

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Kindergarten – Unit/Module 6 – Home of the Free and the Brave

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In Module 6:

Waving the flag is a fun, simple way for kindergartners to show patriotism. The display becomes more meaningful when children appreciate the reasons why we celebrate our country.

In this module, children meet some of our greatest leaders, from Washington to King. They discover our unique symbols, like the bald eagle and apple pie, and our enduring freedoms. They explore our different landscapes and diverse people, learning that we all contribute to making the USA special.

Essential Question: *What makes the USA special?*

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)

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- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).**
- **W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.**
- **L.WF.K.3 Demonstrate command of the conventions of sentence composition.**
- **W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.**

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 6 – Week 1	<ul style="list-style-type: none"> ● RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ● RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ● L.VI.K.3. With guidance and support 	Obj. We are learning to: <ul style="list-style-type: none"> ● Build knowledge and language about the landscapes across the United States. ● Discuss characteristics of a poem and a song. ● Identify the meaning of a poem. ● Use the five senses to visualize what is happening in a text. ● Make and describe connections between illustrations and text. ● Build knowledge and language about the landforms and bodies of water across the United States. ● Identify the central idea of an informational text. ● Recognize that words are made up of letters and separated by spaces in print. ● Make and describe connections between pictures and text. ● Blend and read words using previously taught decoding skills. ● Respond to text by drawing and writing. 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – America the Beautiful ○ Big Book – In Our Country ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – Land of the Free ○ Read Aloud – America the Beautiful ○ Big Book – In Our Country ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix

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	<p>from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> ● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. ● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. ● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book). ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. 	<ul style="list-style-type: none"> ● Understand the meaning of new vocabulary ● Identify irregular plural nouns ● Draft a poem <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Students will draft a poem. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ Anchor Chart – adjectives, writing process ○ Instructional Vocabulary – plural noun, poetry, writing process, edit, plural noun, revise ○ Vocabulary Cards – Power Words: America, plain, sea; Big Idea Words – belong, country, right ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Genre Characteristics: Poems ○ Describe Connections ○ Print Concepts: Concept of a Word ○ Foundational Skills in Context ○ Listening Comprehension ○ Several grammar and writing activities including: Irregular Nouns <p>I DO – Say a sentence and then write it. Model identifying the noun. Say: This fish is gold. The word fish is the noun in this sentence. It tells about one. To make this plural, we don't usually say fishes. We have to remember that fish is its own special plural. Say and write another sentence: These fish are blue. Underline fish in both sentences and point out that the word is the same for singular and plural.</p> <p>WE DO – Say another sentence and write it. Work with children to identify the noun. Say: A deer walks by. Let's say the noun: deer. To make this plural, we don't say deers. This noun is its own special plural. Say and write another sentence: Three deer walk by. Let's say the plural noun: deer. Have volunteers</p>
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			<p>underline the noun in each sentence.</p> <ul style="list-style-type: none"> ○ YOU DO – Say and write two sentences. Have children identify the nouns. Say: I see a sheep. I see two sheep. What is the singular noun? (sheep) What is the plural noun? (sheep) Have a volunteer underline the noun in each sentence.
<p>Module 6 – Week 1</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Practice summarizing a text. ○ Reading Corner – Have children use the PARTNER READING routine to practice reading this week’s Decodable Text with fluency or practice another area of need. ○ Writing Corner – Have children use Write the Room to find and record words they should know about symbols and flags. ○ Research/Inquiry Project – Have groups work on the module project: My Town Flag: Remind children that their focus this week is to learn about the American flag and work collaboratively to share ideas. 		
<p>Module 6– Week 2</p>	<ul style="list-style-type: none"> ● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RL.IT.K.3. With prompting and 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about America’s favorite tradition when reading and discussing Take Me Out to the Yakyu. ● Make and check predictions about a story. ● Identify characters, setting, and events in fiction. ● Identify the author’s purpose for writing a text. ● Identify how text structure contributes to author’s purpose. 	<ul style="list-style-type: none"> ● Texts ○ Read Aloud – <u>Take Me Out to the Yakyu</u> ○ Big Book – <u>Take Me Out to the Ball Game</u> ○ Materials – Whole Group ○ Family Letter to Send Home ○ Read Aloud – <u>Take Me Out to the Yakyu</u>

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	<p>support, identify characters, settings, and major events in a story.</p> <ul style="list-style-type: none"> ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. ● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. ● RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text. ● RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). ● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. ● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world ● RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book). 	<ul style="list-style-type: none"> ● Respond to text by drawing and writing. ● Compare and contrast characters in two versions of the same story. ● Blend and read words using previously taught decoding skills. ● Respond to the text by drawing and writing. ● Build knowledge and language about a favorite American song when reading and discussing Take Me Out to the Ball Game. ● Identify the topic of a song. ● Recognize that words are made up of letters and separated by spaces in print. ● Identify rhythm and rhyme in a song. ● Blend and read words using previously taught decoding skills. ● Understand the meaning of new vocabulary. ● Draft a poem ● Write a complete sentence <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Students will draft a poem using sensory details. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ Big Book – <u>Take Me Out to the Ball Game</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – adjectives, writing process ○ Instructional Vocabulary – poetry, punctuation, sentence, subject, verb, writing process, edit, revise, sentence ○ Vocabulary Cards – Power Words: anthem, cheer, team; Big Idea Words – belong, country, right ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Make and Check Predictions ○ Author’s Purpose ○ Rhythm and Rhyme ○ Print Concepts: Concept of a Word ○ Response to Text ○ Listening Comprehension ○ Several grammar and writing activities including: Draft a Poem ○ Display your completed Graphic Organizer: Five Senses Map. Have children look at their completed myBook Graphic Organizer page 140. <p>I DO – Model using the graphic organizer to write a poem. Say: I chose my sister as a person I love spending time with. I have sensory words and adjectives. I will use I see to start my poem. I see a pretty smile.</p> <p>WE DO – Work with children to use the graphic organizer to write another sentence. Say: What do I hear? I hear a laugh. Model writing the sentence. Poems often use</p>
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	<ul style="list-style-type: none"> ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. 		<p>lots of adjectives. What adjective can I use to describe laugh? Silly, fun, loud. Model adding detail: I hear a fun laugh.</p> <p>YOU DO – Have children turn to myBook Drafting page 142 and work in small groups or independently to draw or write their own poems using their completed graphic organizer. Guide children to use sensory adjectives.</p>
<p>Module 6 – Week 2</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Reading Corner – Have children use the PARTNER READING routine to practice reading this week's Decodable Text with fluency or practice another area of need. ○ Writing Corner – Have children independently work on a text about national and local symbols. ○ Research/Inquiry Project – Have groups work on the module project: My Town Flag. Remind children that their focus this week is to gather information and research symbols of the U.S. to display on their flag. 		
<p>Module 6 – Week 3</p>	<ul style="list-style-type: none"> ● RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how) ● RI.CI.K.2. With prompting and support, identify the main topic and key details of an 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how Martin Luther King, Jr. fought to make the United States better for people of all races when reading and discussing Martin Luther King, Jr ● Identify people, places, and events in a biography. ● Discuss characteristics of biographies. ● Identify the author's purpose for writing a text. ● Identify and discuss how text structure contributes to the author's purpose. ● Build knowledge and language about how our presidents are 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Martin Luther King, Jr.</u> ○ Big Book – <u>President's Day</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>Martin Luther King, Jr.</u>

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	<p>informational text (e.g., who, what, where, when, why, how).</p> <ul style="list-style-type: none"> ● RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text. ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. ● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. ● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. ● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● W.IW.K.2. Use a combination of drawing, dictating, and writing to compose 	<p>part of what makes our country special when reading and discussing Presidents' Day.</p> <ul style="list-style-type: none"> ● Recognize and use text features to gain information. ● Identify people, places, and events in a text. ● Recognize the features of a sentence ● Identify how the author uses text and pictures to achieve a purpose. ● Blend and read words using previously taught decoding skills. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary <ul style="list-style-type: none"> ● Write a biography ● Recognize common and proper nouns <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Students will draft a biography. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ Big Book – <u>President's Day</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Writing to Teach, Instructional Vocabulary – biography, common noun, proper noun, informative, writing process, edit, revise ○ Vocabulary Cards – Power Words: believe, law, refuse; Big Idea Words – belong, country, right ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Genre Characteristics: Biography ○ Author's Purpose ○ Text Features ○ Print Concepts: Concept of a Sentence ○ Foundational Skills in Context ○ Response to Text ○ Listening Comprehension ○ Several grammar and writing activities including: DRAFT A BIOGRAPHY Display your completed Graphic Organizer: Story Map. Have children look at their completed myBook Graphic Organizer page 147. <p>I DO – Model using the graphic organizer to write a sentence for the beginning of your biography. Say: I will use my notes to write the beginning of my biography. Martin Luther King, Jr. could not go to school with white children.</p>
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	<p>informative/explanatory texts to convey ideas.</p>		<p>WE DO – Work with children to use the graphic organizer to write the middle and end. Say: For the middle, my notes say grew up; equal rights. How could we turn this into a sentence? When he grew up, he fought for equal rights. Model writing the sentence. For the end, my notes say laws changed. How could we turn this into a sentence? He helped change the laws. Model writing the sentence.</p> <p>YOU DO – Have children turn to myBook Drafting page 149 and work in small groups or independently to draw or write their own biographies using their completed graphic organizers. Guide children to put the events in order. Remind children that a draft does not have to be perfect. They will have a chance to revise and edit their writing later.</p>
<p>Module 6 – Week 3</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer ○ Research/Inquiry Project – Have children work on the “I Can Make a Difference” – Remind children that their focus this week is to create a flyer to raise awareness about the class cause. 		

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	<p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Review Plot ○ Reading Corner – Have children complete a Book Review for the text they read with a partner. ○ Writing Corner – Have children independently work on a text about national and local symbols; Can also have student color a flag and write a couple sentences about it 		
<p>Module 6 – Week 4</p>	<ul style="list-style-type: none"> ● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how) ● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. ● RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book). ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. ● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about going after one’s dreams when reading and discussing Dancing through Space: Dr. Mae Jemison Soars to New Heights. ● Discuss characteristics of a biography. ● Identify people, places, and events in a true story. ● Make inferences to answer questions about a true story. ● Use picture and text clues to describe how a person in a true story acts, speaks, thinks, and feels. ● Build knowledge and language about learning new things and perseverance when reading A Morning with Grandpa. ● Use picture and text clues to describe how a character acts, speaks, thinks, and feels. ● Identify characters, setting, and events in fiction. ● Read a text with unconventional directionality. ● Blend and read words using previously taught decoding skills. ● Respond to text by drawing and writing ● Understand the meaning of new vocabulary ● Write a biography ● Identify a proper noun <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart <p>Summative Assessment: Module Assessment</p>	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Dancing through Space</u> ○ Big Book –<u>A Morning with Grandpa</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Wrap Up Video – “The First Day” ○ Read Aloud – <u>Dancing through Space</u> ○ Big Book –<u>A Morning with Grandpa</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Writing to Teach, Writing Process ○ Instructional Vocabulary – biography, informative, proper noun, writing process ○ Vocabulary Cards – Power Words: spotted, choreography, soaring Big Idea Words –practice, proud, success ○ Knowledge Maps ○ Wrap Up Video – Let’s Go to Work ● Activities <ul style="list-style-type: none"> ○ View and Respond to Wrap Up Videos – Zack’s Shack ○ Build Background Knowledge ○ Make Inferences ○ Character Clues

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	<ul style="list-style-type: none"> ● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. ● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas 		<ul style="list-style-type: none"> ○ Print Concepts: Directionality ○ Foundational Skills in Context ○ Response to Text ○ Listening Comprehension ○ Several grammar and writing activities including: Grammar – Days and Months Introduce capitalization of months of the year. Say: Remember, days of the week and holidays are special proper nouns. They begin with an uppercase letter, just like other names. Months of the year are also special proper nouns. <p>I DO – Say a sentence and then write it. Model identifying the capitalized month. Say: My birthday is in June. The word June is the special proper noun in this sentence. It names a month of the year and begins with an uppercase letter. Circle the uppercase letter.</p> <p>WE DO – Say another sentence and write it. Work with children to identify the capitalized month. Say: Today is February 14. Let's say the special proper noun in this sentence: February. What does it name? A month of the year. How do we show it is a special proper noun? It starts with an uppercase letter.</p> <p>YOU DO – Say and write a sentence. Have children identify the capitalized month. Say: My sister was born in December. What is the special proper noun? (December)As</p>
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			<p>time allows, repeat the YOU DO process with the following sentences:</p> <p>Yesterday was August 23.</p> <p>The movie comes out in November.</p> <p>We will move in April.</p>
<p>Module 6 – Week 4</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer – Express likes and dislikes ○ Research/Inquiry Project – Have children work on the “I Can Make a Difference.” – Remind children that their focus this week is to reflect on their part in the project by making and sharing an “I Can Make a Difference!” poster that shows how they contributed to the class cause. <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Review Central Idea and Key Details ○ Reading Corner – Have children use the PARTNER READING routine to practice reading familiar words accurately or to practice another area of need. Use any familiar text. ○ Writing Corner – Have children independently work on a text about national and local symbols; Can also have student color a flag and write a couple sentences about it 		

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)

