

## Overview

This Pennsylvania Learns iTunes U course is designed to be a collection of resources to support teaching and learning in the Kindergarten classroom. The content of this course is organized around the Kindergarten English Language Arts Pennsylvania Core Instructional Framework. We believe that Pennsylvania teachers know what is needed to support their instructional design and delivery as well as what engages students in their own learning. For those reasons, the materials and resources provided in this course were curated by teachers. This course is not a curriculum. It is a collection of assets aligned to Pennsylvania Standards to support teaching and learning.

The K – 2 courses are designed to support teaching and learning...the teaching of the teacher and the learning of the student. The TEACHNG Call to Action statements support the teacher's instruction. The I CAN Call to Action statements are for students and correspond to the instructional skills taught by the teacher.

|   | Assignment/Call to Action  | Resource/URL  | Resource introduction listed under “i” in the assignment.  | Notes (for publication) |
|---|--|---|--|-------------------------|
| Welcome to the Kindergarten English Language Arts Pennsylvania Learns iTunes U course. We are setting the stage for this course by providing you with background information about Pennsylvania ELA Core Standards and the instructional shifts that work hand-in hand with the Standards.  |  |   |  |                         |
| <p>Pennsylvania Core Standards: The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014.</p> <p>As part of the new regulations, Pennsylvania’s Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce.</p> | <b>REVIEW</b> the “Teacher Resources” and “Student Resources” section of the PA Core Implementation section of the SAS Portal. | <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a>   |  |                         |
| Meet The Shifts The term “shift” describes the important classroom practices that must happen in order for the Standards to be implemented effectively. In the Pennsylvania ELA Core Standards, there are overarching themes that can be described a “Shifts”. The shifts identify ways classroom instruction, materials, and assessments need to be adjusted to align to the Standards.  | <b>READ</b> pp. 54-55 of the article “Common Core in the Primary Classroom.  | <a href="https://www.nysut.org/~media/files/nysut/resources/2013/june/educators-voice-6/edvoice06_08_primary.pdf?la=en">https://www.nysut.org/~media/files/nysut/resources/2013/june/educators-voice-6/edvoice06_08_primary.pdf?la=en</a> |  |                         |
|   | <b>REVIEW</b> the ELA Instructional Shifts.  |   |  |                         |
|   | <b>WATCH</b> Introduction to the ELA Literacy Shifts.  | <a href="https://itunes.apple.com/us/course/2.1-intro-to-ela-literacy/id684512475?i=163706851&amp;mt=2">https://itunes.apple.com/us/course/2.1-intro-to-ela-literacy/id684512475?i=163706851&amp;mt=2</a>                                 | During an April 29, 2013, presentation to parents in Oak Park, national Common Core Expert Dr. Sandra Alberti talked about the Common Core State Standards for ELA/ Literacy and how they are different. |                         |
|   | <b>WATCH</b> David Coleman explain the shifts.   | <a href="https://itunes.apple.com/us/course/2.3-david-coleman-explains/id684512475?i=163706767&amp;mt=2">https://itunes.apple.com/us/course/2.3-david-coleman-explains/id684512475?i=163706767&amp;mt=2</a>                               | Engage NY  |                         |
| The six shifts describe specific changes in classroom practice as implied by the PA Core Standards. 1. Balancing informational and literary text. 2. Creating a coherent body of knowledge in the disciplines 3. Answering questions based in evidence from text 4. Writing from sources 5. Progressing up the staircase of complexity. 6. Focus on academic vocabulary. The shifts are interconnected and; therefore, often looked upon as three shifts: 1. Building knowledge through content rich nonfiction and informational texts. 2. Reading and writing grounded in evidence from text. 3. Regular practice with complex text and its academic vocabulary.  |  |   |  |                         |
|   | <b>REVIEW</b> the Crosswalk of Instructional Shifts: ELA/Literacy  | <a href="https://itunes.apple.com/us/course/2.2-crosswalk-instructional/id684512475?i=163706808&amp;mt=2">https://itunes.apple.com/us/course/2.2-crosswalk-instructional/id684512475?i=163706808&amp;mt=2</a>                             | Articulated by the NY State Department of Education.   |                         |

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| The collection of resources suggested in this course align with the ELA Pennsylvania Core Instructional Framework. To access the Instructional Framework you need click on the "Curriculum Framework" tab on the SAS Portal. | <b>VISIT</b> and <b>EXPLORE</b> the ELA Pennsylvania Core Instructional Framework found in the "Curriculum Framework" tab in SAS. | <a href="http://www.pdesas.org/CMap/CMap/PAIF/ELA">http://www.pdesas.org/CMap/CMap/PAIF/ELA</a> |   |                         |
|  |   |   |   |                         |

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| Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1 |         |                             |                |  |       |

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|----------------|--|-----------------------------|----------------|---|-------|
| About Module 1 | <p>In Module 1, students demonstrate text comprehension through identification of the main idea and key details of informational text and demonstrate text comprehension of literature through story retelling to include character, setting, and major events. Students use a combination of drawing and writing to compose informative and narrative writing focused on one topic. Students engage in collaborative conversations.</p> <p><b>NOTE:</b> The call to action statement in the courses begins with either "<i>Teaching</i>" or "<i>I can</i>." The "<i>Teaching</i>" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "<i>Teaching</i>" statement is teachers. The "<i>I can</i>" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p><b>Focus Standards in this Module</b><br/> <a href="#">CC.1.1.K.A</a> - Utilize book handling skills.<br/> <a href="#">CC.1.1.K.B</a> - Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>Follow words left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper and lower case letters of the alphabet.</li> </ul> <a href="#">CC.1.2.K.A</a> - With prompting and support, identify the main idea and retell key details of text.<br/> <a href="#">CC.1.2.K.C</a> - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.<br/> <a href="#">CC.1.3.K.A</a> - With prompting and support, retell familiar stories including key details.<br/> <a href="#">CC.1.3.K.B</a> - Answer questions about key details in a text.<br/> <a href="#">CC.1.3.K.C</a> - With prompting and support, identify characters, settings, and major events in a story.<br/> <a href="#">CC.1.4.K.A</a> - Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.<br/> <a href="#">CC.1.4.K.B</a> - Use a combination of drawing, dictating, and writing to focus on one specific topic.<br/> <a href="#">CC.1.4.K.E</a> - With prompting and support, illustrate using details and dictate/write using descriptive words.<br/> <a href="#">CC.1.4.K.M</a> - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.<br/> <a href="#">CC.1.4.K.O</a> - Describe experiences and events.<br/> <a href="#">CC.1.5.K.B</a> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Important Standards in this Module:</b><br/> <a href="#">CC.1.1.K.D</a> - Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to one letter-sound correspondence.</li> <li>Associate the long and short sounds with common spellings for the five major vowels.</li> <li>Read grade level high-frequency sight words with automaticity.</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <a href="#">CC.1.1.K.E</a> - Read emergent-reader text with purpose and understanding.<br/> <a href="#">CC.1.2.K.K</a> - Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.<br/> <a href="#">CC.1.2.K.L</a> - Actively engage in group reading activities with purpose and understanding.<br/> <a href="#">CC.1.3.K.A</a> - With prompting and support, retell familiar stories including key details.<br/> <a href="#">CC.1.3.K.B</a> - Answer questions about key details in a text.<br/> <a href="#">CC.1.4.K.D</a> - Make logical connections between drawing and dictation/writing.<br/> <a href="#">CC.1.4.K.F</a> - Demonstrate a grade appropriate</p> |                             |                |   |       |

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|   |  | ACCESS ELA Grade K Module 1 PA Core Instructional Framework.                                | <a href="http://www.pdesas.org/CMap/CMap/DefaultCmap/16425">http://www.pdesas.org/CMap/CMap/DefaultCmap/16425</a>   |   |   |
| Following Words   | In this lesson, students follow words left to right, top to bottom, and page by page.                                      | TEACHING following words left to right, top to bottom, and page by page.                    | <a href="https://www.youtube.com/watch?v=SpRkIDinx7o&amp;list=PLB719C1310D420123&amp;index=2">https://www.youtube.com/watch?v=SpRkIDinx7o&amp;list=PLB719C1310D420123&amp;index=2</a>   | Today's News: Building Concepts of Print  |   |
|   |  |   | <a href="https://www.engageny.org/ccls-ela/rfk1a">https://www.engageny.org/ccls-ela/rfk1a</a>   |   |   |
|   |  |   | <a href="https://www.pinterest.com/pint80/rfk1-common-core-print-concepts/">https://www.pinterest.com/pint80/rfk1-common-core-print-concepts/</a>   | Activities for teaching concepts of print.  |   |
|   |  |   | <a href="http://www.scholastic.com/teachers/top-teaching/2013/11/meeting-common-core-standards-during-calendar-time">http://www.scholastic.com/teachers/top-teaching/2013/11/meeting-common-core-standards-during-calendar-time</a>   |   |   |
|   |  | I CAN follow words left to right, top to bottom, and page by page.                          | <a href="http://www.pdesas.org/module/content/resources/6123/view.ashx">http://www.pdesas.org/module/content/resources/6123/view.ashx</a>   | Demonstrate understanding of the organization and basic features of print. *Follow words from left to right *Recognize spoken words are comprised of specific letter sequences *Words are separated by spaces *Recognize all lower and upper case letters |   |
|   |  |   | <a href="https://www.pinterest.com/pint80/rfk1-common-core-print-concepts/">https://www.pinterest.com/pint80/rfk1-common-core-print-concepts/</a>   | Activities for teaching concepts of print.  |   |
| Recognizing Spoken Words as Specific Sequences of Letters | In this lesson, students recognize that spoken words are represented in written language by specific sequences of letters. | TEACHING spoken words are represented in written language by specific sequences of letters. | <a href="http://betterlesson.com/common_core/browse/846/ccss-ela-literacy-rf-k-1b-recognize-that-spoken-words-are-represented-in-written-language-by-specific-sequences-of-letters">http://betterlesson.com/common_core/browse/846/ccss-ela-literacy-rf-k-1b-recognize-that-spoken-words-are-represented-in-written-language-by-specific-sequences-of-letters</a> |   |   |
|   |  | I CAN understand that words I say can be written using letters in a certain order.          | <a href="https://youtu.be/hE6iXMF3ew4">https://youtu.be/hE6iXMF3ew4</a>   |   |   |
|   |  |   | <a href="https://itunes.apple.com/us/app/making-words-kindergarten-and-first-grade/id976268924?mt=8">https://itunes.apple.com/us/app/making-words-kindergarten-and-first-grade/id976268924?mt=8</a>   |   | <a href="https://play.google.com/store/apps/details?id=com.originatorkids.EndlessAlphabet&amp;hl=en">https://play.google.com/store/apps/details?id=com.originatorkids.EndlessAlphabet&amp;hl=en</a> |
| Understanding The Concept Of Word                         | In this lesson, students understand that words are separated by spaces in print.   | TEACHING the concept of word.   | <a href="http://www.readingrockets.org/strategies/concept_of_word">http://www.readingrockets.org/strategies/concept_of_word</a>   |   |   |
|   |  | I CAN understand that words are separated by spaces in print.                               | <a href="http://www.drjean.org/html/monthly_act_act_2014/07_Jul_css/pg06.html">http://www.drjean.org/html/monthly_act_act_2014/07_Jul_css/pg06.html</a>   |   |   |
| Naming The Letters of The Alphabet                        | In this lesson, students recognize and name all upper and lower case letters of the alphabet.                              | TEACHING the letters of the alphabet.   | <a href="https://youtu.be/_dSmuQ2MYro">https://youtu.be/_dSmuQ2MYro</a>   |   |   |
|   |  |   | <a href="http://www.havefunteaching.com/songs/alphabet-songs">http://www.havefunteaching.com/songs/alphabet-songs</a>   | songs for each letter of the alphabet   |   |
|   |  | I CAN name all upper and lower case letters of the alphabet.                                | <a href="https://youtu.be/GQAJcAlhGkk">https://youtu.be/GQAJcAlhGkk</a>   |   |   |

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|  |  |  | <a href="https://itunes.apple.com/us/app/abc-song-all-in-one-educational/id440637724?mt=8">https://itunes.apple.com/us/app/abc-song-all-in-one-educational/id440637724?mt=8</a>   |   |       |
|  |  |  | <a href="https://itunes.apple.com/us/app/letter-quiz-free-alphabet/id331573236?mt=8">https://itunes.apple.com/us/app/letter-quiz-free-alphabet/id331573236?mt=8</a>   |   |       |
|  |  |  | <a href="http://www.abcya.com/kindergarten_computers.htm">http://www.abcya.com/kindergarten_computers.htm</a>   |   |       |
|  |  |  | <a href="http://www.notimeforflashcards.com/2012/05/25-alphabet-activities-for-kids.html">http://www.notimeforflashcards.com/2012/05/25-alphabet-activities-for-kids.html</a>   |   |       |
| <b>Identifying Main Idea and Details</b> | In this lesson, with prompting and support, students identify the main idea and retell key details of text.  | TEACHING identifying the main idea and details with prompting and support.                             | <a href="https://video.search.yahoo.com/video/play;_ylt=A2KLqIJmN5ZUCRAAIyD7w8QF;_ylu=X3oDMTBzaTc4cHE1BHNIYwNzcqRzbGsDdmIkBHZ0aWQDBGdwb3MDNDE-?p=kindergarten+key+ideas+and+details&amp;vid=757c432bd05ca71784b06ca739f54079&amp;i=4%3A09&amp;turl=http%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3DDVN.607988647336805645%26pid%3D15.1&amp;rurl=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DxWf0AGhxJb8&amp;tit=Teacher+Spotlight%3A+Hayley+Hipkins&amp;c=10&amp;sig=r=11bf2k1d4&amp;sig=1115j43cl&amp;age=0&amp;fr2=p%3As%2Cv%3Av%2Cm%3Asa&amp;b=31&amp;hsimp=yhs-fullyhosted_011&amp;hspart=iry&amp;type=mcv_14_50_ff&amp;tt=b">https://video.search.yahoo.com/video/play;_ylt=A2KLqIJmN5ZUCRAAIyD7w8QF;_ylu=X3oDMTBzaTc4cHE1BHNIYwNzcqRzbGsDdmIkBHZ0aWQDBGdwb3MDNDE-?p=kindergarten+key+ideas+and+details&amp;vid=757c432bd05ca71784b06ca739f54079&amp;i=4%3A09&amp;turl=http%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3DDVN.607988647336805645%26pid%3D15.1&amp;rurl=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DxWf0AGhxJb8&amp;tit=Teacher+Spotlight%3A+Hayley+Hipkins&amp;c=10&amp;sig=r=11bf2k1d4&amp;sig=1115j43cl&amp;age=0&amp;fr2=p%3As%2Cv%3Av%2Cm%3Asa&amp;b=31&amp;hsimp=yhs-fullyhosted_011&amp;hspart=iry&amp;type=mcv_14_50_ff&amp;tt=b</a> | Rodney B. Cox Elementary <b>kindergarten</b> teacher Hayley Hipkins demonstrates a lesson on identifying the main topic <b>and</b> retelling <b>key details</b> of a text with pro...   |       |
|  |  |  | <a href="http://www.kindergartenworks.com/guided-reading/literacy-centers/never-ending-story">http://www.kindergartenworks.com/guided-reading/literacy-centers/never-ending-story</a>   | Reliving literature and developing vocabulary. This site addresses literacy centers reinforcing questioning about key ideas and details, retelling familiar stories that includes details and identifying characters, setting and major events. |       |
|  |  | I CAN identify the main idea and details with the support of my teacher.                               | <a href="http://www.pdesas.org/Standard/Detail?linkStandardId=0&amp;standardId=159832">http://www.pdesas.org/Standard/Detail?linkStandardId=0&amp;standardId=159832</a>   |   |       |
|  |  |  | <a href="http://www.fcrr.org/studentactivities/c_008b.pdf">http://www.fcrr.org/studentactivities/c_008b.pdf</a>   |   |       |
|  |  |  | <a href="http://www.fcrr.org/studentactivities/c_014a.pdf">http://www.fcrr.org/studentactivities/c_014a.pdf</a>   |   |       |
|  |  |  | <a href="http://www.fcrr.org/studentactivities/c_028b.pdf">http://www.fcrr.org/studentactivities/c_028b.pdf</a>   |   |       |
| <b>Making Connections</b>                | In this lesson, students, with prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. | TEACHING making connections between two individual, events, ideas, or pieces of information in a text. | <a href="https://www.engageny.org/ccls-ela/rik3">https://www.engageny.org/ccls-ela/rik3</a>   |   |       |

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|   |  | I CAN make a connection between two individual, events, ideas, or pieces of information in a text with the support of my teacher. | <a href="http://www.edutoolbox.org/astandard/7579#resources">http://www.edutoolbox.org/astandard/7579#resources</a>   |  |       |
| Answering Questions   | In this lesson, students answer questions about key details in a text.   | TEACHING answering questions about key details in a text.   | <a href="https://www.engageny.org/ccls-ela/rk1">https://www.engageny.org/ccls-ela/rk1</a>   |  |       |
|   |  |   | <a href="http://www.edutoolbox.org/astandard/7577#resources">http://www.edutoolbox.org/astandard/7577#resources</a>   |  |       |
|   |  |   | <a href="http://www.livebinders.com/play/play?id=435975">http://www.livebinders.com/play/play?id=435975</a>   |  |       |
|   |  |   | <a href="https://youtu.be/dbf6uTQuD7E">https://youtu.be/dbf6uTQuD7E</a>   |  |       |
|   |  |   | <a href="https://www.pinterest.com/malmunden/rk1/">https://www.pinterest.com/malmunden/rk1/</a>   |  |       |
|   |  | I CAN answer questions about key details in a text.   | <a href="https://youtu.be/zYURdISX2R0">https://youtu.be/zYURdISX2R0</a>   |  |       |
|   |  |   | <a href="http://www.storylineonline.net/the-rainbow-fish/">http://www.storylineonline.net/the-rainbow-fish/</a>   |  |       |
| Identifying Characters, Settings, and Major Events In a Story | In this lesson, students, with prompting and support, identify characters, settings, and major events in a story.        | TEACHING identifying characters, settings, and major events in a story.   | <a href="https://www.engageny.org/ccls-ela/rk3">https://www.engageny.org/ccls-ela/rk3</a>   |  |       |
|   |  |   | <a href="http://kate.murraystate.edu/tick/search/?keyword=&amp;content_standards=&amp;common_core_standards=539&amp;levels=&amp;content_areas=&amp;sub_focus=">http://kate.murraystate.edu/tick/search/?keyword=&amp;content_standards=&amp;common_core_standards=539&amp;levels=&amp;content_areas=&amp;sub_focus=</a> |  |       |
|   |  | I CAN identify characters, settings, and major events in a story with the help of my teacher.                                     | <a href="http://www.storylineonline.net/harry-the-dirty-dog/">http://www.storylineonline.net/harry-the-dirty-dog/</a>   |  |       |
| Learning About Retelling Stories                              | In this lesson, students, with prompting and support, retell familiar stories including key details.                     | TEACHING retelling familiar stories including key details.  | <a href="https://www.engageny.org/ccls-ela/rk2">https://www.engageny.org/ccls-ela/rk2</a>   |  |       |
|   |  |   | <a href="https://youtu.be/gTeoHwj9xXg">https://youtu.be/gTeoHwj9xXg</a>   |  |       |
|   |  |   | <a href="https://www.youtube.com/watch?v=_gcC8B26lcQ">https://www.youtube.com/watch?v=_gcC8B26lcQ</a>   |  |       |
|   |  | I CAN retell familiar stories and include key details.  | <a href="https://youtu.be/csGjqw3TO0c">https://youtu.be/csGjqw3TO0c</a>   |  |       |
|   |  |   | <a href="https://www.youtube.com/watch?v=CYvs6R-FYSI">https://www.youtube.com/watch?v=CYvs6R-FYSI</a>   |  |       |
|   |  |   | <a href="https://itunes.apple.com/us/book/green-eggs-ham-read-listen/id699325471?mt=11">https://itunes.apple.com/us/book/green-eggs-ham-read-listen/id699325471?mt=11</a>   |  |       |
| Composing Informative/ Explanatory Texts                      | In this lesson, students use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. | TEACHING composing informative/explanatory text using drawings, dictation, and writing.   | <a href="http://www.schoolimprovement.com/4-steps-for-teaching-elementary-students-how-to-write/">http://www.schoolimprovement.com/4-steps-for-teaching-elementary-students-how-to-write/</a>   | A selection of ideas to teach key Ideas and details with prompting and support, retell familiar stories, including key details |       |



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|   |   |   | <a href="http://www.edutoolbox.org/astandard/7894#resources">http://www.edutoolbox.org/astandard/7894#resources</a>   |   |       |
|   |   |   | <a href="https://sharemylesson.com/teaching-resource/writesteps-kindergarten-informativeexplanatory-251157">https://sharemylesson.com/teaching-resource/writesteps-kindergarten-informativeexplanatory-251157</a> |   |       |
|   |   | I CAN write informative/explanatory text using drawings, dictation, and writing.  | <a href="https://www.pinterest.com/pint80/wk2-common-core-informativeexplanatory/">https://www.pinterest.com/pint80/wk2-common-core-informativeexplanatory/</a>   |   |       |
| Focusing On One Specific Topic                    | In this lesson, students use a combination of drawing, dictating, and writing to focus on one specific topic.   | TEACHING writing to focus on one specific topic.                                  | <a href="https://www.engageny.org/ccls-ela/wk3">https://www.engageny.org/ccls-ela/wk3</a>   |   |       |
|   |   | I CAN write with a focus on one specific topic.                                   | <a href="http://writingfix.com/6_Traits/Primary/Squiggles.htm">http://writingfix.com/6_Traits/Primary/Squiggles.htm</a>   | This center idea is based upon the focus trait of idea development. The mentor text used, The Squiggle, by Carole Schafer, can be used to encourage creative writing that can be easily differentiated for students at all levels. Student work samples are included. |       |
|   |   |   | <a href="https://www.pinterest.com/pint80/wk3-common-core-narrative/">https://www.pinterest.com/pint80/wk3-common-core-narrative/</a>   |   |       |
| Using Details and Descriptive Words               | In this lesson, students, with prompting and support, illustrate using details and dictate/write using descriptive words.                                 | TEACHING details and descriptive words.   | <a href="http://education.seattlepi.com/teaching-simple-adjectives-kindergarten-students-4303.html">http://education.seattlepi.com/teaching-simple-adjectives-kindergarten-students-4303.html</a>                 |   |       |
|   |   | I CAN identify adjectives.  | <a href="https://youtu.be/JtDlciKpFms">https://youtu.be/JtDlciKpFms</a>   |   |       |
|   |   |   | <a href="https://youtu.be/5h1qdPrH--k">https://youtu.be/5h1qdPrH--k</a>   |   |       |
|   |   |   | <a href="http://www.pdesas.org/Standard/Detail?linkStandardId=0&amp;standardId=160010">http://www.pdesas.org/Standard/Detail?linkStandardId=0&amp;standardId=160010</a>   |   |       |
| Describing Real or Imagined Experiences or Events | In this lesson, students use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. | TEACHING writing narratives that describe real or imagined experiences or events. | <a href="https://www.engageny.org/ccls-ela/wk3">https://www.engageny.org/ccls-ela/wk3</a>   |   |       |
|   |   |   | <a href="http://www.edutoolbox.org/astandard/7895">http://www.edutoolbox.org/astandard/7895</a>   |   |       |
|   |   | I CAN write narratives that describe real or imagined experiences or events.      | <a href="https://www.pinterest.com/pint80/wk3-common-core-narrative/">https://www.pinterest.com/pint80/wk3-common-core-narrative/</a>   |   |       |
| Describing Experiences and Events                 | In this lesson, students describe experiences and events.   | TEACHING how to describe experiences and events.                                  | <a href="https://www.engageny.org/ccls-ela/wk3">https://www.engageny.org/ccls-ela/wk3</a>   |   |       |
|   |   | I CAN describe experiences and events.  | <a href="https://www.turtlediary.com/games/kindergarten/language-arts.html">https://www.turtlediary.com/games/kindergarten/language-arts.html</a>   |   |       |
|   |   |   | <a href="https://itunes.apple.com/us/book/peter-and-amy-go-on-a-picnic/id544697039?mt=11">https://itunes.apple.com/us/book/peter-and-amy-go-on-a-picnic/id544697039?mt=11</a>                                     | Describe experiences and events from story.   |       |

| Module Title  | Message   | Assignment / Call to Action   | Resource / URL  | Info about the URL (published on the "i" button of a resource/ url)  | Notes                                |
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| Asking and Answering Questions About Key Details Orally | In this lesson, students ask and answer questions about key details in a text read aloud or information presented orally or through other media.        | TEACHING how to ask and answer questions about key details in a text read aloud or information presented orally or through other media. | <a href="https://www.engageny.org/ccls-ela/slk2">https://www.engageny.org/ccls-ela/slk2</a>   |  |                                      |
|   |   |   | <a href="http://betterlesson.com/common_core/browse/878/ccss-ela-literacy-sl-k-1a-follow-agreed-upon-rules-for-discussions-e-g-listening-to-others-and-taking-turns-speaking-about-the-t">http://betterlesson.com/common_core/browse/878/ccss-ela-literacy-sl-k-1a-follow-agreed-upon-rules-for-discussions-e-g-listening-to-others-and-taking-turns-speaking-about-the-t</a> |  |                                      |
|   |   | I CAN ask and answer questions about text that has been read to me,   | <a href="https://www.themailbox.com/search/?ccss=SL.K.2">https://www.themailbox.com/search/?ccss=SL.K.2</a>   |  |                                      |
|   |   |   | <a href="https://youtu.be/8a13-JbxC98">https://youtu.be/8a13-JbxC98</a>   |  |                                      |
| Writing About A Topic                                   | In this lesson, students write a personal narrative about one topic using descriptive words to illustrate details that describe experiences and events. | TEACHING personal narratives during Writing Workshop  | <a href="https://web.archive.org/web/20150513123209/http://www.pps.k12.or.us/files/curriculum/GKLaunch_2014.pdf">https://web.archive.org/web/20150513123209/http://www.pps.k12.or.us/files/curriculum/GKLaunch_2014.pdf</a>   |  |                                      |
|   |   |   | <a href="https://youtu.be/JqzVfnfo7k">https://youtu.be/JqzVfnfo7k</a>   |  |                                      |
|   |   |   | <a href="http://sprinklestokindergarten.blogspot.com/2012/10/writers-workshop.html">http://sprinklestokindergarten.blogspot.com/2012/10/writers-workshop.html</a>   |  |                                      |
|   |   |   | <a href="https://youtu.be/IHEhsoRQA84">https://youtu.be/IHEhsoRQA84</a>   |  |                                      |
|   |   |   | <a href="http://www.kindergartenkindergarten.com/writers-workshop.html">http://www.kindergartenkindergarten.com/writers-workshop.html</a>   |  | Has a Flash-based video              |
|   |   |   | <a href="https://eric.wikispaces.com/file/view/GKPN-Fall_2014.pdf">https://eric.wikispaces.com/file/view/GKPN-Fall_2014.pdf</a>   |  |                                      |
|   |   | I CAN write about a specific topic.   | <a href="https://eric.wikispaces.com/file/view/GKPN-Fall_2014.pdf">https://eric.wikispaces.com/file/view/GKPN-Fall_2014.pdf</a>   | The personal narrative unit and Writing Workshop allow the student the opportunity to practice this skill. |                                      |
|   |   |   | <a href="https://youtu.be/FBiOv-66IEE">https://youtu.be/FBiOv-66IEE</a>   |  |                                      |
|   |   |   | <a href="https://itunes.apple.com/us/app/write-about-this-free/id601382666?mt=8">https://itunes.apple.com/us/app/write-about-this-free/id601382666?mt=8</a>   |  |                                      |
|   |   | I CAN draw the topic of a story.  | <a href="https://itunes.apple.com/us/app/zoodle-pad-free-kids-doodle/id439412351?mt=8">https://itunes.apple.com/us/app/zoodle-pad-free-kids-doodle/id439412351?mt=8</a>   |  | Sketching what the topic looks like. |
|   |   | I CAN tell about the topic of a story.  | <a href="https://itunes.apple.com/us/app/kids-voice-recorder-hd-lite/id414122770?mt=8">https://itunes.apple.com/us/app/kids-voice-recorder-hd-lite/id414122770?mt=8</a>   |  |                                      |
|   |   |   | <a href="https://itunes.apple.com/us/app/write-about-this-free/id601382666?mt=8">https://itunes.apple.com/us/app/write-about-this-free/id601382666?mt=8</a>   |  |                                      |

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| <b>Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1</b> |  |                             |                |   |       |
| <b>About Module 2</b>   | <p>Module 2 focuses on developing an understanding of how an author develops ideas, concepts, characters, and experiences using texts across a range of types and disciplines. Students produce writing to address task, purpose, perspective, and intended audience. They research and gather evidence to create a clear and coherent message.</p> <p><b>NOTE:</b> The call to action statement in the courses begins with either "<i>Teaching</i>" or "<i>I can</i>". The "<i>Teaching</i>" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "<i>I can</i>" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p><b>FOCUS STANDARDS</b></p> <p><a href="#">CC.1.1.K.C</a> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</li> </ul> <p><a href="#">CC.1.2.K.E</a> - Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p><a href="#">CC.1.3.K.E</a> - Recognize common types of text.</p> <p><a href="#">CC.1.4.K.B</a> - Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p><a href="#">CC.1.4.K.E</a> - With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p><a href="#">CC.1.4.K.O</a> - Describe experiences and events.</p> <p><b>IMPORTANT STANDARDS</b></p> <p><a href="#">CC.1.1.K.B</a> - Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>Follow words left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper and lower case letters of the alphabet.</li> </ul> <p><a href="#">CC.1.4.K.A</a> - Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.</p> <p><a href="#">CC.1.4.K.F</a> - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li>Capitalize first word in sentence and pronoun I.</li> <li>Recognize and use end punctuation.</li> <li>Spell simple words phonetically.</li> </ul> <p><a href="#">CC.1.4.K.M</a> - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p><a href="#">CC.1.4.K.N</a> - Establish "who" and "what" the narrative will be about.</p> <p><a href="#">CC.1.4.K.R</a> - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li>Capitalize first word in sentence and pronoun I.</li> <li>Recognize and use end punctuation.</li> <li>Spell simple words phonetically.</li> </ul> <p><a href="#">CC.1.4.K.T</a> - With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><a href="#">CC.1.4.K.X</a> - Write routinely over short time frames.</p> <p><a href="#">CC.1.5.K.A</a> - Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><a href="#">CC.1.5.K.B</a> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><a href="#">CC.1.5.K.C</a> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><a href="#">CC.1.5.K.E</a> - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><a href="#">CC.1.5.K.G</a> - Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.</p> |                             |                |   |       |

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|  |  | ACCESS ELA Grade K Module 2 PA Core Instructional Framework.     | <a href="http://www.pdesas.org/CMap/CMap/DefaultCmap/16833">http://www.pdesas.org/CMap/CMap/DefaultCmap/16833</a>   |  |                  |
| Rhyming Words                            | In this lesson, students recognize and produce rhyming words.                                | TEACHING how to recognize and produce rhyming words.             | <a href="http://fun-a-day.com/introducing-rhyming/">http://fun-a-day.com/introducing-rhyming/</a>   |  |                  |
|  |  |  | <a href="http://teachers.net/lessons/posts/4458.html">http://teachers.net/lessons/posts/4458.html</a>   |  |                  |
|  |  |  | <a href="http://www.readingrockets.org/strategies/rhyming_games">http://www.readingrockets.org/strategies/rhyming_games</a>   | Resource for teacher with ideas for teaching rhyming.  |                  |
|  |  | I CAN identify and say rhyming words.                            | <a href="https://www.youtube.com/watch?v=aP3UHE0duCU">https://www.youtube.com/watch?v=aP3UHE0duCU</a>   | Learn about rhymes with music!   |                  |
|  |  |  | <a href="https://itunes.apple.com/us/app/rhyming-words/id504491853?mt=8">https://itunes.apple.com/us/app/rhyming-words/id504491853?mt=8</a>   |  |                  |
|  |  | TEACHING about rhyming words using Llama Llama Red Pajama.       | <a href="https://itunes.apple.com/us/app/llama-llama-red-pajama/id468658060?mt=8">https://itunes.apple.com/us/app/llama-llama-red-pajama/id468658060?mt=8</a>                                       | You need to register for this site. It is no longer free.  |                  |
|  |  | I CAN point out the rhyming words as my teacher reads a story.   | <a href="https://itunes.apple.com/us/app/llama-llama-red-pajama/id468658060?mt=8">https://itunes.apple.com/us/app/llama-llama-red-pajama/id468658060?mt=8</a>                                       | Llama Lama Red Pajama story, needs to be read-aloud by the teacher.  |                  |
|  |  | TEACHING matching rhyming words.                                 | <a href="https://itunes.apple.com/us/app/abc-phonics-rhyming-words/id437201718?mt=8">https://itunes.apple.com/us/app/abc-phonics-rhyming-words/id437201718?mt=8</a>                                 | A free, fun app for learning to recognize rhyming words, and sort them by sound.   |                  |
|  |  | I CAN match rhyming words.                                       | <a href="https://itunes.apple.com/us/app/phonics-rhyming-bee-free-short/id492740258?mt=8">https://itunes.apple.com/us/app/phonics-rhyming-bee-free-short/id492740258?mt=8</a>                       | Match the bee's word to the correct rhyming flower.  |                  |
|  |  |  | <a href="https://itunes.apple.com/us/app/abc-phonics-rhyming-words/id437201718?mt=8">https://itunes.apple.com/us/app/abc-phonics-rhyming-words/id437201718?mt=8</a>                                 | Match the fruits by rhyming words.   |                  |
| Blending And Segmenting Onsets and Rimes | In this lesson, students blend and segment onsets and rimes of single-syllable spoken words. | TEACHING blending and segmenting words and nonsense words.       | <a href="http://www.teachertube.com/video/295756">http://www.teachertube.com/video/295756</a>   | Provides guided practice/instruction in blending   |                  |
|  |  | I CAN blend letter sounds to make a word with my teacher's help. | <a href="http://www.teachertube.com/video/295756">http://www.teachertube.com/video/295756</a>   |  |                  |
|  |  | TEACHING how to hear sounds as they blend into words.            | <a href="https://www.youtube.com/results?search_query=Hooked+on+Phonics+blending">https://www.youtube.com/results?search_query=Hooked+on+Phonics+blending</a>                                       | List of videos from Hooked on Phonics that model blending sounds   |                  |
|  |  | I CAN blend letter sounds to make a word.                        | <a href="http://more2.starfall.com/m/word-machines/short-a/load.htm?f&amp;d=demo&amp;n=main&amp;y=1">http://more2.starfall.com/m/word-machines/short-a/load.htm?f&amp;d=demo&amp;n=main&amp;y=1</a> | Word Machine on morestarfall.com   | Flash-based game |
|  |  |  | <a href="http://pbskids.org/lions/games/blending.html">http://pbskids.org/lions/games/blending.html</a>   | Online blending words game   |                  |
|  |  | TEACHING kinesthetic strategies for segmenting syllables.        | <a href="http://www.teachertube.com/video/30346">http://www.teachertube.com/video/30346</a>   | Kinesthetic strategies for teaching students how to segment syllables.   |                  |
|  |  |  | <a href="http://www.readingrockets.org/content/pdfs/dodea_m1_tr_blendseg.pdf">http://www.readingrockets.org/content/pdfs/dodea_m1_tr_blendseg.pdf</a>   | Oral Blending and Segmentation Activities  |                  |
|  |  | I CAN blend and segment words.                                   | <a href="https://itunes.apple.com/us/app/phonics-awareness-1st-grade/id467417553?mt=8">https://itunes.apple.com/us/app/phonics-awareness-1st-grade/id467417553?mt=8</a>                             | Low-cost app that moves students from hearing sounds, into seeing the letter as a representation for the sound. All instructions are given verbally and students receive immediate feedback. |                  |
|  |  |  | <a href="https://itunes.apple.com/us/app/abc-reading-magic-3-blends/id446469837?mt=8">https://itunes.apple.com/us/app/abc-reading-magic-3-blends/id446469837?mt=8</a>                               | Use this free app for the segmenting activity; students may need instruction first time using this app   |                  |

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| Isolating and Pronouncing Syllables   | In this lesson, students isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. | TEACHING how to count syllables and sort them.        | <a href="http://www.teachertube.com/video/syllable-counting-106971">http://www.teachertube.com/video/syllable-counting-106971</a>   | Strategy for teaching students how to count syllables   |                   |
|   |  |   | <a href="http://howmanysyllables.com/howtocountsyllables.html">http://howmanysyllables.com/howtocountsyllables.html</a>   | 5 ways to teach counting syllables  |                   |
|   |  |   | <a href="https://www.youtube.com/watch?v=TvcqVRULaWw">https://www.youtube.com/watch?v=TvcqVRULaWw</a>   | Video demonstrating syllables   |                   |
|   |  |   | <a href="https://itunes.apple.com/us/app/syllables-4-kinder/id824407713?mt=8">https://itunes.apple.com/us/app/syllables-4-kinder/id824407713?mt=8</a>   |   |                   |
|   |  |   | <a href="https://itunes.apple.com/us/app/syllable-awareness-animal/id464148923?mt=8">https://itunes.apple.com/us/app/syllable-awareness-animal/id464148923?mt=8</a>   | App available for purchase  |                   |
|   |  |   | <a href="http://www.bbc.co.uk/skillswise/game/en01soun-game-syllables-factory">http://www.bbc.co.uk/skillswise/game/en01soun-game-syllables-factory</a>   | Game for counting syllables   | Flash-based game. |
|   |  |   | <a href="http://www.learninggamesforkids.com/vocabulary-games/syllables/k-2nd-vocabulary-syllable-game.html">http://www.learninggamesforkids.com/vocabulary-games/syllables/k-2nd-vocabulary-syllable-game.html</a> | Online game where students move a line to separate 2 syllable words   | Flash-based game. |
| Reading Text With Purpose And Understanding   | In this lesson, students read emergent-reader text with purpose and understanding.   | TEACHING reading text with purpose and understanding. | <a href="https://www.youtube.com/watch?v=Z2aGPvpeutY">https://www.youtube.com/watch?v=Z2aGPvpeutY</a>   | Video that introduces and describes types of genre  |                   |
|   |  |   | <a href="http://www.readworks.org/lessons/gradeK/genre">http://www.readworks.org/lessons/gradeK/genre</a>   | Unit teaching K to differentiate Fiction vs. Non-fiction  |                   |
|   |  |   | <a href="http://msrpkalispell.weebly.com/beth-newinghams-genre-posters.html">http://msrpkalispell.weebly.com/beth-newinghams-genre-posters.html</a>   | Download genre posters  |                   |
|   |  |   | <a href="http://www.ereadingworksheets.com/genre/genre-activities/">http://www.ereadingworksheets.com/genre/genre-activities/</a>   | Lesson ideas  |                   |
|   |  |   | <a href="https://itunes.apple.com/us/app/mee-genius-800+-award-winning/id364734296?mt=8">https://itunes.apple.com/us/app/mee-genius-800+-award-winning/id364734296?mt=8</a>   | Digital library; teacher creates a free account with login information that can be shared with students; in-app purchases available |                   |
|   |  |   | <a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a>   | Free site where famous people read stories  |                   |
|   |  |   | <a href="http://www.wegivebooks.org/">http://www.wegivebooks.org/</a>   | Free books, must sign up for access   |                   |
|   |  |   | <a href="http://www.raz-kids.com">http://www.raz-kids.com</a>   | Subscription required   |                   |
|   |  |   | <a href="https://itunes.apple.com/us/app/raz-kids/id474207297?mt=8">https://itunes.apple.com/us/app/raz-kids/id474207297?mt=8</a>   | App version; subscription required  |                   |
|   |  |   | <a href="https://itunes.apple.com/us/app/starfall-learn-to-read/id551817261?mt=8">https://itunes.apple.com/us/app/starfall-learn-to-read/id551817261?mt=8</a>   | Free-version or paid version available; Digital library   |                   |
|   |  |   | <a href="https://itunes.apple.com/us/app/farfaria-stories-free-library/id491771721?mt=8">https://itunes.apple.com/us/app/farfaria-stories-free-library/id491771721?mt=8</a>   | Free app allows one free book per day; paid version available for unlimited book access   |                   |
|   |  |   | <a href="https://itunes.apple.com/us/app/istorytime-library-narrated/id509547477?mt=8">https://itunes.apple.com/us/app/istorytime-library-narrated/id509547477?mt=8</a>   | Paid subscription required for unlimited access to digital books  |                   |
| <a href="http://www.scholastic.com/Storia-school/?esp=CORPHP/ib/////NAV/Storia/MAIN/StoriaSchool/////">http://www.scholastic.com/Storia-school/?esp=CORPHP/ib/////NAV/Storia/MAIN/StoriaSchool/////</a> | Account required; teachers purchase digital books through Scholastic Book Clubs; bookshelves can be created, by genre, for example     |   |   |   |                   |
| <a href="https://itunes.apple.com/us/app/mee-genius-800+-award-winning/id364734296?mt=8">https://itunes.apple.com/us/app/mee-genius-800+-award-winning/id364734296?mt=8</a>                             | Digital library  |   |   |   |                   |
| <a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a>   | Digital library  |   |   |   |                   |

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|--------------------------------------|---|---|---|---|-------------------|
|                                      |   |   | <a href="http://www.wegivebooks.org/">http://www.wegivebooks.org/</a>   | Digital library   |                   |
|                                      |   |   | <a href="http://www.raz-kids.com">http://www.raz-kids.com</a>   | Digital library   |                   |
|                                      |   |   | <a href="https://itunes.apple.com/us/app/raz-kids/id474207297?mt=8">https://itunes.apple.com/us/app/raz-kids/id474207297?mt=8</a>   | Digital library   |                   |
|                                      |   |   | <a href="https://itunes.apple.com/us/app/starfall-learn-to-read/id551817261?mt=8">https://itunes.apple.com/us/app/starfall-learn-to-read/id551817261?mt=8</a>                   | Digital library   |                   |
|                                      |   |   | <a href="https://itunes.apple.com/us/app/farfaria-stories-free-library/id491771721?mt=8">https://itunes.apple.com/us/app/farfaria-stories-free-library/id491771721?mt=8</a>     | Digital library   |                   |
|                                      |   |   | <a href="https://itunes.apple.com/us/app/istorytime-library-narrated/id509547477?mt=8">https://itunes.apple.com/us/app/istorytime-library-narrated/id509547477?mt=8</a>         | Digital library   |                   |
|                                      |   |   | <a href="http://more2.starfall.com/m/talking-library/library-index-demo/load.htm">http://more2.starfall.com/m/talking-library/library-index-demo/load.htm</a>                   | Talking digital library   |                   |
|                                      |   |   | <a href="http://more2.starfall.com/n/level-c/index/load.htm?&amp;y=1&amp;rdr=1&amp;">http://more2.starfall.com/n/level-c/index/load.htm?&amp;y=1&amp;rdr=1&amp;</a>             | Digital library   |                   |
| Identifying Parts Of a Book and Text | In this lesson, students identify parts of a book (title, author) and parts of a text (beginning, end, details) | TEACHING parts of a book and a text.          | <a href="https://www.engageny.org/ccls-ela/rik5">https://www.engageny.org/ccls-ela/rik5</a>   | Student and teacher resource.   |                   |
|                                      |   |   | <a href="http://larremoreteachertips.blogspot.com/2011/11/beginning-middle-and-end.html">http://larremoreteachertips.blogspot.com/2011/11/beginning-middle-and-end.html</a>     | Lesson ideas for teaching story parts   |                   |
|                                      |   |   | <a href="http://www.goodreads.com/shelf/show/beginning-middle-end">http://www.goodreads.com/shelf/show/beginning-middle-end</a>   | List of books to teach beg, middle, and end.                                      |                   |
|                                      |   | I CAN identify parts of a book.               | <a href="http://kidzone.ws/reading/bookcover.htm">http://kidzone.ws/reading/bookcover.htm</a>   |   |                   |
|                                      |   |   | <a href="http://www.readwritethink.org/files/resources/interactives/bookcover/">http://www.readwritethink.org/files/resources/interactives/bookcover/</a>                       |   | Flash-based game. |
|                                      |   | I CAN identify parts of a story.              | <a href="https://www.youtube.com/watch?v=_xr9TtVWgcbo">https://www.youtube.com/watch?v=_xr9TtVWgcbo</a>   | Sesame street video of beginning, middle, and end                                 |                   |
|                                      |   |   | <a href="https://itunes.apple.com/us/album/parts-of-a-story-song/id657550159?i=657552176">https://itunes.apple.com/us/album/parts-of-a-story-song/id657550159?i=657552176</a>   | Parts of a story song   |                   |
|                                      |   |   | <a href="http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-story-train">http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-story-train</a>         | Graphic organizer for beginning, middle, end.                                     |                   |
|                                      |   |   | <a href="https://www.themailbox.com/search/Beginning%20Middle%20End%20graphic%20organizer">https://www.themailbox.com/search/Beginning%20Middle%20End%20graphic%20organizer</a> |   |                   |
|                                      |   |   | <a href="https://youtu.be/eXHScpo_Vv8">https://youtu.be/eXHScpo_Vv8</a>   | Listen to story being told by author; then, tell beginning, middle, end of story. |                   |
| Recognizing Types Of Text.           | In this lesson, students recognize common types of text.  | TEACHING recognition of common types of text. | <a href="https://www.engageny.org/ccls-ela/rik5">https://www.engageny.org/ccls-ela/rik5</a>   |   |                   |
|                                      |   |   | <a href="https://www.pinterest.com/pint80/rik5-common-core-recognize-types-of-text/">https://www.pinterest.com/pint80/rik5-common-core-recognize-types-of-text/</a>             | Different student activities.   |                   |
|                                      |   | I CAN recognize different types of text.      | <a href="https://www.pinterest.com/pint80/rik5-common-core-recognize-types-of-text/">https://www.pinterest.com/pint80/rik5-common-core-recognize-types-of-text/</a>             | Different student activities.   |                   |
|                                      |   |   | <a href="https://youtu.be/ju2_a_H67N8">https://youtu.be/ju2_a_H67N8</a>   |   |                   |

| Module Title            | Message   | Assignment / Call to Action                              | Resource / URL  | Info about the URL (published on the "i" button of a resource/ url)  | Notes |
|-------------------------|---|--|---|--|-------|
| Using Descriptive Words | In this lesson, students, with prompting and support, illustrate using details and dictate/write using descriptive words.                               | TEACHING the use of descriptive words in writing.        | <a href="http://education.seattlepi.com/teaching-simple-adjectives-kindergarten-students-4303.html">http://education.seattlepi.com/teaching-simple-adjectives-kindergarten-students-4303.html</a> |  |       |
|                         |   |  | <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=13878">http://www.uen.org/Lessonplan/preview.cgi?LPid=13878</a>   |  |       |
|                         |   |  | <a href="https://www.ed.psu.edu/pds/teacher-inquiry/2012/HoodInquiryPaper.pdf">https://www.ed.psu.edu/pds/teacher-inquiry/2012/HoodInquiryPaper.pdf</a>   |  |       |
|                         |   | I CAN use words that describe people, places and things. | <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=13878">http://www.uen.org/Lessonplan/preview.cgi?LPid=13878</a>   |  |       |
|                         |   |  | <a href="http://www.gameclassroom.com/skill/3364/describing-people-places-and-things">http://www.gameclassroom.com/skill/3364/describing-people-places-and-things</a>                             |  |       |
| Writing About A Topic   | In this lesson, students write an informative piece about one topic using descriptive words to illustrate details that describe experiences and events. | TEACHING informative writing.                            | <a href="https://erlc.wikispaces.com/file/view/GKInfo-Fall_2014.pdf">https://erlc.wikispaces.com/file/view/GKInfo-Fall_2014.pdf</a>   |  |       |
|                         |   |  | <a href="https://vimeo.com/89014990">https://vimeo.com/89014990</a>   |  |       |
|                         |   |  | <a href="https://www.pinterest.com/pint80/wk2-common-core-informativeexplanatory/">https://www.pinterest.com/pint80/wk2-common-core-informativeexplanatory/</a>                                   |  |       |
|                         |   | I CAN write about a specific topic.                      | <a href="https://erlc.wikispaces.com/file/view/GKInfo-Fall_2014.pdf">https://erlc.wikispaces.com/file/view/GKInfo-Fall_2014.pdf</a>   | The informative writing unit activities and Writing Workshop allow the student the opportunity to practice this skill. |       |
|                         |   |  | <a href="https://www.pinterest.com/pint80/wk2-common-core-informativeexplanatory/">https://www.pinterest.com/pint80/wk2-common-core-informativeexplanatory/</a>                                   |  |       |

| Module Title   | Message | Assignment / Call to Action | Resource / URL | Info about the URL (published on the "i" button of a resource/ url) | Notes |
|--|---------|-----------------------------|----------------|---|-------|
| Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1 |         |                             |                |   |       |



| Module Title   | Message   | Assignment / Call to Action | Resource / URL | Info about the URL (published on the "i" button of a resource/ url) | Notes |
|----------------|---|-----------------------------|----------------|---|-------|
| About Module 3 | <p>In Module 3, students connect ideas within one text and engage in the comprehension and evaluation of texts across a range of types and disciplines. As active listeners, students will make meaning from what they hear by questioning, reflecting, responding, and evaluating. They will make predictions about text based on illustrations and describe pictures in a text in detail to answer specific questions. Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts.</p> <p><b>NOTE:</b> The call to action statement in the courses begins with either "<i>Teaching</i>" or "<i>I can</i>." The "<i>Teaching</i>" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "<i>Teaching</i>" statement is teachers. The "<i>I can</i>" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p><b>FOCUS STANDARDS</b><br/> <a href="#">CC.1.2.K.H</a> - With prompting and support, identify the reasons an author gives to support points in a text.<br/> <a href="#">CC.1.4.K.B</a> - Use a combination of drawing, dictating, and writing to focus on one specific topic.<br/> <a href="#">CC.1.4.K.E</a> - With prompting and support, illustrate using details and dictate/write using descriptive words.<br/> <a href="#">CC.1.4.K.O</a> - Describe experiences and events.</p> <p><b>IMPORTANT STANDARDS</b><br/> <a href="#">CC.1.2.K.B</a> - With prompting and support, answer questions about key details in a text.<br/> <a href="#">CC.1.2.K.G</a> - Answers questions to describe the relationship between illustrations and the text in which they appear.<br/> <a href="#">CC.1.3.K.B</a> - Answer questions about key details in a text.<br/> <a href="#">CC.1.3.K.G</a> - Make connections between the illustrations and the text in a story (read or read aloud).<br/> <a href="#">CC.1.4.K.A</a> - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.<br/> <a href="#">CC.1.4.K.C</a> - With prompting and support, generate ideas and details to convey information that relates to the chosen topic.<br/> <a href="#">CC.1.4.K.D</a> - Make logical connections between drawing and dictation/writing.<br/> <a href="#">CC.1.4.K.F</a> - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none"> <li>• Capitalize first word in sentence and pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul> <a href="#">CC.1.4.K.M</a> - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.<br/> <a href="#">CC.1.4.K.N</a> - Establish "who" and "what" the narrative will be about.<br/> <a href="#">CC.1.4.K.P</a> - Recount 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.<br/> <a href="#">CC.1.4.K.R</a> - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none"> <li>• Capitalize first word in sentence and pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul> <a href="#">CC.1.4.K.T</a> - With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.<br/> <a href="#">CC.1.4.K.X</a> - Write routinely over short time frames.<br/> <a href="#">CC.1.5.K.A</a> - Participate in collaborative conversations with peers and adults in small and larger groups.<br/> <a href="#">CC.1.5.K.B</a> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.<br/> <a href="#">CC.1.5.K.C</a> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br/> <a href="#">CC.1.5.K.D</a> - Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.<br/> <a href="#">CC.1.5.K.E</a> - Speak audibly and express thoughts, feelings, and ideas clearly.</p> |                             |                |   |       |

| Module Title              | Message   | Assignment / Call to Action   | Resource / URL  | Info about the URL (published on the "i" button of a resource/ url)  | Notes |
|---------------------------|---|---|---|--|-------|
|                           |   | ACCESS ELA Grade K Module 3 PA Core Instructional Framework.                      | <a href="http://www.pdesas.org/CMap/CMap/DefaultCmap/16834">http://www.pdesas.org/CMap/CMap/DefaultCmap/16834</a>   |  |       |
| Supporting Points In Text | In this lesson, students, with prompting and support, identify the reasons an author gives to support points in a text.                                 | TEACHING how to identify the reasons an author gives to support points in a text. | <a href="https://www.engageny.org/ccls-ela/rik8">https://www.engageny.org/ccls-ela/rik8</a>   |  |       |
|                           |   | TEACHING finding text evidence modeling the / <i>Love Guinea Pigs</i> lesson.     | <a href="https://youtu.be/8naFG4KFG1c">https://youtu.be/8naFG4KFG1c</a>   |  |       |
|                           |   |   | <a href="https://www.pinterest.com/rosalynv/main-idea/">https://www.pinterest.com/rosalynv/main-idea/</a>   | Main idea/details anchor chart ideas.  |       |
|                           |   |   | <a href="https://www.google.com/search?q=guinea+pig&amp;espv=2&amp;biw=911&amp;bih=431&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0CAYQ_AUoAWoVChMlyqrDr4ClxwVDDk-Ch34CgHY#tbn=isch&amp;q=guinea+pig+pencil+drawings">https://www.google.com/search?q=guinea+pig&amp;espv=2&amp;biw=911&amp;bih=431&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0CAYQ_AUoAWoVChMlyqrDr4ClxwVDDk-Ch34CgHY#tbn=isch&amp;q=guinea+pig+pencil+drawings</a>                   | Pencil sketches of guinea pigs.  |       |
|                           |   |   | <a href="https://www.google.com/search?q=guinea+pig&amp;espv=2&amp;biw=911&amp;bih=431&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0CAYQ_AUoAWoVChMlyqrDr4ClxwVDDk-Ch34CgHY#safe=active&amp;tbn=isch&amp;q=guinea+pig+pictures">https://www.google.com/search?q=guinea+pig&amp;espv=2&amp;biw=911&amp;bih=431&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0CAYQ_AUoAWoVChMlyqrDr4ClxwVDDk-Ch34CgHY#safe=active&amp;tbn=isch&amp;q=guinea+pig+pictures</a> | Pictures of guinea pigs.   |       |
|                           |   | I CAN find text evidence with the help of my teacher.                             | <a href="http://www.amazon.com/Love-Guinea-Pigs-Read-Wonder/dp/0763614351">http://www.amazon.com/Love-Guinea-Pigs-Read-Wonder/dp/0763614351</a>   |  |       |
| Writing About A Topic     | In this lesson, students write a personal narrative about one topic using descriptive words to illustrate details that describe experiences and events. | TEACHING strengthening personal narratives using Writing Workshop.                | <a href="https://web.archive.org/web/20150513123209/http://www.pps.k12.or.us/files/curriculum/GKLaunch_2014.pdf">https://web.archive.org/web/20150513123209/http://www.pps.k12.or.us/files/curriculum/GKLaunch_2014.pdf</a>   |  |       |
|                           |   |   | <a href="https://eric.wikispaces.com/file/view/GKPN-Winter_2014.doc.pdf">https://eric.wikispaces.com/file/view/GKPN-Winter_2014.doc.pdf</a>   |  |       |
|                           |   |   | <a href="https://youtu.be/24hNGqY6lq8">https://youtu.be/24hNGqY6lq8</a>   |  |       |
|                           |   |   | <a href="https://youtu.be/Gpv-zyVoLDY">https://youtu.be/Gpv-zyVoLDY</a>   |  |       |
|                           |   |   | <a href="https://youtu.be/a0YEoYaisRM">https://youtu.be/a0YEoYaisRM</a>   |  |       |
|                           |   | I CAN write about a specific topic.   | <a href="https://eric.wikispaces.com/file/view/GKPN-Winter_2014.doc.pdf">https://eric.wikispaces.com/file/view/GKPN-Winter_2014.doc.pdf</a>   | The personal narrative unit and Writing Workshop allow the student the opportunity to practice this skill. |       |

| Module Title   | Message | Assignment / Call to Action | Resource / URL | Info about the URL (published on the "i" button of a resource/ url) | Notes |
|--|---------|-----------------------------|----------------|---|-------|
| Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2 |         |                             |                |   |       |

| Module Title   | Message  | Assignment / Call to Action | Resource / URL | Info about the URL (published on the "i" button of a resource/ url) | Notes |
|----------------|--|-----------------------------|----------------|---|-------|
| About Module 4 | <p>The focus of Module 4 is understanding what the text says explicitly. Students comprehend and evaluate complex texts across a range of types and disciplines. They produce writing to address task, purpose, and perspective, intended audience; they research and gather evidence to create a clear and coherent message. Students listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.</p> <p><b>NOTE:</b> The call to action statement in the courses begins with either "<i>Teaching</i>" or "<i>I can</i>." The "<i>Teaching</i>" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "<i>Teaching</i>" statement is teachers. The "<i>I can</i>" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p><b>FOCUS STANDARDS</b></p> <p><a href="#">CC.1.1.K.B</a> - Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>Follow words left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper and lower case letters of the alphabet.</li> </ul> <p><a href="#">CC.1.1.K.C</a> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</li> </ul> <p><a href="#">CC.1.2.K.A</a> - With prompting and support, identify the main idea and retell key details of text.</p> <p><a href="#">CC.1.2.K.C</a> - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p><a href="#">CC.1.3.K.C</a> - With prompting and support, identify characters, settings, and major events in a story.</p> <p><a href="#">CC.1.3.K.J</a> - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p><a href="#">CC.1.4.K.H</a> - Form an opinion by choosing between two given topics.</p> <p><a href="#">CC.1.4.K.L</a> - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p><b>IMPORTANT STANDARDS</b></p> <p><a href="#">CC.1.2.K.B</a> - With prompting and support, answer questions about key details in a text.</p> <p><a href="#">CC.1.2.K.J</a> - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p><a href="#">CC.1.2.K.K</a> - Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.</p> <p><a href="#">CC.1.3.K.A</a> - With prompting and support, retell familiar stories including key details.</p> <p><a href="#">CC.1.3.K.B</a> - Answer questions about key details in a text.</p> <p><a href="#">CC.1.3.K.F</a> - Ask and answer questions about unknown words in a text.</p> <p><a href="#">CC.1.3.K.G</a> - Make connections between the illustrations and the text in a story (read or read aloud).</p> <p><a href="#">CC.1.3.K.H</a> - Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><a href="#">CC.1.3.K.I</a> - Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.</p> <p><a href="#">CC.1.3.K.K</a> - Actively engage in group reading activities with purpose and understanding.</p> <p><a href="#">CC.1.4.K.G</a> - Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p> <p><a href="#">CC.1.4.K.I</a> - Support the opinion with reasons.</p> <p><a href="#">CC.1.4.K.J</a> - Make logical connections between drawing and writing.</p> <p><a href="#">CC.1.4.K.T</a> - With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><a href="#">CC.1.4.K.X</a> - Write routinely over short time frames</p> |                             |                |   |       |

| Module Title  | Message  | Assignment / Call to Action  | Resource / URL  | Info about the URL (published on the "i" button of a resource/ url)  | Notes  |
|---|--|--|---|--|--|
|   |  | ACCESS ELA Grade K Module 4 PA Core Instructional Framework.                             | <a href="http://www.pdesas.org/CMap/CMap/DefaultCmap/16835">http://www.pdesas.org/CMap/CMap/DefaultCmap/16835</a>   |  | You will be prompted to log into the SAS portal before being taken to this resource. |
| Tracking Print  | In this lesson, students demonstrate understanding of the organization and basic features of print as they learn and practice tracking print.            | TEACHING the importance of tracking print.   | <a href="http://www.righttrackreading.com/tracking.html">http://www.righttrackreading.com/tracking.html</a>   | Explanation of why it's important to track print   |  |
|   |  | TEACHING tracking print the fun way.   | <a href="http://frogsandcupcakes.blogspot.com/2013/07/tracking-print-fun-way.html">http://frogsandcupcakes.blogspot.com/2013/07/tracking-print-fun-way.html</a>   | Tools to buy or create for students to track print   |  |
|   |  | TEACHING tracking print while reading a book.  | <a href="https://itunes.apple.com/us/app/meegenius-800+-award-winning/id364734296?mt=8">https://itunes.apple.com/us/app/meegenius-800+-award-winning/id364734296?mt=8</a>   | Digital library; teacher creates a free account with login information that can be shared with students; in-app purchases available  |  |
|   |  | I CAN track print while I read and sing.   | <a href="https://www.youtube.com/watch?v=9--t3z4NkY&amp;list=PL0maGUp7cdUn5uULnjsk1NyV2u5Yg5LAV&amp;index=15">https://www.youtube.com/watch?v=9--t3z4NkY&amp;list=PL0maGUp7cdUn5uULnjsk1NyV2u5Yg5LAV&amp;index=15</a>                                 | Collection of books with print tracking  |  |
|   |  |  | <a href="https://itunes.apple.com/us/app/print-concepts-level-1/id478365542?mt=8">https://itunes.apple.com/us/app/print-concepts-level-1/id478365542?mt=8</a>   |  |  |
|   |  |  | <a href="https://itunes.apple.com/us/app/meegenius-800+-award-winning/id364734296?mt=8">https://itunes.apple.com/us/app/meegenius-800+-award-winning/id364734296?mt=8</a>   |  |  |
|   |  | I CAN blend the beginning, middle, and ending letter sounds to say a word.               | <a href="http://www.internet4classrooms.com/kplus_phonics.htm">http://www.internet4classrooms.com/kplus_phonics.htm</a>   | This site has several online activities to reinforce the CVC skills.   |  |
| Identifying Main Idea and Details In Informational Text | In this lesson, with prompting and support, students learn that informational books provide a main idea and key details about events, ideas, and people. | TEACHING about informational texts and identifying the main idea and supporting details. | <a href="http://www.buzzle.com/articles/how-to-teach-main-idea-to-kindergarten-students.html">http://www.buzzle.com/articles/how-to-teach-main-idea-to-kindergarten-students.html</a>   |  |  |
|   |  |  | <a href="http://www.readworks.org/lessons/gradeK/main-idea">http://www.readworks.org/lessons/gradeK/main-idea</a>   |  |  |
|   |  |  | <a href="http://www.readworks.org/lessons/gradeK/genre-studies-informational-texts">http://www.readworks.org/lessons/gradeK/genre-studies-informational-texts</a>   |  |  |
|   |  | I CAN identify the main idea and key details.  | <a href="http://www.symbaloo.com/mix/natgeobooks">http://www.symbaloo.com/mix/natgeobooks</a>   |  |  |
|   |  |  | <a href="https://www.teacherspayteachers.com/Product/Responding-to-Nonfiction-An-Informational-Text-Graphic-Organizer-441071">https://www.teacherspayteachers.com/Product/Responding-to-Nonfiction-An-Informational-Text-Graphic-Organizer-441071</a> |  |  |
|   |  | I CAN explain the main idea and key details with the help of my teacher.                 | <a href="http://www.buzzle.com/articles/how-to-teach-main-idea-to-kindergarten-students.html">http://www.buzzle.com/articles/how-to-teach-main-idea-to-kindergarten-students.html</a>   | Select an activity from the resource for your students.  |  |
| Retelling Familiar Stories                              | In this lesson students, with prompting and support, retell familiar stories including key details.  | TEACHING how to retell a story with key details.   | <a href="https://www.teachervision.com/skill-builder/lesson-plan/48780.html?detoured=1">https://www.teachervision.com/skill-builder/lesson-plan/48780.html?detoured=1</a>   |  |  |
|   |  | I CAN retell a story and include key details.  | <a href="http://www.busyteacherscafe.com/literacy_centers/listeningcenter.html">http://www.busyteacherscafe.com/literacy_centers/listeningcenter.html</a>   | Site provides ideas for implementing a listening center which can serve as a place for students to practice their retelling skills.. |  |
|   |  |  | <a href="http://www.ehow.com/about_5044291_flannel-board.html">http://www.ehow.com/about_5044291_flannel-board.html</a>   | This activity provides the opportunity to practice retelling a story.  |  |

| Module Title                           | Message  | Assignment / Call to Action                                | Resource / URL  | Info about the URL (published on the "i" button of a resource/ url) | Notes |
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| Talking With My Friends and Teacher    | In this lesson, students use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  | TEACHING using words and phrases when talking with others. | <a href="http://betterlesson.com/lesson/530708/chicka-chicka-chat-chat">http://betterlesson.com/lesson/530708/chicka-chicka-chat-chat</a>   |   |       |
|  |  | I CAN use words and phrases when talking with others.      | <a href="https://itunes.apple.com/us/app/kids-recorder/id562143515?mt=8">https://itunes.apple.com/us/app/kids-recorder/id562143515?mt=8</a>   |   |       |
| Forming an Opinion                     | In this lesson, students form an opinion by choosing between two given topics.   | TEACHING how to form an opinion.                           | <a href="https://www.engageny.org/ccls-ela/wk1">https://www.engageny.org/ccls-ela/wk1</a>   |   |       |
|  |  |  | <a href="http://achieve.lausd.net/cms/lib08/ca01000043/centricity/domain/217/kinder_meld_ccss_lessonplan.pdf">http://achieve.lausd.net/cms/lib08/ca01000043/centricity/domain/217/kinder_meld_ccss_lessonplan.pdf</a>   |   |       |
|  |  |  | <a href="https://www.pinterest.com/search/pins/?q=W.K.1">https://www.pinterest.com/search/pins/?q=W.K.1</a>   | Select an activity from the site to reinforce the skill.            |       |
|  |  |  | <a href="https://books.google.com/books?id=hPz0AgAAQBAJ&amp;pg=PA3&amp;lpg=PA3&amp;dq=ELA+W.K.1.&amp;source=bl&amp;ots=Gf_T4Tmjyu&amp;sig=Du75bM-3NxrXzyNOLAY8JZ_KkZA&amp;hl=en&amp;sa=X&amp;ved=0CB0Q6AEwADgKahUKEwih4I2u5rDHAhUGGT4KHdXRAq#w=onepage&amp;q=ELA%20W.K.1.&amp;f=false">https://books.google.com/books?id=hPz0AgAAQBAJ&amp;pg=PA3&amp;lpg=PA3&amp;dq=ELA+W.K.1.&amp;source=bl&amp;ots=Gf_T4Tmjyu&amp;sig=Du75bM-3NxrXzyNOLAY8JZ_KkZA&amp;hl=en&amp;sa=X&amp;ved=0CB0Q6AEwADgKahUKEwih4I2u5rDHAhUGGT4KHdXRAq#w=onepage&amp;q=ELA%20W.K.1.&amp;f=false</a> |   |       |
|  |  | I CAN give my opinion about a topic.                       | <a href="https://www.pinterest.com/search/pins/?q=W.K.1">https://www.pinterest.com/search/pins/?q=W.K.1</a>   | Select an activity from the site to reinforce the skill.            |       |
| Recognizing and Naming End Punctuation | In this lesson, students recognize and name end punctuation.   | TEACHING identifying and naming end punctuation.           | <a href="https://www.engageny.org/ccls-ela/lk2b">https://www.engageny.org/ccls-ela/lk2b</a>   |   |       |
|  |  |  | <a href="http://thefabulousfirstgrade-sarah.blogspot.com/2012/10/crazy-about-punctuation-freebies-galore.html">http://thefabulousfirstgrade-sarah.blogspot.com/2012/10/crazy-about-punctuation-freebies-galore.html</a>   |   |       |
|  |  |  | <a href="http://ckisloski.blogspot.com/2013/04/punctuation-marks.html">http://ckisloski.blogspot.com/2013/04/punctuation-marks.html</a>   |   |       |
|  |  |  | <a href="https://www.pinterest.com/kathleenlauten/kindergarten-sentences-and-punctuation-marks/">https://www.pinterest.com/kathleenlauten/kindergarten-sentences-and-punctuation-marks/</a>   | Select an activity for the students.                                |       |
|  |  | I CAN recognize and name end punctuation.                  | <a href="https://youtu.be/LdCOswMeXFQ">https://youtu.be/LdCOswMeXFQ</a>   |   |       |
|  |  |  | <a href="https://www.pinterest.com/kathleenlauten/kindergarten-sentences-and-punctuation-marks/">https://www.pinterest.com/kathleenlauten/kindergarten-sentences-and-punctuation-marks/</a>   | Select an activity for the students.                                |       |
| Informing Others About a Topic         | In this lesson, students draw, dictate, and write about one specific topic and illustrate using details and descriptive words. To strengthen their writing, students respond to questions and suggestions made from peers. | TEACHING informational writing.                            | <a href="https://eric.wikispaces.com/file/view/GK_Info-Winter_MASTER%28March%29.pdf">https://eric.wikispaces.com/file/view/GK_Info-Winter_MASTER%28March%29.pdf</a>   |   |       |
|  |  |  | <a href="http://commoncore2012.homestead.com/Grade_Level_Files/Kindergarten/Reading/ELA_Page/Informational_Spring.pdf">http://commoncore2012.homestead.com/Grade_Level_Files/Kindergarten/Reading/ELA_Page/Informational_Spring.pdf</a>   |   |       |
|  |  |  | <a href="https://vimeo.com/89014990">https://vimeo.com/89014990</a>   |   |       |
|  |  |  | <a href="https://www.pinterest.com/pint80/wk2-common-core-informativeexplanatory/">https://www.pinterest.com/pint80/wk2-common-core-informativeexplanatory/</a>   |   |       |

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|              |         | I CAN write about a specific topic. | <a href="https://erlc.wikispaces.com/file/view/GK_Info-Winter_MASTER%28March%29.pdf">https://erlc.wikispaces.com/file/view/GK_Info-Winter_MASTER%28March%29.pdf</a>   | The personal narrative unit activities and Writing Workshop allow the student the opportunity to practice this skill. |       |
|              |         |                                     | <a href="http://commoncore2012.homestead.com/Grade_Level_Files/Kindergarten/Reading/ELA_Page/Informational_Spring.pdf">http://commoncore2012.homestead.com/Grade_Level_Files/Kindergarten/Reading/ELA_Page/Informational_Spring.pdf</a> |   |       |

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| Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2 |         |                             |                |   |                 |



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|----------------|---|-----------------------------|----------------|---|-----------------|
| About Module 5 | <p>In Module 5, students learn how an author develops ideas, characters, and experiences. Students comprehend and evaluate texts across a range of types and disciplines. They retell details that support a provided main idea. Students retell familiar stories in sequence with support and answer who, what, when, where, why, and how questions about stories. Students make connections between text and self. With prompting and support, students answer questions to identify characters, settings, and major events in a story. Students dictate narratives to describe real or imagined experiences or events. Students establish who/what the narrative is about. They describe experiences and events and engage in writing process to add details. With guidance and support, they recall information from experiences or books.</p> <p><b>NOTE:</b> The call to action statement in the courses begins with either "<i>Teaching</i>" or "<i>I can</i>." The "<i>Teaching</i>" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "<i>Teaching</i>" statement is teachers. The "<i>I can</i>" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p><b>FOCUS STANDARDS</b><br/> <a href="#">CC.1.2.K.E</a> - Identify parts of a book (title, author) and parts of a text (beginning, end, details).<br/> <a href="#">CC.1.2.K.F</a> - With prompting and support, ask and answer questions about unknown words in a text.<br/> <a href="#">CC.1.3.K.D</a> - Name the author and illustrator of a story and define the role of each in telling the story.<br/> <a href="#">CC.1.3.K.E</a> - Recognize common types of text.<br/> <a href="#">CC.1.3.K.K</a> - Actively engage in group reading activities with purpose and understanding.<br/> <a href="#">CC.1.4.K.B</a> - Use a combination of drawing, dictating, and writing to focus on one specific topic.<br/> <a href="#">CC.1.4.K.E</a> - With prompting and support, illustrate using details and dictate/write using descriptive words.<br/> <a href="#">CC.1.4.K.T</a> - With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>IMPORTANT STANDARDS</b><br/> <a href="#">CC.1.2.K.C</a> - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.<br/> <a href="#">CC.1.2.K.G</a> - Answers questions to describe the relationship between illustrations and the text in which they appear.<br/> <a href="#">CC.1.2.K.J</a> - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.<br/> <a href="#">CC.1.3.K.F</a> - Ask and answer questions about unknown words in a text.<br/> <a href="#">CC.1.3.K.J</a> - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.<br/> <a href="#">CC.1.4.K.A</a> - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.<br/> <a href="#">CC.1.4.K.C</a> - With prompting and support, generate ideas and details to convey information that relates to the chosen topic.<br/> <a href="#">CC.1.4.K.D</a> - Make logical connections between drawing and dictation/writing.<br/> <a href="#">CC.1.4.K.U</a> - With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.<br/> <a href="#">CC.1.4.K.V</a> - Participate in individual or shared research projects on a topic of interest.<br/> <a href="#">CC.1.4.K.W</a> - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.<br/> <a href="#">CC.1.4.K.X</a> - Write routinely over short time frames.<br/> <a href="#">CC.1.5.K.A</a> - Participate in collaborative conversations with peers and adults in small and larger groups.<br/> <a href="#">CC.1.5.K.C</a> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br/> <a href="#">CC.1.5.K.E</a> - Speak audibly and express thoughts, feelings, and ideas clearly.<br/> <a href="#">CC.1.5.K.G</a> - Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.</p> |                             |                |   |                 |

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|                              |  | ACCESS ELA Grade K Module 5 PA Core Instructional Framework. | <a href="http://www.pdesas.org/CMap/CMap/DefaultCmap/16836">http://www.pdesas.org/CMap/CMap/DefaultCmap/16836</a>   |   | You will be prompted to log into the SAS portal before being taken to this resource. |
| Understanding Text           | In this lesson, students build upon their skills to identify book elements, reinforce the difference between fiction and non-fiction, and use text features to better understand the text. | TEACHING students to better understand text.                 | <a href="https://www.teacherspayteachers.com/Product/Book-Elements-Text-Features-and-Web-Features-Freebie-934070">https://www.teacherspayteachers.com/Product/Book-Elements-Text-Features-and-Web-Features-Freebie-934070</a>   |   |  |
|                              |  |  | <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/shhh-bear-sleeping-learning-897.html">http://www.readwritethink.org/classroom-resources/lesson-plans/shhh-bear-sleeping-learning-897.html</a>   |   |  |
|                              |  |  | <a href="https://www.pinterest.com/kindergartenmom/kindergarten-nonfiction-text-features/">https://www.pinterest.com/kindergartenmom/kindergarten-nonfiction-text-features/</a>   |   |  |
|                              |  |  | <a href="https://youtu.be/2D0Mn3LddAU">https://youtu.be/2D0Mn3LddAU</a>   |   |  |
|                              |  | I CAN understand the text I read.                            | <a href="https://youtu.be/GK8S_WzuL3k">https://youtu.be/GK8S_WzuL3k</a>   |   |  |
|                              |  |  | <a href="https://youtu.be/ih7H88i3bjg">https://youtu.be/ih7H88i3bjg</a>   |   |  |
|                              |  |  | <a href="https://youtu.be/L-dBuzE1-qM">https://youtu.be/L-dBuzE1-qM</a>   |   |  |
|                              |  | I CAN identify non-fiction text features.                    | <a href="http://www.symbaloo.com/mix/natgeobooks">http://www.symbaloo.com/mix/natgeobooks</a>   |   |  |
|                              |  | TEACHING comparing and contrasting of two non-fiction texts. | <a href="https://books.google.com/books?id=hxQOVfn4TyUC&amp;pg=PA155&amp;lpq=PA155&amp;dq=kindergarten+non-fiction+text+graphic+organizer&amp;source=bl&amp;ots=9IAaYPx1aN&amp;sig=G0Bb4Ed3DstSi2ZMbCkybRA_liM&amp;hl=en&amp;sa=X&amp;ved=0CFcQ6AEwDGoVChMlg6fsncqyxwIVxWk-Ch2YAgED#v=onepage&amp;q=kindergarten%20non-fiction%20text%20graphic%20organizer&amp;f=false">https://books.google.com/books?id=hxQOVfn4TyUC&amp;pg=PA155&amp;lpq=PA155&amp;dq=kindergarten+non-fiction+text+graphic+organizer&amp;source=bl&amp;ots=9IAaYPx1aN&amp;sig=G0Bb4Ed3DstSi2ZMbCkybRA_liM&amp;hl=en&amp;sa=X&amp;ved=0CFcQ6AEwDGoVChMlg6fsncqyxwIVxWk-Ch2YAgED#v=onepage&amp;q=kindergarten%20non-fiction%20text%20graphic%20organizer&amp;f=false</a> |   |  |
|                              |  | I CAN compare and contrast two non-fiction text.             | <a href="https://books.google.com/books?id=hxQOVfn4TyUC&amp;pg=PA155&amp;lpq=PA155&amp;dq=kindergarten+non-fiction+text+graphic+organizer&amp;source=bl&amp;ots=9IAaYPx1aN&amp;sig=G0Bb4Ed3DstSi2ZMbCkybRA_liM&amp;hl=en&amp;sa=X&amp;ved=0CFcQ6AEwDGoVChMlg6fsncqyxwIVxWk-Ch2YAgED#v=onepage&amp;q=kindergarten%20non-fiction%20text%20graphic%20organizer&amp;f=false">https://books.google.com/books?id=hxQOVfn4TyUC&amp;pg=PA155&amp;lpq=PA155&amp;dq=kindergarten+non-fiction+text+graphic+organizer&amp;source=bl&amp;ots=9IAaYPx1aN&amp;sig=G0Bb4Ed3DstSi2ZMbCkybRA_liM&amp;hl=en&amp;sa=X&amp;ved=0CFcQ6AEwDGoVChMlg6fsncqyxwIVxWk-Ch2YAgED#v=onepage&amp;q=kindergarten%20non-fiction%20text%20graphic%20organizer&amp;f=false</a> |   |  |
|                              |  |  | <a href="http://www.symbaloo.com/mix/natgeobooks">http://www.symbaloo.com/mix/natgeobooks</a>   |   |  |
| Learning About Unknown Words | In this lesson, students learn about unknown words in text by asking and answering questions.  | TEACHING about unknown words through questioning.            | <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=34099">http://www.watchknowlearn.org/Video.aspx?VideoID=34099</a>   | Digital reading of exemplar text: "Garden Helpers." <i>Young Geographic Explorers. Words to model may include: rich, preying mantis, hunter</i> | Flash-based video.   |
|                              |  |  | <a href="https://itunes.apple.com/us/app/national-geographic-explorer/id556957976?mt=8">https://itunes.apple.com/us/app/national-geographic-explorer/id556957976?mt=8</a>   |   |  |
|                              |  | I CAN identify unknown words by asking questions.            | <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=34368">http://www.watchknowlearn.org/Video.aspx?VideoID=34368</a>   |   | Flash-based video.   |
|                              |  |  | <a href="https://web.archive.org/web/20160707072628/http://ngexplorer.cengage.com/ngyoungexplorer/readstory.html">https://web.archive.org/web/20160707072628/http://ngexplorer.cengage.com/ngyoungexplorer/readstory.html</a>   |   |  |

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|                                     |  |   | <a href="https://itunes.apple.com/us/app/national-geographic-explorer/id556957976?mt=8">https://itunes.apple.com/us/app/national-geographic-explorer/id556957976?mt=8</a>   |  |   |
| Stating An Opinion                  | In this lesson, students draw, dictate, and write about their opinions related to one specific topic and illustrate using details and descriptive words. To strengthen their writing, students respond to questions and suggestions made from peers. | TEACHING expressing one's opinion in writing.         | <a href="https://eric.wikispaces.com/file/view/GKOpinion-Winter_2014.pdf">https://eric.wikispaces.com/file/view/GKOpinion-Winter_2014.pdf</a>   |  |   |
|                                     |  |   | <a href="http://www.mrswillskindergarten.com/2012/03/writing-opinions.html">http://www.mrswillskindergarten.com/2012/03/writing-opinions.html</a>   |  |   |
|                                     |  |   | <a href="https://www.pinterest.com/nellieedge/opinion-writingccss/">https://www.pinterest.com/nellieedge/opinion-writingccss/</a>   |  |   |
|                                     |  | I CAN write about my opinion.                         | <a href="https://eric.wikispaces.com/file/view/GKOpinion-Winter_2014.pdf">https://eric.wikispaces.com/file/view/GKOpinion-Winter_2014.pdf</a>   | The opinion unit activities and Writing Workshop allow the student the opportunity to practice this skill. |   |
|                                     |  |   | <a href="https://www.youtube.com/watch?v=uJOU0ftDijM">https://www.youtube.com/watch?v=uJOU0ftDijM</a>   |  |   |
|                                     |  |   | <a href="https://www.pinterest.com/nellieedge/opinion-writingccss/">https://www.pinterest.com/nellieedge/opinion-writingccss/</a>   |  |   |
| Recognizing Different Types of Text | In this lesson, students recognize different types of text, define author and illustrator, and name the author and illustrator of the texts.   | TEACHING about the author and illustrator of a text.  | <a href="https://www.engageny.org/ccls-ela/rk6">https://www.engageny.org/ccls-ela/rk6</a>   |  |   |
|                                     |  |   | <a href="https://youtu.be/4FN-aipQXgs">https://youtu.be/4FN-aipQXgs</a>   |  |   |
|                                     |  |   | <a href="http://www.readingrockets.org/books/interviews">http://www.readingrockets.org/books/interviews</a>   |  |   |
|                                     |  | I CAN explain the role of the author and illustrator. | <a href="http://drjeanandfriends.blogspot.com/2012/08/author-and-illustrator.html">http://drjeanandfriends.blogspot.com/2012/08/author-and-illustrator.html</a>   | Activities to reinforce the role of author and illustrator.  |   |
|                                     |  |   | <a href="https://www.pinterest.com/nmccbookworm/author-illustrator-study/">https://www.pinterest.com/nmccbookworm/author-illustrator-study/</a>   | Activities to reinforce the role of author and illustrator.  |   |
| Identifying Different Types of Text | In this lesson, students learn to identify different types of text.  | TEACHING different types of texts.                    | <a href="https://www.engageny.org/ccls-ela/rk5">https://www.engageny.org/ccls-ela/rk5</a>   |  |   |
|                                     |  |   | <a href="http://www.teachertube.com/video/55568">http://www.teachertube.com/video/55568</a>   |  |   |
|                                     |  |   | <a href="https://itunes.apple.com/us/app/tinytap-make-play-educational/id493868874?mt=8">https://itunes.apple.com/us/app/tinytap-make-play-educational/id493868874?mt=8</a>   |  |   |
|                                     |  |   | <a href="http://www.tinytap.it/games/gj0a/Guess-The-Genre">http://www.tinytap.it/games/gj0a/Guess-The-Genre</a>   |  |   |
|                                     |  | I CAN identify different types of texts.              | <a href="http://www.teachertube.com/video/55568">http://www.teachertube.com/video/55568</a>   |  |   |
|                                     |  |   | <a href="https://itunes.apple.com/us/app/tinytap-make-play-educational/id493868874?mt=8">https://itunes.apple.com/us/app/tinytap-make-play-educational/id493868874?mt=8</a>   |  | created by Jamie Barber; images used under Fair Use |
|                                     |  |   | <a href="http://www.tinytap.it/games/gj0a/Guess-The-Genre">http://www.tinytap.it/games/gj0a/Guess-The-Genre</a>   |  | created by Jamie Barber; images used under Fair Use |
| Engaging In Group Reading           | In this lesson, students engage in group reading activities with purpose and understanding.  | TEACHING how to engage in group reading activities.   | <a href="https://web.archive.org/web/20161211174836/http://www.readtennessee.org/teachers/common_core_standards/kindergarten/reading_literature/rk10.aspx">https://web.archive.org/web/20161211174836/http://www.readtennessee.org/teachers/common_core_standards/kindergarten/reading_literature/rk10.aspx</a> | Resource full of ideas for primary literature response.  | game created by Jamie                               |

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|--------------|---------|-----------------------------|---|---|-----------------|
|              |         |                             | <a href="http://betterlesson.com/common_core/browse/826/ccss-ela-literacy-rl-k-10-actively-engage-in-group-reading-activities-with-purpose-and-understanding">http://betterlesson.com/common_core/browse/826/ccss-ela-literacy-rl-k-10-actively-engage-in-group-reading-activities-with-purpose-and-understanding</a>             |   |                 |
|              |         |                             | <a href="https://www.engageny.org/ccls-ela/rlk10">https://www.engageny.org/ccls-ela/rlk10</a>   |   |                 |
|              |         | I CAN read with my group.   | <a href="http://www.internet4classrooms.com/common_core/actively_engage_group_reading_activities_purpose_reading_literature_kindergarten_english_language_arts.htm">http://www.internet4classrooms.com/common_core/actively_engage_group_reading_activities_purpose_reading_literature_kindergarten_english_language_arts.htm</a> |   |                 |
|              |         |                             | <a href="http://www.fcrr.org/studentactivities/literature_K1.htm">http://www.fcrr.org/studentactivities/literature_K1.htm</a>   |   |                 |

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| <b>Module 6: Integration of Knowledge and Ideas:<br/>Connecting Ideas Across Texts, Part 2</b> |         |                             |                |  |       |

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|----------------|--|-----------------------------|----------------|---|-------|
| About Module 6 | <p>In Module 6, students engage in the writing process to add details using their own experiences and events. Students follow directions, seek help, and gather information. They answer questions to compare and contrast experiences of characters. Students make logical connections with drawings and dictations; they follow directions, seek help, and gather information. Students demonstrate the command of the English language when speaking, based on kindergarten level and content.</p> <p><b>NOTE:</b> The call to action statement in the courses begins with either "Teaching" or "I can." The "Teaching" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "I can" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p><b>FOCUS STANDARDS</b></p> <p><a href="#">CC.1.2.K.H</a> - With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><a href="#">CC.1.2.K.I</a> - With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p> <p><a href="#">CC.1.4.K.B</a> - Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p><a href="#">CC.1.4.K.F</a> - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize first word in sentence and pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul> <p><a href="#">CC.1.4.K.E</a> - With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p><a href="#">CC.1.4.K.H</a> - Form an opinion by choosing between two given topics.</p> <p><a href="#">CC.1.4.K.L</a> - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p><a href="#">CC.1.4.K.T</a> - With guidance and support from adults and peers, respond to questions and suggestions from peers. and add details to</p> |                             |                |   |       |

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|  |   | ACCESS ELA Grade K Module 6 PA Core Instructional Framework. | <a href="http://www.pdesas.org/CMap/CMap/DefaultCmap/16837">http://www.pdesas.org/CMap/CMap/DefaultCmap/16837</a>   |  | You will be prompted to log into the SAS portal before being taken to this resource. |
| Supporting Points In a Text                            | In this lesson, students, identify the reasons an author gives to support points in a text.   | TEACHING author's reasons for supporting text.               | <a href="https://web.archive.org/web/20120830162859/http://www.readtennessee.org:80/teachers/common_core_standards/kindergarten/reading_informational_text/rik8.aspx">https://web.archive.org/web/20120830162859/http://www.readtennessee.org:80/teachers/common_core_standards/kindergarten/reading_informational_text/rik8.aspx</a>           |  |  |
|  |   |  | <a href="http://www.internet4classrooms.com/common_core/prompting_support_identify_reasons_author_gives_reading_informational_text_kindergarten_english_language_arts.htm">http://www.internet4classrooms.com/common_core/prompting_support_identify_reasons_author_gives_reading_informational_text_kindergarten_english_language_arts.htm</a> |  |  |
|  |   | I CAN identify the reasons an author uses to support text.   | <a href="https://youtu.be/czA7Fd43Njo">https://youtu.be/czA7Fd43Njo</a>   | Read the story and identify the reasons the author uses to support the text. |  |
|  |   |  | <a href="https://youtu.be/LCCs7vhHK2Y">https://youtu.be/LCCs7vhHK2Y</a>   | Companion activity to go with video.   |  |
|  |   |  | <a href="https://youtu.be/LMktgvpYxb0">https://youtu.be/LMktgvpYxb0</a>   | Companion activity to go with video.   |  |
| Identifying Similarities and Differences Between Texts | In this lesson, students identify basic similarities and differences between two texts (read or read aloud) on the same topic.  | TEACHING the difference between two texts.                   | <a href="https://youtu.be/3rqp5WhQPG0">https://youtu.be/3rqp5WhQPG0</a>   |  |  |
|  |   | I CAN tell the difference between two texts.                 | <a href="https://youtu.be/3rqp5WhQPG0">https://youtu.be/3rqp5WhQPG0</a>   |  |  |
| Stating An Opinion                                     | In this lesson, students draw, dictate, and write about his/her opinion related to one specific topic and illustrate using details and descriptive words. To strengthen their writing, students respond to questions and suggestions made from peers. | TEACHING expressing one's opinion in writing.                | <a href="https://drive.google.com/open?id=0B9UdeooYuo77TExQT2Z3YnAtbjA">https://drive.google.com/open?id=0B9UdeooYuo77TExQT2Z3YnAtbjA</a>   |  |  |

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|              |         |                               | <a href="http://www.mrswillskindergarten.com/2012/03/writing-opinions.html">http://www.mrswillskindergarten.com/2012/03/writing-opinions.html</a> |  |       |
|              |         |                               | <a href="https://www.pinterest.com/nellieedge/opinion-writingccss/">https://www.pinterest.com/nellieedge/opinion-writingccss/</a>                 |  |       |
|              |         | I CAN write about my opinion. | <a href="https://drive.google.com/open?id=0B9UdeooYuo77TExQT2Z3YnAtbjA">https://drive.google.com/open?id=0B9UdeooYuo77TExQT2Z3YnAtbjA</a>         | The opinion unit activities and Writing Workshop allow the student the opportunity to practice this skill. |       |
|              |         |                               | <a href="https://www.youtube.com/watch?v=uJOU0ftDijM">https://www.youtube.com/watch?v=uJOU0ftDijM</a>   |  |       |
|              |         |                               | <a href="https://www.pinterest.com/nellieedge/opinion-writingccss/">https://www.pinterest.com/nellieedge/opinion-writingccss/</a>                 |  |       |