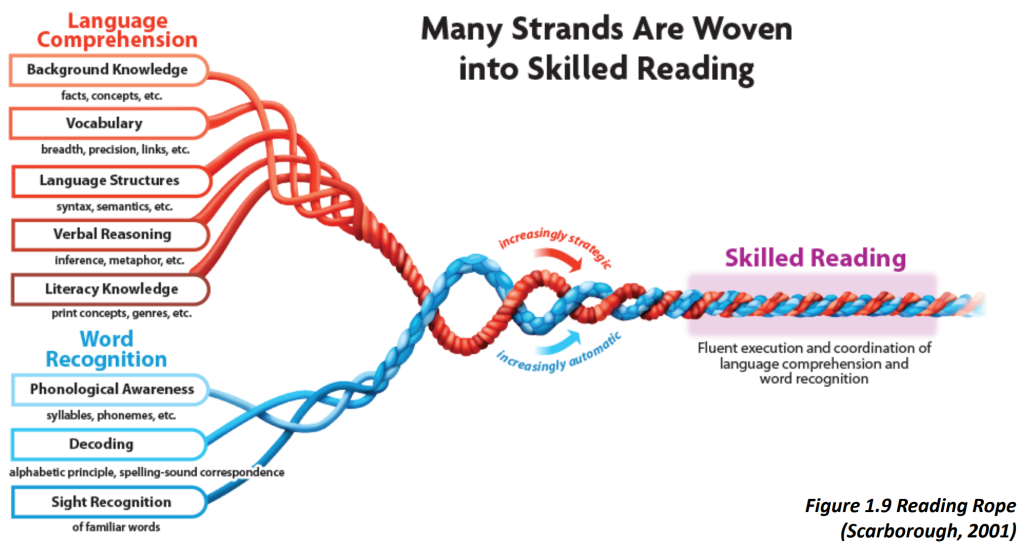
**Language Arts K A Structured Literacy Teacher Implementation Guide**

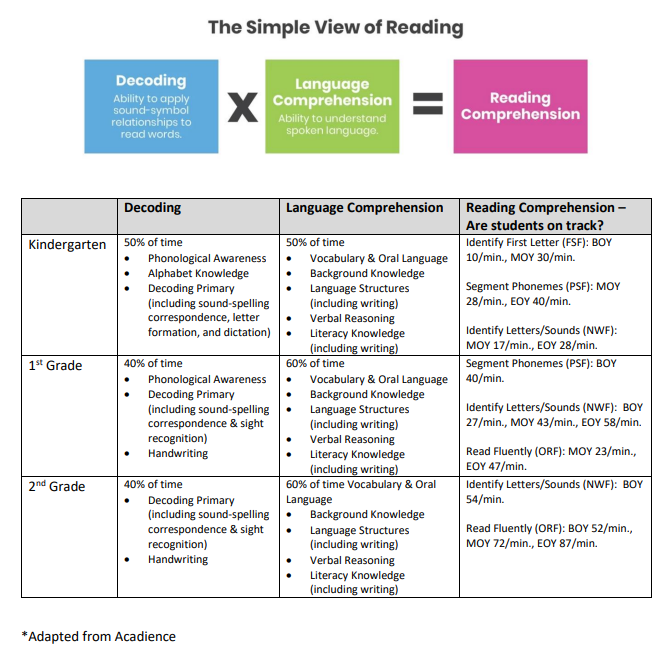
**Document Overview:** This implementation guide has been outlined based on the [K-5 Structured Literacy Companion](https://www.connexus.com/library/launch.aspx?id=99368) resource. It includes high-level information about Structured Literacy as well as detailed student learning information and Learning Coach and/or teacher instruction for each unit in Language Arts KA.

**Structured Literacy Components:**

[](https://www.connectionsacademy.com/teacher-companion-site/ela-companion-site/ela-companion-site-sor/)

*\*Click on the image above for additional Science of Reading & Structured Literacy information on the Teacher Companion Site.*

**Literacy Framework:**



**Table of Contents, by unit name:**

* [Different Kinds of Family](#Bookmark1)
* [Outside in Any Weather](#Bookmark2)
* [Fun for Everyone](#Bookmark3)
* [No Place Like Home](#Bookmark4)
* [What a Surprise!](#Bookmark5)
* [Friends Help Each Other](#Bookmark6)
* [Friends are Kind](#Bookmark7)
* [What a Friend Needs](#Bookmark8)
* [Animals Learn and Grow](#Bookmark9)
* [Ways Animals are Different](#Bookmark10)
* [Animal Parents and Babies](#Bookmark11)
* [Animals Work Together](#Bookmark12)
* [Feeling Angry](#Bookmark13)
* [Feeling Happy](#Bookmark14)
* [Feeling Sad](#Bookmark15)
* [Feeling Scared](#Bookmark16)

**Unit: Different Kinds of Family**

In this unit, students will be learning about different kinds of families.

* Word Recognition Learning Goals for this unit:
  + Identify uppercase and lowercase Aa - Ii
  + Identify words that rhyme.
  + Identify high-frequency words: a, at
  + Say words that rhyme.
  + Read common high-frequency words by sight.
  + Match high-frequency words.
  + Arrange high-frequency words with letters.
  + Sort words that rhyme.
* Language Comprehension Learning Goals for this unit:
  + Understand sentences are a group of words.
  + Make predictions using key details, with prompting and support.
  + Identify key details in a literary text, with prompting and support.
  + Identify what a story is, with prompting and support.
  + Identify characters in a story, with prompting and support.
  + Identify the setting of a story, with prompting and support.
  + Trace vertical and horizontal lines.
  + Follow rules for discussions. (take turns speaking)
  + Read emergent readers with high-frequency words fluently.
  + Unit vocabulary:

|  |  |
| --- | --- |
| Different Kinds of Family | |
| Lesson 1 | **author** – the person who wrote a story  **illustrator** – the person who drew the pictures in a story  **rhyme** – have the same ending sounds  **title** – the name of a story |
| Lesson 2 | **detail** – information about someone or something  **rhyme** – have the same ending sounds |
| Lesson 3 | **event** – one thing that happens  **make-believe event** – something that cannot happen  **real event** – something that can happen  **rhyme** – words that have the same ending sounds  **story** – tells about something that happens that may not be real |
| Lesson 4 | **character** – a person or animal in a story |
| Lesson 5 | **setting** – where a story takes place |

Synchronous Instruction:

* Phonological Awareness: All letters of the alphabet are introduced in units 2-4. Letter-Sound Correspondence begins in unit 5.
* High Frequency Words: a, at
* Decoding Pattern: Identify Aa-Ii
* From Pearson Curriculum Learning Coach Guide – Can also be used for LiveLessons:
  + Day 1: [ELA KA U2 Day 1 Letter Aa](https://docs.google.com/presentation/d/1epO4IfKt0G40RI88b7oxKnyASOUsrnd5/edit#slide=id.p1)
    - Found in Learning Coach Guide - Different Kinds of Families Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Aa identification
  + Day 2: [ELA KA U2 Day 2 Letter Bb](https://docs.google.com/presentation/d/1qOPp16dekl2ljK92TgP1s3t04GUvfNJ1/edit#slide=id.p1)
    - Found in Learning Coach Guide - Different Kinds of Families Lesson 2 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Bb identification
  + Day 3: [ELA KA U2 Day 3 Letter Cc](https://docs.google.com/presentation/d/10aZroBPrr-iDpHDKH9jBU1rOUf-0UySp/edit#slide=id.p1)
    - Found in Learning Coach Guide - Different Kinds of Families Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Cc identification
  + Day 4: [ELA KA U2 Day 4 Letter Dd](https://docs.google.com/presentation/d/1685QsqnQZ2yojBSegYkLVaYPxCZ_I4E4/edit#slide=id.p1)
    - Found in Learning Coach Guide - Different Kinds of Families Lesson 4 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Dd identification
  + Day 5: [ELA KA U2 Day 5 Letter Ee](https://docs.google.com/presentation/d/1u9G0fvSBc6-WK8ysX14UKbJj-uovh3He/edit#slide=id.p1)
    - Found in Learning Coach Guide - Different Kinds of Families Lesson 5 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Ed identification
    - Consider a read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section) and/or game from slides 20-23

**Unit: Outside in Any Weather**

In this unit, students will be learning about families enjoying the outdoors in any weather.

* Word Recognition Learning Goals for this unit:
  + Identify onsets and rimes of single-syllable words.
  + Repeat high-frequency words.
  + Identify uppercase and lowercase *Jj* - *Qq*
  + Blend onsets and rimes of single-syllable words.
  + Identify high-frequency words.
  + Build onsets and rimes of single-syllable words.
  + Match high-frequency words.
  + Arrange high-frequency words with letters.
* Language Comprehension Learning Goals for this unit:
  + Make predictions using key details, with prompting and support.
  + Use key details to answer questions about a story, with prompting and support.
  + Identify major events in a story, with prompting and support.
  + Trace slanted lines.
  + Ask questions about characters in a story, with prompting and support.
  + Arrange high-frequency words with letters.
  + Ask questions about the setting of a story, with prompting and support.
  + Follow rules for discussions (listen to others).
  + Read emergent readers with high-frequency words fluently.
  + Unit vocabulary:

|  |  |
| --- | --- |
| Outside in Any Weather | |
| Lesson 1 | **author** – the name of the person who wrote a story  **title** – the name of a story |
| Lesson 2 | **details** – information about someone or something |
| Lesson 3 | **events** – things that happen  **slanted** – not straight up and down or across |
| Lesson 4 | **character** – a person or animal in a story |
| Lesson 5 | **setting** – where a story takes place |

Synchronous Instruction:

* Phonological Awareness: All letters of the alphabet are introduced in units 2-4. Letter-Sound Correspondence begins in unit 5.
* High Frequency Words: A, I
* Decoding Pattern: Identify Aa-Ii
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U3 Day 1 Letter Ff](https://docs.google.com/presentation/d/1qgNroIjUG8GunL_z90_tQ6KyIMb7a-Ny/edit#slide=id.p1)
    - Found in Learning Coach Guide – Outside in Any Weather Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Ff identification
  + Day 2: [ELA KA U3 Day 1 Letter Gg](https://docs.google.com/presentation/d/11w1aODzfhIRIbUdbfZkKaC7UDt-o1PIS/edit#slide=id.p1)
    - Found in Learning Coach Guide – Outside in Any Weather Lesson 2 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Gg identification
  + Day 3: [ELA KA U3 Day 3 Letter Hh](https://docs.google.com/presentation/d/1SuaS2pXoRbGIzKoda6Gj-RBUM-jHlEUA/edit#slide=id.p1)
    - Found in Learning Coach Guide – Outside in Any Weather Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Hh identification
  + Day 4: [ELA KA U3 Day 4 Letter Ii](https://docs.google.com/presentation/d/1Dl83AiuSS8Y7oE_t_dRIgrcMFJEout84/edit#slide=id.p1)
    - Found in Learning Coach Guide – Outside in Any Weather Lesson 4 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Ii identification
  + Day 5: [ELA KA U3 Day 5 Letter Jj](https://docs.google.com/presentation/d/1yVMmcoejS_QWT1A4qX-o7_C7fvQD0J6y/edit#slide=id.p1)
    - Found in Learning Coach Guide – Outside in Any Weather Lesson 5 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, high frequency words, letter Jj identification
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)

**Unit - Fun for Everyone**

In this unit, students will be learning about ways a family can have fun together.

* Word Recognition Learning Goals for this unit:
* Identify uppercase and lowercase *Rr – Ww.*
* Repeat high-frequency words.
* Identify high-frequency words.
* Match high-frequency words.
* Arrange high-frequency words with letters.
* Language Comprehension Learning Goals for this unit:
* Make predictions using key details, with prompting and support.
* Follow words from left to right.
* Use key details to answer questions about a story, with prompting and support.
* Follow words from top to bottom and page by page.
* Answer questions about unknown words in a literary text.
* Recognize the difference between a letter and a spoken word.
* Trace curved lines.
* Ask questions about unknown words in a literary text.
* Determine the meanings of unknown words in a literary text, with prompting and support as needed.
* Continue a conversation through several exchanges.
* Read emergent readers with high-frequency words fluently.
* Unit vocabulary:

|  |  |
| --- | --- |
| Fun for Everyone | |
| Lesson 1 | **author** – the person who wrote the story  **detail** – important information  **illustrator** – the person who drew the pictures |
| Lesson 2 | **detail** – important information |
| Lesson 3 | **curved** – having a shape that is not straight  **details** – important information |
| Lesson 4 | **details** – important information |
| Lesson 5 | **conversation** – a talk with two or more people  **details** – important information |

Synchronous Instruction:

* Phonological Awareness: All letters of the alphabet are introduced in units 2-4. Letter-Sound Correspondence begins in unit 5.
* High Frequency Words: I, look
* Decoding Pattern: Identify *Uu - Zz*
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U4 Day 1 Letter Kk (slides 1-15)](https://docs.google.com/presentation/d/1tT593zO1tpIXKd6d2knIF7Y1LdexyeIW/edit#slide=id.p14)
    - Found in Learning Coach Guide – Fun for Everyone Lesson 1 Page 4; LCs should do slides 1-15
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Kk
  + Day 2: [ELA KA U4 Day 2 Letter Kk (slides 16-26)](https://docs.google.com/presentation/d/1tT593zO1tpIXKd6d2knIF7Y1LdexyeIW/edit#slide=id.p14)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson it’s found in Fun for Everyone Lesson 1 Page 4; LCs should do slides 16-26
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U4 Day 3 Letter Ll (slides 1-15)](https://docs.google.com/presentation/d/1Re56Wi3EBPcFdCqHl_Kbw6fzLaAW3uOP/edit#slide=id.p1)
    - Found in Learning Coach Guide – Fun for Everyone Lesson 3 Page 2; LCs should do slides 1-15
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Ll
  + Day 4: [ELA KA U4 Day 4 Letter Ll (slides 16-26)](https://docs.google.com/presentation/d/1Re56Wi3EBPcFdCqHl_Kbw6fzLaAW3uOP/edit#slide=id.p1)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson it’s found in Fun for Everyone Lesson 3 Page 2; LCs should do slides 16-26
    - Alphabet knowledge, high frequency words, decodable text
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit - No Place Like Home**

In this unit, students will be learning why home is an important place.

* Word Recognition Learning Goals from the unit:
* Repeat high-frequency words.
* Identify high-frequency words.
* Count syllables in spoken words.
* Match high-frequency words.
* Identify the /m/ sound at the beginning and end of words.
* Arrange high-frequency words with letters.
* Pronounce /s/ at the beginning and end of words.
* Identify the /s/ sound at the beginning and end of words
* Language Comprehension Learning Goals from the unit:
* Make predictions using key details, with prompting and support.
* Recognize that words in print are separated by spaces.
* Use key details to answer questions about a story, with prompting and support.
* Identify that a sentence is made up of a group of words.
* Practice writing uppercase and lowercase *Mm* and *Ss*
* Identify details on the front cover, title page, and back cover of a book.
* Explain the role of author and illustrator in telling a story.
* Read emergent readers with high-frequency words fluently.
* Unit vocabulary:

|  |  |
| --- | --- |
| No Place Like Home | |
| Lesson 2 | **details** – important information |
| Lesson 3 | **back cover** – the back of a book  **cover** – the front of a book  **title page** – the page after the cover that tells the title |
| Lesson 4 | **author** – the person who wrote a story  **details** – important information  **illustrator** – the person who drew the pictures in a story |

Synchronous Instruction:

* High Frequency Words: at, is, look
* Decoding Pattern: Consonants: m,s
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U5 Day 1 Letter Mm (slides 1-15)](https://docs.google.com/presentation/d/1d0pGtoZR8md6gWeYRkMGsK-9uPjzKyZ3/edit#slide=id.g272efa14b2d_0_0)
    - Found in Learning Coach Guide – No Place Like Home Lesson 1 Page 4; LCs should do slides 1-15
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Mm
  + Day 2: [ELA KA U5 Day 2 Letter Mm (slides 16-26)](https://docs.google.com/presentation/d/1d0pGtoZR8md6gWeYRkMGsK-9uPjzKyZ3/edit#slide=id.g272efa14b2d_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in No Place Like Home Lesson 1 Page 4; LCs should do slides 16-26
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U5 Day 3 Letter Ss (slides 1-15)](https://docs.google.com/presentation/d/10mkdd2z8udMwyM6hmaDEqUWraYeKwBi9/edit#slide=id.g272ef57c877_1_0)
    - Found in Learning Coach Guide – No Place Like Home Lesson 3 Page 2; LCs should do slides 1-15
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Ll
  + Day 4: [ELA KA U5 Day 4 Letter Ss (slides 16-26)](https://docs.google.com/presentation/d/10mkdd2z8udMwyM6hmaDEqUWraYeKwBi9/edit#slide=id.g272ef57c877_1_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in No Place Like Home Lesson 3 Page 2; LCs should do slides 16-26
    - Alphabet knowledge, high frequency words, decodable text
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)
* Additional Decodable Readers (small group LL, send to STs in newsletter, etc):
  + [LAS1B2 - Half Pint Kids Decodable Books](https://halfpintkids.com/online-materials/las1b2/)

**Unit: What a Surprise**

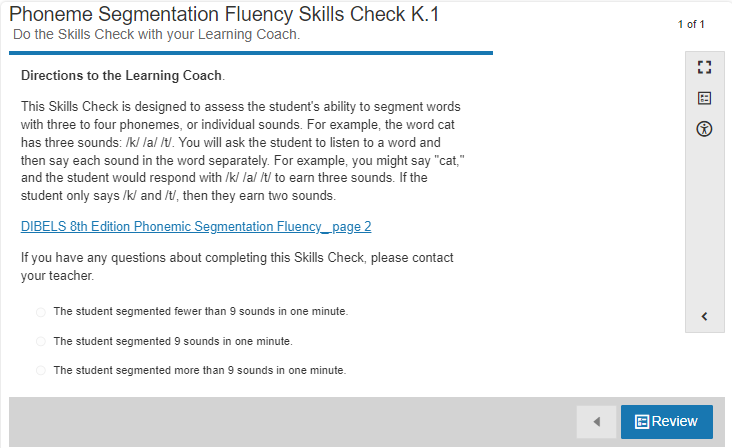
In this unit, your student will be learning about surprising things friends can do.

* Word Recognition Learning Goals in this unit:
* Repeat high-frequency words.
* Identify high-frequency words.
* Pronounce /t/ at the beginning and end of words
* Match high-frequency words.
* Pronounce /p/ at the beginning and end of words.
* Arrange high-frequency words with letters.
* Identify the /t/ and /p/ sounds at the beginning and end of words.
* Language Comprehension Learning Goals in this unit:
* Make predictions using key details, with prompting and support.
* Define what a noun is.
* Identify that narrative writing tells a story.
* Use key details to answer questions about a story, with prompting and support.
* Practice writing uppercase and lowercase *Tt*.
* Identify characters and setting at the beginning of a story.
* Answer questions about illustrations in a story, with prompting and support.
* Define plural nouns. *(-s*).
* Identify what happens in the middle of a story.
* Ask questions about major events in a story, with prompting and support.
* Practice writing uppercase and lowercase *Pp*.
* Identify what happens at the end of a story.
* Explain how illustrations add to the meaning of a story, with prompting and support.
* Express thoughts clearly.
* Read emergent readers with high-frequency words fluently.
* Identify the sequence of events in a story.
* Unit vocabulary:

|  |  |
| --- | --- |
| What a Surprise! | |
| Lesson 1 | **detail** – important information  **noun** – a word that names a person, an animal, a place, or a thing  **story** – words that tell about something that happens |
| Lesson 2 | **characters** – people or animals in a story  **detail** – important information |
| Lesson 3 | **detail** – important information  **illustration** – a picture in a story  **noun** – a word that names a person, an animal, a place, or a thing  **plural** – more than one |
| Lesson 4 | **event** – what happens in a story |
| Lesson 5 | **details** – important information  **event** – what happens in a story  **illustrations** – pictures in a story |

**Phoneme Segmentation Fluency Check in Lesson 5**

* Learning Coaches are asked to facilitate the assessment with their student.
* Learning Coaches are provided this [DIBELS](https://cite-media.pearson.com/legacy_paths/37d95a47-ba55-459c-853a-93bd0e2c7734/Dibels%208th%20Edition%20Phonemic%20Segmentation%20Fluency.pdf) document within the Skills Check Assessment.
* For additional details about how to administer the Phonemic Segmentation Fluency (PSF) assessment in order to support Learning Coaches, please see pages 57-59 of the [DIBELS 8 Administration and Scoring Guide](https://dibels.uoregon.edu/sites/default/files/2024-01/dibels8_admin_scoring_guide.pdf).
* Here is a screenshot of the assessment:

****

Synchronous Instruction:

* High Frequency Words: is, you
* Decoding Pattern: Consonants: t, p
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U6 Day 1 Letter Tt (slides 1-15)](https://docs.google.com/presentation/d/1Xr9kF_FvgaQUpJUNTXSHQZOuxdZmdTT-/edit#slide=id.g272f03d031f_0_55)
    - Found in Learning Coach Guide – What a Surprise! Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Tt
  + Day 2: [ELA KA U6 Day 2 Letter Tt (slides 16-26)](https://docs.google.com/presentation/d/1Xr9kF_FvgaQUpJUNTXSHQZOuxdZmdTT-/edit#slide=id.g272f03d031f_0_55)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in What a Surprise! Lesson 1 Page 4
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U6 Day 3 Letter Pp (slides 1-15)](https://docs.google.com/presentation/d/1BlzvftZKmu2-qn9MzoFvk8hMw_JHTMd_/edit#slide=id.g2e2b3355782_0_0)
    - Found in Learning Coach Guide – What a Surprise! Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Pp
  + Day 4: [ELA KA U6 Day 4 Letter Pp (slides 16-26)](https://docs.google.com/presentation/d/1BlzvftZKmu2-qn9MzoFvk8hMw_JHTMd_/edit#slide=id.g2e2b3355782_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in What a Surprise! Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit: Friends Help Each Other**

In this unit, your student will be learning about ways friends help each other.

* Word Recognition Learning Goals for this unit:
* Repeat high-frequency words.
* Pronounce words with short *a*.
* Match high-frequency words.
* Identify the short *a* sound at the beginning and in the middle of words.
* Arrange high-frequency words with letters.
* Read words with short *a*.
* Language Comprehension Goals for this unit:
* Make predictions using key details, with prompting and support.
* Define verb.
* Identify a topic for a story.
* Use key details to answer questions about a story, with prompting and support.
* Practice writing uppercase and lowercase *Aa*.
* Write the beginning and middle of a story.
* Use key details to answer questions about a major event in the beginning of a story, with prompting and support.
* Identify the two parts of a sentence.
* Write the ending of your story.
* Use key details to answer questions about a major event in the middle of a story, with prompting and support.
* Identify verbs in sentences.
* Add details to a story, with prompting and support.
* Use key details to answer questions about a major event at the end of a story, with prompting and support.
* Ask questions in order to seek help.
* Read emergent readers with high-frequency words fluently.
* Publish a story.
* Vocabulary:

|  |  |
| --- | --- |
| Friends Help Each Other | |
| Lesson 1 | **author** – the person who wrote the story  **illustrator** – the person who drew the pictures  **title** – the name of the story  **verb** – an action word |
| Lesson 2 | **detail** – important information |
| Lesson 3 | **beginning** – what happens first  **sentence** – a group of words that tell a complete thought |
| Lesson 4 | **detail** – important information  **details** – information about someone or something  **sentence** – a group of words that tell a complete thought  **verb** – an action word |
| Lesson 5 | **ending** – what happens last  **cover** – the front of a book  **title** – what a book or story is called |

Synchronous Instruction:

* High Frequency Words: we, you
* Decoding Pattern: vowel: short a
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U7 Day 1 Letter Aa (slides 1-15)](https://docs.google.com/presentation/d/1IOe6UHvkUZptg7ZrW3uzgefb1_yVpMo-/edit#slide=id.g272ec7cdc6a_0_0)
    - Found in Learning Coach Guide – Friends Help Each Other Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Aa
  + Day 2: [ELA KA U7 Day 2 Letter Aa (slides 16-26)](https://docs.google.com/presentation/d/1IOe6UHvkUZptg7ZrW3uzgefb1_yVpMo-/edit#slide=id.g272ec7cdc6a_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in Friends Help Each Other Lesson 1 Page 4; slides 16-26
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U7 Day 3 Letter Rr (slides 1-15)](https://docs.google.com/presentation/d/1QZK_9RE1pri7bizF00u5YsJh_fPoL7Pw/edit#slide=id.g272f0d28dbc_0_0)
    - Found in Learning Coach Guide – Friends Help Each Other Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Rr
  + Day 4: [ELA KA U7 Day 4 Letter Rr (slides 16-26)](https://docs.google.com/presentation/d/1QZK_9RE1pri7bizF00u5YsJh_fPoL7Pw/edit#slide=id.g272f0d28dbc_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in Friends Help Each Other Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit: Friends are Kind**

In this unit, your student will be learning that friends are kind to each other.

* Word Recognition Learning Goals in this unit:
* Pronounce syllables in spoken words.
* Repeat high-frequency words.
* Identify high-frequency words.
* Pronounce /*n*/ at the beginning and end of words.
* Match high-frequency words.
* Identify the /*n*/ sound at the beginning and end of words.
* Arrange high-frequency words with letters.
* Pronounce the /*k*/ sound spelled with *c* at the beginning of words.
* Identify the /*k*/ sound spelled with *c* at the beginning of words.
* Language Comprehension Learning Goals in this unit:
* Make predictions using key details, with prompting and support.
* Define telling sentence.
* Use key details to answer questions about a story, with prompting and support.
* Identify that a telling sentence begins with a capital letter and ends with a period.
* Practice writing uppercase and lowercase *Nn*.
* Recount what happens at the beginning and in the middle of a story, with prompting and support.
* Define what an asking sentence is.
* Recount what happens at the end of a story, with prompting and support.
* Practice writing uppercase and lowercase *Cc*.
* Read a book of choice with support.
* Retell a story using illustrations, with prompting and support.
* Answer questions in order to seek help.
* Read emergent readers with high-frequency words fluently.
* Vocabulary:

|  |  |
| --- | --- |
| Friends are Kind | |
| Lesson 1 | **author** – the person who wrote a story  **illustrator** – the person who drew the pictures in a story  **telling sentence** – a sentence that tells about something  **title** – the name of a story |
| Lesson 2 | **details** – important information  **period** – a mark that shows a sentence tells something  **telling sentence** – a sentence that tells about something |
| Lesson 3 | **asking sentence** – a sentence that asks a question  **beginning** – the first part of a story  **middle** – the middle of a story |
| Lesson 4 | **ending** – the last part of a story |
| Lesson 5 | **retell** – to tell events in order |

Synchronous Instruction:

* High Frequency Words: we, the
* Decoding Pattern: consonants: n, c
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U6 Day 1 Letter Nn (slides 1-15)](https://docs.google.com/presentation/d/10q_KIKwZNTMWxyGp2f594rnVYTK7N8zc/edit#slide=id.g272f1d0fce8_0_0)
    - Found in Learning Coach Guide – Friends Are Kind Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Nn
  + Day 2: [ELA KA U8 Day 2 Letter Nn (slides 16-26)](https://docs.google.com/presentation/d/10q_KIKwZNTMWxyGp2f594rnVYTK7N8zc/edit#slide=id.g272f1d0fce8_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in Friends Are Kind Lesson 1 Page 4; slides 16-25
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U8 Day 3 Letter Cc (slides 1-15)](https://docs.google.com/presentation/d/1RyKCrminZGwIQgLBZOuGQfrlW1NlJlVq/edit#slide=id.g272f1b30bb9_2_0)
    - Found in Learning Coach Guide – Friends Are Kind Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Cc
  + Day 4: [ELA KA U8 Day 4 Letter Cc (slides 16-26)](https://docs.google.com/presentation/d/1RyKCrminZGwIQgLBZOuGQfrlW1NlJlVq/edit#slide=id.g272f1b30bb9_2_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in Friends Are Kind Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Additional Decodable Readers: (small group LL, send to STs in newsletter, etc):
      * [The Pin in the Map](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/9_Decodable_UFLIFoundations.pdf)
      * [Sam and Pam](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/11_Decodable_UFLIFoundations.pdf)
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit: What a Friend Needs**

In this unit, your student will be learning about understanding what a friend needs.

* Word Recognition Learning Goals in this unit:
* Blend word parts together to make words.
* Repeat the high-frequency word **who**.
* Identify the high-frequency word **Who**.
* Say the sound you hear at the beginning and in the middle of words.
* Match high-frequency words **the** and **Who**.
* Name the short sound for the letter **o**.
* Use letters to build the words **the** and **Who**.
* Blend sounds to read words with short **o**.
* Read the word **Who** in a book.
* Build words with short **o** and **a**.
* Language Comprehension Learning Goals in this unit:
* Predict what a story will be about using details in the pictures
* Tell what question words mean.
* Use details to ask and answer questions about a story.
* Practice writing capital **O** and lowercase **o**.
* Identify that a book review tells how a writer feels and why they feel that way.
* Use details to identify a problem in the story.
* Tell how to begin and end an asking sentence.
* Write about why you like a story you read.
* Identify details that tell how the problem in a story is solved.
* Will add a detail to your book review.
* Vocabulary:

|  |  |
| --- | --- |
| What a Friend Needs | |
| Lesson 1 | **author** – the person who wrote the story  **details** – important information  **illustrator** – the person who drew the pictures  **question word** – a word that begins an asking sentence  **title** – the name of the story |
| Lesson 2 | **book review** – a text that tells how a writer feels about a book or a story  **details** – important information  **opinion** – what a person thinks or feels about something |
| Lesson 3 | **book review** – a text that tells how a writer feels about a book or a story  **character** – who a story is about  **details** – important information  **problem** – something that goes wrong or is hard to do  **question mark** – a mark that shows a sentence asks something |
| Lesson 4 | **detail** – information about someone or something  **details** – important information  **problem** – something that goes wrong or is hard to do  **solved** – to find a way to fix a problem |

Synchronous Instruction:

* High Frequency Words: who, the
* Decoding Pattern: vowel - short o
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U9 Day 1 Letter Oo (slides 1-14)](https://docs.google.com/presentation/d/17K_gOcdFf-DEGkXfF1_jaPdQ1J7DLqpB/edit#slide=id.g272f2c9f34b_0_0)
    - Found in Learning Coach Guide – What a Friend Needs Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Oo
  + Day 2: [ELA KA U9 Day 2 Letter Oo (slides 15-24)](https://docs.google.com/presentation/d/17K_gOcdFf-DEGkXfF1_jaPdQ1J7DLqpB/edit#slide=id.g272f2c9f34b_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in What a Friend Needs Lesson 1 Page 4
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U9 Day 3 Letter Vv (slides 1-15)](https://docs.google.com/presentation/d/1IscZAe6bYDTjej0_jmpDwjS2wHX2AsAG/edit#slide=id.g272f3883bb6_0_0)
    - Found in Learning Coach Guide – What a Friend Needs Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Vv
  + Day 4: [ELA KA U9 Day 4 Letter Vv (slides 16-28)](https://docs.google.com/presentation/d/1IscZAe6bYDTjej0_jmpDwjS2wHX2AsAG/edit#slide=id.g272f3883bb6_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in What a Friend Needs Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Additional Decodable Readers: (small group LL, send to STs in newsletter, etc):
      * [Who Mops?](https://docs.google.com/presentation/d/17K_gOcdFf-DEGkXfF1_jaPdQ1J7DLqpB/edit#slide=id.g272f2c9f34b_0_0) (slides 25-26)
      * [Tom and the Fan](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/12_Decodable_UFLIFoundations.pdf)
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit: Animals Learn and Grow**

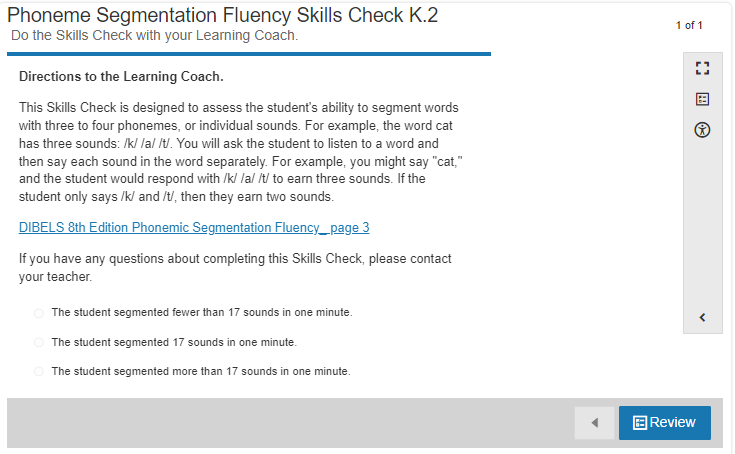
In this unit, your student will be learning about how animals learn and grow.

* Word Recognition Learning Goals in this unit:
* Segment syllables in spoken words.
* Repeat high-frequency words.
* Identify high frequency words.
* Pronounce /d/ at the beginning and end of words.
* Match high-frequency words.
* Identify the /*d*/ sound at the beginning and end of words.
* Arrange high-frequency words with letters.
* Pronounce /*b*/ at the beginning and end of words.
* Identify the /b/ sound at the beginning and end of words.
* Language Comprehension Language Goals in this unit:
* Make predictions using key details, with prompting and support.
* Define what an exclamation sentence is.
* Use key details to answer questions about a text, with prompting and support.
* Identify that an exclamation sentence begins with a capital letter and ends with an exclamation point.
* Practice writing uppercase and lowercase *Dd*.
* Identify what an informational text is, with prompting and support.
* Capitalize the pronoun *I* when writing.
* Identify key details in an informational text, with prompting and support.
* Practice writing uppercase and lowercase *Bb*.
* Read a book of choice with support.
* Identify the main topic of an informational text, with prompting and support.
* Ask questions about key details to confirm understanding of a text read aloud.
* Read emergent readers with high-frequency words fluently.
* Vocabulary:

|  |  |
| --- | --- |
| Animals Learn and Grow | |
| Lesson 1 | **author** – the person who wrote the story  **exclamation** – a sentence that shows a strong feeling  **title** – the name of a story |
| Lesson 2 | **detail** – important information  **exclamation** – a sentence that shows a strong feeling  **exclamation mark** – a mark that shows a sentence shares a strong feeling |
| Lesson 3 | **fact** – something that is true |
| Lesson 4 | **detail** – important information  **fact** – a detail that is true |
| Lesson 5 | **details** – important information  **topic** – who or what an informational text is about |

**Phoneme Segmentation Fluency Check in Lesson 5**

* Learning Coaches are asked to facilitate the assessment with their student.
* Learning Coaches are provided this [DIBELS](https://cite-media.pearson.com/legacy_paths/3cb5a14c-d731-4b5d-825a-024c8d0d7413/DIBELS%208th%20Edition%20Phonemic%20Segmentation%20Fluency_%20page%203.pdf) document within the Skills Check Assessment.
* For additional details about how to administer the Phonemic Segmentation Fluency (PSF) assessment in order to support Learning Coaches, please see pages 57-59 of the [DIBELS 8 Administration and Scoring Guide](https://dibels.uoregon.edu/sites/default/files/2024-01/dibels8_admin_scoring_guide.pdf).
* Here is a screenshot of the assessment:



Synchronous Instruction:

* High Frequency Words: who, he
* Decoding Pattern: consonants – d, b
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U10 Day 1 Letter Dd (slides 1-16)](https://docs.google.com/presentation/d/1_jgUr9dRpO-K7hBHGg8GXWFb82Vd751L/edit#slide=id.g272f3a3ef33_0_153)
    - Found in Learning Coach Guide – Animals Learn and Grow Lesson 1 Page 4; slides 1-16
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Dd
  + Day 2: [ELA KA U10 Day 2 Letter Dd (slides 16-26)](https://docs.google.com/presentation/d/1_jgUr9dRpO-K7hBHGg8GXWFb82Vd751L/edit#slide=id.g272f3a3ef33_0_153)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in Animals Learn and Grow Lesson 1 Page 4
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U10 Day 3 Letter Bb (slides 1-15)](https://docs.google.com/presentation/d/1KEJV3BDAyF7UyfQoVQIItMJ0Dlv2v9BY/edit#slide=id.g272f429284b_0_0)
    - Found in Learning Coach Guide – Animals Learn and Grow Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Bb
  + Day 4: [ELA KA U10 Day 4 Letter Bb (slides 16-29)](https://docs.google.com/presentation/d/1IscZAe6bYDTjej0_jmpDwjS2wHX2AsAG/edit#slide=id.g272f3883bb6_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in Animals Learn and Grow Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Additional Decodable Readers: (small group LL, send to STs in newsletter, etc):
      * [Tan Dan](https://docs.google.com/presentation/d/1_jgUr9dRpO-K7hBHGg8GXWFb82Vd751L/edit#slide=id.g272f3a3ef33_0_153) (slides 27-28)
      * [Sid and Dad](https://ufli.education.ufl.edu/wp-content/uploads/2023/12/13_Decodable-UFLI-Foundations.pdf)
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit: Ways Animals are Different**

In this unit, your student will be learning about ways animals are different.

* Word Recognition Learning Goals in this unit:
* Pronounce the beginning sound in a spoken word.
* Repeat high-frequency words.
* Identify high-frequency words.
* Pronounce words with short *i*.
* Match high-frequency words.
* Identify the short *i* sound at the beginning and in the middle of words.
* Arrange high-frequency words with letters.
* Read words with short *i*.
* Build words with short *a*, short *o*, and short *i*.
* Language Comprehension Learning Goals in this unit:
* Make predictions using key details, with prompting and support.
* Define what a describing word is.
* Use key details to answer questions about a text, with prompting and support.
* Identify words that tell how many.
* Practice writing uppercase and lowercase *I i*.
* Answer questions about key details in an informational text, with prompting and support.
* Identify words that tell what color.
* Ask questions to determine the main topic of an informational text, with prompting and support.
* Read a book of choice with support.
* Retell key details of an informational text, with prompting and support.
* Answer questions about key details to confirm understanding of a text read aloud.
* Read emergent readers with high-frequency words fluently.
* Vocabulary:

|  |  |
| --- | --- |
| Ways Animals are Different | |
| Lesson 1 | **adjective** – a word that describes a person, animal, place, or thing  **author** – the person who wrote the story  **noun** – a word that names a person, animal, place, or thing |
| Lesson 2 | **adjective** – a word that describes a person, animal, place, or thing  **details** – important information |
| Lesson 3 | **adjective** – a word that describes a person, place, animal, or thing  **details** – important information  **facts** – true information |
| Lesson 4 | **topic** – what an information book is mostly about |
| Lesson 5 | **details** – important information  **retell** – to tell what a book is about  **topic** – what an information text is mostly about |

Synchronous Instruction:

* High Frequency Words: she, he
* Decoding Pattern: vowel – short i
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U11 Day 1 Letter Ii (slides 1-15)](https://docs.google.com/presentation/d/1nXpgCRXNh8DDheLi-CObpmkPn-oaPx6y/edit#slide=id.g272f3ebab30_0_0)
    - Found in Learning Coach Guide – Ways Animals Are Different Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, alphabet knowledge, write the letter Ii
  + Day 2: [ELA KA U11 Day 2 Letter Ii (slides 16-25)](https://docs.google.com/presentation/d/1nXpgCRXNh8DDheLi-CObpmkPn-oaPx6y/edit#slide=id.g272f3ebab30_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Ways Animals Are Different Lesson 1 Page 4
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U11 Day 3 Letter Zz (slides 1-19)](https://docs.google.com/presentation/d/1VZxhAyRP7mph63YO6CewMvhMVK7UWefk/edit#slide=id.g272f2fa7645_0_0)
    - Found in Learning Coach Guide – Ways Animals Are Different Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, letter-sound correspondence, alphabet knowledge, write the letter Zz
  + Day 4: [ELA KA U11 Day 4 Letter Zz (slides 20-32)](https://docs.google.com/presentation/d/1VZxhAyRP7mph63YO6CewMvhMVK7UWefk/edit#slide=id.g272f2fa7645_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Ways Animals Are Different Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Additional Decodable Readers: (small group LL, send to STs in newsletter, etc):
      * [She Did It!](https://docs.google.com/presentation/d/1nXpgCRXNh8DDheLi-CObpmkPn-oaPx6y/edit#slide=id.g272f3ebab30_0_0) (slides 26-27)
      * [The Pit](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/10_Decodable_UFLIFoundations.pdf)
      * [I Sit, I Tap](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/8_Decodable_UFLIFoundations.pdf)
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit – Animal Parents and Babies**

In this unit, your student will be learning about how animal parents care for their babies.

* Word Recognition Learning Goals in this unit:
* Change the beginning sound in a spoken word to make a new word.
* Repeat high frequency words
* Identify high-frequency words.
* Pronounce /*f*/ at the beginning and end of words.
* Match high-frequency words.
* Identify the /*f*/ sound at the beginning and end of words.
* Arrange high-frequency words with letters.
* Pronounce /*g*/ at the beginning and end of words.
* Identify the /*g*/ sound at the beginning and end of words.
* Language Comprehension Learning Goals in this unit:
* Make predictions using key details, with prompting and support.
* Identify words that tell about size.
* Use key details to answer questions about a text, with prompting and support.
* Identify words that tell about shape.
* Practice writing uppercase and lowercase *Ff*.
* Describe the connections between two events in an information text, with prompting and support.
* Identify words that tell how things feel.
* Describe the connections between two ideas in an information text, with prompting and support.
* Read a book of choice with support.
* Practice writing uppercase and lowercase *Gg*.
* Describe the connections between two pieces of information in an information text, with prompting and support.
* Describe familiar people, with prompting and support.
* Read emergent readers with high-frequency words fluently.
* Vocabulary:

|  |  |
| --- | --- |
| Animal Parents and Babies | |
| Lesson 1 | **adjective** – a word that describes a person, animal, place, or thing  **author** – the person who wrote the story |
| Lesson 2 | **adjective** – a word that describes a person, animal, place, or thing  **details** – important information |
| Lesson 3 | **adjective** – a word that describes a person, animal, place, or thing  **event** – something that happens |
| Lesson 4 | **facts** – information that is true  **idea** – what a book is mostly about |
| Lesson 5 | **fact** – something that is true |

Synchronous Instruction:

* High Frequency Words: she, one
* Decoding Pattern: consonants – f, g
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U12 Day 1 Letter Ff (slides 1-23)](https://docs.google.com/presentation/d/182TnkaqDhYDoX_6mz7Ww9sKAyT1jlSES/edit#slide=id.p1)
    - Found in Learning Coach Guide – Animal Parents and Babies Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, **letter-sound correspondence: word building**, alphabet knowledge, write the letter Ff
      * **New routine – letter-sound correspondence: word building, slides 7-9**
  + Day 2: [ELA KA U12 Day 2 Letter Ff (slides 24-33)](https://docs.google.com/presentation/d/182TnkaqDhYDoX_6mz7Ww9sKAyT1jlSES/edit#slide=id.p1)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Animal Parents and Babies Lesson 1 Page 4
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U12 Day 3 Letter Gg (slides 1-23)](https://docs.google.com/presentation/d/12FWkbsC-jC_fEb6Vucps31PZ9R1NgHxT/edit#slide=id.g2e2c181363a_0_0)
    - Found in Learning Coach Guide – Animal Parents and Babies Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, **letter-sound correspondence: word building**, alphabet knowledge, write the letter Gg
  + Day 4: [ELA KA U12 Day 4 Letter Gg (slides 24-35)](https://docs.google.com/presentation/d/12FWkbsC-jC_fEb6Vucps31PZ9R1NgHxT/edit#slide=id.g2e2c181363a_0_0)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Animal Parents and Babies Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text, **sentence dictation**
      * **New routine – sentence dictation, slides 34-35**
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Additional Decodable Readers: (small group LL, send to STs in newsletter, etc):
      * [The Bag](https://drive.google.com/file/d/1UozHBv0Jmups-6gFTZc7ppqLJ-rIoJvG/view?usp=share_link)
      * [Gus the Dog](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/16_Decodable_UFLIFoundations.pdf)
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit – Animals Working Together**

In this unit, your student will be learning about animals working together.

* Word Recognition Learning Goals in this unit:
* Pronounce the ending sound in spoken words.
* Repeat high-frequency words.
* Identify words that go together in the same group.
* Sort words that go together.
* Identify high-frequency words.
* Pronounce words with short *e*.
* Match high-frequency words.
* Identify the short *e* sound at the beginning and in the middle of words.
* Arrange high frequency words with letters.
* Read words with short *e*.
* Build words with short *a*, short *o*, short *i*, and short *e*.
* Language Comprehension Learning Goals in this unit:
  + Make predictions using key details, with prompting and support.
  + Use key details to answer questions about a text, with prompting and support.
  + Practice writing uppercase and lowercase *Ee*.
  + Answer questions about unknown words in an information text.
  + Identify words that name categories such as colors, shapes, and textures.
  + Ask questions about unknown words in an information text.
  + Read a book of choice with support.
  + Read emergent readers with high-frequency words fluently.
  + Vocabulary:

|  |  |
| --- | --- |
| Animals Working Together | |
| Lesson 1 | **author** – the person who wrote the story  **title** – the name of an information text |
| Lesson 2 | **details** – important information |
| Lesson 3 | **category** – a name for a group of things that are alike  **details** – important information |
| Lesson 4 | **details** – important information |

Synchronous Instruction:

* High Frequency Words: can, one
* Decoding Pattern: vowel – short e
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U13 Day 1 Letter Ee (slides 1-24)](https://docs.google.com/presentation/d/1ozXlXwxkeZUk61gG5wHKkLj31ZZXspn2/edit#slide=id.g272f52288c1_0_0)
    - Found in Learning Coach Guide – Animals Working Together Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, letter-sound correspondence: word building, alphabet knowledge, write the letter Ee
  + Day 2: [ELA KA U13 Day 2 Letter Ee (slides 25-36)](https://docs.google.com/presentation/d/182TnkaqDhYDoX_6mz7Ww9sKAyT1jlSES/edit#slide=id.p1)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Animals Working Together Lesson 1 Page 4
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U13 Day 3 Letter Tt (slides 1-25)](https://docs.google.com/presentation/d/1RWH_SITgeboyjnDK8UPyqZeGeKnsVUEI/edit#slide=id.g272f46bbec4_0_0)
    - Found in Learning Coach Guide – Animals Working Together Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, letter-sound correspondence: word building, alphabet knowledge, write the letter Tt
  + Day 4: [ELA KA U13 Day 4 Letter Tt (slides 26-37)](https://docs.google.com/presentation/d/1RWH_SITgeboyjnDK8UPyqZeGeKnsVUEI/edit#slide=id.g272f46bbec4_0_46)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Animals Working Together Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text, sentence dictation
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Additional Decodable Readers/texts: (small group LL, send to STs in newsletter, etc):
      * [Meg Can!](https://www.connexus.com/library/launch.aspx?id=99113)
      * [Ten on the Bed](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/18_Decodable_UFLIFoundations.pdf)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103132)
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit: Feeling Angry**

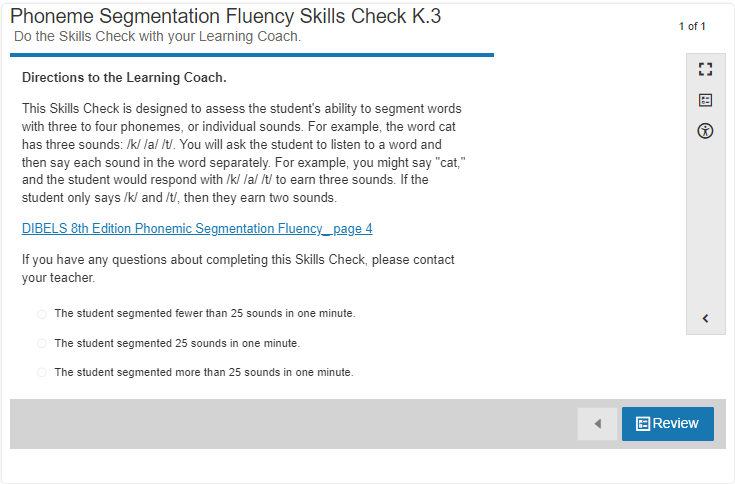
In this unit, your student will be learning about feeling angry and how to feel better.

* Word Recognition Learning Goals in this unit:
* Repeat high-frequency words.
* Pronounce /h/ at the beginnings and ends of words.
* Match high-frequency words.
* Identify the /h/ sound at the beginning of words.
* Arrange high-frequency words with letters.
* Pronounce /I/ at the beginning and end of words.
* Arrange high-frequency words with letters.
* Identify the /I/ sound at the beginning and end of words.
* Language Comprehension Learning Goals in this unit:
  + Make predictions using key details, with prompting and support.
  + Define prepositions (words that tell where).
  + Identify that informative writing gives information about something.
  + Use key details to answer questions about a text, with prompting and support.
  + Practice writing uppercase and lowercase *Hh*.
  + Identify the topics in the beginning of an informational text.
  + Identify the front cover, title page, and back cover of an informational book, with prompting and support.
  + Use prepositions in sentences.
  + Identify the facts in the middle of an informational text.
  + Identify key details in an informational book using the table of contents, with support.
  + Practice writing uppercase and lowercase *Ll*.
  + Identify the topic in the end of an informational text.
  + Explain the role of the author and illustrator of an informational text.
  + Describe familiar places, with prompting and support.
  + Read emergent readers with high-frequency words fluently.
  + Identify steps in selecting a topic.
  + Vocabulary:

|  |  |
| --- | --- |
| Feeling Angry | |
| Lesson 1 | **author** – the person who wrote the book  **detail** – important information  **facts** – information that is true  **illustrator** – the person who drew the pictures in a book  **information text** – writing that gives facts about something  **prepositions** – words that tell where someone or something is |
| Lesson 2 | **details** – important information  **topic** – who or what the information in a text is about |
| Lesson 3 | **back cover** – the back of a book  **cover** – the front of a book  **facts** – information that is true  **prepositions** – words that tell where someone or something is  **title page** – the page after the cover that tells the title |
| Lesson 4 | **details** – important information  **table of contents** – a list at the beginning of a book that names each part and the page number the part begins on  **topic** – who or what the information in a text is about |
| Lesson 5 | **author** – the person who wrote the information text  **details** – important information  **illustrator** – the person who drew the pictures in an information text |

**Phoneme Segmentation Fluency Check in Lesson 5**

* Learning Coaches are asked to facilitate the assessment with their student.
* Learning Coaches are provided this [DIBELS](https://cite-media.pearson.com/legacy_paths/735d323f-b6cf-4c5a-81f0-0a680925fc7b/DIBELS%208th%20Edition%20Phonemic%20Segmentation%20Fluency_%20page%204.pdf) document within the Skills Check Assessment.
* For additional details about how to administer the Phonemic Segmentation Fluency (PSF) assessment in order to support Learning Coaches, please see pages 57-59 of the [DIBELS 8 Administration and Scoring Guide](https://dibels.uoregon.edu/sites/default/files/2024-01/dibels8_admin_scoring_guide.pdf).
* Here is a screenshot of the assessment:



Synchronous Instruction:

* High Frequency Words: can, what
* Decoding Pattern: consonants – h, l
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U14 Day 1 Letter Hh (slides 1-24)](https://docs.google.com/presentation/d/1V-GD8VLo8RAQJednzUr1HRLtsusxovF1/edit#slide=id.g272f553d30f_0_0)
    - Found in Learning Coach Guide – Feeling Angry Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, letter-sound correspondence: word building, alphabet knowledge, write the letter Hh
  + Day 2: [ELA KA U14 Day 2 Letter Hh (slides 25-36)](https://docs.google.com/presentation/d/1V-GD8VLo8RAQJednzUr1HRLtsusxovF1/edit#slide=id.g272f553d30f_0_343)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Feeling Angry Lesson 1 Page 4
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U14 Day 3 Letter Ll (slides 1-25)](https://docs.google.com/presentation/d/1xz-tHCBI3O6gkFS-4mwwTKgxvJLyw_v1/edit#slide=id.g272f5a6957e_0_0)
    - Found in Learning Coach Guide – Feeling Angry Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, letter-sound correspondence: word building, alphabet knowledge, write the letter Ll
  + Day 4: [ELA KA U14 Day 4 Letter Hh (slides 26-38)](https://docs.google.com/presentation/d/1xz-tHCBI3O6gkFS-4mwwTKgxvJLyw_v1/edit#slide=id.g272f5a6957e_0_264)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Feeling Angry Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text, sentence dictation
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Additional Decodable Readers/texts: (small group LL, send to STs in newsletter, etc):
      * [A Wet Pal](https://www.connexus.com/library/launch.aspx?id=99115)
      * [Lost in the Lab](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/26_Decodable_UFLIFoundations.pdf)
      * [The Big Hut](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/26_Decodable_UFLIFoundations.pdf)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103135)
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit – Feeling Happy**

In this unit, your student will be learning about the feeling of happiness.

* Word Recognition Learning Goals in this unit:
  + Repeat high-frequency words.
  + Pronounce words with short *u*.
  + Identify high-frequency words.
  + Identify the short *u* sound at the beginning and in the middle of words.
  + Match high-frequency words.
  + Read words with short *u*.
  + Arrange high-frequency words with letters.
  + Build words with short vowels.
* Language Comprehension Learning Goals in this unit:
  + Make predictions using key details, with prompting and support.
  + Identify new meanings for familiar multiple-meaning words.
  + Identify the topic of an information text.
  + Use key details to answer questions about a text, with prompting and support.
  + Practice writing uppercase and lowercase *Uu*.
  + Write the beginning of an information text.
  + Use words with more than one meaning.
  + Write the middle and end of an information text.
  + Use details to identify the main topic of an information text.
  + Add details to an information text, with prompting and support.
  + Retell the key details of an information text.
  + Speak audibly when presenting an information essay.
  + Read emergent readers with high-frequency words fluently.
  + Publish an information text, using digital tools.
  + Vocabulary:

|  |  |
| --- | --- |
| Feeling Happy | |
| Lesson 1 | **author** – the person who wrote the words  **facts** – information that is true  **illustrator** – the person who drew the pictures  **topic** – who or what the information in a text is about |
| Lesson 2 | **details** – important information |
| Lesson 3 | **details** – important information  **topic** – what a text is mostly about |
| Lesson 4 | **detail** – information about someone or something  **details** – important information  **topic** – what the text is mostly about |
| Lesson 5 | **cover** – the front of a book  **details** – important information  **facts** – information that is true  **retell** – to tell again  **title** – the name of the text  **topic** – what the text is mostly about |

Synchronous Instruction:

* High Frequency Words: do, what
* Decoding Pattern: vowel- short u
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U15 Day 1 Letter Uu (slides 1-24)](https://docs.google.com/presentation/d/1M8wsCyF4i9y_J9ZUd4rwEFU0TfuXtP-4/edit#slide=id.g272f5eabfe6_0_0)
    - Found in Learning Coach Guide – Feeling Happy Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, letter-sound correspondence: word building, alphabet knowledge, write the letter Uu
  + Day 2: [ELA KA U15 Day 2 Letter Uu (slides 25-37)](https://docs.google.com/presentation/d/1M8wsCyF4i9y_J9ZUd4rwEFU0TfuXtP-4/edit#slide=id.g272f5eabfe6_0_212)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Feeling Happy Lesson 1 Page 4
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U15 Day 3 Letter Ww (slides 1-26)](https://docs.google.com/presentation/d/1hUszGvYPh6fTSl1CzpvUopf5sKFUioia/edit#slide=id.g272f5a6957e_0_0)
    - Found in Learning Coach Guide – Feeling Happy Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, letter-sound correspondence: word building, alphabet knowledge, write the letter Ww
  + Day 4: [ELA KA U15 Day 4 Letter Ww (slides 27-40)](https://docs.google.com/presentation/d/1hUszGvYPh6fTSl1CzpvUopf5sKFUioia/edit#slide=id.g272f5a6957e_0_264)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Feeling Happy Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text, sentence dictation
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Additional Decodable Readers/texts: (small group LL, send to STs in newsletter, etc):
      * [Do Pups Sit?](https://www.connexus.com/library/launch.aspx?id=99114)
      * [The Pup](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/15_Decodable_UFLIFoundations.pdf)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103134)
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit – Feeling Sad**

In this unit, your student will be learning about the feeling of sadness.

* Word Recognition Learning Goals in this unit:
* Change the ending sound in a spoken word to make a new word.
* Repeat high-frequency words.
* Identify high-frequency words.
* Build words with /*m*/, /*s*/, and /*t*/.
* Match high-frequency words.
* Build words with /*p*/, /*n*/, and /*d*/.
* Arrange high-frequency words with letters.
* Build words with /*b*/, /*k*/, and /*f*/.
* Build words with /*g*/, /*h*/, and /*l*/.
* Language Comprehension Learning Goals in this unit:
* Make predictions using key details, with prompting and support.
* Define *antonym*.
* Use key details to answer questions about a text, with prompting and support.
* Identify action words that are antonyms.
* Identify details of people in illustrations in an informational text, with prompting and support.
* Identify describing words that are antonyms.
* Practice writing uppercase and lowercase *Mn*, *Pp*, *Ss*.
* Identify details of places in illustrations in an informational text, with prompting and support.
* Read a book of choice with support.
* Identify details of things in an informational text, with prompting and support.
* Add drawings to descriptions to provide additional detail.
* Read emergent readers with high-frequency words fluently.
* Vocabulary:

|  |  |
| --- | --- |
| Feeling Sad | |
| Lesson 1 | **antonyms** – words that have opposite meanings  **author** – the person who wrote the words  **illustrator** – the person who drew the pictures  **opposite** – different |
| Lesson 2 | **antonyms** – words that have opposite meanings  **details** – important information  **opposite** – different  **verb** – an action word |
| Lesson 3 | **adjective** – a word that describes a person, animal, place, or thing  **antonyms** – words that have opposite meanings  **details** – important information  **opposite** – different |
| Lesson 4 | **details** – important information |
| Lesson 5 | **details** – information about someone or something |

Synchronous Instruction:

* High Frequency Words: do, are
* Decoding Pattern: consonant review
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons:
  + Day 1: [ELA KA U16 Day 1 Letter Qq (slides 1-26)](https://docs.google.com/presentation/d/1gfHGfQ2JFKUT7ftYlJokky64dpXzanq-/edit#slide=id.g272f481aef5_0_4)
    - Found in Learning Coach Guide – Feeling Sad Lesson 1 Page 4
    - Phonological Awareness, blending, segmenting, letter-sound correspondence: word building, alphabet knowledge, write the letter Qq
  + Day 2: [ELA KA U16 Day 2 Letter Qq (slides 27-39)](https://docs.google.com/presentation/d/1gfHGfQ2JFKUT7ftYlJokky64dpXzanq-/edit#slide=id.g272f481aef5_0_303)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Feeling Sad Lesson 1 Page 4
    - Alphabet knowledge, high frequency words, decodable text
  + Day 3: [ELA KA U16 Day 3 Letter Yy (slides 1-24)](https://docs.google.com/presentation/d/1BdYkboMU2dGqx6FaCIsfqMkuYZ94BIX_/edit#slide=id.g2e2ca185b78_0_0)
    - Found in Learning Coach Guide – Feeling Sad Lesson 3 Page 2
    - Phonological Awareness, blending, segmenting, letter-sound correspondence: word building, alphabet knowledge, write the letter Yy
  + Day 4: [ELA KA U16 Day 4 Letter Yy (slides 25-39)](https://docs.google.com/presentation/d/1BdYkboMU2dGqx6FaCIsfqMkuYZ94BIX_/edit#slide=id.g2e2ca185b78_0_404)
    - (Same file as previous day) Not in Learning Coach Guide for this lesson, it can be found in – Feeling Sad Lesson 3 Page 2
    - Alphabet knowledge, high frequency words, decodable text, sentence dictation
  + Day 5: Teacher’s choice (based on LLs and assessments, what do your students need to practice?):
    - Additional Decodable Readers/texts: (small group LL, send to STs in newsletter, etc):
      * [The Cat Can](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/14_Decodable_UFLIFoundations.pdf)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103136)
    - Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fKindergarten%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
    - [Alphabet Arc Activities](https://docs.google.com/document/d/13KeQYCUnolescf9ikJHsw06iGcnkDr6a/edit)
    - [Blending & Segmenting](https://drive.google.com/file/d/1UaKx5kAgE7avll8Nnkfn0fFv_Lv4XPd3/view)
    - [High Frequency Words](https://www.connexus.com/library/launch.aspx?id=99387)

**Unit - Feeling Scared**

In this unit, students will be learning about the feeling of being scared.

* Word Recognition Learning Goals in this unit:
  + Repeat high-frequency words.
  + Build words with short *a*.
  + Identify high-frequency words.
  + Build words with short *e*.
  + Match high-frequency words.
  + Build words with short *i*.
  + Arrange high-frequency words with letters.
  + Build words with short *o*.
* Language Comprehension Learning Goals in this unit:
  + Make predictions using key details, with prompting and support.
  + Determine the meaning of action words that have similar meanings.
  + Use key details to answer questions about a text, with prompting and support.
  + Practice writing uppercase and lowercase *Aa*, *Ee*, *I i*.
  + Gather information to answer a question.
  + Identify details that explain an author’s feelings about a topic, with prompting and support.
  + Identify action words that have similar meanings.
  + Write sentences to answer a question.
  + Identify details that give reasons for points in an information text, with prompting and support.
  + Illustrate a detail from a sentence.
  + Read emergent readers with high-frequency words fluently.
  + Build words with short *u*.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 17: Feeling Scared | |
| Lesson 1 | **author** – the person who wrote the words  **illustrator** – the person who drew the pictures  **synonyms** – words that mean almost the same thing  **verb** – an action word |
| Lesson 2 | **details** – information about someone or something |
| Lesson 3 | **details** – information about someone or something  **opinion** – what a person thinks or feels about something  **topic** – what a text is mostly about  **verb** – an action word |
| Lesson 4 | **details** – information about someone or something  **topic** – what a text is mostly about |
| Lesson 5 | **author** – the person who wrote a story  **illustrator** – the person who drew the pictures in a story  **rhyme** – have the same ending sounds  **title** – the name of a story |

Synchronous instruction:

* No decoding routines are included in lessons.
* Use your assessment results to identify skills that students have not mastered and provide additional instruction in those areas.

**Resources:**

[**Teacher Companion Site**](https://www.connectionsacademy.com/teacher-companion-site/ela-companion-site/) **– ELA Resources**