

*Grade/School: ELC- K Unit: 2 November 12 - January 24			
<u>SMART Goal</u>	<u>Learning Progression</u>	<u>Student Friendly Learning Targets</u>	
<u>Assessments</u>	<u>Resources</u>	<u>Ongoing Instruction</u>	
<u>Weekly Instruction</u>	<u>UDL Focus</u>	<u>Intervention</u>	
<u>2020/2021 ELA TACA</u>	<u>EL Learning Plan</u>	<u>Sight Word Sentences</u>	
<u>Easy Reader File</u>	<u>Sight Word Chant</u>		
STANDARDS ADDRESSED IN THIS UNIT			
<p><u>Reading Foundational</u> K.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p><u>Reading Literary and Informational</u> K.RL.2 - With prompting and support, retell familiar stories, including key details.</p>	<p><u>Writing</u> K.W.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p><u>Speaking and Listening</u> K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>

Team SMART Goal

By the end of unit 2, all students will be at least a level 2 (at least 11 consonants and 3 vowels)

RESULTS:

97% met the goal.

Foundational Writing -

All students will be able to label their picture with one or two beginning sounds by the end of the unit.

Results:

87% met the goal.

LEARNING PROGRESSION

Grade Below

ELDG.SL.6 - 4 to 5 - Speak audibly and express thoughts, feelings, and ideas clearly (same as K)

ELDG. RL.2- 4 to 5 - Tell what is going to happen next in a story. Make up an ending. AND Retell more complicated, familiar stories from memory.

ELDG. W.3 - 4 to 5 - Use a combination of drawing, dictating and writing to share their opinion or preference about the topic or book. AND Understand the definition of opinion.

ELDG.RF.3 - 4 to 5 - With guidance, begin to apply grade-level phonics and word analysis skills in decoding words.

- A. Begin to demonstrate basic knowledge of one-tone letter-sound correspondences by producing the primary sound of half of the consonants.

Grade Above

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

- A. Know final -e and common vowel team conventions for representing long vowel sounds.
- B. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- C. Decode two-syllable words following basic patterns by breaking the words into syllables.

1.RL.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.W.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1.SL.6 - Produce complete sentences when appropriate to task and situation.

STUDENT-FRIENDLY LEARNING TARGETS

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ELDG.SL.6 - 4 to 5 - Speak audibly and express thoughts, feelings, and ideas clearly (same as K)

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

ELDG. RL.2- 4 to 5 - Tell what is going to happen next in a story. Make up an ending. AND Retell more complicated, familiar stories from memory.

K.RL.2 - With prompting and support, retell familiar stories, including key details

ELDG. W.3 - 4 to 5 - ELDG.W - 4 to 5 - Use a combination of drawing, dictating and writing to share their ideas and retell a piece of writing with adult help.

K.W.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)

1. I can draw a recognizable picture
2. I can identify/describe my picture to someone
3. I can tell someone about my picture
4. I can add details to my picture
5. I can have an opinion about a topic
6. I can make a decision about a topic
7. I can state my opinion about a topic
8. I can write or draw about my opinion
9. I can add labels/beginning sounds to my drawing
10. I can add words
11. I can write a sentence stating my opinion
12. I can write a sentence stating my opinion with a reason

Sample sentence stems:

"I like _____ . It is _____ ."

" I would like _____ ."

" I think _____ . " "I believe _____ ."

"I feel _____ . " "The best _____ because _____ ."

"The best thing about _____ ."

"My favorite _____ ."

"Everyone should _____ ."

"In my opinion _____ ."

"My favorite _____ is _____ ."

ELDG.RF.3 - 4 to 5 - With guidance, begin to apply grade-level phonics and word analysis skills in decoding words.

- A. Begin to demonstrate basic knowledge of one-tone letter-sound correspondences by producing the primary sound of half of the consonants.

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

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

ASSESSMENTS AND EVIDENCE

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Reading - Letter Sounds

[Unit 2 Sound Assessment](#)

Data collection option: **[Circle Charts - Observational Data](#)**

Writing - Opinion

[Opinion Rubric](#)

Pre Assessment: [What is your favorite toy?](#)

Formative: [What is your favorite food?](#)

Post: [What is your favorite animal?](#)

Resources

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[ELL Learning Support](#) - Please explore this folder to support your English Language Learners

[English Language Proficiency \(ELP\) Standards](#) (old)

[Grade Level WIDA Can Do Descriptors](#) (new)

[WIDA English Language Development Standards](#) - full document (new)

[Grade Level Book Resource List](#)

[Additional Mentor Text List](#)

[Additional Detailed and linked Reading & Writing Lessons](#)

[Anchor Papers](#)

[UDL Barriers Article](#)

[Sight word chant](#)

[Reading Plan: November](#)

[Reading Plan: December](#)

[Reading Plan: January](#)

KEY ACADEMIC VOCABULARY

Retell	Key Detail	Opinion	Topic	

Ongoing Instruction

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Reading

Ongoing:

- Reading Foundational Skills
 - Open Court
 - Haggerty
- Vocabulary (RL.4 and L.4)
- Read Emergent Text (RF.4)
 - [Sight word & Decodable](#) list
 - [Decodables Folder](#)
- Actively engage in group reading activities with purpose and understanding. (RLI.10)
- Ask and answer questions (RLI.1)

Writing and Language

Ongoing:

- L - Language
- W.4 - organization and purpose
- W.5 – revision and editing
- W.6 – technology in writing
- Handwriting
[Handwriting Proficiency Scale](#)

Speaking and Listening

Ongoing:

K.SL.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Weekly Instruction- [Targets at a Glance](#)

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Week 1	Week 2	Week 3
Week 4	Week 5	Week 6
Week 7	Week 8 (Flex)	

November/December Themes		
November Morning Tubs	December Morning Tubs	
Leaves	Turkeys	Autumn/Fall
Grateful/Thankfulness	November Read Alouds	Christmas
Snowman	Gingerbread Read the Room	Winter
Yeti		

Week One (Oct 31-Nov 4)

<p>Reading:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> → I am learning the sounds /n/ and /l/ → I am learning the sight word "am" → I can recognize letters and sounds → *I can repeat beginning sounds → *I can choose the rhyming word. → **I can put 2 syllable sounds/words together. → I can read sight words in a book. <p>Open Court Unit 3, Lesson 2, Days 1-5</p> <p>Decodable: "Sam and Pam"</p> <p>Super Sight Words: "am" "at"</p> <p>Sentence Strips: "am" sentence strip "at" sentence strip</p> <p>Easy Readers: " I am going" She is at</p> <p>Haggerty: Week 9 Onset Fluency, Blending Syllables, Rhyming</p>	<p>Unit 2 Opinion Writing:</p> <p>Learning targets:</p> <ul style="list-style-type: none"> → I can use a pencil to form lines, shapes, and letters. → I can draw a recognizable picture. → I can add colors and details to my picture. → I am learning about opinions. → I can connect my idea to a picture and words. <p>Helpful Links/Ideas:</p> <p>Facts come from your head (hat) and opinions come from your heart (touch chest)</p> <p>Opinion activities folder</p> <p>Think, Decide, Explain</p> <p>Digital Option for Think, Decide, Explain</p> <p>Fact Vs. Opinion Explanation</p> <p>Opinion Writing Explain</p>
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<p>Helpful Links/Ideas:</p>	<p>How to state an opinion? Fact or Opinion Game Fact an Opinion Brain Break</p> <p>Opinion Pre-Assessment Think, Decide, Explain Poster What is your opinion? Activity What is your opinion pictures Examples: favorite apple, what to do on fall day,</p>
<p>Week 2 (Nov 7-11)</p>	
<p>Reading:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> → I am learning the sound /i/ → I am learning the sight word “to” → I can recognize letters and sounds → *I can repeat beginning sounds → *I can choose the rhyming word. → **I can put 2 syllable sounds/words together. → I can read sight words in a book. <p>Open Court Unit 3 Lesson 3, Days 1-5 Decodable: “A Hat” Super Sight Words: “to” Sentence Strips: “to” sentence strip</p> <p>Easy Readers: To hug you</p> <ul style="list-style-type: none"> - Label the pictures in the story with beginning sounds <p>Haggerty: Week 10 Onset Fluency, Blending Syllables, Rhyming</p>	<p>Unit 2 Opinion Writing:</p> <p>Learning targets:</p> <ul style="list-style-type: none"> → I can use a pencil to form lines, shapes, and letters. → I can draw a recognizable picture. → I can add colors and details to my picture. → I am learning about opinions. → I can connect my idea to a picture and words. <p>Helpful Links/Ideas: Opinion activities folder</p> <p>What is your opinion? Activity continued. What is your opinion? Activity What is your opinion pictures Example: favorite lunch, favorite dessert Fall Day opinion writing- favorite thing to do on a fall day?</p>

<p>Helpful Links/Ideas:</p>	
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Week 3 (Nov 14-18)

<p>Reading:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> → I am learning the sound (/b/ and /c/) → I am learning the sight word (<i>as & have</i>) → I can recognize letters and sounds → *I can repeat beginning sounds → *I can choose the rhyming word. → **I can put 2 syllable sounds/words together. → I can read sight words in a book. <p>Open Court Decodable: "Nan & Lad" Sentence Strips: as have Easy Readers: Blue as the & I have a garden</p> <p>Haggerty: Week 11</p>	<p><u>Unit 2 Opinion Writing:</u></p> <p>Learning targets:</p> <ul style="list-style-type: none"> → I can use a pencil to form lines, shapes, and letters. → I can draw a recognizable picture. → I can add colors and details to my picture. → I am learning about opinions. → I can connect my idea to a picture and words. <p>Helpful Links/Ideas: Opinion activities folder</p> <p>I am not a turkey activities Thanksgiving labeling (cut and paste) Beginning sound labeling (write the letter)</p>
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Week 4 (Nov 21-25) Flex Week

Week 5 (Nov 28-Dec 2)

<p>Reading:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> → I am learning the sound (/o/) → I am learning the sight word ("in" "is" "it") → I can recognize letters and sounds → *I can repeat beginning sounds → *I can choose the rhyming word. → **I can put 2 syllable sounds/words together. → I can read sight words in a book. <p>Open Court Decodable: "Tim in Sand" Sentence Strips: "in" "it" "is" Easy Readers: In the box & The frog is & It is my Haggerty: Week 12</p>	<p><u>Unit 2 Opinion Writing:</u></p> <p>Learning targets:</p> <ul style="list-style-type: none"> → I can use a pencil to form lines, shapes, and letters. → I can draw a recognizable picture. → I can add colors and details to my picture. → I am learning about opinions. → I can connect my idea to a picture and words. <p>Helpful Links/Ideas: Opinion activities folder</p> <p>I like it when... Rudolph Nutty Nose- " I think his nose should be..." If I were an elf... My favorite gift to get would be... Favorite thing on a snowy day Do you like gingerbread - have them try a gingerbread cookie Which part of the gingerbread do you eat first, second, third (color) Winter labeling Santa Labeling</p>
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Week 6 (Dec 5-9)

<p>Reading:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> → I am learning about the letter sounds /r/ and /g/ → I am learning the sight words "can" and "his" 	<p><u>Unit 2 Opinion Writing:</u></p> <p>Learning targets:</p> <ul style="list-style-type: none"> → I can use a pencil to form lines, shapes, and letters. → I can draw a recognizable picture.
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<ul style="list-style-type: none"> → I can recognize letters and sounds → *I can repeat beginning sounds → *I can choose the rhyming word. → **I can put 2 syllable sounds/words together. → I can read sight words in a book. <p>Open Court Decodable: Cal can Bat Sentence Strips: "can" and "his" Easy Readers: He can & It is his</p> <p>Haggerty: Week 13</p>	<ul style="list-style-type: none"> → I can add colors and details to my picture. → I am learning about opinions. → I can connect my idea to a picture and words. <p>Helpful Links/Ideas: Opinion activities folder</p>
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Week 7 (Dec 12-16)

<p>Reading:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> → I am learning about the letter sounds /j / and /f/ → I am learning the sight word "him" and "on" → I can recognize letters and sounds → *I can repeat beginning sounds → *I can choose the rhyming word. → **I can put 2 syllable sounds/words together. → I can read sight words in a book. <p>Open Court Decodable: Ron Hops Sentence Strips: "him" and "on" Easy Readers: Ask him for it & I am on</p> <p>Haggerty: Week 14</p>	<p><u>Unit 2 Opinion Writing:</u></p> <p>Learning targets:</p> <ul style="list-style-type: none"> → I can use a pencil to form lines, shapes, and letters. → I can draw a recognizable picture. → I can add colors and details to my picture. → I am learning about opinions. → I can connect my idea to a picture and words. <p>Helpful Links/Ideas: Opinion activities folder</p>
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Week 8 (Jan 3-6)

<p>Reading:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> → I am learning the letter sound /u/ → I am learning the sight word “did” and “girl” → I can recognize letters and sounds → *I can repeat beginning sounds → *I can choose the rhyming word. → **I can put 2 syllable sounds/words together. → I can read sight words in a book. <p>Open Court Decodable: Glad Pam Sentence Strips: “did” and “girl” Easy Readers: did you see the animal & The little girl</p> <p>Haggerty: Week 15</p>	<p>Unit 2 Opinion Writing:</p> <p>Learning targets:</p> <ul style="list-style-type: none"> → I can use a pencil to form lines, shapes, and letters. → I can draw a recognizable picture. → I can add colors and details to my picture. → I am learning about opinions. → I can connect my idea to a picture and words. <p>Helpful Links/Ideas: Opinion activities folder</p>
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Week 9 (Jan 9-13)

<p>Reading:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> → I am learning about the letter sounds /x/ and /z/ → I am learning the sight word “for” → I can recognize letters and sounds → *I can repeat beginning sounds → *I can choose the rhyming word. 	<p>Unit 2 Opinion Writing:</p> <p>Learning targets:</p> <ul style="list-style-type: none"> → I can use a pencil to form lines, shapes, and letters. → I can draw a recognizable picture. → I can add colors and details to my picture. → I am learning about opinions. 	
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<p>→ **I can put 2 syllable sounds/words together.</p> <p>→ I can read sight words in a book.</p> <p>Open Court Decodable: Jam Pot Sentence Strips: "for" Easy Readers: for you</p> <p>Haggerty: Week 16</p>	<p>→ I can connect my idea to a picture and words.</p> <p>Helpful Links/Ideas: Opinion activities folder</p>	
<p>Week 10 (Jan 17-20) No school Monday 16th</p>		
<p>Reading:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> → I am learning about the letter sounds /w/ /k/ → I am learning the sight words "up" and "but" → I can recognize letters and sounds → *I can repeat beginning sounds → *I can choose the rhyming word. → **I can put 2 syllable sounds/words together. → I can read sight words in a book. <p>Open Court Decodable: Bud and Max Sentence Strips: but up Easy Readers: but I should They go up</p> <p>Haggerty: Week 17</p>	<p>Unit 2 Opinion Writing:</p> <p>Learning targets:</p> <ul style="list-style-type: none"> → I can use a pencil to form lines, shapes, and letters. → I can draw a recognizable picture. → I can add colors and details to my picture. → I am learning about opinions. → I can connect my idea to a picture and words. <p>Helpful Links/Ideas: Opinion activities folder</p>	

Week 10 (Jan 23-25) No School 26-27

Reading:

Learning Targets:

- I am learning about the letter sound /e/
- I am learning the sight word "all"
- I can recognize letters and sounds
- *I can repeat beginning sounds
- *I can choose the rhyming word.
- **I can put 2 syllable sounds/words together.
- I can read sight words in a book.

Open Court

Decodable: Liz and Tad

Sentence Strips: [all](#)

Easy Readers:

[All the dishes](#)

Haggerty: Week 18

[Unit 2 Opinion Writing:](#)

Learning targets:

- I can use a pencil to form lines, shapes, and letters.
- I can draw a recognizable picture.
- I can add colors and details to my picture.
- I am learning about opinions.
- I can connect my idea to a picture and words.

Helpful Links/Ideas:

Opinion activities [folder](#)

UDL Focus

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UDL Guiding Questions:

Where might there be a barrier to students achieving the goal in this lesson?

What is one tool, resource, or strategy I can include in my lesson to help reduce this barrier so that students can achieve the learning goal?

How can I make this strategy available to all students from the start of the lesson?

Reading

Firm Goal:

Flexible Pathway:

Writing and Language

Firm Goal:

Flexible Pathway:

Speaking & Listening

<p>Access Barriers / Barrier Busters:</p> <p>Engagement Barriers:</p>	<p>Access Barriers:</p> <p>Engagement Barriers:</p>	
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Intervention Plan

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*EL Learning plan can be found here

Reading

Tier 3

Tier 2

<https://www.starfall.com/h/ltr-classic/?mg=k>

<https://www.abcya.com/games/dolch-sight-word-bingo>

- Seesaw (as whole class or at home)
- Idea= Individual learning target for tier 2 students (example- today I want you to find the word __ and come show me).
- [b/d which letter will win game](#)

Tier 1

Writing

Tier 3

Tier 2

Tier 1