

Wall Township Public Schools

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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					
Unit 1: All About Me 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.	MP 1 - Weeks 1-5					
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.	MP 1 - Weeks 6 - 10					
Unit 3: Leaves, Wings, and Furry Things 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.	MP 2-Weeks 11-15					
Unit 4: My Community 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.	MP 2-Weeks 16-20					

Unit 5: Stories About 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.	MP 3 - Weeks 21-25
Unit 6: What's the Weather? 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.	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 - <u>Please click here for specific examples (by subject)</u>

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: Unit Enduring Understandings:** What is the connection between letters and sounds? The relationship between letters and sounds help us to make meaning out of print. Why is reading important? • 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:** Skills-Students will be able to: Letter recognition - uppercase and lowercase Mm, Tt ,Ss, Bb, Ff, Hh, Aa, Ii count words in sentences • recognize initial sounds in single-syllable words Letter Sounds-consonants /m/, /t/, /s/, /b/, /h/ . recognize and name letters • -short vowels /a/, /i/ connect letters to letter sounds . Letter formation for Mm, Tt, Ss, Bb, Ff, Hh, Aa, Ii 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:	Learning Activities:						
Unit 1 Week 1:	Magnetic Reading Workbook Activities						
count words in sentences	Ready Reading Workbook Activities						
recognize initial sounds in single syllable words							
recognize and name letters Mm, Tt	Week 1						
connect letters to sounds							
practice letter formation	<u>Match Consonant Letters and Sounds: m, t</u>						
recognize rhyming words	Distinguish Uppercase and Lowercase Letters						
identify and form letters Mm, Tt	Recognize Uppercase and Lowercase Letters						
	<u>Recognize Rhyme</u>						
Unit 1 Week 2:	<u>Match Consonant Letters and Sounds-s, f, r, m, p, l, t</u>						
count and say syllables in compound words	Identify Initial Phonemes						
recognize initial sounds in single-syllable words	Teach Vocabulary with Read Alouds						
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							

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

	<u>Keedginze Kiryine</u>
Unit 1 Week 6:	Identify Initial Phonemes
Review Unit 1 and Connect It Activity	Blend Onset and Rime
(See Learning Module 1: Week 6)	Segment Syllables
	Toach Now Word Maanings

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
WHOLE CLASS		Magnetic Reading Fou	ndations (MRF)				MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE		Unit 1 Opener (pp. 2–3) Week 1, Session 1 (pp. 6–7) Lesson Slides	Week 1, Session 2 (pp. 8–11) Lesson Slides	Week 1, Session 3 (pp. 12–13) Lesson Slides	Week 1, Session 4 (pp. 14–17) Lesson Slides	30 min.	Week 1, Session 5 Whole Class Weekly Assessmen (p. 20)
WHOLE CLASS		Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15	Read Aloud Lesson A, Part 1 (p. 2) Speaking and Listening Activity Talk About Apologizing (p. 6)	Read Aloud Lesson A, Part 2 (p. 3)	Read Aloud Lesson A, Part 3 (p. 4) Language Activity Shades of Meaning (p. 6)	Read Aloud Lesson A, Part 4 (p. 5)	30 min.	Read Aloud Lesson A Writing Activity Write an Opinion (p. 6)
SMALL GROUP		PRIORITIZE MRF Alpha	bet Book Instruction	1			MRF Assessment
TARGETED DIFFERENTIATION		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)
	THEN CHOOSE Tools for Instruction 30 min. • Match Consonant Letters and Sounds: m, t • Distinguish Uppercase and Lowercase Letters • Recognize Uppercase and Lowercase Letters • Recognize Uppercase and Lowercase Letters • Recognize Uppercase and Lowercase Letters • Identify Initial Phonemes • Identify Initial Phonemes • Match Consonant Letters and Sounds: s, f, r, m, p, l, t • Teach Vocabulary with Read Alouds						

Teach New Word Meanings

Learning Module 1: Week 2 Key Lessons: Magnetic Reading Foundations: Week 2, Ready Reading: Read Aloud Lesson B

key Lessons.	viugne	inc Reduing Foundation.	s. Week 2, <i>Neudy Neu</i>	ung. Read Albud Less	OILP				
		Day 6	Day 7	Day 8	Day 9		Day 10		
WHOLE CLA	is	Magnetic Reading Fou	indations (MRF)				MRF Assessment		
FOUNDATION SKII INSTRUCTIC AND PRACT	.S 45 N min.	(pp. 26–27)	Week 2, Session 2 (pp. 28–31)	Week 2, Session 3 (pp. 32–33)	Week 2, Session 4 (pp. 34–37)	30 min.	Week 2, Session 5 Whole Class Weekly Assessment (p. 40)		
		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides				
WHOLE CLA		Ready Reading	1						
COMPREHENSIC VOCABULA AND WRITI INSTRUCTI AND PRACTI	Y, G N 15	Read Aloud Lesson B, Part 1 (p. 8) Speaking and Listening Activity Talk About Favorite Things (p. 12)	Read Aloud Lesson B, Part 2 (p. 9)	Read Aloud Lesson B, Part 3 (p. 10) Language Activity Prefix un- (p. 12)	Read Aloud Lesson B, Part 4 (p. 11)	30 min.	Read Aloud Lesson B Writing Activity Write a Narrative (p. 12)		
SMALL GROU	IP	PRIORITIZE MRF Alpho	bet Book Instruction				MRF Assessment		
TARGET DIFFERENTIATIO		Week 2, Session 1 (p. 38)	Week 2, Session 2 (p. 38)	Week 2, Session 3 (p. 38)	Week 2, Session 4 (p. 38)		Week 2, Session 5 Individual Weekly Assessment (pp. 40–42)		
		THEN CHOOSE Tools fo	or Instruction				(pp. +0 +z)		
			30 min.	Distinguish Uppercase Recognize Uppercase a Recognize Rhyme Identify Initial Phonem Blend Onset and Rime Segment Syllables	and Lowercase Letters			30 min.	
		<u>Teach New Word Mea</u>	nings						
Week 3									
	iish	Uppercase	and Lower	case Letters					
		Ippercase ar							
Recogni	Recognize Rhyme Identify Initial Phonemes								
Identify									
-		t and Rime							
Alliterat									
Match (ons	onant Lette	rs and Sou	<u>nds: s, b</u>					
Segmen									
_	-	nd Detail							
Sort Wo	rds	<u>by Categorie</u>	es and Attri	ibutes					

	tic Reading Foundations	: Week 3, Ready Rea	ding: Focus Lesson 1			
	Day 11	Day 12	Day 13	Day 14		Day 15
WHOLE CLASS	Magnetic Reading Fou	ndations (MRF)				MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE		Week 3, Session 2 (pp. 48–51) Lesson Slides	Week 3, Session 3 (pp. 52–53) Lesson Slides	Week 3, Session 4 (pp. 54–57) Lesson Slides	30 min.	Week 3, Session 5 Whole Class Weekly Assessment (p. 60)
WHOLE CLASS	Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	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 Answer Questions About Stories MRF Interactive Tutorial Letter Learning: Ss, Bb
SMALL GROUP	PRIORITIZE MRF Alpha	bet Book Instruction				MRF Assessment
TARGETED DIFFERENTIATION	Week 3, Session 1 (p. 58)	Week 3, Session 2 (p. 58)	Week 3, Session 3 (p. 58)	Week 3, Session 4 (p. 58)		Week 3, Session 5 Individual Weekly Assessment
	THEN CHOOSE Tools fo	or Instruction	1	1		(pp. 60–62)
30 min.	Distinguish Uppercase. Recognize Uppercase. Recognize Rhyme Identify Initial Phonem Blend Onset and Rime Alliteration Match Consonant Lette Segment Syllables Key Ideas and Details Sort Words by Categori	and Lowercase Letters es ers and Sounds: s, b			30 min.	
Week 4 <u>Distinguish U</u> <u>Recognize Up</u> Identify Initia Alliterations	percase and	Lowercase				

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
WHOLE CLASS		Magnetic Reading Fou	ndations (MRF)				MRF Assessment
	45 min.	Week 4, Session 1 (pp. 66–67)	Week 4, Session 2 (pp. 68–71)	Week 4, Session 3 (pp. 72–73)	Week 4, Session 4 (pp. 74–76)	30 min.	Week 4, Session 5 Whole Class Weekly Assess (p. 80)
		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
WHOLE CLASS		Ready Reading					
AND PRACTICE mi	15 min.	Read Aloud C, Part 1 (p. 20) Speaking and Listening Activity Get into Character (p. 24)	Read Aloud C, Part 2 (p. 21)	Read Aloud C, Part 3 (p. 22) Language Activity Common and Proper Nouns (p. 24)	Read Aloud C, Part 4 (p. 23)	30 min.	Read Aloud C Writing Activity Write an Opinion (p. 24)
SMALL GROUP		PRIORITIZE MRF Alpha	bet Book Instruction				MRF Assessment
TARGETED DIFFERENTIATION		Week 4, Session 1 (p. 78)	Week 4, Session 2 (p. 78)	Week 4, Session 3 (p. 78)	Week 4, Session 4 (p. 78)		Week 4, Session 5 Individual Weekly Assessme (pp. 80–82)
	30 min.	THEN CHOOSE Tools fo • Distinguish Uppercase a • Recognize Uppercase a Identify Initial Phonemu • Alliteration • Blend Syllables • Segment Onset and Rin • Antonyms	and Lowercase Letters nd Lowercase Letters es			30 min.	
1							
<u>Recognize L</u>	Up	Jppercase and	l Lowercase				1
Distinguish Recognize U Identify Ini	Up iiti	p <u>ercase and</u> al Phoneme	l Lowercase				1
Distinguish Recognize U Identify Ini Alliteration	Up iiti ns	percase and al Phoneme	l Lowercase				
Distinguish Recognize U Identify Ini Alliteration Blend Onse	Up titiz ns et a	opercase and al Phoneme and Rime	<u>l Lowercase</u> <u>S</u>				
Distinguish Recognize U Identify Ini Alliteration Blend Onse Segment O	Up <u>titi</u> ns et a Ons	opercase and al Phoneme and Rime set and Rime	l Lowercase S	<u>Letters</u>			1
Distinguish Recognize U Identify Ini Alliteration Blend Onse Segment O	Up <u>titi</u> ns et a Ons	opercase and al Phoneme and Rime	l Lowercase S	<u>Letters</u>			1
Distinguish Recognize U Identify Ini Alliteration Blend Onse Segment O	Up nitia ns et a Ons nso	opercase and al Phoneme and Rime set and Rime nant Letters	l Lowercase S	<u>Letters</u>			
Distinguish Recognize U Identify Ini Alliteration Blend Onse Segment On Match Conse	Up iiti ns et a Ons iso Syll	opercase and al Phoneme and Rime set and Rime nant Letters	l Lowercase S	<u>Letters</u>			

Learning Module 1: Week 5 Key Lessons: Magnetic Reading Foundations: Week 5, Ready Reading: Focus Lesson 2

WHOLE CLAS FOUNDATION SKILI INSTRUCTIO		Day 21	Day 22	Day 23	Day 24		Day 25
SKIL	is	Magnetic Reading Fo	undations (MRF)				MRF Assessment
	.S 45 N min.	Week 5, Session 1 (pp. 86–87)	Week 5, Session 2 (pp. 88–91)	Week 5, Session 3 (pp. 92–93)	Week 5, Session 4 (pp. 94–97)	30 min.	Week 5, Session 5 Whole Class Weekly Assessme (p. 100)
AND PRACTIC		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
WHOLE CLAS	s	Ready Reading					
COMPREHENSIO VOCABULAR AND WRITIN	Y,	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	Interactive Tutorial Identify Characters
INSTRUCTIO						min.	MRF
AND PRACTICE							Interactive Tutorial Letter Learning: Fh, Hh
SMALL GROU	IP	PRIORITIZE MRF Alph	abet Book Instruction	-			MRF Assessment
TARGETE DIFFERENTIATIO		Week 5, Session 1 (p. 98)	Week 5, Session 2 (p. 98)	Week 5, Session 3 (p. 98)	Week 5, Session 4 (p. 98)		Week 5, Session 5 Individual Weekly Assessmen
		THEN CHOOSE Tools f	or Instruction				(pp. 100–101)
	30 min.	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 Synonyms Describe Characters				30 min.	

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		
WHOLE CLASS		Magnetic Reading Foundations (MRF)						
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	SKILLS 15 min. Week 1, Cumulative Week 2, Cumulative Work Review Review R		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)			
WHOLE CLASS	WHOLE CLASS Connect It Activity: All About Our Class—Class Book							
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <u>Recommended Read-</u> <u>Aloud Texts for MRF Grade K</u> 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—Clas Book		
SMALL GROUP		CHOOSE Tools for Instruct	ion					
TARGETED DIFFERENTIATION	30 min.	Distinguish Uppercase and Recognize Uppercase and Identify Initial Phonemes Blend Onset and Rime Match Consonant Letters r Segment Onset and Rime Segment Syllables	Lowercase Letters					

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 (phonemed) in three-phonemes.

(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:	Unit Enduring Understandings:
What are feelings?	• The relationship between letters and sounds help us to
What are things that tell others "all about you"?	make meaning out of print.
How do letters and sounds help us to read?	• Knowing the similarities and differences in words will
What is a word pattern?	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:	Skills-Students will be able to:
Letter recognition - uppercase and lowercase Pp, Oo, Kk, Nn, Rr, Dd, Ee	• Identify letters and produce letter sounds
Letter Sounds-consonants p, k, n, d, and short vowels /e/, /o/	• Produce a word that rhymes with a given word orally
Letter formation for Pp, Oo, Kk, Nn, Rr, Dd, Ee	• Count and pronounce syllables orally
	• Segment sentences into number of words
	• Isolate, identity, 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:	Learning Activities:						
Unit 2 Week 1:	Magnetic Reading Workbook Activities						
blend syllables in two- and three syllable words	Ready Reading Workbook Activities						
recognize initial sounds in single syllable words							
practice letter formation	Week 1						
segment onset and rime in single-syllable words	Distinguish Uppercase and Lowercase Letters						
identify and form letters Pp, Cc	Recognize Uppercase and Lowercase Letters						
read, build, and write decodable words with c (/k/)	Identify Initial Phonemes						
	Blend Onset and Rime						
Unit 2 Week 2:	Segment Onset and Rime						
recognize initial sounds in single-syllable words	Segment Syllables						
recognize and name new and review letters Mm, Tt, Aa	<u>Match Consonant Letters and Sounds: p, c</u>						
connect /o/(short) to o	Multiple Meaning Words						
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							

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 syllables 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
WHOLE CLASS		Magnetic Reading Fou	indations (MRF)		1		MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Unit 2 Opener (pp. 104–105) Week 6, Session 1 (pp. 108–109) Lesson Slides	Week 6, Session 2 (pp. 110–113) Lesson Slides	Week 6, Session 3 (pp. 114–115) Lesson Slides	Week 6, Session 4 (pp. 116–119) Lesson Slides	30 min.	Week 6, Session 5 Whole Class Weekly Assessmen (p. 122)
WHOLE CLASS		Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING	15	Read Aloud D, Part 1 (p. 32)	Read Aloud D, Part 2 (p. 33)	Read Aloud D, Part 3 (p. 34)	Read Aloud D, Part 4 (p. 35)	30	Read Aloud D Writing Activity
INSTRUCTION AND PRACTICE	min.	Speaking and Listening Activity Describe a Feast (p. 36)		Language Activity Prepositions (p. 36)		min.	Write an Explanation (p. 36)
SMALL GROUP		PRIORITIZE MRF Alpho	bet Book Instruction				MRF Assessment
TARGETED DIFFERENTIATION		Week 6, Session 1 (p. 120)	Week 6, Session 2 (p. 120)	Week 6, Session 3 (p. 120)	Week 6, Session 4 (p. 120)		Week 6, Session 5 Individual Weekly Assessment
		THEN CHOOSE Tools fo	or Instruction				(pp. 122–124)
	30 min.	Distinguish Uppercase Recognize Uppercase i Identify Initial Phonem Blend Syllables Segment Onset and Rii Match Consonant Lett Segment Syllables Multiple-Meaning Wor	and Lowercase Letters es me ers and Sounds: p, c			30 min.	

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

FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE WHOLE CLASS COMPREHENSION, VOCABULARY	Magnetic Reading Four Week 7, Session 1 (pp. 128–129) Lesson Slides Ready Reading Lesson 3, Part 1 (p. 38)	Week 7, Session 2 (pp. 130–133) Lesson Slides Lesson 3, Part 2	Week 7, Session 3 (pp. 134–135) Lesson Slides Lesson 3, Part 3	Week 7, Session 4 (pp. 136–139) Lesson Slides	30 min.	MRF Assessment Week 7, Session 5 Whole Class Weekly Assessment (p. 142)
SKILLS 45 min. 45 INSTRUCTION min. 45 WHOLE CLASS 4 COMPREHENSION, VOCABULARY, AND WRITING 15	(pp. 128–129) Lesson Slides Ready Reading Lesson 3, Part 1	(pp. 130–133) Lesson Slides Lesson 3, Part 2	(pp. 134–135) Lesson Slides	(pp. 136–139) Lesson Slides		Whole Class Weekly Assessment
WHOLE CLASS WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION 15	Ready Reading Lesson 3, Part 1	Lesson 3, Part 2				(p)
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION 15	Lesson 3, Part 1		Lesson 3. Part 3	1		
VOCABULARY, AND WRITING INSTRUCTION 15			Lesson 3 Part 3	1		
AND WRITING INSTRUCTION 15	(p. 38)			Lesson 3, Part 4		Interactive Tutorial
		(p. 39)	(p. 40)	(p. 41)	30	Identify Settings
					min.	MRF
						Recommended Read Aloud One More Dino on the Floor by
						Kelly Starling Lyons
SMALL GROUP	PRIORITIZE MRF Alphal	bet Book Instruction		м.		MRF Assessment
DIFFERENTIATION	Week 7, Session 1 (p. 140)	Week 7, Session 2 (p. 140)	Week 7, Session 3 (p. 140)	Week 7, Session 4 (p. 140)		Week 7, Session 5 Individual Weekly Assessment
Т	THEN CHOOSE Tools for	r Instruction				(pp. 142–144)
30 min.	Distinguish Uppercase a Recognize Uppercase ar Identify Initial Phoneme Blend Onset and Rime Blend Syllables Segment Onset and Rim Segment Syllables Sort Words into Catego	nd <u>Lowercase Letters</u> <u>IS</u> IE			30 min.	

odu	lle 2: Week 3					
		Week 8, Ready Read	ling: Read Aloud E			
	Day 11	Day 12	Day 13	Day 14		Day 15
	Magnetic Reading Four	ndations (MRF)				MRF Assessment
45 min.	Week 8, Session 1 (pp. 148–149)	Week 8, Session 2 (pp. 150–153)	Week 8, Session 3 (pp. 154–155)	Week 8, Session 4 (pp. 156–159)	30 min.	Week 8, Session 5 Whole Class Weekly Assessment (p. 162)
	Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
	Ready Reading					
Y, IG 15 IN min. CE Acti Hold	Read Aloud E, Part 1 (p. 44)	Read Aloud E, Part 2 (p. 45)	Read Aloud E, Part 3 (p. 46)	Read Aloud E, Part 4 (p. 47)	30	Read Aloud E Writing Activity Write a Narrative
	Speaking and Listening Activity Hold a Council Meeting		Language Activity Nouns and Verbs (p. 48)		min.	(p. 48)
		het Book Instruction				MRF Assessment
		Week 8, Session 2	Week 8, Session 3	Week 8, Session 4		Week 8, Session 5
	(p. 160)	(p. 160)	(p. 160)	(p. 160)		Individual Weekly Assessment (pp. 162–164)
	-					(pp. 162–164)
min.	Recognize Uppercase an Identify Initial Phoneme Segment Onset and Rim Segment Syllables Match Consonant Lette	nd Lowercase Letters 25 ne 175 and Sounds: k, n			min.	
			<u>e Letters</u>			
ait	ial Phoneme	36				
		<u>50</u>				
	and Rime	<u></u>				
set		<u></u>				
set lab	and Rime					
set lab On	<u>and Rime</u> <u>les</u>	<u>e</u>	<u>ds: r. d</u>			
	45 hin. 30 hin.	Day 11 45 Magnetic Reading Four 45 Veek 8, Session 1 (pp. 148–149) Lesson Slides Ready Reading Ready Reading Read Aloud E, Part 1 (p. 44) Speaking and Listening Activity Hold a Council Meeting (p. 48) PRIORITIZE MRF Alpha Week 8, Session 1 (p. 160) THEN CHOOSE Tools fo • Beconjue Uppercase a • Identify Initial Phonem • Segment Onset and Rin • Make Connections to V	Note: Reading Foundations: Week 8, Ready Ready Day 11 Day 12 Magnetic Reading Foundations (MRF) 45 Week 8, Session 1 (pp. 148–149) Week 8, Session 2 (pp. 150–153) Lesson Slides Lesson Slides Read Aloud E, Part 1 (p. 44) Read Aloud E, Part 2 (p. 45) 15. Speaking and Listening Activity Hold a Council Meeting (p. 48) Read Aloud E, Part 2 (p. 45) 7 PRIORITIZE MRF Alphabet Book Instruction Week 8, Session 1 (p. 160) Week 8, Session 2 (p. 160) 7 FHORITIZE MRF Alphabet Book Instruction 90 Distinguish Uppercase and Lowercase Letters • Becognize Uppercase and Lowercase Letters • Segment Onset and Rime • Segment Onset and Rime • Segment Svibables • Make Connections to Words • Make Connections to Words	Reading Foundations: Week 8, Ready Reading: Read Aloud E Day 11 Day 12 Day 13 Magnetic Reading Foundations (MRF) Week 8, Session 1 (pp. 148–149) Week 8, Session 2 (pp. 150–153) Week 8, Session 3 (pp. 154–155) Lesson Slides Lesson Slides Lesson Slides Lesson Slides Read Aloud E, Part 1 (p. 44) Read Aloud E, Part 2 (p. 45) Read Aloud E, Part 3 (p. 46) Jinn. Speaking and Listening Activity Hold a Council Meeting (p. 48) Week 8, Session 2 (p. 45) Read Aloud E, Part 3 (p. 46) PRIORITIZE MRF Alphabet Book Instruction Week 8, Session 3 (p. 160) Week 8, Session 3 (p. 160) 701. Distinguish Uppercase and Lowercase Letters - Recognize Uppercase and Lowercase Letters - Segment Onset and Rime - Segment Sylables	hetic Reading Foundations: Week 8, Ready Reading: Read Aloud E Day 11 Day 12 Day 13 Day 14 Magnetic Reading Foundations (MRF) My Week 8, Session 1 (pp. 148–149) Week 8, Session 2 (pp. 148–149) Week 8, Session 2 (pp. 150–153) Week 8, Session 3 (pp. 154–155) Week 8, Session 3 (pp. 154–155) Easton Slides Lesson Slides (p. 46) (p. 44) (p. 47) (p. 45) (p. 45) (p. 48) (p. 160) (p. 16	hetic Reading Foundations: Week 8, Ready Reading: Read Aloud E Day 11 Day 12 Day 13 Day 14 Magnetic Reading Foundations (MRF) Meek 8, Session 1 (pp. 148–149) (pp. 150–153) (pp. 154–155) (pp. 156–159) min. Lesson Slides Lesson Slides Le

		Ile 2: Week 4 c Reading Foundations	: Week 9, Ready Rea	ding: Focus Lesson 4			
		Day 16	Day 17	Day 18	Day 19		Day 20
WHOLE CLASS		Magnetic Reading Fou	undations (MRF)				MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION	45 min.	Week 9, Session 1 (pp. 168–169)	Week 9, Session 2 (pp. 170–173)	Week 9, Session 3 (pp. 174–175)	Week 9, Session 4 (pp. 176–179)	30 min.	Week 9, Session 5 Whole Class Weekly Assessment (p. 182)
AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
WHOLE CLASS		Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING		Lesson 4, Part 1 (p. 50)	Lesson 4, Part 2 (p. 51)	Lesson 4, Part 3 (p. 52)	Lesson 4, Part 4 (p. 53)		Interactive Tutorial Identify Events
AND WRITING INSTRUCTION 15 AND PRACTICE min.					30 min.	MRF	
							Recommended Read Aloud In My Neighborhood by Oscar Loubriel
SMALL GROUP		PRIORITIZE MRF Alpha	abet Book Instruction				MRF Assessment
TARGETED DIFFERENTIATION		Week 9, Session 1 (p. 180)	Week 9, Session 2 (p. 180)	Week 9, Session 3 (p. 180)	Week 9, Session 4 (p. 180)		Week 9, Session 5 Individual Weekly Assessment
		THEN CHOOSE Tools fo	n Instruction				(pp. 182–184)
	30 min.	Distinguish Uppercase Recognize Uppercase a Identify Initial Phonem Blend Onset and Rime Blend Syllables Segment Onset and Rim Match Consonant Lett Sequence of Events	and Lowercase Letters and Lowercase Letters es me			30 min.	
Week 5							
	ch I	Uppercase a	nd Loworco	so Lottors			
		opercase and		<u>Letters</u>			
-		al Phoneme	<u>!S</u>				
Blend Ons							
		<u>al Phoneme</u>	<u>S</u>				
Story Elen							
Sequence							
Shades of	M	eaning					

Learning Mo Key Lessons: Magr		le 2: Week 5 Reading Foundations	: Week 10, <i>Ready Rea</i>	nding: Focus Lesson 5			
		Day 21	Day 22	Day 23	Day 24		Day 25
WHOLE CLASS		Magnetic Reading Fou	ndations (MRF)				MRF Assessment
	45 min.	Week 10, Session 1 (pp. 188–189) Lesson Slides	Week 10, Session 2 (pp. 190–193) Lesson Slides	Week 10, Session 3 (pp. 194–195) Lesson Slides	Week 10, Session 4 (pp. 196–199) Lesson Slides	30 min.	
WHOLE CLASS		Ready Reading	1	1			
COMPREHENSION, VOCABULARY, AND WRITING 15 INSTRUCTION min.		Lesson 5, Part 1 (p. 56)	Lesson 5, Part 2 (p. 57)	Lesson 5, Part 3 (p. 58)	Lesson 5, Part 4 (p. 59)	30 min.	
AND PRACTICE							Interactive Tutorial Letter Learning: Ee
SMALL GROUP		PRIORITIZE MRF Alpha	bet Book Instruction				MRF Assessment
TARGETED DIFFERENTIATION		Week 10, Session 1 (p. 200)	Week 10, Session 2 (p. 200)	Week 10, Session 3 (p. 200)	Week 10, Session 4 (p. 200)		Week 10, Session 5 Individual Weekly Assessment (pp. 202–203)
	30 min.	THEN CHOOSE Tools for Distinguish Uppercase Recognize Uppercase a Identify Initial Phoneme Blend Onset and Rime Segment Onset and Rim Identify Final Phoneme Story Elements Sequence of Events Shades of Meaning	and Lowercase Letters Ind Lowercase Letters es ne			30 min.	
Recognize I Identify In Blend Onse Segment O	Up niti set Ons	Jppercase and opercase and al Phoneme and Rime set and Rime l Phonemes	l Lowercase S				

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		Magnetic Reading Found	ations (MRF)		<u>×</u>	·
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		Connect It Activity: This Is	Us			
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <u>Recommended Read-</u> <u>Aloud Texts for MRF Grade K</u> 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		CHOOSE Tools for Instruct	tion			
TARGETED DIFFERENTIATION	30 min.	Distinguish Uppercase and Recognize Uppercase and Identify Initial Phonemes Blend Onset and Rime Segment Onset and Rime Identify Final Phonemes				

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:	Unit Enduring Understandings:
How do letters and sounds help us to read?	• The relationship between letters and sounds help us to
What is a word pattern?	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:	Skills-Students will be able to:
segment onset and rime in single-syllable words	Isolate and pronounce the initial, medial vowel, and final sounds in CVC
isolate initial phonemes	words with accuracy
recognize and name new and review letters	Recognize rhyme when given 2 or more words orally
connect /l/ to l	Produce one or more words that rhyme with a given word orally
practice letter formation	Count and pronounce syllables orally
	Segment sentences into number of words

blend onset and rime in single-syllable words	Isolate, identity, blend, segment, and categorize
recognize and name new and review letters and sounds	phonemes with accuracy
review letter formation	Print all upper and lower case letters.
read,build, and write decodable words with l	Develop appropriate expression and intonation while reading grade
connect /g/ to g	appropriate text
reading decodable words with initial l and g	
blending and segmenting onset & rime and isolating phonemes	

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	Learning Activities:							
Segment onset and rime in single-syllable words	Magnetic Reading Workbook Activities							
Isolate initial phonemes	Magnetic Reader							
Recognize and name new and review letters	Ready Reading Workbook Activities							
Connect /l/ to l								
Practice letter formation	Week 1:							
Blend onset and rime in single-syllable words	Irregular High Frequency Words with Elkonin Boxes							
Recognize and name new and review letters and sounds	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 Identity and final phonemes in single-syllable words Connect /w/ to w Practice letter formation Identity initial phonemes Recognizing which letters stand for /j/ and /w/ Forming letters Ji 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 LettersBlend Onset and RimeSegment Onset and RimeIdentify Final PhonemesMatch Consonant Letters and Sounds: l, gTeach 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
WHOLE CLASS		Magnetic Reading Fou	ndations (MRF)				MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Unit 3 Opener (pp. 206–207) Week 11, Session 1 (pp. 210–211) Lesson Slides	Week 11, Session 2 (pp. 212–215) Lesson Slides	Week 11, Session 3 (pp. 216–217) Lesson Slides	Week 11, Session 4 (pp. 218–221) Lesson Slides	30 min.	Week 11, Session 5 Whole Class Weekly Assessmen (p. 224)
WHOLE CLASS		Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING	15	Read Aloud F, Part 1 (p. 62)	Read Aloud F, Part 2 (p. 63)	Read Aloud F, Part 3 (p. 64)	Read Aloud F, Part 4 (p. 65)	30	Read Aloud F Writing Activity
INSTRUCTION AND PRACTICE	min.	Speaking and Listening Activity Act It Out (p. 66)		Language Activity Recognize End Punctuation (p. 66)		min.	Write an Informative Text (p. 66)
SMALL GROUP		PRIORITIZE MRF Alpha	bet Book Instruction				MRF Assessment
TARGETED DIFFERENTIATION		Week 11, Session 1 (p. 222)	Week 11, Session 2 (p. 222)	Week 11, Session 3 (p. 222)	Week 11, Session 4 (p. 222)		Week 11, Session 5 Individual Weekly Assessment
		THEN CHOOSE Tools fo	or Instruction				(pp. 224–226)
	30 min.	Irregular High-Frequen Distinguish Uppercase Recognize Uppercase a Blend Onset and Rime Segment Onset and Rim Identify Final Phoneme Match Consonant Lettt Teach Vocabulary with	nd Lowercase Letters ne IS ers and Sounds: I, g	<u>es</u>		30 min.	

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 /v/ to v Practice letter formation Identify initial phonemen=s in single-syllable words Recognize and mae mew and review letters Review letter formation, build, and write decodable words with y Recognizing which letters stand for /v/, /x/ and yIdentifying and forming Vv, Xx and Yy Accurately spelling the high frequency words Reading decodable words with initial v and v 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	
WHOLE CLASS		Magnetic Reading Fou	ndations (MRF)				MRF Assessment	
FOUNDATIONAL SKILLS INSTRUCTION	45 min.	Week 12, Session 1 (pp. 230–231)	Week 12, Session 2 (pp. 232–235)	Week 12, Session 3 (pp. 236–237)	Week 12, Session 4 (pp. 238–241)	30 min.	Week 12, Session 5 Whole Class Weekly Assessmen (p. 244)	
AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides			
WHOLE CLASS		Ready Reading						
COMPREHENSION, VOCABULARY, AND WRITING	15	Read Aloud G, Part 1 (p. 68)	Read Aloud G, Part 2 (p. 69)	Read Aloud G, Part 3 (p. 70)	Read Aloud G, Part 4 (p. 71)	30	Read Aloud G Writing Activity	
INSTRUCTION AND PRACTICE	min.	Speaking and Listening Activity Describe Fish (p. 72)		Language Activity Multiple-Meaning Words (p. 72)		min.	Write a Narrative (p. 72)	
SMALL GROUP		PRIORITIZE MRF Alpha	bet Book Instruction				MRF Assessment	
TARGETED DIFFERENTIATION		Week 12, Session 1 (p. 242)	Week 12, Session 2 (p. 242)	Week 12, Session 3 (p. 242)	Week 12, Session 4 (p. 242)		Week 12, Session 5 Individual Weekly Assessment	
		THEN CHOOSE Tools fo	r Instruction				(pp. 244–246)	
	30 min.	Irregular High-Frequen Distinguish Uppercase a Recognize Uppercase a Identify Initial Phoneme Segment Onset and Rim Identify Final Phoneme Match Consonant Lette Multiple-Meaning Wor	nd Lowercase Letters es ne is ers and Sounds: j, w	<u>es</u>		30 min.		

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		Magnetic Reading Foundations (MRF)					MRF Assessment	
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 13, Session 1 (pp. 250–251)	Week 13, Session 2 (pp. 252–255)	Week 13, Session 3 (pp. 256–257)	Week 13, Session 4 (pp. 258–261)	30 min.	Week 13, Session 5 Whole Class Weekly Assessme (p. 264)	
AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides			
WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE		Ready Reading						
	15	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	Interactive Tutorial <u>Answer Questions About Key Deter</u>	
	min.					min.	MRF	
							Recommended Read Aloud The Leaf Thief by Alice Hemmi	
SMALL GROUP TARGETED DIFFERENTIATION		PRIORITIZE MRF Alphabet Book Instruction					MRF Assessment	
		Week 13, Session 1 (p. 262)	Week 13, Session 2 (p. 262)	Week 13, Session 3 (p. 262)	Week 13, Session 4 (p. 262)		Week 13, Session 5 Individual Weekly Assessment	
	30 min.	THEN CHOOSE Tools for Instruction					(pp. 264–266)	
		Irregular High-Frequence Distinguish Uppercase a Recognize Uppercase ar Blend Onset and Rime Segment Onset and Rime Key Ideas and Details	nd Lowercase Letters nd Lowercase Letters	<u>(es</u>		30 min.		

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

-271) (pp. 272–275) (pp. ides Lesson Slides Less ducator (orktext ent Pages) teading ud H, Part 1 Read Aloud H, Part 2 Read (p. 81) (p. 81) (p. 81) and Listening Lang	ad Aloud H, Part 3 Read Alouc	Vision Kara Section 2017 (Constraints) (Cons	· ·	30 min.	MRF Assessment Week 14, Session 5 Whole Class Weekly Assess (p. 284)
-271) (pp. 272–275) (pp. ides Lesson Slides Less ducator (orktext ent Pages) teading ud H, Part 1 Read Aloud H, Part 2 Read (p. 81) (p. 81) (p. 81) and Listening Lang	ad Aloud H, Part 3 Read Alouc	Vision Kara Section 2017 (Constraints) (Cons	. 278–281) son Slides		Whole Class Weekly Assess
Jucator Image: Constraint of the second se	ad Aloud H, Part 3 Read Alouc	Noud H, Part 3 Read A			(p. 284)
forktext ending Read Aloud H, Part 2 Read (p. 81) and Listening Lang			d Aloud H, Part 4		
Read Aloud H, Part 1 Read Aloud H, Part 2 Read (p. 81) and Listening Lang			d Aloud H, Part 4		
ud H, Part 1 Read Aloud H, Part 2 Read (p. 81) (p. 8 and Listening Lang			d Aloud H, Part 4		
and Listening Lang			d Aloud H, Part 4		
- Lang				30	Read Aloud H Writing Activity
	nguage Activity			min.	Write an Opinion (p. 84)
ovable Homes (p. 8	84)				
IZE MRF Alphabet Book Instruction					MRF Assessment
					Week 14, Session 5 Individual Weekly Asso
HOOSE Tools for Instruction	1	1			(pp. 284–286)
ar High-Frequency Words with Elkonin Boxes					
nize Uppercase and Lowercase Letters				30 min.	
y Initial Phonemes Phonemes					
ent Onset and Rime					
entify Final Phonemes atch Consonant Letters and Sounds: q, <u>z</u>					
<u>yms</u> /ords into Categories					
, Session 1 HOOSE To lar High-Frr guish Upper y Initial Ph Phonemes int Onset a fy Final Pho Consonan yms	Week 14, Session 2 (p. 282) Week (p. ools for Instruction equency Words with Elkonin Boxes crase and Lowercase Letters case and Lowercase Letters case and Lowercase Letters onemes end Rime onemes t Letters and Sounds: q, z	Week 14, Session 2 (p. 282) Week (p. 282) ols for Instruction equency Words with Elkonin Boxes rrase and Lowercase Letters case and Lowercase Letters onemes and Rime onemes t Letters and Sounds: q, z equency Letters	Week 14, Session 2 (p. 282) Week 14, Session 3 (p. 282) Week (p. 282) ols for Instruction equency Words with Elkonin Boxes rrase and Lowercase Letters case and Lowercase Letters onemes and Rime onemes t Letters and Sounds: q, z	Week 14, Session 2 (p. 282) Week 14, Session 3 (p. 282) Week 14, Session 4 (p. 282) ols for Instruction equency Words with Elkonin Boxes rrase and Lowercase Letters case and Lowercase Letters onemes equency Words with Elkonin Boxes rrase and Lowercase Letters onemes ind Rime onemes t Letters and Sounds: q, z equency Words with Elkonin Boxes	Week 14, Session 2 (p. 282) Week 14, Session 3 (p. 282) Week 14, Session 4 (p. 282) ols for Instruction equency Words with Elkonin Boxes rcase and Lowercase Letters case and Lowercase Letters onemes and Rime onemes t Letters and Sounds: q, z

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		Magnetic Reading Foundations (MRF)					MRF Assessment	
FOUNDATIONAL SKILLS INSTRUCTION	45 min.	Week 15, Session 1 (pp. 290–291)	Week 15, Session 2 (pp. 292–295)	Week 15, Session 3 (pp. 296–297)	Week 15, Session 4 (pp. 298–301)	30 min.	Week 15, Session 5 Whole Class Weekly Assessme (p. 304)	
AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides			
WHOLE CLASS		Ready Reading						
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	, 5 15 1 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)	30	Interactive Tutorial Find the Main Topic	
						min.	MRF	
							Recommended Read Aloud The Blue Hour by Isabelle Sim	
SMALL GROUP		PRIORITIZE MRF Alphabet Book Instruction					MRF Assessment	
TARGETED DIFFERENTIATION		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	
		THEN CHOOSE Tools for Instruction					(pp. 304–305)	
	30 min.	Irregular High-Frequen Distinguish Uppercase Recognize Uppercase a Blend Phonemes Segment Onset and Rir Identify Final Phoneme Match Consonant Lettr Identify Main Idea	nd Lowercase Letters ne s	<u>kes</u>		30 min.		

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		Magnetic Reading Found							
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		Connect It Activity: Create an Insect							
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <u>Recommended Read-</u> <u>Aloud Texts for MRF Grade K</u> 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		CHOOSE Tools for Instruct							
TARGETED DIFFERENTIATION	30 min.	Distinguish Uppercase and Recognize Uppercase and Blend Phonemes Segment Onset and Rime Identify Final Phonemes	ent Onset and Rime						

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

<u>Trade Books:</u> 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:	Unit Enduring Understandings:
ullet Why is it important to understand the connection between letters and	• The relationship between letters and sounds help us to
sounds?	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:	Skills-Students will be able to:
segment onset and rime	Identify digraph -ck, final -ss,-sll,-ff,-zz, and long vowels /a/ /i/ /o/
identify medial phonemes in single-syllable words	Produce one or more words that rhyme with a given word orally
decode words with short a	Count and pronounce syllables orally
recognize and read grade-level high frequency words	Segment sentences into number of words
isolate medial phonemes	Ask and answer questions, reread & make predictions from nonfiction
	and fiction text

decode and encode words with short a	Develop appropriate expression and intonation while reading grade
practice formation	appropriate text
read with accuracy	
segment phonemes	
read with accuracy	

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:	Learning Activities:				
Unit 4 Week 1	Magnetic Reading Workbook Activities				
Segment onset and rime	Magnetic Reader				
Identify medial phonemes in single-syllable words	Ready Reading Workbook Activities				
Decode words with short a					
Recognize and read grade-level high-frequency words	Week 1:				
Isolate remedial phonemes	Irregular High Frequency Words with Elkonin Boxes				
Decode and encode words with short a	Identify Final Phonemes				
Practice letter formation	Distinguish Uppercase and Lowercase Letters				

Read with accuracy

- Isolate medial phonemes
- Blend phonemes
- pland accorde to une duce sin a
- 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 wordsBlend 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		Magnetic Reading Fou	ndations (MRF)				MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION	GLLS ION Onit 4 Opener Week 10, session 2 Week 10, session 3 Week 10, session 3 (pp. 2–3) *Volume 2 (pp. 8–11) (pp. 12–13) (pp. 14–17)		Week 16, Session 4 (pp. 14–17)	30	Week 16, Session 5 Whole Class Weekly Assessmen (p. 20)		
AND PRACTICE	min.	Week 16, Session 1 (pp. 6–7)	Lesson Slides	Lesson Slides	Lesson Slides	min.	
		Lesson Slides					
WHOLE CLASS		Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	CABULARY, TRUCTION 15 Lesson 6, rail 1 Lesson 6, rail 2 Lesson 6, rail 3 Lesson 6, rail 4 0 WRITING min. (p. 92) (p. 93) (p. 94) (p. 95)			30 min.	Interactive Tutorials Answer Questions About Key Deta Find the Main Topic		
SMALL GROUP		PRIORITIZE MRF Magn	etic Reader Instruction				MRF Assessment
TARGETED DIFFERENTIATION					Week 16, Session 5 Individual Weekly Assessment (pp. 20–22)		
		THEN CHOOSE Tools fo	or Instruction				(pp. 20-22)
	30 min.	Irregular High-Frequen Blend Phonemes Segment Words into Pi Segment Onset and Rii Decode Words with Sh Decode Words with Sh Sequence of Events Cause and Effect	30 min.				

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		Magnetic Reading Fou		MRF Assessment			
FOUNDATIONAL SKILLS INSTRUCTION	45 min.	Week 17, Session 1 (pp. 26-27) Week 17, Session 2 (pp. 28-31) Week 17, Session 3 (pp. 32-33) Week 17, Session 4 (pp. 34-37)		30 min.	Week 17, Session 5 Whole Class Weekly Assessmer (p. 40)		
AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
WHOLE CLASS		Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION	15	Lesson 9, Part 1 (p. 98) Lesson 9, Part 2 (p. 99) Lesson 9, Part 3 (p. 100) Lesson 9, Part 4 (p. 101)			30	Interactive Tutorial Answer Questions About Unknown Words in a Story	
AND PRACTICE	min.		min.	MRF			
							Recommended Read Aloud All Are Neighbors by Alexandra Penfold
SMALL GROUP		PRIORITIZE MRF Magn	etic Reader Instructior	1			MRF Assessment
TARGETED DIFFERENTIATION			Veek 17, Session 1 Week 17, Session 2 Week 17, Session 3 Week 17, Session 4 p. 38) (p. 38) (p. 38) (p. 38) (p. 38)				Week 17, Session 5 Individual Weekly Assessment
		THEN CHOOSE Tools fo		(pp. 40–42)			
	30 Irregular High-Frequency Words with Elkonin Boxes Match Yowel Letters and Short Sounds Blend Dnset and Rime Identify, Medial Yowel Sounds Decode Words with Short Yowels Use Context to Find Word Meaning Teach Yocabulary with Read Alouds Teach New Word Meanings 						

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

			Day 11	Day 12	Day 13	Day 14		Day 15
WHOLE CLASS			Magnetic Reading Four	ndations (MRF)				MRF Assessment
FOUNDATIO S INSTRUC AND PRAC	SKILLS 4 JCTION m		Week 18, Session 1 (pp. 46-47)	Week 18, Session 2 (pp. 48–51)	Week 18, Session 3 (pp. 52–53)	Week 18, Session 4 (pp. 54–57)	30 min.	Week 18, Session 5 Whole Class Weekly Assessment (p. 60)
			Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
WHOLE C	CLASS		Ready Reading					MRF
COMPREHENS VOCABUL AND WRI INSTRUC AND PRAC	ULARY, 1 RITING m JCTION		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 Find and Say Middle Short Vowel Sounds Read Words with Short o
SMALL GROUP			PRIORITIZE MRF Magn	etic Reader Instruction				MRF Assessment
TARG DIFFERENTIA	RGETED		Week 18, Session 1 (p. 58)	Week 18, Session 2 (p. 58)	Week 18, Session 3 (p. 58)	Week 18, Session 4 (p. 58)		Week 18, Session 5 Individual Weekly Assessment
			THEN CHOOSE Tools fo	r Instruction				(pp. 60–62)
		30 nin.	Irregular High-Frequent Match Vowel Letters ar Segment Words into PH Blend Onset and Rime Segment Onset and Rim Identify Medial Vowel S Decode Words with Sh	nd Short Sounds nonemes ne Sounds ort Vowels	<u>es</u>		30 min.	
			 Sort Words by Categori 	les and Attributes				
Week 4 Irregula					h Elkonin B	Boxes		
Irregula	<u>lar H</u>	ligh	h Frequency		h Elkonin B	Boxes		
<u>Irregul:</u> Blend F	lar H Phon	ligh	h Frequency nes	v Words wit	h Elkonin B	<u>Boxes</u>		
<u>Irregula</u> <u>Blend F</u> Segmei	lar H Phon ent W	ligh hen Vor	h Frequency <u>nes</u> rds Into Pho	v Words wit		<u>soxes</u>		
<u>Irregula</u> <u>Blend F</u> Segmei	lar H Phon ent W Vow	tigh ten Vor vel	h Frequency <u>nes</u> :ds Into Pho Letters and	v Words wit		<u>Boxes</u>		
Irregula Blend F Segmen Match Add Phe	lar H Phon ent W Vow	tigh hen Vor vel me	h Frequency <u>nes</u> :ds Into Pho Letters and	v Words wit		soxes		
Irregula Blend F Segmer Match Add Pho Phoner	lar H Phon ent W Vow nonei me N	ligh nen Vor vel me Ma	h Frequency nes rds Into Pho Letters and 2 <u>S</u>	v Words wit <u>nemes</u> Long Sound		Boxes		
Irregula Blend F Segmer Match Add Pho Phoner	lar H Phon ent W Vow nonen me N Vowe	ligh nen Vor vel me Via: 21 V	h Frequency nes ds Into Pho Letters and es nipulation Nords with	v Words wit <u>nemes</u> Long Sound		<u>30xes</u>		
Irregula Blend F Segmer Match Match Add Ph Phoner Long-V Delete	lar H Phon ent W Vow nonei me N Vowe Phoi	tigh nen Vor vel me Via: 21 V	h Frequency nes ds Into Pho Letters and es nipulation Nords with	v Words wit nemes Long Sound Final e		Soxes		

			lle 4: Week 5 c Reading Foundations.	: Week 20, <i>Ready Rea</i>	ding: Read Aloud I			
			Day 21	Day 22	Day 23	Day 24		Day 25
	WHOLE CLASS		Magnetic Reading Fou	ndations (MRF)				MRF Assessment
	FOUNDATIONAL SKILLS INSTRUCTION	45 min.	Week 20, Session 1 (pp. 86–87)	Week 20, Session 2 (pp. 88–91)	Week 20, Session 3 (pp. 92–93)	Week 20, Session 4 (pp. 94–97)	30 min.	Week 20, Session 5 Whole Class Weekly Assessment (p. 100)
	AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
	WHOLE CLASS		Ready Reading					
C	COMPREHENSION, VOCABULARY, AND WRITING	15	Read Aloud I, Part 1 (p. 116)	Read Aloud I, Part 2 (p. 117)	Read Aloud I, Part 3 (p. 118)	Read Aloud I, Part 4 (p. 119)	30	Read Aloud I Writing Activity
	INSTRUCTION min.	NSTRUCTION min.	Speaking and Listening Activity Conduct an Interview (p. 120)		Language Activity Plural Nouns (p. 120)		min.	Write an Informative Text (p. 120)
	SMALL GROUP		PRIORITIZE MRF Magn	etic Reader Instruction				MRF Assessment
C	TARGETED DIFFERENTIATION		Week 20, Session 1 (p. 98)	Week 20, Session 2 (p. 98)	Week 20, Session 3 (p. 98)	Week 20, Session 4 (p. 98)		Week 20, Session 5 Individual Weekly Assessment
			THEN CHOOSE Tools fo	r Instruction	·			(pp. 100-101)
		30 min.	Irregular High-Frequent Match Vowel Letters an Blend Phonemes Segment Words into Pf Blend Onset and Rime Segment Onset and Rim Identify Medial Vowel Decode Words with Shh Make Connections to V	nonemes ne Sounds ort Vowels	<u>es</u>		30 min.	
<u>Irr</u> Ble Se Ma	Blend Pho Segment	one Wo wel	rds Into Pho Letters and	<u>nemes</u>		<u>Dxes</u>		
			<u>nipulation</u>					
			Words with	Final e				
	Delete Ph			<u>i iiiui c</u>				
	Compoun							

		le 4: Week 5 Reading Foundations.	: Week 20, <i>Ready Rea</i>	ading: Read Aloud I			
		Day 21	Day 22	Day 23	Day 24		Day 25
WHOLE CLASS		Magnetic Reading Fou	ndations (MRF)				MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION	45 min.	Week 20, Session 1 (pp. 86–87)	Week 20, Session 2 (pp. 88–91)	Week 20, Session 3 (pp. 92–93)	Week 20, Session 4 (pp. 94–97)	30 min.	Week 20, Session 5 Whole Class Weekly Assessm (p. 100)
AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
WHOLE CLASS		Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	Read Aloud I, Part 1 (p. 116)	Read Aloud I, Part 2 (p. 117)	Read Aloud I, Part 3 (p. 118)	Read Aloud I, Part 4 (p. 119)	30	Read Aloud I Writing Activity Write an Informative Text	
	min.	Speaking and Listening Activity Conduct an Interview (p. 120)		Language Activity Plural Nouns (p. 120)		min.	(p. 120)
SMALL GROUP		PRIORITIZE MRF Magn	etic Reader Instruction	ז'			MRF Assessment
TARGETED DIFFERENTIATION		Week 20, Session 1 (p. 98)	Week 20, Session 2 (p. 98)	Week 20, Session 3 (p. 98)	Week 20, Session 4 (p. 98)		Week 20, Session 5 Individual Weekly Assessmen
		THEN CHOOSE Tools fo	r Instruction				(pp. 100–101)
		Irregular High-Frequent Match Vowel Letters ar Blend Phonemes Segment Words into Pf Blend Onset and Rime Segment Onset and Rime Generations of Words Words With Shi Make Connections to V	nd Short Sounds nonemes ne sounds ort Vowels	xes		30 min.	
Segment V Match Vov Add Phone Phoneme	Wo wel em Ma	nipulation	<u>nemes</u> Long Soun		<u>oxes</u>		
_		Words with	<u>Final e</u>				
Delete Pho	one	e <u>mes</u>					

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		Magnetic Reading Found	ations (MRF)		•		
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		Connect It Activity: My Ne	eighborhood Book				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <u>Recommended Read-</u> <u>Aloud Texts for MRF Grade K</u> 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 Bool	
SMALL GROUP TARGETED DIFFERENTIATION	30 min.	CHOOSE Tools for Instruct Irregular High-Frequency 1 Match Yowel Letters and S Blend Phonemes Segment Words into Phon Blend Onset and Rime Segment Onset and Rime Identify Medial Yowel Sou Decode Words with Short	Words with Elkonin Boxes Short Sounds emes nds				

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

<u>Trade Books:</u>

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:	Unit Enduring Understandings:
• What do you know about your community?	• The relationship between letters and sounds help us to
• What is the importance of short vowels ?	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:	Skills-Students will be able to:
• Identify letters and sounds of short vowels /a/ /e/ /i/ /o/	• Recognize rhyme when given 2 words orally (ex. thumbs
/u/	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, identity, 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

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 In	structional Plan & Resources
Unit 5 Week 1:	Learning Activities:
Blend phonemes to produce single-syllables words	Magnetic Reading Workbook Activities
Isolate initial, medial, and final phonemes	Magnetic Reader
Decode words with digraph -ck and short u	Ready Reading Workbook Activities
Recognize and read grade-level high-frequency words	Week 1:
	Irregular High Frequency Words with Elkonin Boxes
Substitute phonemes in words to say new words	Identify Initial Phonemes
Practice letter formation	Blend Phonemes
Read with accuracy	Identify Final Phonemes
Encode words with digraph -ck	Phoneme Manipulation
Segment spoken words into phonemes	Words with Final Digraph ck or Double Consonants
	Use Context to Find Word Meaning
Identify common phonemes in group of single-syllable words	Teach Vocabulary with Read Alouds
Recognize that -ck can stand for /k/	Teach New Word Meanings
High-Frequency Words: and, have, one, with	

Unit 5 Week 2:

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
WHOLE CLASS		Magnetic Reading Fo	undations (MRF)				MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION	45	Unit 5 Opener (pp. 104–105)	Week 21, Session 2 (pp. 110–113)	Week 21, Session 3 (pp. 114–115)	Week 21, Session 4 (pp. 116–119)	30	Week 21, Session 5 Whole Class Weekly Assessmen (p. 122)
AND PRACTICE	min.	Week 21, Session 1 (pp. 108–109) Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides	min.	
WHOLE CLASS		Ready Reading	1				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION	15	Lesson 12, Part 1 (p. 122)	Lesson 12, Part 2 (p. 123)	Lesson 12, Part 3 (p. 124)	Lesson 12, Part 4 (p. 125)	30	Interactive Tutorial Answer Questions About Unknown Words in a Text
AND PRACTICE	min.					min.	MRF
							Recommended Read Aloud Memoirs of a Goldfish by Devin Scillian
SMALL GROUP		PRIORITIZE MRF Mag	netic Reader Instruction	,	х		MRF Assessment
TARGETED DIFFERENTIATION		Week 21, Session 1 (p. 120)	Week 21, Session 2 (p. 120)	Week 21, Session 3 (p. 120)	Week 21, Session 4 (p. 120)		Week 21, Session 5 Individual Weekly Assessment
		THEN CHOOSE Tools f	or Instruction				(pp. 122–124)
	30 min.	 Irregular High-Freque Identify Initial Phoner Blend Phonemes 	ncy Words with Elkonin Box nes	<u>kes</u>		30 min.	
	min.	Identify Final Phonem Phoneme Manipulation	on			min.	
		 Words with Final Digr Use Context to Find V Teach Vocabulary with 		<u>its</u>			

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
WHOLE CLASS		Magnetic Reading Fou	indations (MRF)				MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 22, Session 1 (pp. 128–129) Lesson Slides	Week 22, Session 2 (pp. 130–133) Lesson Slides	Week 22, Session 3 (pp. 134–135) Lesson Slides	Week 22, Session 4 (pp. 136–139) Lesson Slides	30 min.	Week 22, Session 5 Whole Class Weekly Assessmen (p. 142)
WHOLE CLASS			Lesson Sildes	Lesson blues			
		Ready Reading					MRF
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.	Interactive Tutorials <u>Doublets</u> <u>Digraph ck</u>
SMALL GROUP		PRIORITIZE MRF Mag	netic Reader Instruction				MRF Assessment
TARGETED DIFFERENTIATION		Week 22, Session 1 (p. 140)	Week 22, Session 2 (p. 140)	Week 22, Session 3 (p. 140)	Week 22, Session 4 (p. 140)		Week 22, Session 5 Individual Weekly Assessment
		THEN CHOOSE Tools fo	or Instruction				(pp. 142–144)
	30 min.	Blend Phonemes Segment Words into P Identify Final Phoneme Phoneme Manipulatio	25			30 min.	

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		Magnetic Reading Fou	ndations (MRF)				MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION	45	Week 23, Session 1 (pp. 148–149)	Week 23, Session 2 (pp. 150–153)	Week 23, Session 3 (pp. 154–155)	Week 23, Session 4 (pp. 156–159)	30 min.	Week 23, Session 5 Whole Class Weekly Assessment (p. 162)
AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
WHOLE CLASS		Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION	15	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 <u>Connect Words and Pictures in a</u> <u>Story</u>
AND PRACTICE							MRF
							Interactive Tutorial Long Vowel a
SMALL GROUP		PRIORITIZE MRF Magn	etic Reader Instruction	1			MRF Assessment
TARGETED DIFFERENTIATION		Week 23, Session 1 (p. 160)	Week 23, Session 2 (p. 160)	Week 23, Session 3 (p. 160)	Week 23, Session 4 (p. 160)		Week 23, Session 5 Individual Weekly Assessment (pp. 162–164)
		THEN CHOOSE Tools fo					(pp. 162–164)
	30 min.	Irregular High-Frequent Blend Phonemes Segment Words into Pf Match Vowel Letters ar Add Phonemes Phoneme Manipulatior Long-Vowel Words with Delete Phonemes Make Connections to V	ionemes Id Long Sounds 1 1 Final e	xes		30 min.	
Week 4: Irregular	Hig	h Frequency	Words wit	h Elkonin B	<u>oxes</u>		1
Blend Pho	one	<u>mes</u>					
Segment	Wo	rds Into Pho	nemes				
-		Letters and		ds			
Add Phon							
Phoneme	Ma	anipulation					
Long-Vov	vel v	Words with	Final e				
Delete Ph	one	emes					
Sort Word	ls iı	nto Categorie	<u>25</u>				
Compare	and	<u>l Contrast</u>					

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		Magnetic Reading Fo	oundations (MRF)		- 1		MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION	45 min.	Week 24, Session 1 (pp. 168–169)	Week 24, Session 2 (pp. 170–173)	Week 24, Session 3 (pp. 174–175)	Week 24, Session 4 (pp. 176–179)	30 min.	Week 24, Session 5 Whole Class Weekly Assess (p. 182)
AND PRACTICE	AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides		
WHOLE CLASS		Ready Reading					
COMPREHENSION, VOCABULARY, AND WRITING		Lesson 15, Part 1 (p. 140)	Lesson 15, Part 2 (p. 141)	Lesson 15, Part 3 (p. 142)	Lesson 15, Part 4 (p. 143)		Interactive Tutorial Identify Characters
INSTRUCTION AND PRACTICE	min					30 min.	MRF
AND PRACTICE							Interactive Tutorial Long i with Sneaky e
SMALL GROUP	'	PRIORITIZE MRF Mad	gnetic Reader Instructio	n			MRF Assessment
TARGETED DIFFERENTIATION		Week 24, Session 1 (p. 180)	Week 24, Session 2 (p. 180)	Week 24, Session 3 (p. 180)	Week 24, Session 4 (p. 180)		Week 24, Session 5 Individual Weekly Assessr
		THEN CHOOSE Tools	for Instruction				(pp. 182–184)
			ency Words with Elkonin Bo	oxes			
	30		Phonemes			30	
	min.	 Infatch vower Letters 	and Long Sounds			min.	
		Add Phonemes Phoneme Manipulati	ion				
		Long-Vowel Words w					
		Delete Phonemes Sort Words into Cate	gories				
		Compare and Contra					
Week 5:							
Irregular	Hig	gh Frequenc	v Words wit	th Elkonin E	<u>Boxes</u>		
Segment	Wo	ords Into Ph	onemes				
			d Long Soun	ds			
Add Phon							
			L				
		Words with					
-			<u> i iiiui c</u>				
Delete Ph							
Compour	vd V	Mords					

			le 5: Week 5 Reading Foundations	: Week 25, Ready Rea	ading: Focus Lesson 16	5		
			Day 21	Day 22	Day 23	Day 24		Day 25
	WHOLE CLASS		Magnetic Reading Fou	indations (MRF)				MRF Assessment
	FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 25, Session 1 (pp. 188–189)	Week 25, Session 2 (pp. 190–193)	Week 25, Session 3 (pp. 194–195)	Week 25, Session 4 (pp. 196–199)	30 min.	Week 25, Session 5 Whole Class Weekly Assessment (p. 202)
	WHOLE CLASS		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
	OMPREHENSION,		Ready Reading	10.000	Lucia de Durbo			In the other Tarte dat
	VOCABULARY, AND WRITING	15	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	Interactive Tutorial Connect Words and Pictures in a Text
	INSTRUCTION AND PRACTICE						min.	MRF
								Interactive Tutorial Long Vowel i, o
	SMALL GROUP		PRIORITIZE MRF Mag	netic Reader Instruction	,			MRF Assessment
DI	TARGETED DIFFERENTIATION		Week 25, Session 1 (p. 200)	Week 25, Session 2 (p. 200)	Week 25, Session 3 (p. 200)	Week 25, Session 4 (p. 200)		Week 25, Session 5 Individual Weekly Assessment (pp. 202–203)
			THEN CHOOSE Tools fo	or Instruction				(pp. 202 203)
		30 min.	Irregular High-Frequer Segment Words into P Match Vowel Letters a Add Phonemes Phoneme Manipulatio Long-Vowel Words wit Delete Phonemes Compound Words	<u>nd Long Sounds</u> <u>n</u>	xes		30 min.	
We	eek 6:							
		Hig	h Frequency	Words wit	h Elkonin B	oxes		
			rds Into Pho					
	-		Letters and		ds			
	d Phone							
			<u>nipulation</u>					
			Nords with	Final e				
	elete Pho							

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		Magnetic Reading Found	ations (MRF)	·		<u>.</u>	
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		Connect It Activity: Build-	A-Story				
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <u>Recommended Read-</u> <u>Aloud Texts for MRF Grade K</u> 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		CHOOSE Tools for Instruct	tion				
TARGETED DIFFERENTIATION	30 min.	Irregular High-Frequency V Segment Words into Phon Match Vowel Letters and I Add Phonemes Phoneme Manipulation Long-Vowel Words with Fi Delete Phonemes	<u>emes</u> .ong Sounds				

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:	Unit Enduring Understandings:
What is the importance of long vowels?	• Readers use appropriate strategies as needed to construct
What is the difference between long and short vowels?	meaning.
Content-Students will know:	Skills-Students will be able to:
• Long U u_e	• Isolate and pronounce the initial, medial vowel, and final
• Long E ee, e_e	sounds in CVC words with accuracy
Review Short and Long a, i, o, u, e	• Recognize rhyme when given 2 or more words orally
Review Sound Spellings	• Produce one or more words that rhyme with a given word
	orally
	• Count and pronounce syllables orally
	• Segment sentences into number of words
	• Isolate, identity, 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)

Encode words with long e: eeC, e_e

• 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

	uonai	PI	all & Res	sources				
Skill: V	Veek 1:							
Unit 6 Week 1:	rregular	Hig	h Frequency	y Words wit	<u>h Elkonin B</u>	<u>oxes</u>		
				l Long Soun	<u>ds</u>			
	Substitute Phonemes							
Decoue words with joing u. u. e and joing u. u. e	Identify Medial Sounds							
Pacagniza and read grade lovel high frequency words	<u>Phoneme Manipulation</u> Long-Vowel Words with Final e							
			porting Reas					
			opic of a Bo					
			ule 6: Week 1		<i>i</i>			
Read with accuracy	Key Lessons: Ma	igneti	c Reading Foundation	s: Week 26, Ready Rea	ding: Focus Lesson 1			1
dentify medial phonemes	WHOLE CLASS		Day 1 Magnetic Reading For	Day 2	Day 3	Day 4		Day 5 MRF Assessment
Segment phonemes in two- and three-phoneme words	FOUNDATIONAL		Unit 6 Opener	Week 26, Session 2	Week 26, Session 3	Week 26, Session 4		Where Assessment Week 26, Session 5 Whole Class Weekly Assessment
Delete phonemes	INSTRUCTION AND PRACTICE	45 min.	(pp. 206–207)	(pp. 212–215) Lesson Slides	(pp. 216–217) Lesson Slides	(pp. 218–221) Lesson Slides	30 min.	(p. 224)
add phonemes			Week 26, Session 1 (pp. 210–211)					
Substitute initial phonemes			Lesson Slides					
-	WHOLE CLASS		Ready Reading	Lesson 17, Part 2	Lesson 17, Part 3	Lesson 17, Part 4		MRF Interactive Tutorial
Accurately spelling high-frequency words	VOCABULARY, AND WRITING	15 min.	(p. 152)	(p. 153)	(p. 154)	(p. 155)	30 min.	Sounds for u with Sneaky e
High-Frequency Words: as, has, their, were	INSTRUCTION AND PRACTICE							Recommended Read Aloud Sunny Weather by Sally Lee
	SMALL GROUP		PRIORITIZE MRF Mag	netic Reader Instruction				MRF Assessment
Unit 6 Week 2:	TARGETED DIFFERENTIATION		Week 26, Session 1 (p. 222)	Week 26, Session 2 (p. 222)	Week 26, Session 3 (p. 222)	Week 26, Session 4 (p. 222)		Week 26, Session 5 Individual Weekly Assessment
Blend phonemes			THEN CHOOSE Tools f			1		(pp. 224–226)
solate initial and medial phonemes		30 min.	 Irregular High-Freques Match Vowel Letters a Substitute Phonemes 	ncy Words with Elkonin Bo and Long Sounds	<u>xes</u>		30 min.	
Decode words with long e: eeC and long u			Identify Medial Vowel Phoneme Manipulation					
	Long-Vowel Words with Final e Identify Supporting Reasons							
Practice letter formation				easons				

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 BoxesBlend PhonemesMatch Vowel Letters and Long SoundsSubstitute PhonemesIdentify Medial SoundsPhoneme ManipulationLong-Vowel Words with Final eDelete PhonemesSort by Categories and AttributesCompare 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
WHOLE CLASS		Magnetic Reading Fou	ndations (MRF)	•			MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION	45 min.	Week 27, Session 1 (pp. 230–231)	Week 27, Session 2 (pp. 232–235)	Week 27, Session 3 (pp. 236–237)	Week 27, Session 4 (pp. 238–241)	30 min.	Week 27, Session 5 Whole Class Weekly Assessment (p. 244)
AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides		
WHOLE CLASS		Ready Reading					MRF
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 Long Vowel u. e Recommended Read Aloud When Rain Falls by Melissa Stewart
SMALL GROUP		PRIORITIZE MRF Magn	etic Reader Instruction	•			MRF Assessment
TARGETED DIFFERENTIATION		Week 27, Session 1 (p. 242)	Week 27, Session 2 (p. 242)	Week 27, Session 3 (p. 242)	Week 27, Session 4 (p. 242)		Week 27, Session 5 Individual Weekly Assessment
		THEN CHOOSE Tools fo					(pp. 244–246)
		THEN CHOOSE TOOIS JU	rinstruction				(pp. 244 240)

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

Unit 6 Week 5:

Substitute phonemes to create new wordsIsolate medial phonemesDecode words with short and long e and short and long oRecognize and read grade-level high-frequency wordsIdentify medial phonemesPractice letter formationEncode words with short and long eRead with accuracyAdd phonemes to create new wordsDelete phonemes to create new wordsSubstitute medial phonemes to create new wordsAccurately spell the high-frequency wordsHigh-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 BoxesBlend PhonemesMatch Vowel Letters and Long SoundsSubstitute PhonemesIdentify Medial SoundsDecode Words with Short VowelsPhoneme ManipulationDistinguish Short and Long VowelsDecode 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	
WHOLE CLASS		Magnetic Reading Foundations (MRF)					MRF Assessment	
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 28, Session 1 (pp. 250–251)	Week 28, Session 2 (pp. 252–255)	Week 28, Session 3 (pp. 256–257)	Week 28, Session 4 (pp. 258–261)	30 min.	Week 28, Session 5 Whole Class Weekly Assessment (p. 264)	
AND PRACTICE		Lesson Slides	Lesson Slides	Lesson Slides	Lesson Slides			
WHOLE CLASS		Flex Block						
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	Access directions for using	tions for using the Flex Blocks by viewing Implementing Flex Blocks: Grade K.					
SMALL GROUP		PRIORITIZE MRF Magne		MRF Assessment				
TARGETED DIFFERENTIATION		Week 28, Session 1 (p. 262) Week 28, Session 2 (p. 262) Week 28, Session 3 (p. 262) Week 28, Session 4 (p. 262)				Week 28, Session 5 Individual Weekly Assessment (pp. 264–266)		
		THEN CHOOSE Tools for						
	30 min.	 Irregular High-Frequency Words with Elkonin Boxes Blend Phonemes Match Owel Letters and Long Sounds Substitute Phonemes Identify Medial Vowel Sounds Decode Words with Short Vowels Phoneme Manipulation Distinguish Short and Long Vowel Sounds Decode Words with Short Vowel a 						

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

			Ile 6: Week 4	s: Week 29 & Elex Bl	ock.			
	Key Lessons. IVI	ugnet						
			Day 16	Day 17	Day 18	Day 19		Day 20
	WHOLE CLASS		Magnetic Reading Fo	undations (MRF)				MRF Assessment
	FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 29, Session 1 (pp. 270–271) Lesson Slides	Week 29, Session 2 (pp. 272–275) Lesson Slides	Week 29, Session 3 (pp. 276–277) Lesson Slides	Week 29, Session 4 (pp. 278–281) Lesson Slides	30 min.	Week 29, Session 5 Whole Class Weekly Assessment (p. 284)
	WHOLE CLASS		Flex Block	Lesson sides	Lesson sides	Lesson sides		
	COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.		ng the Flex Blocks by view	ing Implementing Flex Bloo	cks: Grade K.	30 min.	
	SMALL GROUP		PRIORITIZE MRF Mag	netic Reader Instructio	n			MRF Assessment
	TARGETED DIFFERENTIATION		Week 29, Session 1 (p. 282)	Week 29, Session 2 (p. 282)	Week 29, Session 3 (p. 282)	Week 29, Session 4 (p. 282)		Week 29, Session 5 Individual Weekly Assessment (pp. 284–286)
			THEN CHOOSE Tools f	EN CHOOSE Tools for Instruction				(pp. 284–280)
		30 min.	Irregular High-Freque Match Vowel Letters : Match Vowel Letters : Match Vowel Letters : Identify Medial Vowel Decode Words with SI Phoneme Manipulatic Distinguish Short and	and Long Sounds Sounds hort Vowels on	0X65		30 min.	
	Week 5:							
	Irregular	Hig	h Frequency	v Words wi	th Elkonin H	Boxes		
	_							
Match Vowel Letters and Long Sounds Identify Medial Sounds								
	-		ls with Shor	t Vowels				
			anipulation					
	_		Short and Lo	ong vowels				
	Delete Ph	one	<u>emes</u>					

) ,	30 min. 30	Day 25 MRF Assessment Week 30, Session 5 Whole Class Weekly Assess (p. 304)
) ,	min.	MRF Assessment Week 30, Session 5 Whole Class Weekly Assessi
) ,	min.	Week 30, Session 5 Whole Class Weekly Assess
) ,	min.	Whole Class Weekly Asses
	20	(p. 561)
	20	
	20	
	30 min.	
		MRF Assessment
sion 4		Week 30, Session 5 Individual Weekly Assessn (pp. 304–305)
		(pp:001.000)
	30 min.	
ion 4		30

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			
WHOLE CLASS		Magnetic Reading Foundations (MRF)							
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE		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)			
WHOLE CLASS		Connect It Activity: News-Weather Forecast							
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	45 min.	Read Aloud See <u>Recommended Read-</u> <u>Aloud Texts for MRF Grade K</u> for books that extend learning about the unit topic.	Write & Create News-Weather Forecast	Write & Create News-Weather Forecast	Write & Create News-Weather Forecast	Celebrate News-Weather Forecas			
SMALL GROUP		THEN CHOOSE Tools for I	nstruction						
TARGETED DIFFERENTIATION	30 min.	Irregular High-Frequency Words with Elkonin Boxes Match Yowel Letters and Long Sounds Add Phonemes Identify, Medial Yowel Sounds Decode Words with Short Yowels Phoneme Manipulation Distinguish Short and Long Yowel Sounds Delete Phonemes							

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 SawTyping Club
<u>Trade Books:</u> 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