

# Hazleton Area School District

## Literacy Curriculum

Aligned to PA Core Standards and  
English Language Proficiency Standards



**Kindergarten**

## What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

A Curriculum Framework is part of [standards aligned system](#). The framework is the first step, defining clear, high standards which will be **achieved by all students**. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, there will be no [achievement gap](#) where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings**, which will lead to **life-long learning**; **Essential Questions** that guide student learning; **Grade Level Skills** that students are to master in order to meet the overarching standards; **Resources and Materials** for teachers and students to utilize to **develop, master, and practice the skills**, and **Assessments**, or opportunities, for students to demonstrate their level of achieving the standards.

A Curriculum Framework is **not a textbook**. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is **not a unit plan or collection of daily lesson plans** for a teacher to follow. From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include **differentiation through multiple resources, learning opportunities, and assessments**. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is **a living document** that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

Aligning with PA Core Standards, this English/Language Arts curriculum focuses on the four domains of literacy: Speaking, Listening, Reading and Writing. It is the intent that the four domains are taught through **an integrated approach**, including vocabulary, spelling, syntax, grammar, and conventions. Students demonstrate their understanding of the content and mastery of the literacy skills through speaking and/or writing assessments about what they have heard and/or read. Research supports this approach of integrating all four domains of literacy as opposed to teaching each in isolation. Even in the case when English/Language Arts may be taught by a teacher different from the teacher who teaches reading, integration is vital for students' language development.

## Socialization Skills

For the Hazleton Area School District, the ELA Curriculum Committee (2014) has combined literacy with socialization skills for its curriculum development. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. Each year, students will focus on one overarching social goal which will build upon the previous year's goal. Kindergarten will develop CARING KIDS; First Grade, COOPERATIVE WORKERS; Second Grade, INDEPENDENT LEARNERS; Third Grade, PROBLEM SOLVERS; Fourth Grade, RESPONSIBLE STUDENTS; Fifth Grade, DECISION MAKERS; Sixth Grade, TOLERANT THINKERS; Seventh Grade, CONFIDENT INDIVIDUALS; and Eighth Grade, WORLDLY THINKERS. These skills and overarching goals will develop accepting and understanding global thinkers for the 21<sup>st</sup> Century.

### Kindergarten: Goal: Caring Kids

Caring for others and the world around us is an essential skill in becoming successful contributing members of society. Kindergarten students have an innate kindness and willingness to help others. These socialization skills are fostered through modeling and positive reinforcement. Students will learn the conventions of rules and expectations in school and society. They will learn the importance of caring for living things as well as the world around them. Our overarching goal for our kindergarten students in the HASD is to become “caring kids” and lifelong learners.

**Theme One:** School: A New World to Explore (Units 1 and 2 M/H)

**Theme Two:** Friends and Family: Working with Others (Units 3 and 4 M/H)

**Theme Three:** Caring for the World Around You (Units 5, 6, and 7 M/H)

**Theme Four:** Growing and Changing (Units 8, 9, and 10 M/H)

# PA Core Standards for Kindergarten

## Foundational Skills

**Foundational skills** are a set of basic phonological and phonetic skills students must master before they can become fluent readers.

### Overarching Reading Foundational Skills Standards for Kindergarten

#### ***By the end of Kindergarten, students will:***

**RF.K.1.** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**RF.K.4.** Read emergent-reader texts with purpose and understanding.

## **Weeks 1-6**

### **Units 1 & 2**

**RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**RI.K.7** 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).

**W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

## **Weeks 7-12**

### **Units 3 & 4**

**RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

**RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (e.g. respond through writing to teacher given prompt).

**SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

## **Weeks 13-18**

### **Units 4-6**

**RL.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**L.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Recognize and name end punctuation.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

## **Weeks 19-24**

### **Units 6 & 7**

**RL.K.2.** With prompting and support, retell familiar stories, including key details.

**RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



## **Weeks 25-30**

### **Units 7-9**

**RL.K.5.** Recognize common types of texts (e.g., storybooks, poems).

**RI.K.5.** Identify the front cover, back cover, and title page of a book.

**RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.

**W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

f. Produce and expand complete sentences in shared language activities.

**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

## **Weeks 31-36**

### **Units 9 & 10**

**RL.K.4.** Ask and answer questions about unknown words in a text.

**RL.K.10.** Actively engage in group reading activities with purpose and understanding.

**RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.10.** Actively engage in group reading activities with purpose and understanding.

**W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

b. Continue a conversation through multiple exchanges.

**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# Reading

**RI.K.2 Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**RL.K.3 Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

Reading Informational Text	Reading Literature
<p><b><i>Key Ideas and Details</i></b></p> <ul style="list-style-type: none"> <li>• With prompting and support, identify main idea and retell key details</li> <li>• With prompting and support, answer questions about key details</li> <li>• With prompting and support, make connections between two individuals, events, ideas, or information in a text</li> </ul> <p><b><i>Craft and Structure</i></b></p> <ul style="list-style-type: none"> <li>• Identify title and author of a book</li> <li>• Identify beginning, end, details of text</li> <li>• With prompting and support, ask and answer questions about unknown words</li> </ul> <p><b><i>Integration of Knowledge and Ideas</i></b></p> <ul style="list-style-type: none"> <li>• Show relationship between illustrations and text</li> <li>• With prompting and support, identify reasons an author gives to support points in the text</li> <li>• With prompting and support, find likenesses and differences between two texts on same topic</li> </ul> <p><b><i>Vocabulary Acquisition and Use</i></b></p> <ul style="list-style-type: none"> <li>• Use words and phrases acquired through conversations, reading, and being read, and responding to text.</li> <li>• Determine or clarify the meaning of unknown or multiple-meaning words and phrases</li> </ul>	<p><b><i>Key Ideas and Details</i></b></p> <ul style="list-style-type: none"> <li>• With prompting and support, retell familiar stories with key details</li> <li>• With prompting and support, answer questions about key details</li> <li>• With prompting and support, identify characters, settings, and major events in a story</li> </ul> <p><b><i>Craft and Structure</i></b></p> <ul style="list-style-type: none"> <li>• Name author and illustrator and define the role of each</li> <li>• Recognize common types of text (story, poem, play/drama)</li> <li>• With prompting and support, ask and answer questions about unknown words</li> </ul> <p><b><i>Integration of Knowledge and Ideas</i></b></p> <ul style="list-style-type: none"> <li>• Show relationship between illustrations and text (read or read aloud)</li> <li>• Compare and contrast the adventures and experiences of characters in familiar stories</li> </ul> <p><b><i>Vocabulary Acquisition and Use</i></b></p> <ul style="list-style-type: none"> <li>• Use words and phrases acquired through conversations, reading, and being read, and responding to text.</li> <li>• Determine or clarify the meaning of unknown or multiple-meaning words and phrases</li> </ul>

## Writing

**W.K.1.3 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

	<b>Informative</b>	<b>Argumentative</b>	<b>Narrative</b>
<i>Focus</i>	Use drawing, dictating, and writing to focus on one specific topic	Form an opinion by choosing between two given topics	Establish “who” and “what” the narrative will be about
<i>Content</i>	With prompting and support, generate ideas and details to convey information	Support opinion with reasons	Describe experiences and events
<i>Organization</i>	Make logical connections between drawing and dictation/writing	Make logical connections between drawing and dictation/writing	Recount a single event or several loosely linked events in order and provide a reaction to what happened
<i>Style</i>	With prompting and support, illustrate using details and dictate/write using descriptive words	Intentionally blank	Intentionally blank
<i>Conventions</i>	Capitalize first word in sentence and pronoun I  Recognize and use end punctuation  Spell simple words phonetically	Capitalize first word in sentence and pronoun I  Recognize and use end punctuation  Spell simple words phonetically	Capitalize first word in sentence and pronoun I  Recognize and use end punctuation  Spell simple words phonetically

## Curriculum Timeline

Timeline	Themes	Tiered 2 Vocabulary	Performance Tasks/ Assessments	iReady Correlated Lessons
6 Weeks  Weeks 1-6	Unit 1	*Include MH Wonders Academic Language Words Unit 1  Space Sentence Word Alphabet Letter Capital Letter Lowercase Letter Syllables Onset/Rime Rhyme Beginning Sounds  *Include literacy terms in Phonemic/Phonics Daily Routine (appendix A )		<b>Standard RL.K.7</b> <b>RC 1</b> Find the Main Idea in Pictures <b>RC 11</b> Draw Conclusions About Pictures  <b>Standard RI.K.7</b> <b>RC 2</b> Sequence <b>RC 3</b> Review: Sequence <b>RC 4</b> More Review: Sequence
6 Weeks  Weeks 7-12	Units 2 & 3	*Include MH Wonders Academic Language Words Units 2 & 3  Left/Right Top/Bottom Author		<b>Standard RL.K.7</b> <b>RC 1</b> Find the Main Idea in Pictures <b>RC 11</b> Draw Conclusions About Pictures  <b>Standard RI.K.7</b> <b>RC 2</b> Sequence <b>RC 3</b> Review: Sequence <b>RC 4</b> More Review: Sequence

		Illustrator Illustration Title Front Cover Back Cover Characters Narrative		<b>Standard RL.K.3</b> <b>RC 9</b> Story Problems <b>RC 10</b> Story Solutions <b>RC 5</b> Story Characters and Settings <b>RC 8</b> Compare and Contrast Characters <b>RC 28</b> Story Characters, Setting, and Plot (1st grade lesson) <b>RC 35</b> Compare and Contrast Stories (1st grade lesson)  <b>Standard RI.K.3</b> <b>RC 6</b> Find Effects <b>RC 7</b> Find Causes
6 Weeks  Weeks 13-18	Units 4 & 5	*Include MH Wonders Academic Language Words Units 4 & 5  Similar Different Setting Predict Retell Summary Graphic Organizer Fiction Non-fiction Period Question Mark Exclamation Mark Long vowels Short vowels		<b>Standard RL.K.3</b> <b>RC 9</b> Story Problems <b>RC 10</b> Story Solutions <b>RC 5</b> Story Characters and Settings <b>RC 8</b> Compare and Contrast Characters <b>RC 28</b> Story Characters, Setting, and Plot (1st grade lesson) <b>RC 35</b> Compare and Contrast Stories (1st grade lesson)  <b>Standard RI.K.3</b> <b>RC 6</b> Find Effects <b>RC 7</b> Find Causes  <b>Standard L.K.5a</b> <b>V 41</b> Categorizing Words

<p>6 Weeks</p> <p>Weeks 19-24</p>	<p>Units 6 &amp; 7</p>	<p>*Include MH Wonders Academic Language Words Units 6 &amp; 7</p> <p>Compare Contrast Venn Diagram Problem Solution Plot Conclusion Sequence Details</p>		<p><b>Standard RL.K.1</b>  <b>RC 5</b> Story Characters and Setting  <b>RC 6</b> Find Effects  <b>RC 7</b> Find Causes  <b>RC 9</b> Story Problems  <b>RC 10</b> Story Solutions  <b>RC 13</b> Main Idea and Details  <b>RC 14</b> Review: Main Idea and Details  <b>RC 28</b> Story Characters, Setting, and Plot (1st grade lesson)  <b>RC 29</b> Key Details (1st grade lesson)</p> <p><b>Standard RI.K.1</b>  <b>RC 6</b> Find Effects  <b>RC 7</b> Find Causes  <b>RC 14</b> Review: Main Idea and Details  <b>RC 13</b> Main Idea and Details</p>
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6 Weeks Weeks 25-30	Units 8 & 9	*Include MH Wonders Academic Language Words Units 8 & 9  Narrative Conclusion Opinion Informational Text		<b>Standard RL.K.2</b> <b>RC 5</b> Story Characters and Setting <b>RC 9</b> Story Problems <b>RC 10</b> Story Solutions <b>RC 13</b> Main Idea and Details <b>RC 14</b> Review: Main Idea and Details <b>RC 28</b> Story Characters, Setting, and Plot (1st grade lesson) <b>RC 29</b> Key Details (1st grade lesson)  <b>Standard RL.K.9</b> <b>RC 5</b> Story Characters and Setting <b>RC 8</b> Compare and Contrast Characters <b>RC 28</b> Story Characters, Setting, and Plot (1st grade lesson) <b>RC 35</b> Compare and Contrast Stories (1st grade lesson)  <b>Standard RI.K.2</b> <b>RC 14</b> Review: Main Ideas and Details <b>RC 13</b> Main Ideas and Details
6 Weeks Weeks 31-36	Unit 10	*Include MH Wonders Academic Language Words Unit 10  Digraphs Substitution Omission Addition		<b>Standard RL.K.5</b> <b>RC 15</b> Identify Fact or Fiction in Pictures <b>RC 16</b> Identify Fact or Fiction in Text <b>RC 17</b> Identify Reality or Fantasy in Pictures <b>RC 18</b> Identify Realistic or Fantasy in Text  <b>*L.K.4a</b> <b>V 1-40</b> iready vocabulary lessons



# Kindergarten

## Phonemic/Phonics Daily Routine

### Appendix A

\*Adjust to your classroom needs

\*Use the following academic vocabulary when teaching this phonemic/phonics routine.

<p><b><u>Weeks 1-6</u></b></p> <ul style="list-style-type: none"> <li>• Letter Naming</li> <li>• Letter Sounds</li> <li>• Vowels</li> <li>• Counting Words in a Sentence</li> <li>• Syllables</li> </ul> <p><b><u>Weeks 7-12</u></b></p> <ul style="list-style-type: none"> <li>• Letter Naming</li> <li>• Letter Sounds</li> <li>• Vowels</li> <li>• Counting Words in a Sentence</li> <li>• Syllables</li> <li>• <b>Onset Rime</b></li> <li>• <b>Segmenting/Blending (2-3 sounds)</b></li> <li>• <b>CVC Words</b></li> </ul> <p><b><u>Weeks 13-18</u></b></p> <ul style="list-style-type: none"> <li>• Letter Naming</li> <li>• Letter Sounds</li> <li>• Vowels</li> <li>• Counting Words in a Sentence</li> <li>• Syllables</li> <li>• Onset Rime</li> <li>• Segmenting/Blending (2-3 sounds)</li> <li>• CVC Words</li> </ul>	<p><b><u>Weeks 19-24</u></b></p> <ul style="list-style-type: none"> <li>• Letter Naming</li> <li>• Letter Sounds</li> <li>• Vowels</li> <li>• Counting Words in a Sentence</li> <li>• Syllables</li> <li>• Onset Rime</li> <li>• <b>Segmenting/Blending (2-4 sounds)</b></li> <li>• CVC Words</li> <li>• Digraphs</li> <li>• <b>Silent “e” Words</b></li> </ul> <p><b><u>Weeks 25-30</u></b></p> <ul style="list-style-type: none"> <li>• Letter Naming</li> <li>• Letter Sounds</li> <li>• Vowels</li> <li>• Counting Words in a Sentence</li> <li>• Syllables</li> <li>• Onset Rime</li> <li>• <b>Segmenting/Blending (2-5 sounds)</b></li> <li>• CVC Words</li> <li>• Digraphs</li> <li>• Silent “e” Words</li> <li>• <b>Blends (2 &amp; 3 letters)</b></li> </ul>	<p><b><u>Weeks 31-36</u></b></p> <ul style="list-style-type: none"> <li>• Letter Naming</li> <li>• Letter Sounds</li> <li>• Vowels</li> <li>• Counting Words in a Sentence</li> <li>• Syllables</li> <li>• Onset Rime</li> <li>• Segmenting/Blending (2-5 sounds)</li> <li>• CVC Words</li> <li>• Digraphs</li> <li>• Silent “e” Words</li> <li>• Blends (2 &amp; 3 letters)</li> <li>• <b>R-Controlled Vowels</b></li> <li>• <b>Soft and Hard C &amp; G</b></li> <li>• <b>Long Vowels</b></li> </ul> <p><b>* As the year progresses, scale back on mastered skills to fit your classroom needs.</b></p>
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**Kindergarten  
High Frequency Words**

**Appendix B**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
I	to	he	help
the	and	little	too
we	go	she	has
can	you	for	play
see	do	have	look
a	are	of	where
like	with	they	good
*my	*is	said	who
	*was	want	come
		here	does
		what	*from
		*me	*down
		*this	*there
			*give
			*her
			*all
			*by
8 words	9 words	13 words	17 words

**\*Words are taught in a different timetable than MH Wonders. Follow HASD Sight Word List.**

**Kindergarten**  
**Letters/Letter Sounds Taught per Quarter**  
**Appendix C**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Mm Aa Ss Pp Tt	li Nn Cc Oo Dd Hh Ee Ff Rr	Bb Ll Kk Uu Gg Ww Xx Vv Jj Qq Yy Zz	All letters and letter sounds will be practiced towards mastery.

**Kindergarten**  
**McGraw-Hill Vocabulary**  
**Appendix D**

**Weeks 1-6: Unit 1**

friend	exciting
problem	exhausted
escape	explore
grasped	senses
rescue	feast
adventure	finished
movement	kneads
arrived	exciting

**Weeks 7-12: Units 2 & 3**

tool	process
discover	slender
defeated	cooperate
fetch	rules
rumble	guard
materials	prank
nature	responsible
decoration	listen
games	volume
world	chat
curious	exclaimed
observe	familiar
attaches	local

### Weeks 13-18: Units 4 & 5

equipment	require
uniform	plant
expect	crowd
remained	harmful
utensils	soak
appreciate	amazing
cultures	develop
prefer	content
proud	enormous
tradition	imagine
community	delicious
improve	fresh
confused	beneath
harvest	raise
quarrel	special

### Weeks 19-24: Units 6 & 7

weather	exercise
seasons	responsibility
migrate	train
active	compared
spot	social
predict	depend
temperature	habitat
storm	prepare
clever	notice
drought	celebration
safe	enough
appearance	wild
behavior	complain
wander	stubborn
plenty	join

## Weeks 25-30: Units 8 & 9

transportation	chores
vehicle	contribute
journey	member
wide	accomplish
fierce	organize
country	citizen
travel	respect
purpose	tidy
careful	necessary
connect	hailed
distance	natural resources
recognize	create
surface	designs
challenge	knowledge
space	weave

## Weeks 31-36: Unit 10

decide	experiment
grateful	environment
ragged	protect
marvel	recycle
sort	wisely
similar	encourage
perfect	protect
endless	

Text Dependent Question  
Stems and Frames Aligned to  
College and Career  
Readiness Reading Anchor  
Standards (CCRA.R)

**KEY IDEAS AND DETAILS:  
STANDARDS 1-3**

**CCRA.R.1**

- Cite evidence to prove what is indirectly stated in the text.
- Cite examples to show what the author is trying to say.
- What clues show you...?
- Who are the main characters? Cite evidence to prove it.
- What is the setting? Cite evidence.
- When does the story take place? How do you know?
- What evidence showed...?
- Cite evidence to show how...

**CCRA.R.2**

- What is the central idea? Cite evidence to prove it?
- What is the central message? Cite evidence to prove it.
- What is the theme? Cite evidence to prove it?
- What is the topic? Cite evidence to prove it.
- What are key ideas or details?
- Where does the author prove the intended message?
- Summarize the main ideas, details, or points of the text.
- Explain how the author shows the central idea. Cite evidence.

**CCRA.R.3**

- What evidence shows that a character is working on a solution?
- What evidence shows that a character is having a conflict?
- Explain and cite evidence that shows how the characters relate to each other.

- Cite evidence to show that a specific character is changing.
- Cite evidence to show how the events unfold.
- How did the central idea of the text develop? Cite evidence.
- Cite evidence to show how the plot is revealed.
- Explain how the key points, ideas, and message are made known. Cite evidence.

**CRAFT AND STRUCTURE  
STANDARDS 4-6**

**CCRA.R.4**

- What is the meaning of \_\_\_ as used in the text?
- What is the meaning of the phrase \_\_\_ as used in the text?
- How does the word \_\_\_ contribute to the \_\_\_?
- How does the phrase \_\_\_ contribute to \_\_\_?
- What is the purpose of this word?
- What is the purpose of this phrase?
- What in the text helped you understand this work?
- What in the text helped you understand the meaning of this phrase?

**CCRA.R.5**

- The text begins with...How does the beginning shape the text?
- What does the opening help you recognize?
- How does the sentence...affect the structure?
- How the chapter ...affect the overall text?
- How does stanza... fit into the overall structure?
- How does paragraph... fit into the overall structure?
- Where in the text does the author show...? How does this affect the text?
- The text ends with...Describe how this wraps up or closes the text?

### CCRA.R.6

- How does the author develop the point of view in the text?
- What is the purpose of the text?
- The author included \_\_\_\_ in the text. Determine why. Cite evidence to support.
- Locate a sentence, phrase, or paragraph that persuades. Cite evidence to explain how.
- Locate a sentence, phrase, or paragraph that informs. Cite evidence to explain how.
- Locate a sentence, phrase, or paragraph that entertains. Cite evidence to explain how.
- Locate a sentence, phrase, or paragraph that describes or explains something. Cite evidence to explain how.

## INTEGRATION OF KNOWLEDGE AND IDEAS

### STANDARDS 7-9

### CCRA.R.7

- What is the purpose of the information that is graphically displayed? Cite evidence to explain.
- What information did you gain from the graphics that is not written in the text? Cite evidence to explain.
- How do the graphics affect the meaning of the text? Cite evidence to explain.
- What is the purpose of the illustrations? Cite evidence to explain.
- Describe the relationship between the graphics and the text.
- Explain the purpose of the \_\_\_\_.
- How do the graphics enhance the meaning of the text? Cite evidence.

### CCRA.R.8

- How does the author support the points of the text? Cite evidence to explain.
- Describe how the author proves the key ideas of the text. Cite evidence.

- Does the author support the intended message with adequate information? Cite evidence to support your opinion.
- Cite evidence that supports the various points of view in the (text, article, paragraph, graphic, picture, etc.)
- How does the tone of the text change? Why does it change? Cite evidence to explain.
- What evidence does the author give that relates to the argument?
- Describe which reasons and evidence support specific points.

### CCRA.R.9

- How do the two texts address similar themes? Cite evidence to explain.
- How do the texts address similar topics? Cite evidence to explain.
- Cite evidence that supports the similarities of the texts.
- Compare and contrast the texts.
- Describe the different approaches the authors of the \_\_\_\_ (articles, paragraphs, pictures, graphics, etc.) use to communicate information on the same topic. Cite evidence to explain.
- Describe how the concepts/information about the same topic are presented in the \_\_\_\_ (articles, paragraphs, pictures, graphics, etc.)

Using text dependent questions and close reading strategies will help students move towards being able to:

Read and comprehend complex literary and informational texts independently and proficiently. (CCRA.R.10)