

# August / September

## Word Study

### Spelling

Week 1: Long a and Short a

Week 2: Long i and Short i

Week 3: Long o and Short o

Week 4: Long u and Short u

Week 5: Long e and Short e

### Sight Words

Week 1: baby, done, far, nice, those, wish

Week 2: best, friends, gave, it's, son, won

Week 3: about, fall, few, same, both, our

Week 4: alone, been, going, held, today, practice

Week 5: knew, month, small, that's, whole, thought

### Tim Rasinski Resource

### Student Targets:

- Refer to Quarterly Maps for Standards and "I can" statements.

## Literacy Studio

### Introduction to literacy studio

- How to handle a book
- How to turn pages
- Looking closely at a book
- Working with a reading partner
- How to choose a book
- Different ways to read a book

### Comprehension Strategies:

Review the seven forms of Ellin Keene's strategies (2 Weeks)

### Schema (5 weeks)

### Skill:

Narrative Elements

Authors Purpose

Making Connections

### Student Targets:

- Refer to Quarterly Maps for Standards and "I can" statements.

## Writers Workshop

### Introduction to writers workshop

- Writing is just telling on paper
- Tools of writing
- Building stamina
- Procedures of writing workshop
- Choosing topics
- Noticing details
- Using resources
- Focusing ideas

Email Address: [writingaviator@pearson.com](mailto:writingaviator@pearson.com)

Password: Wa1!

### Student Targets:

- Refer to Quarterly Maps for Standards and "I can" statements.

# October

## Word Study

### Spelling

Week 6: ee and ea

Week 7: ai

Week 8: oa

Week 9: i and igh

### Sight Words

Week 6: always, better, easy, much, shall, were

Week 7: early, someone, afraid, bring, eyes, head

Week 8: before, ever, room, hurt, many, pick

Week 9: smell, ready, slow, these, usual, wash

### Student Targets:

- I can make complete sentences with my class

CCS:

RF.K.1.C; RF.K.1.D; RF.K.2.A; RF.K.2.B; RF.K.3A; RF.K.3B;

RF.K.3C

## Literacy Studio

### Strengthening partners

- Many ways to read with a friend
- Many ways to share with a friend
- Making a plan for sharing
- Many ways to retell a story

### Comprehension Skills:

Inferring and Visualizing

### Student Targets:

- I can use the illustrations to help tell the story

CCS:

SL.K.1; RL.K.1; RL.K.2; RL.K.4; RL.K.6; RL.K.7; RL.K.10; RI.K.5

## Writers Workshop

### Introduction to writers workshop

- Writing is just telling on paper
- Tools of writing
- Building stamina
- Procedures of writing workshop
- Choosing topics
- Noticing details
- Using resources
- Focusing ideas

Resources:

Aviator Foundation Unit

### Student Targets:

- I can use drawings to add details

CCS:

W.K.3; W.K.6, SL.K.5

## November

Word Study	Literacy Studio	Writers Workshop
<p><u>Spelling</u></p> <p>Week 10: or and ore Week 11: ur and ure Week 12: ir and ire</p> <p><u>Sight Words</u></p> <p>Week 10: enough, idea, against, behind, don't, hour Week 11: country, finish, listen, myself, own, street Week 12: air, different, light, show, stood, threw</p> <p>word family: /a/ *intro at teacher's discretion</p> <p><u>Student Targets:</u></p> <ul style="list-style-type: none"> <li>○ I can recognize and make rhyming words.</li> </ul> <p>CCS: RF.K.1B; RF.K.1C; RF.K.1D; RF.K.2A; RF.K.2B; RF.K.2D; RF.K.2E; RF.K.3A; RF.K.3C</p>	<p><u>Strategy lessons and element investigation</u></p> <ul style="list-style-type: none"> <li>○ Looking deeply at characters</li> <li>○ Looking deeply at settings</li> <li>○ Word attack strategies</li> <li>○ Partner talk and sharing</li> </ul> <p><u>Comprehension Skills:</u> Inferring and Visualizing Setting</p> <p><u>Student Targets:</u></p> <p>CCS: RL.K.1; RL.K.2; RL.K.3; RL.K.4; RL.K.5; RL.K.6; RL.K.7; RL.K.9; RL.K.10; SL.K.1; SL.K.2</p>	<p><u>Procedural writing</u></p> <ul style="list-style-type: none"> <li>○ Investigate procedural texts</li> <li>○ Using transitional words</li> <li>○ Making illustrations clear</li> <li>○ Using action words</li> <li>○ Mechanics lessons (spaces, uppercase letters)</li> <li>○ Using the word wall</li> </ul> <p><u>Resources:</u> Aviator Foundation Unit Aviator Informative Writing Aviator Author Study</p> <p><u>Student Targets:</u></p> <ul style="list-style-type: none"> <li>○ I can write, draw, and say what happened to tell a story.</li> </ul> <p>CCS: W.K.3; W.K.6</p>

## December

Word Study	Literacy Studio	Writers Workshop
<p><u>Spelling</u>            Week 13: er and ear            Week 14: ar and are</p> <p><u>Sight Words</u>            Week 13: answer, paper, began, giving, write, pull            Week 14: front, wanted, really, ears, guess, works</p> <p>Word family chunks: /i/            *intro at teacher's discretion</p> <p><u>Student Targets:</u>            I can make the most common sound for each consonant.</p> <p>CCS:            RF.K.1D; RF.K.2A; RF.K.2B; RF.K.2C; RF.K.2D; RF.K.3C; RF.K.4</p>	<p>Discovering pattern            Books can have a pattern</p> <ul style="list-style-type: none"> <li>○ Using patterns to read</li> <li>○ Patterns (repeating words, question and answers, growing patterns, shrinking patterns)</li> <li>○ Predictions</li> </ul> <p><u>Comprehension Skills:</u>            Determining Importance            Monitoring for Meaning            Asking Questions            Setting            Characters</p> <p><u>Student Targets:</u>            I can tell who, what, where, when, why and how after listening to stories.</p> <p>CCS:            RL.K.1; RL.K.2; RL.K.3; RL.K.4; RL.K.5; RL.K.6; RL.K.7; RL.K.8; RL.K.9; RL.K.10</p>	<p>Writing for a reason</p> <ul style="list-style-type: none"> <li>○ Different types of writing (signs, ads, posters, letters writing)</li> <li>○ Word choice</li> <li>○ Spelling strategies</li> <li>○ Adding voice</li> <li>○ Using word walls</li> <li>○ Mechanics (spacing, uppercase letters)</li> </ul> <p>Resources:            Aviator Foundation Unit            Aviator Informative Writing            Aviator Author Study</p> <p><u>Student Targets:</u></p> <p>CCS:            W.K.3; W.K.6</p>

Word Study	Literacy Studio	Writers Workshop
<p><u>Spelling</u></p> <p>Week 15: oy and oi</p> <p>Week 16: oo</p> <p>Week 17: ou and ow</p> <p><u>Sight Words</u></p> <p>Week 15: drink, road, brought, mouth, wrong, keep</p> <p>Week 16: doesn't, money, nose, often, person, watch</p> <p>Week 17: certain, minute, until, since, laugh, didn't</p> <p>Word family chunks: /o/ *intro at teacher's discretion</p> <p><u>Student Targets:</u> I can find and say the initial, middle vowel, and last sound in simple words.</p> <p>CCS: RF.K.1A; RF.K.1B; RF.K.1C; RF.K.1D; RF.K.2B; RF.K.2C; RF.K.2D; RF.K.2E; RF.K.3A; RF.K.3B; RF.K.3C; RF.K.3D</p>	<p>Informational Text</p> <ul style="list-style-type: none"> <li>○ Discovering informational text features</li> <li>○ Photographs and illustrations</li> <li>○ Activating prior knowledge/using schema</li> <li>○ Compare and contrast</li> <li>○ Using graphic organizers</li> </ul> <p><u>Comprehension Skills:</u></p> <p>Determining Importance</p> <p>Monitoring for Meaning</p> <p>Asking Questions</p> <p>Beginning, Middle, and End</p> <p><u>Student Targets:</u> I can tell the main topic and details in a non-fiction book.</p> <p>CCS: RI.K.1; RI.K.2; R.I.K.3; R.I.K.4; R.I.K.5; R.I.K.6; R.I.K.7; R.I.K.8; R.I.K.9; R.I.K.10; RF.K.4; SL.K.1; SL.K.2; SL.K.3</p>	<p>Informational Text</p> <ul style="list-style-type: none"> <li>○ Generating ideas</li> <li>○ Information text features</li> <li>○ Writing comparisons</li> <li>○ Organizing into categories</li> <li>○ Table of contents</li> <li>○ Anticipating questions</li> <li>○ Adding closure</li> </ul> <p><u>Student Targets:</u> I can write, draw, and tell to teach.</p> <p>Resources: Aviator Foundation Unit Aviator Informative Writing Aviator Author Study</p> <p>CCS: W.K.2; W.K.6; W.K.8</p>

<h2>February</h2>		
Word Study	Literacy Studio	Writers Workshop

<p><u>Spelling</u>  Week18: a and au  Week 19: kn and wr  Week 20: thr and shr</p> <p><u>Sight Words</u>  Week18: through, piece, along caught, round usually  Week 19: draw, whose, obey, probably, either, almost  Week 20: important, nothing, seem finally, guide, understand</p> <p>Word family chunks: /u/  *into at teacher’s discretion</p> <p><u>Student Targets:</u>  I can change a consonant or a vowel sound to make new words.</p> <p>CCS:  RF.K.1A; RF.K.1B; RF.K.1C; RF.K.1D; RF.K.2B; RF.K.2C;  RF.K.2D; RF.K.3A; RF.K.3C; RF.K.4</p>	<p>Deepening reading strategies</p> <ul style="list-style-type: none"> <li>○ Reinforcing word attack strategies</li> <li>○ Picture walks and telling the story</li> <li>○ Looking at authors craft</li> </ul> <p><u>Comprehension Skills:</u>  Determining Importance  Monitoring for Meaning  Asking Questions  Beginning, Middle, and End</p> <p><u>Student Targets:</u>  I can read beginning books fluently.</p> <p>CCS:  RL.K.1; RL.K.2; RL.K.3; RL.K.4; RL.K.5; RL.K.6; RL.K.7;  RL.K.8; RL.K.9; RL.K.10; SL.K.1</p>	<p>Continue Informational Texts/Start Small Moments</p> <ul style="list-style-type: none"> <li>○ Generating ideas</li> <li>○ Focusing on what is important</li> <li>○ Word attack strategies for spelling</li> <li>○ Focusing partner talk</li> <li>○ Adding details</li> <li>○ Strong endings</li> </ul> <p>Resources:  Aviator Foundation Unit  Aviator Informative Writing  Aviator Author Study</p> <p><u>Student Targets:</u></p> <p>CCS:  W.K.2; W.K.6; W.K.8</p>
--	--	---

<h2>March</h2>		
Word Study	Literacy Studio	Writers Workshop
<u>Spelling</u>	Deepening reading strategies	Finish Small Moments:

<p>Week 21: spr and str  Week 22: gh and ph  Week 23: re and un  Week 24: is and not  Week 25: y and ly</p> <p><u>Sight Words</u>  Week 21: isn't, near, sign, among, between, cousin  Week 22: surprise, another, quiet, during, except, ground  Week 23: clean, suppose, they're, visit, wind, years  Week 24: dance, hold, empty, remember, several, without  Week 25: afternoon, believe, heard, large, notice, warm</p> <p>Word family chunks: /e/  *intro at teacher's discretion</p> <p><u>Student Targets:</u>  I can blend and divide onsets and rimes of single-syllable words.</p> <p>CCS:  RF.K.1D; RF.K.2B; RF.K.2C; RF.K.2D; RF.K.2E; RF.K.3A;  RF.K.3B; RF.K.3C; RF.K.3D; RF.K.4</p>	<ul style="list-style-type: none"> <li>○ Looking carefully at the cover</li> <li>○ Picture walks and telling the story</li> <li>○ Using letters throughout the word</li> <li>○ Back up and re-read (various strategies)</li> </ul> <p><u>Comprehension Skills:</u>  Synthesis  Beginning, Middle, End  Characters</p> <p>Student Targets:  I can name characters.</p> <p><u>Student Targets:</u>  I can understand beginning books.</p> <p>CCS:  RL.K.1; RL.K.2; RL.K.3; RL.K.4; RL.K.5; RL.K.6; RL.K.7;  RL.K.8; RL.K.9; RL.K.10</p>	<ul style="list-style-type: none"> <li>○ Generating ideas</li> <li>○ Focusing on what is important</li> <li>○ Word attack strategies for spelling</li> <li>○ Focusing partner talk</li> <li>○ Adding details</li> <li>○ Strong endings</li> </ul> <p>Resources:  Aviator Foundation Unit  Aviator Informative Writing  Aviator Author Study</p> <p><u>Student Targets:</u></p> <p>CCS:  W.K.3; W.K.5; W.K.6; SL.K.4; SL.K.5</p>
---	---	---

Word Study	Literacy Studio	Writers Workshop
<p><u>Spelling</u></p> <p>Week 26: ness and less</p> <p>Week 27: compound words</p> <p>Week 28: homophones</p> <p><u>Sight Words</u></p> <p>Week 26: beautiful, city, morning, should, trouble, won't</p> <p>Week 27: accept, special, thorough, upon, whom, terrible</p> <p>Week 28: able, follow, although, straight, throw, wouldn't</p> <p>Word family chunks: -long vowel word families *intro at teacher's discretion</p> <p><u>Student Targets:</u> I can read common high-frequency words.</p> <p>CCS: RF.K.3A; RF.K.3B; RF.K.3C; RF.K.3D; RF.K.2B; RF.K.2C; RF.K.2D; RF.K.2E</p>	<p>Character Studies:</p> <ul style="list-style-type: none"> <li>○ Learning about characters</li> <li>○ Making connections</li> <li>○ Comparing characters</li> <li>○ Fluency practice</li> </ul> <p>Comprehension Skills: Synthesis</p> <p><u>Student Targets:</u> I can tell how characters are alike and different in stories I know.</p> <p><u>Student Targets:</u> I can tell the characters, setting, and what happens in a story.</p> <p>CCS: RL.K.1; RL.K.2; RL.K.3; RL.K.4; RL.K.5; RL.K.6; RL.K.7; RL.K.8; RL.K.9; RL.K.10; RF.K.4</p>	<p>Fiction Writing/Opinion Writing/Book reviews</p> <ul style="list-style-type: none"> <li>○ Generating ideas</li> <li>○ Focusing on what is important</li> <li>○ Word attack strategies for spelling</li> <li>○ Focusing partner talk</li> <li>○ Adding details</li> <li>○ Strong endings</li> <li>○ Opinion writing</li> <li>○ Book review</li> </ul> <p>Resources: Aviator Foundation Unit Aviator Informative Writing Aviator Author Study</p> <p><u>Student Targets:</u> I can write, draw, and tell my opinion.</p> <p>CCS: W.K.1; W.K.5; W.K.6; W.K.7</p>



## May/June

Word Study	Literacy Studio	Writers Workshop
<p><u>Spelling</u>            Week 29: double consonants            Week 30: ies and ys</p> <p><u>Sight Words</u>            Week 29: hole, lived, young, toward, which, sure            Week 30: above, carry, group, hungry, whether, thought</p> <p>Word family chunks: -long vowel word families            *intro at teacher's discretion</p> <p><u>Student Targets:</u></p> <p>CCS:            RF.K.2A; RF.K.2B; RF.K.2C; RF.K.2D; RF.K.2E; RF.K.3A; RF.K.3B; RF.K.3C; RF.K.3D</p>	<p>Fairy Tales</p> <ul style="list-style-type: none"> <li>○ Structure of fairy tales</li> <li>○ Characters in fairy tales</li> <li>○ Settings in fairy tales</li> <li>○ Fairy tale elements</li> <li>○ Retelling</li> </ul> <p>Comprehension Skills:            Synthesis</p> <p><u>Student Targets:</u>            I can compare and contrast familiar characters in stories.</p> <p>CCS:            RL.K.1; RL.K.2; RL.K.3; RL.K.4; RL.K.5; RL.K.6; RL.K.7; RL.K.8; RL.K.9; RL.K.10; RF.K.4</p>	<p>Looking back, looking ahead</p> <ul style="list-style-type: none"> <li>○ Reflecting of favorite mentor texts</li> <li>○ Reflecting of past genres</li> <li>○ Sharing our writing growth</li> <li>○ Make plan for summer writing</li> <li>○ Celebrate!</li> </ul> <p>Resources:            Aviator Foundation Unit            Aviator Informative Writing            Aviator Author Study</p> <p><u>Student Targets:</u>            I can publish my writing.</p> <p>CCS:            W.K.1; W.K.2; W.K.3; W.K.5</p>