

MLS.SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.	MLS.SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.	MLS.SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.	MLS.SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.	MLS.SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.	MLS.SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.
Writing					
MLS.W.K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)	MLS.W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	MLS.W.K.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	MLS.W.K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)	MLS.W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	MLS.W.K.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Kindergarten

English Language Arts

Assessment Notes:

Teachers-

1. Give the Pre-test on the first day of the student's attendance
2. Give the same test as a Post-test on the last day of school.
3. Weekly assessments may be given as formatives at the end of each week.

Teacher Flow Chart/Time Management:

3 Hour Block (The First and Last Day may look different)

Skill	Grouping	Suggested Time
Language Development	Whole Class	15 minutes
Reading Comprehension	Whole Class	25 minutes
Small-Group Rotation 1 <ul style="list-style-type: none">• Foundational Skills• Reading Skills• Independent Reading	Small Group <ul style="list-style-type: none">• teacher-led• independent• independent	30 minutes
Small-Group Rotation 2 <ul style="list-style-type: none">• Phonics Instruction• Fluency Practice• Independent Writing	Small Group <ul style="list-style-type: none">• teacher-led• independent• independent	30 minutes
Instructional Writing	Whole Class	35 minutes
Read Aloud	Whole Class	15 minutes

Week One-

Reading: literature/informational

Writing: opinion

Foundational Skills-

- Introduce and expose students to letters Aa, Bb, Cc, Dd for letter recognition and identification
- Introduce and expose students to letters a, b, c, d and the sound represented by each letter
- Build oral comprehension skills.
- Model fluent reading
- Introduce high frequency words

Concept Book Titles: *Letter A, Letter B, Letter C, Letter D*

Follow the Reading A-Z Tutor Teaching Tips for letters A, B, C, D

Decodable Book Titles: *Big Bad Bat, The Fat Cat, Don and Dots,*

Optional Read Aloud Titles: *Bears and Beans, Crazy Cat, The Digging Dog*

High-Frequency Word Books: *A Park, Setting the Table*

- a
- the

Reading Literature-

Comprehension Skills and Strategies

- Make predictions
- Story elements: Identify and analyze characters
- Text-to-self connections

Shared Reading Title: *Quack, Quack Will Duck Get Back?*

Follow Days 1-5 of the Reading A-Z 5 Day Shared Reading Lesson

(Students are not expected to read book on their own)

Language-

- print upper and lower case letters Aa, Bb, Cc, Dd

Speaking & Listening-

- engage students in conversations about text using the Discussion questions in the lesson plans
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Writing-

- encourage students to form an opinion by writing, drawing or dictating to the following prompt: My favorite _____ is.

Week Two-

Reading: literature/informational

Writing: informative/explanatory

Foundational Skills-

- Introduce and expose students to letters Ee, Ff, Gg, Hh, Ii, , for letter recognition and identification
- Introduce and expose students to letters e, f, g, h, i, and the sound represented by each letter
- Build oral comprehension skills.
- Model fluent reading
- Introduce high frequency words

Concept Book Titles: *Letter E, Letter F, Letter G, Letter H, Letter I,*

Follow the Reading A-Z Tutor Teaching Tips for letters E, F, G, H, I,

Decodable Book Titles: *A Fat Hat, Get the Gag, Hot at the Dam, Jig, Jag and Jog*

Read Aloud Titles: *Fox and Frog, Grandpa's Goat, Happy Cats and the Hats*

High-Frequency Word Books: *What Is It? I Can See*

- it
- is
- I
- can
- see

Reading Informational-

Comprehension Skills and Strategies

- Cause and effect
- Main idea and details
- Make predictions
- Text-to-self connections

Shared Reading Title: *Hats at Work*

Follow Days 1-5 of the Reading A-Z 5 Day Shared Reading Lesson

(Students are not expected to read book on their own)

Language-

- print upper and lower case letters Ee, Ff, Gg, Hh, Ii,

Speaking & Listening-

- engage students in conversations about text using the Discussion questions in the lesson plans

Writing-

- encourage students to give information by writing, drawing or dictating what they know about hats

Week Three-

Reading: literature/informational

Writing: narrative

Foundational Skills-

- Introduce and expose students to letters Jj, Kk, Ll, Mm, Nn, for letter recognition and identification
- Introduce and expose students to letters j, k, l, m, n, and the sound represented by each letter
- Build oral comprehension skills.
- Model fluent reading
- Introduce high frequency words

Concept Book Titles: letter J, *Letter K*, *Letter L*, *Letter M*, *Letter N*,

Follow the Reading A-Z Tutor Teaching Tips for letters K, L, M, N

Decodable Book Titles: *Jelly and Jam*, *Kat and Kim are Kin*, *Lil, Sal and Bill*, *A Nap and a Map*, *Nan and Pap*

Read Aloud Titles: *Katie and Kenny's Junk Art*, *Lord and Lady Lipton*, *Melvyn the Magician*, *Nuts in My Nest*,

High-Frequency Word Books: *We Go*, *We Look*

- go
- to
- we
- at
- look

Reading Literature-

Comprehension Skills and Strategies

- Author's purpose
- Make predictions
- Sequence events
- Story elements: Problem and solution
- Text-to-text connections

Shared Reading Title: *We're Going to Grandmas! Hurray!*

Follow Days 1-5 of the Reading A-Z 5 Day Shared Reading Lesson

(Students are not expected to read book on their own)

Language-

- print upper and lower case letters Jj, Kk, Ll, Mm, Nn

Speaking & Listening-

- engage students in conversations about text using the Discussion questions in the lesson plans

Writing-

- encourage students to tell a story by writing, drawing or dictating to the following prompt: When I go to _____. I like to _____.

Week Four-

Reading: literature/informational

Writing: opinion

Foundational Skills-

- Introduce and expose students to letters Oo, Pp, Qq, Rr, for letter recognition and identification
- Introduce and expose students to letters p, q, r, s, and the sound represented by each letter
- Build oral comprehension skills.
- Model fluent reading
- Introduce high frequency words

Concept Book Titles: *Letter O, Letter P, Letter Q, Letter R,*

Follow the Reading A-Z Tutor Teaching Tips for letters O, P, Q, R

Decodable Book Titles: *Nan and Pap, Are You a Quitter, Red Hen and Rod Rat,*

Read Aloud Titles: *Pets are Pests, The Queen's Queasy Tummy, The Race*

High-Frequency Word Books: *We Are, They Look*

- am
- are
- in
- for
- they

Reading Literature-

Comprehension Skills and Strategies

- Make predictions
- Reality and fantasy
- Sequence events
- Story elements: Identify characters
- Text-to-self connections

Shared Reading Title: *Gordy Gorilla and His Five Senses*

Follow Days 1-5 of the Reading A-Z 5 Day Shared Reading Lesson

(Students are not expected to read book on their own)

Language-

- print upper and lower case letters Oo, Pp, Qq, Rr

Speaking & Listening-

- engage students in conversations about text using the Discussion questions in the lesson plans

Writing-

- encourage students to express their opinion by writing, drawing or dictating to the following prompt: My favorite _____ is.

Week Five-

Reading: literature/informational

Writing: informative/explanatory

Foundational Skills-

- Introduce and expose students to letters Ss, Tt, Uu, Vv, for letter recognition and identification
- Introduce and expose students to letters t, u, v, w, and the sound represented by each letter
- Build oral comprehension skills.
- Model fluent reading
- Introduce high frequency words

Concept Book Titles: *Letter S, Letter T, Letter U, Letter V*

Follow the Reading A-Z Tutor Teaching Tips for letters S, T, U, V

Decodable Book Titles: *Sam and the Sap A Super Special Soup, A Tap and a Pat, Vin and Val*

Read Aloud Titles: *Toby the Tiger, Vince and Vickie's Adventure, The Walrus and the Whale*

High-Frequency Word Books: *They Are On, Can You See?*

- on
- you
- all
- of

Reading Informational-

Comprehension Skills and Strategies

- Author's purpose
- Main idea and details
- Make predictions
- Text-to-self connections

Shared Reading Title: *Helpful Bats*

Follow Days 1-5 of the Reading A-Z 5 Day Shared Reading Lesson

(Students are not expected to read book on their own)

Language-

- print upper and lower case letters Ss, Tt, Uu, Vv

Speaking & Listening-

- engage students in conversations about text using the Discussion questions in the lesson plans

Writing-

- encourage students to give information by writing, drawing or dictating what they know about bats

Week Six-

Reading: literature/informational

Writing: narrative

Foundational Skills-

- Introduce and expose students to letters Ww, Xx, Yy, Zz for letter recognition and identification
- Introduce and expose students to letters x, y, z and the sound represented by each letter
- Build oral comprehension skills.
- Model fluent reading
- Introduce high frequency words

Concept Book Titles: *Letter W, Letter X Letter Y, Letter Z,*

Follow the Reading A-Z Tutor Teaching Tips for letters W, X, Y, Z

Decodable Book Titles: *Win a Wig, Have You Ever Seen a Fox, Yum, Yum Yams, The Zim-Zam Man*

Read Aloud Titles: *Yuri's Yams, Two Crazy Zebras*

High-Frequency Word Books: *I Like, Go In*

- and
- like

Reading Literature-

Comprehension Skills and Strategies

- Cause and effect
- Make predictions
- Sequence events
- Story elements: Plot
- Text-to-self connections

Shared Reading Title: *Fuzzy, Buzzy Bee*

Follow Days 1-5 of the Reading A-Z 5 Day Shared Reading Lesson

(Students are not expected to read book on their own)

Language-

- print upper and lower case letters Ww, Xx, Yy, Zz

Speaking & Listening-

- engage students in conversations about text using the Discussion questions in the lesson plans

Writing-

- encourage students to tell a story by writing, drawing or dictating to the following prompt: