 2**

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Identify Initial Phonemes](#)

[Blend Onset and Rime](#)

[Segment Onset and Rime](#)

[Segment Syllables](#)

[Sort Words into Categories](#)

## Learning Module 2: Week 2

Key Lessons: *Magnetic Reading Foundations*: Week 7, *Ready Reading*: Focus Lesson 3

	Day 6	Day 7	Day 8	Day 9	Day 10
<b>WHOLE CLASS</b>  FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE  45 min.	<b>Magnetic Reading Foundations (MRF)</b>  Week 7, Session 1 (pp. 128–129) <a href="#">Lesson Slides</a>				<b>MRF Assessment</b>  Week 7, Session 5 Whole Class Weekly Assessment (p. 142)
<b>WHOLE CLASS</b>  COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE  15 min.	<b>Ready Reading</b>  Lesson 3, Part 1 (p. 38)				Interactive Tutorial <a href="#">Identify Settings</a>  <b>MRF</b>  Recommended Read Aloud <i>One More Dino on the Floor</i> by Kelly Starling Lyons
<b>SMALL GROUP</b>  TARGETED DIFFERENTIATION  30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b>  Week 7, Session 1 (p. 140)				<b>MRF Assessment</b>  Week 7, Session 5 Individual Weekly Assessment (pp. 142–144)
	<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Blend Syllables</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Segment Syllables</a></li> <li>• <a href="#">Sort Words into Categories</a></li> </ul>				

## Week 3

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Identify Initial Phonemes](#)

[Segment Onset and Rime](#)

[Segment Syllables](#)

[Match Consonant Letters and Sounds k,n](#)

[Make Connections to Words](#)

## Learning Module 2: Week 3

**Key Lessons:** *Magnetic Reading Foundations: Week 8, Ready Reading: Read Aloud E*

		Day 11	Day 12	Day 13	Day 14	Day 15
WHOLE CLASS FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
		Week 8, Session 1 (pp. 148–149) <a href="#">Lesson Slides</a>	Week 8, Session 2 (pp. 150–153) <a href="#">Lesson Slides</a>	Week 8, Session 3 (pp. 154–155) <a href="#">Lesson Slides</a>	Week 8, Session 4 (pp. 156–159) <a href="#">Lesson Slides</a>	Week 8, Session 5 Whole Class Weekly Assessment (p. 162)
WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	<b>Ready Reading</b>				
		Read Aloud E, Part 1 (p. 44)  Speaking and Listening Activity <i>Hold a Council Meeting</i> (p. 48)	Read Aloud E, Part 2 (p. 45)	Read Aloud E, Part 3 (p. 46)  Language Activity <i>Nouns and Verbs</i> (p. 48)	Read Aloud E, Part 4 (p. 47)	Read Aloud E Writing Activity <i>Write a Narrative</i> (p. 48)
SMALL GROUP TARGETED DIFFERENTIATION	30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b>				<b>MRF Assessment</b>
		Week 8, Session 1 (p. 160)	Week 8, Session 2 (p. 160)	Week 8, Session 3 (p. 160)	Week 8, Session 4 (p. 160)	Week 8, Session 5 Individual Weekly Assessment (pp. 162–164)
		<b>THEN CHOOSE Tools for Instruction</b>				
		<ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Segment Syllables</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: k, n</a></li> <li>• <a href="#">Make Connections to Words</a></li> </ul>				

## Week 4

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Identify Initial Phonemes](#)

[Blend Onset and Rime](#)

[Blend Syllables](#)

[Segment Onset and Rime](#)

[Match Consonant Letters and Sounds: r, d](#)

[Sequence of Events](#)

## Learning Module 2: Week 4

Key Lessons: *Magnetic Reading Foundations*: Week 9, *Ready Reading*: Focus Lesson 4

		Day 16	Day 17	Day 18	Day 19	Day 20	
WHOLE CLASS FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	<b>Magnetic Reading Foundations (MRF)</b> Week 9, Session 1 (pp. 168–169) <a href="#">Lesson Slides</a>				30 min.	<b>MRF Assessment</b> Week 9, Session 5 Whole Class Weekly Assessment (p. 182)
WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	Lesson 4, Part 1 (p. 50)	Lesson 4, Part 2 (p. 51)	Lesson 4, Part 3 (p. 52)	Lesson 4, Part 4 (p. 53)	30 min.	Interactive Tutorial <a href="#">Identify Events</a> <b>MRF</b> Recommended Read Aloud <i>In My Neighborhood</i> by Oscar Loubriel
SMALL GROUP TARGETED DIFFERENTIATION	30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b> Week 9, Session 1 (p. 180) Week 9, Session 2 (p. 180) Week 9, Session 3 (p. 180) Week 9, Session 4 (p. 180)				30 min.	<b>MRF Assessment</b> Week 9, Session 5 Individual Weekly Assessment (pp. 182–184)
		<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Blend Syllables</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: r, d</a></li> <li>• <a href="#">Sequence of Events</a></li> </ul>					

## Week 5

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Identify Initial Phonemes](#)

[Blend Onset and Rime](#)

[Segment Final Phonemes](#)

[Story Elements](#)

[Sequence of Events](#)

[Shades of Meaning](#)

## Learning Module 2: Week 5

**Key Lessons:** *Magnetic Reading Foundations: Week 10, Ready Reading: Focus Lesson 5*

	Day 21	Day 22	Day 23	Day 24	Day 25
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b> Week 10, Session 1 (pp. 188–189) <a href="#">Lesson Slides</a>				30 min. <b>MRF Assessment</b> Week 10, Session 5 Whole Class Weekly Assessment (p. 202)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	<b>Ready Reading</b> Lesson 5, Part 1 (p. 56)				30 min. Interactive Tutorial <a href="#">Retell Stories</a> <b>MRF</b> Interactive Tutorial <a href="#">Letter Learning: Ee</a>
	Lesson 5, Part 2 (p. 57)	Lesson 5, Part 3 (p. 58)	Lesson 5, Part 4 (p. 59)		
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b> Week 10, Session 1 (p. 200)				30 min. <b>MRF Assessment</b> Week 10, Session 5 Individual Weekly Assessment (pp. 202–203)
	Week 10, Session 2 (p. 200)	Week 10, Session 3 (p. 200)	Week 10, Session 4 (p. 200)		
	<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Final Phonemes</a></li> <li>• <a href="#">Story Elements</a></li> <li>• <a href="#">Sequence of Events</a></li> <li>• <a href="#">Shades of Meaning</a></li> </ul>				

## Week 6

[Distinguish Uppercase and Lowercase Letters](#)

[Recognize Uppercase and Lowercase Letters](#)

[Identify Initial Phonemes](#)

[Blend Onset and Rime](#)

[Segment Onset and Rime](#)

[Identify Final Phonemes](#)



## Learning Module 2: Week 6

Key Lessons: *Magnetic Reading Foundations*: Review & Unit 2 Connect It Activity

		Day 26	Day 27	Day 28	Day 29	Day 30
WHOLE CLASS		<b>Magnetic Reading Foundations (MRF)</b>				
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	15 min.	Week 6, Cumulative Review (Student Worktext: pp. 294–295)	Week 7, Cumulative Review (Student Worktext: pp. 296–297)	Week 8, Cumulative Review (Student Worktext: pp. 298–299)	Week 9, Cumulative Review (Student Worktext: pp. 300–301)	Week 10, Cumulative Review (Student Worktext: pp. 302–303)
WHOLE CLASS		<b>Connect It Activity: This Is Us</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <a href="#">Recommended Read-Aloud Texts for MRF Grade K</a> for books that extend learning about the unit topic.	Write & Create This Is Us	Write & Create This Is Us	Write & Create This Is Us	Celebrate This Is Us
SMALL GROUP TARGETED DIFFERENTIATION	30 min.	<b>CHOOSE Tools for Instruction</b>				
		<ul style="list-style-type: none"> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Final Phonemes</a></li> </ul>				

### Resources:

Ready Reading Teacher Manual and Teacher Toolbox

i-Ready Teacher Manual and Teacher Toolbox

Word building Cards

Sound-Spelling & Articulation Cards

Alphabet Book

Alphabet Tales

### Trade Books:

*Stone Soup*

*Why Mosquitoes Buzz in People's Ears*

### Digital Resources:

- BrainPop
- Codelicious
- Ed-Puzzle
- iReady
- Kodable
- Learning A-Z
- Quizlet Pro
- See Saw
- Typing Club

## Suggested Activities for Differentiation

### **Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

### **Suggested Strategies and Practices that Support English Language Learners:**

- Visuals
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

### **Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

### **Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions

- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 3

## Stage 1: Desired Results

### Unit 3: Leaves, Wings, and Furry Things

**Unit Summary:** Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short Aa,Ee,Ii,Oo,Uu & consonants Mm, Tt, Ss, Bb, Ff, Hh, Pp, Cc, Kk, Nn, Dd, Rr, Ll, Gg, Jj, Ww, Uu, Qq, Zz, Vv, Xx, Yy. High frequency words will be explicitly taught. Letter fluency and building automaticity is a main focus in this unit. Students will continue to focus on rhymes, isolating/segmenting sounds, blending phonemes together, as well as onset/rimes.

## Unit 1 Learning Targets

### NJSLS Grade Level Standards:

#### Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

### Curricular Connections

#### Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- 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.

**Computer Science & Design Thinking (CS & DT):**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

K.CC.B.4 4. Understand the relationship between numbers and quantities; connect counting to cardinality.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

**Unit Essential Questions:**

How do letters and sounds help us to read?

What is a word pattern?

**Unit Enduring Understandings:**

- The relationship between letters and sounds help us to make meaning out of print.
- Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).
- Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension

**Content-Students will know:**

segment onset and rime in single-syllable words

isolate initial phonemes

recognize and name new and review letters

connect /l/ to l

practice letter formation

**Skills-Students will be able to:**

Isolate and pronounce the initial, medial vowel, and final sounds in CVC words with accuracy

Recognize rhyme when given 2 or more words orally

Produce one or more words that rhyme with a given word orally

Count and pronounce syllables orally

Segment sentences into number of words

blend onset and rime in single-syllable words  
 recognize and name new and review letters and sounds  
 review letter formation  
 read, build, and write decodable words with l  
 connect /g/ to g  
 reading decodable words with initial l and g  
 blending and segmenting onset & rime and isolating phonemes

Isolate, identify, blend, segment, and categorize  
 phonemes with accuracy  
 Print all upper and lower case letters.  
 Develop appropriate expression and intonation while reading grade  
 appropriate text

## Stage 2: Evidence of Student Learning

### Summative Assessments: Unit 3 Assessment-Magnetic Reading

#### Formative Assessments:

- I-Ready Magnetic Reading weekly assessments
- Exit slips (ex: circle the 2 words that rhyme)
- Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)
- Think Pair Share (ex: work with partner to count syllables)

#### Common Benchmark Assessments:

I-Ready benchmark

#### Alternative Assessments:

Extension Activities - Teacher Toolbox, Standards Mastery -iReady  
 Literacy Tasks - iReady

## Stage 3: Core Instructional Plan & Resources

### Unit 3 Week 1

Segment onset and rime in single-syllable words  
 Isolate initial phonemes  
 Recognize and name new and review letters  
 Connect /l/ to l  
 Practice letter formation  
 Blend onset and rime in single-syllable words  
 Recognize and name new and review letters and sounds

#### Learning Activities:

Magnetic Reading Workbook Activities  
 Magnetic Reader  
 Ready Reading Workbook Activities

#### Week 1:

[Irregular High Frequency Words with Elkonin Boxes](#)  
[Distinguish Uppercase and Lowercase Letters](#)

Read, build, and write decodable words with l  
 Connect /g/ to g  
 Recognizing which letters stand for /l/ and /g/  
 Forming letters Ll and Gg  
 Blending segmenting and onset and rime and isolating phonemes  
 Reading decodable words with initial l and g

### Unit 3 Week 2

Segment onset and rime in single syllable words  
 Isolate phonemes in single syllable words  
 Recognize and name new and review letters  
 Connect /j/ to j  
 Practice letter formation  
 Identify initial phonemes  
 Recognize and name new and review letter and sounds  
 Review letter formation  
 Read, build and write decodable words with j  
 Identify and final phonemes in single-syllable words  
 Connect /w/ to w  
 Practice letter formation  
 Identify initial phonemes  
 Recognizing which letters stand for /j/ and /w/  
 Forming letters Jj and Ww  
 Segmenting onset and rime, identifying and isolating phonemes  
 Reading decodable words with initial j and w

### Unit 3 Week 3

Blend onset and rime single syllable words  
 Isolate phonemes in single syllable words  
 Recognize and name new and review letters  
 Connect /u/ to u  
 Practice letter formation  
 Segment onset and rime in single-syllable words  
 Recognize and name new and review letters and sounds  
 Review letter formation  
 Read, build, and write decodable words with /u/  
 Identify medial phonemes  
 Isolate medial phonemes  
 Forming letter Uu  
 Reading decodable words with u

[Recognize Uppercase and Lowercase Letters](#)  
[Blend Onset and Rime](#)  
[Segment Onset and Rime](#)  
[Identify Final Phonemes](#)  
[Match Consonant Letters and Sounds: l, g](#)  
[Teach Vocabulary with Read Alouds](#)

### Learning Module 3: Week 1

Key Lessons: *Magnetic Reading Foundations: Week 11, Ready Reading: Read Aloud F*

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
	Unit 3 Opener (pp. 206–207)  Week 11, Session 1 (pp. 210–211) <a href="#">Lesson Slides</a>	Week 11, Session 2 (pp. 212–215)  <a href="#">Lesson Slides</a>	Week 11, Session 3 (pp. 216–217)  <a href="#">Lesson Slides</a>	Week 11, Session 4 (pp. 218–221)  <a href="#">Lesson Slides</a>	30 min.  Week 11, Session 5 Whole Class Weekly Assessment (p. 224)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	<b>Ready Reading</b>				
	Read Aloud F, Part 1 (p. 62)  Speaking and Listening Activity <i>Act It Out</i> (p. 66)	Read Aloud F, Part 2 (p. 63)	Read Aloud F, Part 3 (p. 64)  Language Activity <i>Recognize End Punctuation</i> (p. 66)	Read Aloud F, Part 4 (p. 65)	30 min.  Read Aloud F Writing Activity <i>Write an Informative Text</i> (p. 66)
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b>				<b>MRF Assessment</b>
	Week 11, Session 1 (p. 222)	Week 11, Session 2 (p. 222)	Week 11, Session 3 (p. 222)	Week 11, Session 4 (p. 222)	30 min.  Week 11, Session 5 Individual Weekly Assessment (pp. 224–226)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Final Phonemes</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: l, g</a></li> <li>• <a href="#">Teach Vocabulary with Read Alouds</a></li> </ul>				

### Week 2:

[Irregular High Frequency Words with Elkonin Boxes](#)  
[Distinguish Uppercase and Lowercase Letters](#)  
[Recognize Uppercase and Lowercase Letters](#)  
[Identify Initial Phonemes](#)  
[Segment Onset and Rime](#)  
[Identify Final Phonemes](#)  
[Match Consonant Letters and Sounds: j, w](#)  
[Multiple- Meaning Words](#)

### Unit 3 Week 4

Segment onset and rime in single-syllable words  
 Isolate phonemes in single-syllable words  
 Recognize and name new and review letter  
 Connect /kw/ to q  
 Practice letter formation  
 Identify initial phonemes in single-syllable words  
 Recognize and name new and review letters and sounds  
 Review letter formation  
 Read, build and write decodable words with g  
 Connect /z/ to z  
 Identify initial and final phonemes in single-syllable words  
 Recognize and name new and review letters with z  
 Formatting letters Qq and Zz  
 Segmenting onset and rime, isolating and identifying phonemes  
 Reading decodable words with initial q and z

### Unit 3 Week 5

Segment onset and rime in single-syllable words  
 Isolate initial and final phonemes in single-syllable words  
 Recognize and name new and review letters  
 Connect /v/ to and v and /ks/ to x  
 Practice letter formation  
 Identify initial and final phonemes  
 Recognize and name new and review letters and sounds  
 Review letter formation  
 Read, build, and write decodable words with v and x  
 Segment onset and rime in single syllable words  
 Isolate initial phonemes in single-syllable words  
 Connect /y/ to y  
 Practice letter formation  
 Identify initial phonemes in single-syllable words  
 Recognize and name new and review letters  
 Review letter formation, build, and write decodable words with y  
 Recognizing which letters stand for /v/, /x/ and y  
 Identifying and forming Vv, Xx and Yy  
 Accurately spelling the high frequency words  
 Reading decodable words with initial v and y and final x

### Learning Module 3: Week 2

Key Lessons: *Magnetic Reading Foundations*: Week 12, *Ready Reading*: Read Aloud G

	Day 6	Day 7	Day 8	Day 9	Day 10
<b>WHOLE CLASS</b>	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min. Week 12, Session 1 (pp. 230–231) <a href="#">Lesson Slides</a>	Week 12, Session 2 (pp. 232–235) <a href="#">Lesson Slides</a>	Week 12, Session 3 (pp. 236–237) <a href="#">Lesson Slides</a>	Week 12, Session 4 (pp. 238–241) <a href="#">Lesson Slides</a>	30 min. Week 12, Session 5 Whole Class Weekly Assessment (p. 244)
<b>WHOLE CLASS</b>	<b>Ready Reading</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min. Read Aloud G, Part 1 (p. 68) Speaking and Listening Activity <i>Describe Fish</i> (p. 72)	Read Aloud G, Part 2 (p. 69)	Read Aloud G, Part 3 (p. 70) Language Activity <i>Multiple-Meaning Words</i> (p. 72)	Read Aloud G, Part 4 (p. 71)	30 min. Read Aloud G Writing Activity <i>Write a Narrative</i> (p. 72)
<b>SMALL GROUP</b>	<b>PRIORITIZE MRF Alphabet Book Instruction</b>				<b>MRF Assessment</b>
TARGETED DIFFERENTIATION	30 min. Week 12, Session 1 (p. 242)	Week 12, Session 2 (p. 242)	Week 12, Session 3 (p. 242)	Week 12, Session 4 (p. 242)	30 min. Week 12, Session 5 Individual Weekly Assessment (pp. 244–246)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Final Phonemes</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: j, w</a></li> <li>• <a href="#">Multiple-Meaning Words</a></li> </ul>				

### Week 3:

[Irregular High Frequency Words with Elkonin Boxes](#)  
[Distinguish Uppercase and Lowercase Letters](#)  
[Recognize Uppercase and Lowercase Letters](#)  
[Blend Onset Rime](#)  
[Segment Onset Rimes](#)  
[Key Ideas and Details](#)



## Unit 3 Week 6

Review Unit 3 and Connect It Activity  
(See Learning Module 3: Week 6)

## Learning Module 3: Week 3

Key Lessons: *Magnetic Reading Foundations*: Week 13, *Ready Reading*: Focus Lesson 6

		Day 11	Day 12	Day 13	Day 14	Day 15	
WHOLE CLASS FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	<b>Magnetic Reading Foundations (MRF)</b> Week 13, Session 1 (pp. 250–251) <a href="#">Lesson Slides</a>				30 min.	<b>MRF Assessment</b> Week 13, Session 5 Whole Class Weekly Assessment (p. 264)
WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	Lesson 6, Part 1 (p. 74)	Lesson 6, Part 2 (p. 75)	Lesson 6, Part 3 (p. 76)	Lesson 6, Part 4 (p. 77)	30 min.	Interactive Tutorial <a href="#">Answer Questions About Key Details</a> <b>MRF</b> Recommended Read Aloud <i>The Leaf Thief</i> by Alice Hemming
SMALL GROUP TARGETED DIFFERENTIATION	30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b> Week 13, Session 1 (p. 262)				30 min.	<b>MRF Assessment</b> Week 13, Session 5 Individual Weekly Assessment (pp. 264–266)
		<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Key Ideas and Details</a></li> </ul>					

### Week 4:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Distinguish Upper and Lowercase Letters](#)

[Recognize Upper and Lower Case Letters](#)

[Identify Initial Phonemes](#)

[Blend Phonemes](#)

[Segment Onset Rime](#)

[Identify Final Phonemes](#)

[Match Consonant Letters and Sounds: q, z](#)

[Antonyms](#)

[Sort Words Into Categories](#)

## Learning Module 3: Week 4

**Key Lessons:** *Magnetic Reading Foundations:* Week 14, *Ready Reading:* Read Aloud H

		Day 16	Day 17	Day 18	Day 19	Day 20
WHOLE CLASS FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
		Week 14, Session 1 (pp. 270–271) <a href="#">Lesson Slides</a> <a href="#">Note to Educator</a> <a href="#">Student Worktext Replacement Pages</a>	Week 14, Session 2 (pp. 272–275) <a href="#">Lesson Slides</a>	Week 14, Session 3 (pp. 276–277) <a href="#">Lesson Slides</a>	Week 14, Session 4 (pp. 278–281) <a href="#">Lesson Slides</a>	Week 14, Session 5 Whole Class Weekly Assessment (p. 284)
WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	<b>Ready Reading</b>				
		Read Aloud H, Part 1 (p. 80) <b>Speaking and Listening Activity</b> <i>Discuss Movable Homes</i> (p. 84)	Read Aloud H, Part 2 (p. 81)	Read Aloud H, Part 3 (p. 82) <b>Language Activity</b> <i>Opposites</i> (p. 84)	Read Aloud H, Part 4 (p. 83)	Read Aloud H Writing Activity <i>Write an Opinion</i> (p. 84)
SMALL GROUP TARGETED DIFFERENTIATION	30 min.	<b>PRIORITIZE MRF Alphabet Book Instruction</b>				<b>MRF Assessment</b>
		Week 14, Session 1 (p. 282)	Week 14, Session 2 (p. 282)	Week 14, Session 3 (p. 282)	Week 14, Session 4 (p. 282)	Week 14, Session 5 Individual Weekly Assessment (pp. 284–286)
		<b>THEN CHOOSE Tools for Instruction</b>				
		<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Final Phonemes</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: q, z</a></li> <li>• <a href="#">Antonyms</a></li> <li>• <a href="#">Sort Words into Categories</a></li> </ul>				

## Week 5:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Distinguish Upper and Lowercase Letters](#)

[Recognize Upper and Lowercase Letters](#)

[Blend Phonemes](#)

[Segment Onset and Rime](#)

[Identify Final Phonemes](#)

[Match Consonant Letters and Sounds: v, x, y](#)

[Identify Main Idea](#)

## Learning Module 3: Week 5

Key Lessons: *Magnetic Reading Foundations*: Week 15, *Ready Reading*: Focus Lesson 7

		Day 21	Day 22	Day 23	Day 24	Day 25
WHOLE CLASS		<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 15, Session 1 (pp. 290–291) <a href="#">Lesson Slides</a>	Week 15, Session 2 (pp. 292–295) <a href="#">Lesson Slides</a>	Week 15, Session 3 (pp. 296–297) <a href="#">Lesson Slides</a>	Week 15, Session 4 (pp. 298–301) <a href="#">Lesson Slides</a>	Week 15, Session 5 Whole Class Weekly Assessment (p. 304)
WHOLE CLASS		<b>Ready Reading</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	Lesson 7, Part 1 (p. 86)	Lesson 7, Part 2 (p. 87)	Lesson 7, Part 3 (p. 88)	Lesson 7, Part 4 (p. 89)	Interactive Tutorial <a href="#">Find the Main Topic</a>
						<b>MRF</b>
						Recommended Read Aloud <i>The Blue Hour</i> by Isabelle Simler
SMALL GROUP		<b>PRIORITIZE MRF Alphabet Book Instruction</b>				<b>MRF Assessment</b>
TARGETED DIFFERENTIATION	30 min.	Week 15, Session 1 (p. 302)	Week 15, Session 2 (p. 302)	Week 15, Session 3 (p. 302)	Week 15, Session 4 (p. 302)	Week 15, Session 5 Individual Weekly Assessment (pp. 304–305)
		<b>THEN CHOOSE Tools for Instruction</b>				
		<ul style="list-style-type: none"> <li>• Irregular High-Frequency Words with Elkonin Boxes</li> <li>• Distinguish Uppercase and Lowercase Letters</li> <li>• Recognize Uppercase and Lowercase Letters</li> <li>• Blend Phonemes</li> <li>• Segment Onset and Rime</li> <li>• Identify Final Phonemes</li> <li>• Match Consonant Letters and Sounds: v, x, y</li> <li>• Identify Main Idea</li> </ul>				

### Week 6:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Distinguish Upper and Lowercase Letters](#)

[Recognize Upper and Lowercase Letters](#)

[Blend Phonemes](#)

[Segment Onset and Rime](#)

[Identify Final Phonemes](#)

[Match Consonant Letters and Sounds : v, x, y](#)

## Learning Module 3: Week 6

Key Lessons: *Magnetic Reading Foundations*: Review & Unit 3 Connect It Activity

		Day 26	Day 27	Day 28	Day 29	Day 30
WHOLE CLASS		<b>Magnetic Reading Foundations (MRF)</b>				
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	15 min.	Week 11, Cumulative Review (Student Worktext: pp. 304–305)	Week 12, Cumulative Review (Student Worktext: pp. 306–307)	Week 13, Cumulative Review (Student Worktext: pp. 308–309)	Week 14, Cumulative Review (Student Worktext: pp. 310–311)	Week 15, Cumulative Review (Student Worktext: pp. 312–313)
WHOLE CLASS		<b>Connect It Activity: Create an Insect</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <a href="#">Recommended Read-Aloud Texts for MRF Grade K</a> for books that extend learning about the unit topic.	Write & Create Create an Insect	Write & Create Create an Insect	Write & Create Create an Insect	Celebrate Create an Insect
SMALL GROUP		<b>CHOOSE Tools for Instruction</b>				
TARGETED DIFFERENTIATION	30 min.	<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Distinguish Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Recognize Uppercase and Lowercase Letters</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Final Phonemes</a></li> <li>• <a href="#">Match Consonant Letters and Sounds: v, x, y</a></li> </ul>				

### Resources:

Ready Reading Teacher Manual and Teacher Toolbox

iReady Teacher Manual and Teacher Toolbox

iReady Instruction Books

Word building Cards

Sound–Spelling & Articulation Cards

Lesson Cards

Double Decker Elkonin Boxes

Magnetic Reader

### Digital Resources:

- BrainPop
- Codelicious
- Ed-Puzzle
- iReady
- Kodable
- Learning A-Z
- Quizlet Pro
- See Saw
- Typing Club

### Trade Books:

**The Blue Hour**

by Isabelle Simler

## Suggested Activities for Differentiation

### **Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

### **Suggested Strategies and Practices that Support English Language Learners:**

- Visuals (ex. Rime Magic short vowel picture card)
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

### **Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

### **Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions

- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 4

## Stage 1: Desired Results

### Unit 4: My Community

**Unit Summary:** Instructional focus will be on phonological and phonemic awareness and phonics as it relates to short vowels. Students will be able to identify the medial sounds in given words and high frequency words will continue to be explicitly taught. Students will begin to read text consisting of short sentences with CVC words and high frequency words taught. Students will continue to focus on rimes, isolating/segmenting sounds, blending phonemes together, as well as blending onset/rimes to read and produce words.

## Unit 4 Learning Targets

### NJSLS Grade Level Standards:

#### Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

F. Recognize and produce rhyming words.

G. Count, pronounce, blend, and segment syllables in spoken words.

H. Blend and segment onsets and rimes of single-syllable spoken words.

I. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

J. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words

D. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

E. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

F. Read high-frequency and sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

#### Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

- RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7. 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.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.

### **Language**

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- F. Print many upper- and lowercase letters.
  - G. Use frequently occurring nouns and verbs.
  - H. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - I. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - J. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - G. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- M. Capitalize the first word in a sentence and the pronoun I.
  - N. Recognize and name end punctuation.
  - O. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - P. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Speaking and Listening**

- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

### **Curricular Connections**



**Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

**Computer Science & Design Thinking (CS & DT):**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

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.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

**Unit Essential Questions:**

- Why is it important to understand the connection between letters and sounds?

**Unit Enduring Understandings:**

- The relationship between letters and sounds help us to make meaning out of print.
- Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).
- Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension.
- Readers develop a deeper understanding through

**Content-Students will know:**

segment onset and rime  
identify medial phonemes in single-syllable words  
decode words with short a  
recognize and read grade-level high frequency words  
isolate medial phonemes

**Skills-Students will be able to:**

Identify digraph -ck, final -ss,-sll,-ff,-zz, and long vowels /a/ /i/ /o/  
Produce one or more words that rhyme with a given word orally  
Count and pronounce syllables orally  
Segment sentences into number of words  
Ask and answer questions, reread & make predictions from nonfiction and fiction text

decode and encode words with short a  
practice formation  
read with accuracy  
segment phonemes  
read with accuracy

Develop appropriate expression and intonation while reading grade appropriate text

## Stage 2: Evidence of Student Learning

### Summative Assessments:

- i-Ready Unit Assessment

### Formative Assessments:

- Magnetic Reading Foundations Weekly Assessments
- Phonemic Awareness exit slips
- Think Pair Share
- Thumbs up/thumbs down  
Kahoot

### Common Benchmark Assessments:

- i-Ready Diagnostic
- Beginning, Middle and end of year ESGI (non-graded)

### Alternative Assessments:

Teacher Toolbox, Standards Mastery -iReady  
Literacy Tasks - iReady

## Stage 3: Core Instructional Plan & Resources

### Skill:

#### Unit 4 Week 1

Segment onset and rime  
Identify medial phonemes in single-syllable words  
Decode words with short a  
Recognize and read grade-level high-frequency words  
Isolate remedial phonemes  
Decode and encode words with short a  
Practice letter formation

### Learning Activities:

Magnetic Reading Workbook Activities  
Magnetic Reader  
Ready Reading Workbook Activities

### Week 1:

[Irregular High Frequency Words with Elkonin Boxes](#)  
[Identify Final Phonemes](#)  
[Distinguish Uppercase and Lowercase Letters](#)

Read with accuracy  
 Isolate medial phonemes  
 Blend phonemes  
 Blend sounds to produce single-syllable words  
 Segment phonemes  
 Recognizing that the letter a can stand for /a/  
 Accurately spell high frequency words

### Unit 4 Week 2

Blend onset and rime in single-syllable words  
 Identify medial phonemes  
 Decode words with short i  
 Recognize and read grade-level high-frequency words  
 Isolate medial phonemes  
 Decode and encode words with short i  
 Practice letter formation  
 Read with accuracy  
 Segment phonemes in three-phoneme words  
 Blend phonemes in three-phoneme words  
 Recognizing that the letter i can stand for /i/  
 Accurately spell high frequency words

### Unit 4 Week 3

Blend onset and rime in single-syllable words  
 Identify medial phonemes  
 Decode words with short o  
 Recognize and read grade-level high frequency words  
 Isolate medial phonemes in single-syllable words  
 Decode short o and short i  
 Practice letter formation  
 Read with accuracy  
 Segment onset and rime in single syllable words  
 Decode words with short o  
 Recognize and read grade level high frequency words  
 Blend Sounds to produce single-syllable words  
 Decode words with short o and short i

### Unit 4 Week 4

Segment onset and rime  
 Identify medial phonemes in single-syllable

## Teach Vocabulary with Read Alouds

### Learning Module 4: Week 1

Key Lessons: *Magnetic Reading Foundations*: Week 16, *Ready Reading*: Focus Lesson 8

	Day 1	Day 2	Day 3	Day 4	Day 5
WHOLE CLASS FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
	Unit 4 Opener (pp. 2–3) *Volume 2 Week 16, Session 1 (pp. 6–7) <a href="#">Lesson Slides</a>	Week 16, Session 2 (pp. 8–11) <a href="#">Lesson Slides</a>	Week 16, Session 3 (pp. 12–13) <a href="#">Lesson Slides</a>	Week 16, Session 4 (pp. 14–17) <a href="#">Lesson Slides</a>	Week 16, Session 5 Whole Class Weekly Assessment (p. 20)
WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	<b>Ready Reading</b>				
	Lesson 8, Part 1 (p. 92)	Lesson 8, Part 2 (p. 93)	Lesson 8, Part 3 (p. 94)	Lesson 8, Part 4 (p. 95)	Interactive Tutorials <a href="#">Answer Questions About Key Details</a> <a href="#">Find the Main Topic</a>
SMALL GROUP TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				<b>MRF Assessment</b>
	Week 16, Session 1 (p. 18)	Week 16, Session 2 (p. 18)	Week 16, Session 3 (p. 18)	Week 16, Session 4 (p. 18)	Week 16, Session 5 Individual Weekly Assessment (pp. 20–22)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Segment Words into Phonemes</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Decode Words with Short Vowels</a></li> <li>• <a href="#">Decode Words with Short Vowel a</a></li> <li>• <a href="#">Sequence of Events</a></li> <li>• <a href="#">Cause and Effect</a></li> </ul>				

### Week 2:

[Irregular High Frequency Words with Elkonin Boxes](#)  
[Blend Phonemes](#)  
[Segment Words into Phonemes](#)  
[Identify Final Phonemes](#)  
[Phoneme Manipulation](#)  
[Words with Final Digraph ck or Double Consonants](#)  
[Compound Words](#)

Decode words with short e  
 Recognize and read grade-level high-frequency words  
 Isolate medial phonemes  
 Decode words with short e and short o  
 End words with short e  
 Practice letter formation  
 Encode words with short e  
 Segment phonemes  
 Recognize and read grade-level high frequency words

### Unit 4 Week 5

Blend onset and rhyme to produce single syllable words  
 Identify medial phonemes  
 Decode words with short u  
 Recognize and read grade-level high-frequency words  
 Isolate remedial phonemes  
 Decode words with short u and short e  
 Practice letter formation  
 Recognize and read grade level words  
 Read with accuracy  
 Segment spoken words into onset and rime  
 Segmented spoken words into phonemes  
 Decode words with short u  
 Recognize and read grade level high-frequency words  
 Blend phonemes  
 Decode words with short u and short e  
 Recognizing which letters stand for short u words  
 Accurate spelling the high frequency words

### Unit 4 Week 6

Review Unit 4 and Connect It Activity  
 (See Learning Module 4: Week 6)

### Learning Module 4: Week 2

Key Lessons: *Magnetic Reading Foundations*: Week 17, *Ready Reading*: Focus Lesson 9

		Day 6	Day 7	Day 8	Day 9	Day 10	
WHOLE CLASS FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	<b>Magnetic Reading Foundations (MRF)</b>				30 min.	<b>MRF Assessment</b> Week 17, Session 5 Whole Class Weekly Assessment (p. 40)
		Week 17, Session 1 (pp. 26–27) <a href="#">Lesson Slides</a>	Week 17, Session 2 (pp. 28–31) <a href="#">Lesson Slides</a>	Week 17, Session 3 (pp. 32–33) <a href="#">Lesson Slides</a>	Week 17, Session 4 (pp. 34–37) <a href="#">Lesson Slides</a>		
WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	<b>Ready Reading</b>				30 min.	Interactive Tutorial <a href="#">Answer Questions About Unknown Words in a Story</a> <b>MRF</b> Recommended Read Aloud <i>All Are Neighbors</i> by Alexandra Penfold
		Lesson 9, Part 1 (p. 98)	Lesson 9, Part 2 (p. 99)	Lesson 9, Part 3 (p. 100)	Lesson 9, Part 4 (p. 101)		
SMALL GROUP TARGETED DIFFERENTIATION	30 min.	<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				30 min.	<b>MRF Assessment</b> Week 17, Session 5 Individual Weekly Assessment (pp. 40–42)
		Week 17, Session 1 (p. 38)	Week 17, Session 2 (p. 38)	Week 17, Session 3 (p. 38)	Week 17, Session 4 (p. 38)		
		<b>THEN CHOOSE Tools for Instruction</b>					
		<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Match Vowel Letters and Short Sounds</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Identify Medial Vowel Sounds</a></li> <li>• <a href="#">Decode Words with Short Vowels</a></li> <li>• <a href="#">Use Context to Find Word Meaning</a></li> <li>• <a href="#">Teach Vocabulary with Read Alouds</a></li> <li>• <a href="#">Teach New Word Meanings</a></li> </ul>					

### Week 3:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Blend Phonemes](#)

[Segment Words Into Phonemes](#)

[Match Vowel Letters and Long Sounds](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Long-Vowel Words with Final e](#)

[Delete Phonemes](#)

[Make Connections to Words](#)

## Learning Module 4: Week 3

Key Lessons: *Magnetic Reading Foundations: Week 18, Ready Reading: Focus Lesson 10*

	Day 11	Day 12	Day 13	Day 14	Day 15
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
45 min.	Week 18, Session 1 (pp. 46–47) <a href="#">Lesson Slides</a>	Week 18, Session 2 (pp. 48–51) <a href="#">Lesson Slides</a>	Week 18, Session 3 (pp. 52–53) <a href="#">Lesson Slides</a>	Week 18, Session 4 (pp. 54–57) <a href="#">Lesson Slides</a>	30 min. Week 18, Session 5 Whole Class Weekly Assessment (p. 60)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	<b>Ready Reading</b>				<b>MRF</b>
15 min.	Lesson 10, Part 1 (p. 104)	Lesson 10, Part 2 (p. 105)	Lesson 10, Part 3 (p. 106)	Lesson 10, Part 4 (p. 107)	30 min. Interactive Tutorials <a href="#">Find and Say Middle Short Vowel Sounds</a> <a href="#">Read Words with Short a</a>
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION	<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				<b>MRF Assessment</b>
30 min.	Week 18, Session 1 (p. 58)	Week 18, Session 2 (p. 58)	Week 18, Session 3 (p. 58)	Week 18, Session 4 (p. 58)	30 min. Week 18, Session 5 Individual Weekly Assessment (pp. 60–62)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Match Vowel Letters and Short Sounds</a></li> <li>• <a href="#">Segment Words into Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Medial Vowel Sounds</a></li> <li>• <a href="#">Decode Words with Short Vowels</a></li> <li>• <a href="#">Sort Words by Categories and Attributes</a></li> </ul>				

### Week 4:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Blend Phonemes](#)

[Segment Words Into Phonemes](#)

[Match Vowel Letters and Long Sounds](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Long-Vowel Words with Final e](#)

[Delete Phonemes](#)

[Sort Words into Categories](#)

[Compare and Contrast](#)

## Learning Module 4: Week 5

Key Lessons: *Magnetic Reading Foundations: Week 20, Ready Reading: Read Aloud I*

		Day 21	Day 22	Day 23	Day 24	Day 25
WHOLE CLASS		<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 20, Session 1 (pp. 86–87) <a href="#">Lesson Slides</a>	Week 20, Session 2 (pp. 88–91) <a href="#">Lesson Slides</a>	Week 20, Session 3 (pp. 92–93) <a href="#">Lesson Slides</a>	Week 20, Session 4 (pp. 94–97) <a href="#">Lesson Slides</a>	30 min. Week 20, Session 5 Whole Class Weekly Assessment (p. 100)
WHOLE CLASS		<b>Ready Reading</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	Read Aloud I, Part 1 (p. 116) Speaking and Listening Activity <i>Conduct an Interview</i> (p. 120)	Read Aloud I, Part 2 (p. 117)	Read Aloud I, Part 3 (p. 118) Language Activity <i>Plural Nouns</i> (p. 120)	Read Aloud I, Part 4 (p. 119)	30 min. Read Aloud I Writing Activity <i>Write an Informative Text</i> (p. 120)
SMALL GROUP		<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				<b>MRF Assessment</b>
TARGETED DIFFERENTIATION	30 min.	Week 20, Session 1 (p. 98)	Week 20, Session 2 (p. 98)	Week 20, Session 3 (p. 98)	Week 20, Session 4 (p. 98)	30 min. Week 20, Session 5 Individual Weekly Assessment (pp. 100–101)
		<b>THEN CHOOSE Tools for Instruction</b>				
		<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Match Vowel Letters and Short Sounds</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Segment Words into Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Medial Vowel Sounds</a></li> <li>• <a href="#">Decode Words with Short Vowels</a></li> <li>• <a href="#">Make Connections to Words</a></li> </ul>				

### Week 5:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Blend Phonemes](#)

[Segment Words Into Phonemes](#)

[Match Vowel Letters and Long Sounds](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Long-Vowel Words with Final e](#)

[Delete Phonemes](#)

[Compound Words](#)

## Learning Module 4: Week 5

Key Lessons: *Magnetic Reading Foundations*: Week 20, *Ready Reading*: Read Aloud I

		Day 21	Day 22	Day 23	Day 24	Day 25
WHOLE CLASS		<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 20, Session 1 (pp. 86–87) <a href="#">Lesson Slides</a>	Week 20, Session 2 (pp. 88–91) <a href="#">Lesson Slides</a>	Week 20, Session 3 (pp. 92–93) <a href="#">Lesson Slides</a>	Week 20, Session 4 (pp. 94–97) <a href="#">Lesson Slides</a>	30 min. Week 20, Session 5 Whole Class Weekly Assessment (p. 100)
WHOLE CLASS		<b>Ready Reading</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	Read Aloud I, Part 1 (p. 116)  Speaking and Listening Activity <i>Conduct an Interview</i> (p. 120)	Read Aloud I, Part 2 (p. 117)	Read Aloud I, Part 3 (p. 118)  Language Activity <i>Plural Nouns</i> (p. 120)	Read Aloud I, Part 4 (p. 119)	30 min. Read Aloud I Writing Activity <i>Write an Informative Text</i> (p. 120)
SMALL GROUP		<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				<b>MRF Assessment</b>
TARGETED DIFFERENTIATION	30 min.	Week 20, Session 1 (p. 98)	Week 20, Session 2 (p. 98)	Week 20, Session 3 (p. 98)	Week 20, Session 4 (p. 98)	30 min. Week 20, Session 5 Individual Weekly Assessment (pp. 100–101)
		<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Match Vowel Letters and Short Sounds</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Segment Words into Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Medial Vowel Sounds</a></li> <li>• <a href="#">Decode Words with Short Vowels</a></li> <li>• <a href="#">Make Connections to Words</a></li> </ul>				

### Week 6:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Segment Words Into Phonemes](#)

[Match Vowel Letters and Long Sounds](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Long-Vowel Words with Final e](#)

[Delete Phonemes](#)

## Learning Module 4: Week 6

Key Lessons: *Magnetic Reading Foundations*: Review & Unit 4 Connect It Activity

	Day 26	Day 27	Day 28	Day 29	Day 30
WHOLE CLASS	<b>Magnetic Reading Foundations (MRF)</b>				
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 15 min.	Week 16, Cumulative Review (Student Worktext: pp. 284–285)	Week 17, Cumulative Review (Student Worktext: pp. 286–287)	Week 18, Cumulative Review (Student Worktext: pp. 288–289)	Week 19, Cumulative Review (Student Worktext: pp. 290–291)	Week 20, Cumulative Review (Student Worktext: pp. 292–293)
WHOLE CLASS	<b>Connect It Activity: My Neighborhood Book</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 45 min.	Read Aloud See <a href="#">Recommended Read-Aloud Texts for MRF Grade K</a> for books that extend learning about the unit topic.	Write & Create My Neighborhood Book	Write & Create My Neighborhood Book	Write & Create My Neighborhood Book	Celebrate My Neighborhood Book
SMALL GROUP TARGETED DIFFERENTIATION 30 min.	<b>CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Match Vowel Letters and Short Sounds</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Segment Words into Phonemes</a></li> <li>• <a href="#">Blend Onset and Rime</a></li> <li>• <a href="#">Segment Onset and Rime</a></li> <li>• <a href="#">Identify Medial Vowel Sounds</a></li> <li>• <a href="#">Decode Words with Short Vowels</a></li> </ul>				

### Resources:

Ready Reading Teacher Manual and Teacher Toolbox

iReady Teacher Manual and Teacher Toolbox

iReady Instruction Books

Word building Cards

Sound–Spelling & Articulation Cards

Lesson Cards

Double Decker Elkonin Boxes

Magnetic Reader

### Digital Resources:

- BrainPop
- Codelicious
- Ed-Puzzle
- iReady
- Kodable
- Learning A-Z
- Quizlet Pro
- See Saw
- Typing Club

### Trade Books:

*Stone Soup*



## Suggested Activities for Differentiation

### **Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

### **Suggested Strategies and Practices that Support English Language Learners:**

- Visuals (ex. Rime Magic short vowel picture card)
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

### **Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

### **Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions

- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 5

## Stage 1: Desired Results

### Unit 5: Stories About...

**Unit Summary:** Instructional focus will be on phonological and phonemic awareness and phonics as it relates to long vowels. Students will continue to be explicitly taught high frequency words and read these words with automaticity. In this unit students will be introduced to digraphs, and inflected endings. Students will begin to segment, add and delete phonemes, as well as begin writing words with long vowels.

## Unit 1 Learning Targets

### NJSLS Grade Level Standards:

#### Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

F. Recognize and produce rhyming words.

G. Count, pronounce, blend, and segment syllables in spoken words.

H. Blend and segment onsets and rimes of single-syllable spoken words.

I. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

J. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

D. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

E. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

F. Read high-frequency and sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

#### Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7. 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.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

### **Language**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F. Print many upper- and lowercase letters.

G. Use frequently occurring nouns and verbs.

H. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

I. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

J. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

G. Produce and expand complete sentences in shared language activities.

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

M. Capitalize the first word in a sentence and the pronoun I.

N. Recognize and name end punctuation.

O. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

### **Speaking and Listening**

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Curricular Connections**

#### **Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

**Computer Science & Design Thinking (CS & DT):**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

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.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

**Unit Essential Questions:**

- What do you know about your community?
- What is the importance of short vowels ?

**Unit Enduring Understandings:**

- The relationship between letters and sounds help us to make meaning out of print.
- Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).
- Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension.
- Readers develop a deeper understanding through

**Content-Students will know:**

- Identify letters and sounds of short vowels /a/ /e/ /i/ /o/ /u/

**Skills-Students will be able to:**

- Recognize rhyme when given 2 words orally (ex. thumbs up or thumbs down if words rhyme)
- Read high frequency words  
he, she, some, that, of, they, his, was, her, when
- Produce a word that rhymes with a given word orally
- Count and pronounce syllables orally
- Segment sentences into number of words
- Isolate, identify, blend, segment, and categorize phonemes
- Develop appropriate expression and intonation while

	reading grade appropriate text (ex. from the Wonders series) • Fluency-read out loud with accuracy
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## Stage 2: Evidence of Student Learning

### Summative Assessments: Unit 5 Assessment-Magnetic Reading

#### Formative Assessments:

- I-Ready Magnetic Reading weekly assessments
- Exit slips (ex: circle the 2 words that rhyme)
- Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)
- Think Pair Share (ex: work with partner to count syllables)

#### Common Benchmark Assessments:

I-Ready benchmark

#### Alternative Assessments:

Extension Activities - Teacher Toolbox, Standards Mastery -iReady  
 Literacy Tasks - iReady

## Stage 3: Core Instructional Plan & Resources

### Unit 5 Week 1:

Blend phonemes to produce single-syllables words  
 Isolate initial, medial, and final phonemes  
 Decode words with digraph -ck and short u  
 Recognize and read grade-level high-frequency words  
 Substitute phonemes in words to say new words  
 Practice letter formation  
 Read with accuracy  
 Encode words with digraph -ck  
 Segment spoken words into phonemes  
 Identify common phonemes in group of single-syllable words  
 Recognize that -ck can stand for /k/  
 High-Frequency Words: *and, have, one, with*

### Unit 5 Week 2:

#### Learning Activities:

Magnetic Reading Workbook Activities  
 Magnetic Reader  
 Ready Reading Workbook Activities

#### Week 1:

[Irregular High Frequency Words with Elkonin Boxes](#)  
[Identify Initial Phonemes](#)  
[Blend Phonemes](#)  
[Identify Final Phonemes](#)  
[Phoneme Manipulation](#)  
[Words with Final Digraph ck or Double Consonants](#)  
[Use Context to Find Word Meaning](#)  
[Teach Vocabulary with Read Alouds](#)  
[Teach New Word Meanings](#)

Blend phonemes in one-syllable words  
 Isolate final phonemes in one-syllable words  
 Decode words with final -ss, -ll  
 Recognize and read grade-level high-frequency words  
 Substitute phonemes to make new words  
 Practice letter formation  
 Encode words with final -ss, -ll  
 Read with accuracy  
 Segment phonemes in one-syllable words  
 Identify initial, medial, and final phonemes in one-syllable words  
 Decode words with final -ff, -zz  
 Decode words with final and short u  
 Encode words with final -ff, -zz  
 Recognize that ss, ll, ff, and zz can stand for /s/, /l/, /f/, /z/  
 Accurately spelling the high-frequency words  
 High frequency words: *be, no, so, we, from*

**Unit 5 Week 3:**

Blend phonemes in single-syllable words  
 Isolate medial phonemes in single-syllable words  
 Decode words with long a: a\_e  
 Recognize and read grade-level high-frequency words  
 Segment phonemes  
 Decode words with final double consonants  
 Practice letter formation  
 Encode words with long a: a\_e  
 Read with accuracy  
 Delete final phonemes to form new words  
 Add final phonemes to form new words  
 Substitute phonemes  
 Recognize that a\_e can stand for long a  
 Accurately spelling the high-frequency words  
 High frequency words: *from, or, there, this*

**Learning Module 5: Week 1**

Key Lessons: *Magnetic Reading Foundations: Week 21, Ready Reading: Focus Lesson 12*

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b> Unit 5 Opener (pp. 104–105) Week 21, Session 1 (pp. 108–109) <a href="#">Lesson Slides</a>				<b>MRF Assessment</b> Week 21, Session 5 Whole Class Weekly Assessment (p. 122)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	<b>Ready Reading</b> Lesson 12, Part 1 (p. 122) Lesson 12, Part 2 (p. 123) Lesson 12, Part 3 (p. 124) Lesson 12, Part 4 (p. 125)				Interactive Tutorial <a href="#">Answer Questions About Unknown Words in a Text</a> <b>MRF</b> Recommended Read Aloud <i>Memoirs of a Goldfish</i> by Devin Scillian
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Magnetic Reader Instruction</b> Week 21, Session 1 (p. 120) Week 21, Session 2 (p. 120) Week 21, Session 3 (p. 120) Week 21, Session 4 (p. 120)				<b>MRF Assessment</b> Week 21, Session 5 Individual Weekly Assessment (pp. 122–124)
	<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Identify Initial Phonemes</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Identify Final Phonemes</a></li> <li>• <a href="#">Phoneme Manipulation</a></li> <li>• <a href="#">Words with Final Digraph ck or Double Consonants</a></li> <li>• <a href="#">Use Context to Find Word Meaning</a></li> <li>• <a href="#">Teach Vocabulary with Read Alouds</a></li> <li>• <a href="#">Teach New Word Meanings</a></li> </ul>				

**Week 2:**

[Irregular High Frequency Words with Elkonin Boxes](#)  
[Blend Phonemes](#)  
[Segment Words Into Phonemes](#)  
[Identify Final Phonemes](#)  
[Phoneme Manipulation](#)  
[Words with Final Digraph ck or Double Consonants](#)  
[Compound Words](#)

**Unit 5 Week 4:**

Substitute phonemes to create new words

Isolate medial phonemes

Decode words with short and long o and short and long a

Recognize and read grade-level high-frequency words

Identify medial phonemes

practice letter formation

Encode words with short and long o

Read with accuracy

Build, write, and read decodable words

Accurately spell high-frequency words

High frequency words: *about, by, my, out*

**Unit 5 Week 5:**

Blend phonemes in single-syllable words

Isolate medial phonemes in single-syllable words

Decode words with long i: i\_e

Recognize and read grade-level high-frequency words

Segment phonemes

Decode words with long i: i\_e and long a: a\_e

Practice letter formation

Encode words with long i: i\_e and long a: a\_e

Read with accuracy

Delete phonemes

Add phonemes

Substitute phonemes

Practice letter formation

Accurately spelling high-frequency words

High-frequency words: *could, said, what, would*

**Unit 5 Week 6:**

Review Unit 5 and Connect It Activity

(See Learning Module 5: Week 6)

**Learning Module 5: Week 2**

Key Lessons: *Magnetic Reading Foundations: Week 22, Ready Reading: Focus Lesson 13*

	Day 6	Day 7	Day 8	Day 9	Day 10
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min. Week 22, Session 1 (pp. 128–129) <a href="#">Lesson Slides</a>	Week 22, Session 2 (pp. 130–133) <a href="#">Lesson Slides</a>	Week 22, Session 3 (pp. 134–135) <a href="#">Lesson Slides</a>	Week 22, Session 4 (pp. 136–139) <a href="#">Lesson Slides</a>	30 min. <b>MRF Assessment</b> Week 22, Session 5 Whole Class Weekly Assessment (p. 142)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min. Lesson 13, Part 1 (p. 128)	Lesson 13, Part 2 (p. 129)	Lesson 13, Part 3 (p. 130)	Lesson 13, Part 4 (p. 131)	30 min. <b>MRF</b> Interactive Tutorials <a href="#">Doublets</a> <a href="#">Digraph ck</a>
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION	<b>PRIORITIZE MRF Magnetic Reader Instruction</b> Week 22, Session 1 (p. 140)				30 min. <b>MRF Assessment</b> Week 22, Session 5 Individual Weekly Assessment (pp. 142–144)
30 min.	<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Segment Words into Phonemes</a></li> <li>• <a href="#">Identify Final Phonemes</a></li> <li>• <a href="#">Phoneme Manipulation</a></li> <li>• <a href="#">Words with Final Digraph ck or Double Consonants</a></li> <li>• <a href="#">Compound Words</a></li> </ul>				

**Week 3:**

[Irregular High Frequency Words with Elkonin Boxes](#)

[Blend Phonemes](#)

[Segment Words Into Phonemes](#)

[Match Vowel Letters and Long Sounds](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Long-Vowel Words with Final e](#)

[Delete Phonemes](#)

[Make Connections to Words](#)



## Learning Module 5: Week 3

Key Lessons: *Magnetic Reading Foundations: Week 23, Ready Reading: Focus Lesson 14*

		Day 11	Day 12	Day 13	Day 14	Day 15
WHOLE CLASS		<b>Magnetic Reading Foundations (MRF)</b>				
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 23, Session 1 (pp. 148–149) <a href="#">Lesson Slides</a>	Week 23, Session 2 (pp. 150–153) <a href="#">Lesson Slides</a>	Week 23, Session 3 (pp. 154–155) <a href="#">Lesson Slides</a>	Week 23, Session 4 (pp. 156–159) <a href="#">Lesson Slides</a>	30 min. MRF Assessment Week 23, Session 5 Whole Class Weekly Assessment (p. 162)
WHOLE CLASS		<b>Ready Reading</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	Lesson 14, Part 1 (p. 134)	Lesson 14, Part 2 (p. 135)	Lesson 14, Part 3 (p. 136)	Lesson 14, Part 4 (p. 137)	30 min. Interactive Tutorial <a href="#">Connect Words and Pictures in a Story</a> MRF Interactive Tutorial <a href="#">Long Vowel a</a>
SMALL GROUP		<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				
TARGETED DIFFERENTIATION	30 min.	Week 23, Session 1 (p. 160)	Week 23, Session 2 (p. 160)	Week 23, Session 3 (p. 160)	Week 23, Session 4 (p. 160)	30 min. MRF Assessment Week 23, Session 5 Individual Weekly Assessment (pp. 162–164)
		<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Segment Words into Phonemes</a></li> <li>• <a href="#">Match Vowel Letters and Long Sounds</a></li> <li>• <a href="#">Add Phonemes</a></li> <li>• <a href="#">Phoneme Manipulation</a></li> <li>• <a href="#">Long-Vowel Words with Final e</a></li> <li>• <a href="#">Delete Phonemes</a></li> <li>• <a href="#">Make Connections to Words</a></li> </ul>				

### Week 4:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Blend Phonemes](#)

[Segment Words into Phonemes](#)

[Match Vowel Letters and Long Sounds](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Long-Vowel Words with Final e](#)

[Delete Phonemes](#)

[Sort Words into Categories](#)

[Compare and Contrast](#)

## Learning Module 5: Week 4

Key Lessons: *Magnetic Reading Foundations*: Week 24, *Ready Reading*: Focus Lesson 15

		Day 16	Day 17	Day 18	Day 19	Day 20
WHOLE CLASS		<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 24, Session 1 (pp. 168–169) <a href="#">Lesson Slides</a>	Week 24, Session 2 (pp. 170–173) <a href="#">Lesson Slides</a>	Week 24, Session 3 (pp. 174–175) <a href="#">Lesson Slides</a>	Week 24, Session 4 (pp. 176–179) <a href="#">Lesson Slides</a>	30 min. Week 24, Session 5 Whole Class Weekly Assessment (p. 182)
WHOLE CLASS		<b>Ready Reading</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	Lesson 15, Part 1 (p. 140)	Lesson 15, Part 2 (p. 141)	Lesson 15, Part 3 (p. 142)	Lesson 15, Part 4 (p. 143)	30 min. Interactive Tutorial <a href="#">Identify Characters</a> <b>MRF</b> Interactive Tutorial <a href="#">Long i with Sneaky e</a>
SMALL GROUP		<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				<b>MRF Assessment</b>
TARGETED DIFFERENTIATION	30 min.	Week 24, Session 1 (p. 180)	Week 24, Session 2 (p. 180)	Week 24, Session 3 (p. 180)	Week 24, Session 4 (p. 180)	30 min. Week 24, Session 5 Individual Weekly Assessment (pp. 182–184)
		<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li><a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li><a href="#">Blend Phonemes</a></li> <li><a href="#">Segment Words into Phonemes</a></li> <li><a href="#">Match Vowel Letters and Long Sounds</a></li> <li><a href="#">Add Phonemes</a></li> <li><a href="#">Phoneme Manipulation</a></li> <li><a href="#">Long-Vowel Words with Final e</a></li> <li><a href="#">Delete Phonemes</a></li> <li><a href="#">Sort Words into Categories</a></li> <li><a href="#">Compare and Contrast</a></li> </ul>				

### Week 5:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Segment Words Into Phonemes](#)

[Match Vowel Letters and Long Sounds](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Long-Vowel Words with Final e](#)

[Delete Phonemes](#)

[Compound Words](#)

## Learning Module 5: Week 5

Key Lessons: *Magnetic Reading Foundations*: Week 25, *Ready Reading*: Focus Lesson 16

	Day 21	Day 22	Day 23	Day 24	Day 25
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
45 min.	Week 25, Session 1 (pp. 188–189) <a href="#">Lesson Slides</a>	Week 25, Session 2 (pp. 190–193) <a href="#">Lesson Slides</a>	Week 25, Session 3 (pp. 194–195) <a href="#">Lesson Slides</a>	Week 25, Session 4 (pp. 196–199) <a href="#">Lesson Slides</a>	30 min. Week 25, Session 5 Whole Class Weekly Assessment (p. 202)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	<b>Ready Reading</b>				
15 min.	Lesson 16, Part 1 (p. 146)	Lesson 16, Part 2 (p. 147)	Lesson 16, Part 3 (p. 148)	Lesson 16, Part 4 (p. 149)	30 min. Interactive Tutorial <a href="#">Connect Words and Pictures in a Text</a> <b>MRF</b> Interactive Tutorial <a href="#">Long Vowel I, e</a>
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION	<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				<b>MRF Assessment</b>
30 min.	Week 25, Session 1 (p. 200)	Week 25, Session 2 (p. 200)	Week 25, Session 3 (p. 200)	Week 25, Session 4 (p. 200)	30 min. Week 25, Session 5 Individual Weekly Assessment (pp. 202–203)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Segment Words into Phonemes</a></li> <li>• <a href="#">Match Vowel Letters and Long Sounds</a></li> <li>• <a href="#">Add Phonemes</a></li> <li>• <a href="#">Phoneme Manipulation</a></li> <li>• <a href="#">Long-Vowel Words with Final e</a></li> <li>• <a href="#">Delete Phonemes</a></li> <li>• <a href="#">Compound Words</a></li> </ul>				

## Week 6:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Segment Words Into Phonemes](#)

[Match Vowel Letters and Long Sounds](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Long-Vowel Words with Final e](#)

[Delete Phonemes](#)

## Learning Module 5: Week 6

Key Lessons: *Magnetic Reading Foundations*: Review & Unit 5 Connect It Activity

		Day 26	Day 27	Day 28	Day 29	Day 30
WHOLE CLASS		<b>Magnetic Reading Foundations (MRF)</b>				
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	15 min.	Week 21, Cumulative Review (Student Worktext: pp. 294–295)	Week 22, Cumulative Review (Student Worktext: pp. 296–297)	Week 23, Cumulative Review (Student Worktext: pp. 298–299)	Week 24, Cumulative Review (Student Worktext: pp. 300–301)	Week 25, Cumulative Review (Student Worktext: pp. 302–303)
WHOLE CLASS		<b>Connect It Activity: Build-A-Story</b>				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <a href="#">Recommended Read-Aloud Texts for MRF Grade K</a> for books that extend learning about the unit topic.	Write & Create Build-A-Story	Write & Create Build-A-Story	Write & Create Build-A-Story	Celebrate Build-A-Story
SMALL GROUP TARGETED DIFFERENTIATION	30 min.	<b>CHOOSE Tools for Instruction</b>				
		<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Segment Words into Phonemes</a></li> <li>• <a href="#">Match Vowel Letters and Long Sounds</a></li> <li>• <a href="#">Add Phonemes</a></li> <li>• <a href="#">Phoneme Manipulation</a></li> <li>• <a href="#">Long-Vowel Words with Final e</a></li> <li>• <a href="#">Delete Phonemes</a></li> </ul>				

### Resources:

Ready Reading Teacher Manual and Teacher Toolbox

iReady Teacher Manual and Teacher Toolbox

iReady Instruction Books

Word building Cards

Sound-Spelling & Articulation Cards

Lesson Cards

Double Decker Elkonin Boxes

Magnetic Reader

### Digital Resources:

- BrainPop
- Ed-Puzzle
- iReady
- Kodable
- Learning A-Z
- Quizlet Pro
- See Saw
- Typing Club

### Trade Books:

*Stone Soup*

## Suggested Activities for Differentiation

### **Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

### **Suggested Strategies and Practices that Support English Language Learners:**

- Visuals (ex. Rime Magic short vowel picture card)
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

### **Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

### **Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction

- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

# Unit 6

## Stage 1: Desired Results

### Unit 6: What's the Weather?

**Unit Summary:** Instructional focus will be on phonological and phonemic awareness and phonics as it relates to long vowels. Students will continue to be explicitly taught high frequency words and read these words with automaticity. Students will continue to segment, add and delete phonemes to produce words, as well as writing words with long vowels. Students will read emergent reader texts with purpose and understanding.

## Unit 1 Learning Targets

### NJSLS Grade Level Standards:

#### Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

P. Recognize and produce rhyming words.

Q. Count, pronounce, blend, and segment syllables in spoken words.

R. Blend and segment onsets and rimes of single-syllable spoken words.

S. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

T. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

J. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

K. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

L. Read high-frequency and sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

#### Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

**Writing**

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Language**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F. Print many upper- and lowercase letters.

G. Use frequently occurring nouns and verbs.

H. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

I. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

J. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

N. Produce and expand complete sentences in shared language activities.

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

U. Capitalize the first word in a sentence and the pronoun I.

V. Recognize and name end punctuation.

W. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

**Speaking and Listening**

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

**Writing**

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Curricular Connections****Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.



**Computer Science & Design Thinking (CS & DT):**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Interdisciplinary Connections:**

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.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

**Unit Essential Questions:**

What is the importance of long vowels?

What is the difference between long and short vowels?

**Unit Enduring Understandings:**

- Readers use appropriate strategies as needed to construct meaning.

**Content-Students will know:**

- Long U u\_e
- Long E ee, e\_e
- Review Short and Long a, i, o, u, e
- Review Sound Spellings

**Skills-Students will be able to:**

- Isolate and pronounce the initial, medial vowel, and final sounds in CVC words with accuracy
- Recognize rhyme when given 2 or more words orally
- Produce one or more words that rhyme with a given word orally
- Count and pronounce syllables orally
- Segment sentences into number of words
- Isolate, identify, blend, segment, and categorize phonemes with accuracy
- Print all upper and lower case letters.
- Develop appropriate expression and intonation while reading grade appropriate text

**Stage 2: Evidence of Student Learning**

**Summative Assessments:** Magnetic Reading

**Formative Assessments:**

- I-Ready Magnetic Reading weekly assessments
- Exit slips (ex: circle the 2 words that rhyme)

- Peer/Self Assessments (ex: draw a line to match the picture to the first letter-with partner)
- Think Pair Share (ex: work with partner to count syllables)

**Common Benchmark Assessments:** I-Ready benchmark

**Alternative Assessments:** Extension Activities - Teacher Toolbox, Standards Mastery -iReady  
Literacy Tasks - iReady

## Stage 3: Core Instructional Plan & Resources

### Skill:

#### Unit 6 Week 1:

- Blend phonemes in single-syllable words
- Isolate initial and medial phonemes
- Decode words with long u: u\_e and long o: o\_e
- Recognize and read grade-level high-frequency words
- Substitute initial phonemes
- Practice letter formation
- Encode words with long u: u\_e and long o: o\_e
- Read with accuracy
- Identify medial phonemes
- Segment phonemes in two- and three-phoneme words
- Delete phonemes
- Add phonemes
- Substitute initial phonemes
- Accurately spelling high-frequency words
- High-Frequency Words: *as, has, their, were*

#### Unit 6 Week 2:

- Blend phonemes
- Isolate initial and medial phonemes
- Decode words with long e: eeC and long u
- Practice letter formation
- Encode words with long e: eeC, e\_e

### Week 1:

- [Irregular High Frequency Words with Elkonin Boxes](#)
- [Match Vowel Letters and Long Sounds](#)
- [Substitute Phonemes](#)
- [Identify Medial Sounds](#)
- [Phoneme Manipulation](#)
- [Long-Vowel Words with Final e](#)
- [Identify Supporting Reasons](#)
- [Predict the Topic of a Book](#)

#### Learning Module 6: Week 1

**Key Lessons:** *Magnetic Reading Foundations: Week 26, Ready Reading: Focus Lesson 17*

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b> Unit 6 Opener (pp. 206–207) Week 26, Session 1 (pp. 210–211) <a href="#">Lesson Slides</a>				<b>MRF Assessment</b> Week 26, Session 5 Whole Class Weekly Assessment (p. 224) 30 min.
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	<b>Ready Reading</b> Lesson 17, Part 1 (p. 152)	Lesson 17, Part 2 (p. 153)	Lesson 17, Part 3 (p. 154)	Lesson 17, Part 4 (p. 155)	<b>MRF</b> Interactive Tutorial <a href="#">Sounds for u with Sneaky e</a> Recommended Read Aloud <i>Sunny Weather</i> by Sally Lee 30 min.
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Magnetic Reader Instruction</b> Week 26, Session 1 (p. 222)   Week 26, Session 2 (p. 222)   Week 26, Session 3 (p. 222)   Week 26, Session 4 (p. 222)				<b>MRF Assessment</b> Week 26, Session 5 Individual Weekly Assessment (pp. 224–226) 30 min.
	<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Match Vowel Letters and Long Sounds</a></li> <li>• <a href="#">Substitute Phonemes</a></li> <li>• <a href="#">Identify Medial Vowel Sounds</a></li> <li>• <a href="#">Phoneme Manipulation</a></li> <li>• <a href="#">Long-Vowel Words with Final e</a></li> <li>• <a href="#">Identify Supporting Reasons</a></li> <li>• <a href="#">Predict the Topic of a Book</a></li> </ul>				

Recognize and read grade-level high-frequency words

Segment phonemes

Read with accuracy

Delete initial and final phonemes

Add initial and final phonemes

High-Frequency Words: *do, into, very, who*

**Unit 6 Week 3:**

Substitute phonemes to create new words

Isolate medial phonemes

Decode words with short, long i, and long a

Recognize and read grade-level high-frequency words

Identify medial phonemes

Practice letter formation

Encode words with short and long a and long e

Read with accuracy

Substitute initial, medial, and final phonemes

Identify medial phonemes to create new words

Accurately spelling the high-frequency words

High-Frequency Words: *more, other, people, your*

**Unit 6 Week 4:**

Substitute phonemes to create new words

Isolate medial phonemes

Decode words with short and long o and short and long a and long and short u

Recognize and read grade-level high-frequency words

Identify medial phonemes

Practice letter formation

Encode words with long and short o

Read with accuracy

Build, write, and read decodable words

Accurately spelling the high-frequency words

**Week 2:**

[Irregular High Frequency Words with Elkonin Boxes](#)

[Blend Phonemes](#)

[Match Vowel Letters and Long Sounds](#)

[Substitute Phonemes](#)

[Identify Medial Sounds](#)

[Phoneme Manipulation](#)

[Long-Vowel Words with Final e](#)

[Delete Phonemes](#)

[Sort by Categories and Attributes](#)

[Compare and Contrast](#)

Learning Module 6: Week 2

Key Lessons: *Magnetic Reading Foundations: Week 27, Ready Reading: Focus Lesson 18*

	Day 6	Day 7	Day 8	Day 9	Day 10
<b>WHOLE CLASS</b>	<b>Magnetic Reading Foundations (MRF)</b>				<b>MRF Assessment</b>
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min. Week 27, Session 1 (pp. 230–231) <a href="#">Lesson Slides</a>	Week 27, Session 2 (pp. 232–235) <a href="#">Lesson Slides</a>	Week 27, Session 3 (pp. 236–237) <a href="#">Lesson Slides</a>	Week 27, Session 4 (pp. 238–241) <a href="#">Lesson Slides</a>	30 min. Week 27, Session 5 Whole Class Weekly Assessment (p. 244)
<b>WHOLE CLASS</b>	<b>Ready Reading</b>				<b>MRF</b>
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min. Lesson 18, Part 1 (p. 158)	Lesson 18, Part 2 (p. 159)	Lesson 18, Part 3 (p. 160)	Lesson 18, Part 4 (p. 161)	30 min. Interactive Tutorial <a href="#">Long Vowel u, e</a> Recommended Read Aloud <i>When Rain Falls</i> by Melissa Stewart
<b>SMALL GROUP</b>	<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				<b>MRF Assessment</b>
TARGETED DIFFERENTIATION	30 min. Week 27, Session 1 (p. 242)	Week 27, Session 2 (p. 242)	Week 27, Session 3 (p. 242)	Week 27, Session 4 (p. 242)	30 min. Week 27, Session 5 Individual Weekly Assessment (pp. 244–246)
	<b>THEN CHOOSE Tools for Instruction</b>				
	<ul style="list-style-type: none"> <li><a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li><a href="#">Blend Phonemes</a></li> <li><a href="#">Match Vowel Letters and Long Sounds</a></li> <li><a href="#">Substitute Phonemes</a></li> <li><a href="#">Identify Medial Vowel Sounds</a></li> <li><a href="#">Phoneme Manipulation</a></li> <li><a href="#">Long-Vowel Words with Final e</a></li> <li><a href="#">Delete Phonemes</a></li> <li><a href="#">Sort Words by Categories and Attributes</a></li> <li><a href="#">Compare and Contrast</a></li> </ul>				

High-Frequency Words: *all, also, call, many*

**Unit 6 Week 5:**

- Substitute phonemes to create new words
- Isolate medial phonemes
- Decode words with short and long e and short and long o
- Recognize and read grade-level high-frequency words
- Identify medial phonemes
- Practice letter formation
- Encode words with short and long e
- Read with accuracy
- Add phonemes to create new words
- Delete phonemes to create new words
- Substitute medial phonemes to create new words
- Decode and encode words with long and short vowels
- Accurately spell the high-frequency words
- High-Frequency Words: *down, how, now, which*

**Unit 6 Week 6:**

- Review Unit 6 and Connect It Activity
- (See Learning Module 1: Week 6)

**Week 3:**

- [Irregular High Frequency Words with Elkonin Boxes](#)
- [Blend Phonemes](#)
- [Match Vowel Letters and Long Sounds](#)
- [Substitute Phonemes](#)
- [Identify Medial Sounds](#)
- [Decode Words with Short Vowels](#)
- [Phoneme Manipulation](#)
- [Distinguish Short and Long Vowels](#)
- [Decode Words with Short Vowel A](#)

Learning Module 6: Week 3

Key Lessons: *Magnetic Reading Foundations: Week 28 & Flex Block*

	Day 11	Day 12	Day 13	Day 14	Day 15
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b> Week 28, Session 1 (pp. 250–251) <a href="#">Lesson Slides</a>				<b>MRF Assessment</b> Week 28, Session 5 Whole Class Weekly Assessment (p. 264)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	<b>Flex Block</b> Access directions for using the Flex Blocks by viewing <a href="#">Implementing Flex Blocks: Grade K</a> .				
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Magnetic Reader Instruction</b> Week 28, Session 1 (p. 262) Week 28, Session 2 (p. 262) Week 28, Session 3 (p. 262) Week 28, Session 4 (p. 262)				<b>MRF Assessment</b> Week 28, Session 5 Individual Weekly Assessment (pp. 264–266)
	<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Blend Phonemes</a></li> <li>• <a href="#">Match Vowel Letters and Long Sounds</a></li> <li>• <a href="#">Substitute Phonemes</a></li> <li>• <a href="#">Identify Medial Vowel Sounds</a></li> <li>• <a href="#">Decode Words with Short Vowels</a></li> <li>• <a href="#">Phoneme Manipulation</a></li> <li>• <a href="#">Distinguish Short and Long Vowel Sounds</a></li> <li>• <a href="#">Decode Words with Short Vowel a</a></li> </ul>				

**Week 4:**

- [Irregular High Frequency Words with Elkonin Boxes](#)
- [Match Vowel Letters and Short Sounds](#)
- [Match Vowel Letters and Long Sounds](#)
- [Identify Medial Sounds](#)
- [Decode Words with Short Vowels](#)
- [Phoneme Manipulation](#)
- [Distinguish Short and Long Vowels](#)

## Learning Module 6: Week 4

Key Lessons: *Magnetic Reading Foundations*: Week 29 & Flex Block

	Day 16	Day 17	Day 18	Day 19	Day 20						
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 45 min.	<b>Magnetic Reading Foundations (MRF)</b> Week 29, Session 1 (pp. 270–271) <a href="#">Lesson Slides</a>				Week 29, Session 2 (pp. 272–275) <a href="#">Lesson Slides</a>	Week 29, Session 3 (pp. 276–277) <a href="#">Lesson Slides</a>	Week 29, Session 4 (pp. 278–281) <a href="#">Lesson Slides</a>	30 min. <b>MRF Assessment</b> Week 29, Session 5 Whole Class Weekly Assessment (p. 284)			
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 15 min.	<b>Flex Block</b> Access directions for using the Flex Blocks by viewing <a href="#">Implementing Flex Blocks: Grade K</a> .							30 min.			
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>PRIORITIZE MRF Magnetic Reader Instruction</b> Week 29, Session 1 (p. 282)							Week 29, Session 2 (p. 282)	Week 29, Session 3 (p. 282)	Week 29, Session 4 (p. 282)	30 min. <b>MRF Assessment</b> Week 29, Session 5 Individual Weekly Assessment (pp. 284–286)
	<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li><a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li><a href="#">Match Vowel Letters and Short Sounds</a></li> <li><a href="#">Match Vowel Letters and Long Sounds</a></li> <li><a href="#">Identify Medial Vowel Sounds</a></li> <li><a href="#">Decode Words with Short Vowels</a></li> <li><a href="#">Phoneme Manipulation</a></li> <li><a href="#">Distinguish Short and Long Vowel Sounds</a></li> </ul>										

### Week 5:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Match Vowel Letters and Long Sounds](#)

[Identify Medial Sounds](#)

[Decode Words with Short Vowels](#)

[Phoneme Manipulation](#)

[Distinguish Short and Long Vowels](#)

[Delete Phonemes](#)

## Learning Module 6: Week 5

Key Lessons: *Magnetic Reading Foundations*: Week 30 & Flex Block

		Day 21	Day 22	Day 23	Day 24	Day 25	
WHOLE CLASS	45 min.	<b>Magnetic Reading Foundations (MRF)</b>				30 min.	<b>MRF Assessment</b> Week 30, Session 5 Whole Class Weekly Assessment (p. 304)
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE		Week 30, Session 1 (pp. 290–291) <a href="#">Lesson Slides</a>	Week 30, Session 2 (pp. 292–295) <a href="#">Lesson Slides</a>	Week 30, Session 3 (pp. 296–297) <a href="#">Lesson Slides</a>	Week 30, Session 4 (pp. 298–301) <a href="#">Lesson Slides</a>		
WHOLE CLASS	15 min.	<b>Flex Block</b>				30 min.	
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE		Access directions for using the Flex Blocks by viewing <a href="#">Implementing Flex Blocks: Grade K</a> .					
SMALL GROUP	30 min.	<b>PRIORITIZE MRF Magnetic Reader Instruction</b>				30 min.	<b>MRF Assessment</b> Week 30, Session 5 Individual Weekly Assessment (pp. 304–305)
TARGETED DIFFERENTIATION		Week 30, Session 1 (p. 302)	Week 30, Session 2 (p. 302)	Week 30, Session 3 (p. 302)	Week 30, Session 4 (p. 302)		
		<b>THEN CHOOSE Tools for Instruction</b>					
		<ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Match Vowel Letters and Long Sounds</a></li> <li>• <a href="#">Add Phonemes</a></li> <li>• <a href="#">Identify Medial Vowel Sounds</a></li> <li>• <a href="#">Decode Words with Short Vowels</a></li> <li>• <a href="#">Phoneme Manipulation</a></li> <li>• <a href="#">Distinguish Short and Long Vowel Sounds</a></li> <li>• <a href="#">Delete Phonemes</a></li> </ul>					

### Week 6:

[Irregular High Frequency Words with Elkonin Boxes](#)

[Match Vowel Letters and Long Sounds](#)

[Add Phonemes](#)

[Identify Medial Sounds](#)

[Decode Words with Short Vowels](#)

[Phoneme Manipulation](#)

[Distinguish Short and Long Vowels](#)

[Delete Phonemes](#)

## Learning Module 6: Week 6

Key Lessons: *Magnetic Reading Foundations: Review & Unit 6 Connect It Activity*

	Day 26	Day 27	Day 28	Day 29	Day 30
<b>WHOLE CLASS</b> FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 15 min.	<b>Magnetic Reading Foundations (MRF)</b>				
	Week 26, Cumulative Review (Student Worktext: pp. 304–305)	Week 27, Cumulative Review (Student Worktext: pp. 306–307)	Week 28, Cumulative Review (Student Worktext: pp. 308–309)	Week 29, Cumulative Review (Student Worktext: pp. 310–311)	Week 30, Cumulative Review (Student Worktext: pp. 312–313)
<b>WHOLE CLASS</b> COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 45 min.	<b>Connect It Activity: News-Weather Forecast</b>				
	<b>Read Aloud</b> See <a href="#">Recommended Read-Aloud Texts for MRF Grade K</a> for books that extend learning about the unit topic.	<b>Write &amp; Create</b> News-Weather Forecast	<b>Write &amp; Create</b> News-Weather Forecast	<b>Write &amp; Create</b> News-Weather Forecast	<b>Celebrate</b> News-Weather Forecast
<b>SMALL GROUP</b> TARGETED DIFFERENTIATION 30 min.	<b>THEN CHOOSE Tools for Instruction</b> <ul style="list-style-type: none"> <li>• <a href="#">Irregular High-Frequency Words with Elkonin Boxes</a></li> <li>• <a href="#">Match Vowel Letters and Long Sounds</a></li> <li>• <a href="#">Add Phonemes</a></li> <li>• <a href="#">Identify Medial Vowel Sounds</a></li> <li>• <a href="#">Decode Words with Short Vowels</a></li> <li>• <a href="#">Phoneme Manipulation</a></li> <li>• <a href="#">Distinguish Short and Long Vowel Sounds</a></li> <li>• <a href="#">Delete Phonemes</a></li> </ul>				

### Learning Activities:

Magnetic Reading Workbook  
 Magnetic Readers  
 Ready Reading Workbook Activities

### Resources:

Ready Reading Teacher Manual and Teacher Toolbox  
 iReady Teacher Manual and Teacher Toolbox  
 iReady Instruction Books  
 Word building Cards  
 Sound-Spelling & Articulation Cards  
 Lesson Cards  
 Double Decker Elkonin Boxes  
 Magnetic Reader

### Digital Resources:

- BrainPop
- Codelicious
- Ed-Puzzle
- iReady
- Kodable
- Learning A-Z
- Quizlet Pro

- See Saw
- Typing Club

**Trade Books:**

**What's In A Shell?**

**America's Champion Swimmer**

**Red-Eyed Tree Frogs**

**What's it Like to be a Fish?**

## Suggested Activities for Differentiation

### **Suggested Strategies and Practices that Support Students with Disabilities:**

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

### **Suggested Strategies and Practices that Support English Language Learners:**

- Visuals (ex. Rime Magic short vowel picture card)
- Gesturing
- Miming

### **Students At Risk of Failure:**

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling



- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

**Students with 504 Plans:**

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Specific Strategies and Practices that Support Gifted & Talented Students:**

Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

