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EDUCATION

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**2021
Teacher Resource
Guide for MS
AAAS for
English Language
Arts Grades K-2**

Effective Date: 2021-2022 School Year

2021
Teacher Resource Guide for
MS AAAS for
Alternate English Elements III & English
Language Arts Grades K-2

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Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Teacher Resource Guide for MS AAAS for English Language Arts Grades K-2.*

The Standards

The different content strands in English address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP). The *2021 Mississippi Alternate Academic Achievement Standards (MS AAAS) for English Language Arts Grades K-2* are comprised of six essential content strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, and Language.

Remaining Material in the Teacher Resource Guide

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

Introduction

The MDE is dedicated to student success, improving student achievement in English and Language Arts (ELA) and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education ELA framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for English Language Arts Grades K-8* includes course-specific standards for English. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for MS AAAS for English Language Arts Grades K-2* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight, vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this is a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. The activities and adaptations provided are intended to serve as a model of how students participating in the Mississippi Academic Assessment Program-Alternate (MAAP-A) may receive academic instruction in mathematics. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for English Language Arts Grades K-2* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.
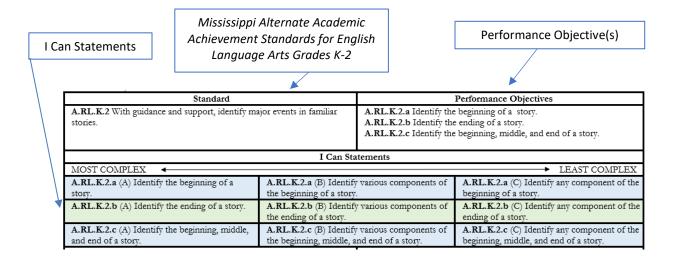
Structure of the Teacher Resource Guide for MS AAAS for English Language Arts Grades K-2
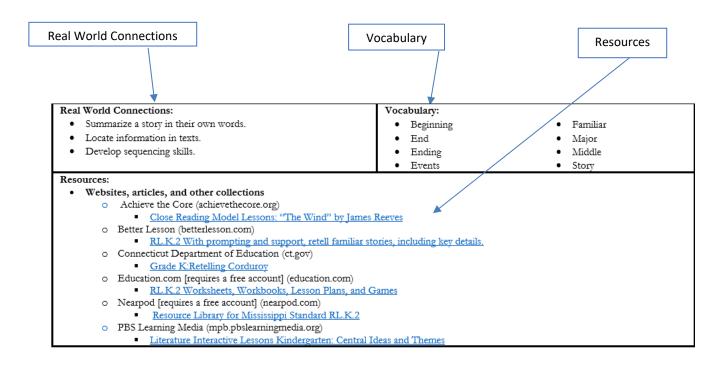
The *MS AAAS for English Language Arts Grades K-2* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- I Can Statement(s): These statements include the Performance Objective(s) as (A) the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.

- Real World Connections: These items help facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places, and events, students can see a greater relevance to their learning. Real-world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.

- Vocabulary: These lists include difficult or unfamiliar words students need to know and understand.

- Resources: These resources include instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

Structure of the Teacher Resource Guide for MS AAAS for English Language Arts Grades K-2 (Graphic)

I Can Statements

Mississippi Alternate Academic Achievement Standards for English Language Arts Grades K-2

Performance Objective(s)

Standard	Performance Objectives
A.RL.K.2 With guidance and support, identify major events in familiar stories.	**A.RL.K.2.a** Identify the beginning of a story. **A.RL.K.2.b** Identify the ending of a story. **A.RL.K.2.c** Identify the beginning, middle, and end of a story.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.K.2.a (A) Identify the beginning of a story.	**A.RL.K.2.a** (B) Identify various components of the beginning of a story.	**A.RL.K.2.a** (C) Identify any component of the beginning of a story.
A.RL.K.2.b (A) Identify the ending of a story.	**A.RL.K.2.b** (B) Identify various components of the ending of a story.	**A.RL.K.2.b** (C) Identify any component of the ending of a story.
A.RL.K.2.c (A) Identify the beginning, middle, and end of a story.	**A.RL.K.2.c** (B) Identify various components of the beginning, middle, and end of a story.	**A.RL.K.2.c** (C) Identify any component of the beginning, middle, and end of a story.

Real World Connections

Vocabulary

Resources

Real World Connections:	Vocabulary:	
- Summarize a story in their own words. - Locate information in texts. - Develop sequencing skills.	- Beginning - End - Ending - Events	- Familiar - Major - Middle - Story

Resources:
- Websites, articles, and other collections
  - Achieve the Core (achievethecore.org)
    - Close Reading Model Lessons: "The Wind" by James Reeves
  - Better Lesson (betterlesson.com)
    - RL.K.2 With prompting and support, retell familiar stories, including key details.
  - Connecticut Department of Education (ct.gov)
    - Grade K:Retelling Corduroy
  - Education.com [requires a free account] (education.com)
    - RL.K.2 Worksheets, Workbooks, Lesson Plans, and Games
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RL.K.2
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - Literature Interactive Lessons Kindergarten: Central Ideas and Themes

Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says, "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RL.K.1 With guidance and support, identify details in familiar stories.	**A.RL.K.1.a** Identify details in familiar stories.

I Can Statements

MOST COMPLEX ⟵————————————————————⟶ LEAST COMPLEX

A.RL.K.1.a (A) Answer questions about key details in a text.	**A.RL.K.1.a** (B) Answer various questions about key details in a text.	**A.RL.K.1.a** (C) Answer any question about various key details in a text.

Real World Connections:

- Respond to questions and discuss key details from familiar stories.
- Use specific details from a familiar story to answer questions.
- Answer "who" or "what" a familiar story is about.
- Answer "how" and/or "why" questions using specifics from the familiar story.
- Organize key details in a familiar story.
- Develop the habit of self-questioning as they read by themselves.
- Understand the type of information to look for when reading a story.
- Discuss what they read with a peer.
- Retell story in sequential order.
- Recall key details of a story.
- Use a variety of strategies to retell a story (e g , picture cards, dramatic play, illustration).

Vocabulary:

- 5W questions (who, where, when, what, why)
- Central idea
- Details
- Finally
- First
- Key events
- Main characters
- Next
- Setting

Resources:

- **Websites, articles, and other collections**
  - Achieve the Core (achievethecore.org)
    - Close Reading Model Lessons: "The Wind" by James Reeves
  - Better Lesson (betterlesson.com)
    - RL.K.1 With prompting and support, ask and answer questions about key details in a text.
  - Connecticut Department of Education (ct.gov)
    - Grade K:Retelling Corduroy
  - Education.com [requires a free account] (education.com)
    - RL.K.1 Worksheets, Workbooks, Lesson Plans, and Games

- o Nearpod [requires a free account] (nearpod.com)
  - ▪ [Resource Library for Mississippi Standard RL.K.1](#)
- o PBS Learning Media (mpb.pbslearningmedia.org)
  - ▪ [Literature Interactive Kindergarten Lessons: Central Ideas and Themes](#)
- o Read Write Think (readwritethink.org)
  - ▪ [Fact or Fiction: Learning About Worms Using Diary of a Worm](#)
  - ▪ [Story Map](#)
- o Share My Lesson [requires a free account] (sharemylesson.com)
  - ▪ [Grades K-2 English Language Arts Activities-RI.K.1](#)
  - ▪ [Sesame Street Video: Barbara Bush and Peter's Chair](#)
- o Story Line Online (storylineonline.net)
  - ▪ [Chester's Way](#)
- **Activities**
  - o Model retelling with key details.
  - o Ask probing questions about familiar texts.
  - o Provide multiple opportunities to practice retelling.
  - o Provide verbal prompts and picture cues to assist in recall.
  - o Provide students digital media opportunities to reinforce sequencing skills.
  - o Ask questions that support the use of sequencing. (e.g., "What was the first thing that happened?" "What happened after?")
  - o Read a with the student. Before reading, , remind the student to think about what the story told us about the character's home. Also, use a dramatic pause or rise in intonation to signal when a detail is read during the book sharing experience.
  - o Tell the student to find the part of the book where a specific detail is shown, turn to the part of a book where a detail is written about or depicted in the illustrations.
  - o Identify a picture in a familiar story that is related to the student's own experience (e.g., the story includes a dog and the student has a dog).
  - o Have the student touch the tactualized illustrations in a book while it is being read.
- **Videos**
  - o YouTube Teaching Without Frills
    - ▪ [How to Retell a Story for Kids](#)
  - o YouTube by Kimberly Fuentes
    - ▪ [Identifying Key Details of a Story](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [eSpark Learning: Key Details (1.RL.1)](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RL.K.2 With guidance and support, identify major events in familiar stories.	**A.RL.K.2.a** Identify the beginning of a story. **A.RL.K.2.b** Identify the ending of a story. **A.RL.K.2.c** Identify the beginning, middle, and end of a story.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.K.2.a (A) Identify the beginning of a story.	**A.RL.K.2.a** (B) Identify various components of the beginning of a story.	**A.RL.K.2.a** (C) Identify any component of the beginning of a story.
A.RL.K.2.b (A) Identify the ending of a story.	**A.RL.K.2.b** (B) Identify various components of the ending of a story.	**A.RL.K.2.b** (C) Identify any component of the ending of a story.
A.RL.K.2.c (A) Identify the beginning, middle, and end of a story.	**A.RL.K.2.c** (B) Identify various components of the beginning, middle, and end of a story.	**A.RL.K.2.c** (C) Identify any component of the beginning, middle, and end of a story.

Real World Connections:
- Summarize a story in their own words.
- Locate information in texts.
- Develop sequencing skills.

Vocabulary:
- Beginning
- End
- Ending
- Events
- Familiar
- Major
- Middle
- Story

Resources:
- **Websites, articles, and other collections**
  - Achieve the Core (achievethecore.org)
    - [Close Reading Model Lessons: "The Wind" by James Reeves](#)
  - Better Lesson (betterlesson.com)
    - [RL.K.2 With prompting and support, retell familiar stories, including key details.](#)
  - Connecticut Department of Education (ct.gov)
    - [Grade K:Retelling Corduroy](#)
  - Education.com [requires a free account] (education.com)
    - [RL.K.2 Worksheets, Workbooks, Lesson Plans, and Games](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RL.K.2](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [Literature Interactive Lessons Kindergarten: Central Ideas and Themes](#)

- Reading Rockets (readingrockets.org)
  - [Early Literacy Development](#)
- Read Write Think (readwritethink.org)
  - [Fact or Fiction: Learning About Worms Using Diary of a Worm](#)
  - [Story Map](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [Grades K-2 English Language Arts Activities – Standard A.RL.K.2](#)
  - [Sesame Street Video: Barbara Bush and Peter's Chair](#)

- **Activities**
  - Read a familiar story to the student. Point to major events as they appear in a familiar story while it is being read. Signal to indicate when a major event is read. As the student to turn to the part of a book where a major event is written about or depicted in illustrations.
  - Ask the student to identify an event from the story that is relate to their own experience (e.g., a character in the story eats ice cream, which happens to be a favorite food for the student.)
  - Give the student a picture card of a detail from a storybook and ask the student to find the matching picture on a particular page from the book.

- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [PreK-2 Literature Videos](#)
  - Story Line Online (storylineonline.net)
    - [Chester's Way](#)
  - YouTube by McGraw Hill PreK-12
    - [How to Introduce Students to Identifying Major Events in a Sequence](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RL.K.3 With guidance and support, identify characters and settings in a familiar story.	**A.RL.K.3.a** Identify important details about characters in a familiar story. **A.RL.K.3.b** Identify the settings in a familiar story **A.RL.K.3.c** Identify the characters and the settings in a familiar story.

I Can Statements

MOST COMPLEX ⟵―――――――――――――――――⟶ LEAST COMPLEX

A.RL.K.3.a (A) Identify important details about characters in a familiar story.	**A.RL.K.3.a** (B) Recall important details about a character in a familiar story.	**A.RL.K.3.a** (C) Name a character from a familiar story.
A.RL.K.3.b (A) Identify the settings in a familiar story.	**A.RL.K.3.b** (B) Identify various components of the setting in a story.	**A.RL.K.3.b** (C) Identify any component of a setting in a familiar story .
A.RL.K.3.c (A) Identify the characters and the settings in a familiar story.	**A.RL.K.3.c** (B) Identify various characters in the setting of a familiar story.	**A.RL.K.3.c** (B) Identify any characters in the setting of a familiar story.

Real World Connections:	Vocabulary:	
- Distinguish the most important events of a story. - Identify narrative elements (e.g., characters, setting, etc.) - Converse about details of a story - Recognize a character from a story. - Recall that the "setting" is where the story takes place - Recall that "characters" are people or animals who have a role in the story - Respond to questions and prompts about characters, settings. - Understand that people have many characteristics. - Learn how to sequence events.	- Characters - Element - Events - Familiar - First - Location - Major	- Next - Place - Setting - Time - Weather - When - Where

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
  - Education.com [requires a free account] (education.com)
    - RL.K.3 Worksheets, Workbooks, Lesson Plans, and Games

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Key Ideas and Details

- o Nearpod [requires a free account] (nearpod.com)
  - ▪ [Resource Library for Mississippi Standard RL.K.3](#)
- o PBS Learning Media (mpb.pbslearningmedia.org)
  - ▪ [Literature Interactive Lessons Kindergarten: Central Ideas and Themes](#)
- o Read Write Think (readwritethink.org)
  - ▪ [Character Map](#)
- o Share My Lesson [requires a free account] (sharemylesson.com)
  - ▪ [Grades K-2 English Language Arts Activities](#)
- **Activities**
  - o Read a familiar story to the student. Ask the student to identify or point to characters as they appear in the familiar story when asked, "Show me _____.". Ask them to name characters in the familiar story.
  - o Provide opportunities to identify narrative elements of a text.
  - o Have the student draw pictures of the characters or settings in a familiar story without the book present.
  - o Give the student a stick puppet that matches a character in the story. Ask the student to hold up the stick puppet that matches a character in the story when the reader mentions that character's name.
  - o Ask the student to describe a character in a familiar story (e.g., clothing, gender, age).
- **Videos**
  - o YouTube by Teaching without Frills
    - ▪ [Story Elements for Kids: What Is a Setting?](#)
  - o YouTube by Hicksville Public Schools Instructional Videos
    - ▪ [Character and Setting](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RL.K.4.1 Indicate when an unknown word is used in a text.	**A.RL.K.4.1.a** Indicate unknown words in a text. **A.RL.K.4.1.b** Select unknown words in a text.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.K.4.1.a (A) Indicate unknown words in a text.	**A.RL.K.4.1.a** (B) Identify various unknown words in a text.	**A.RL.K.4.1.a** (C) Identify any unknown words in a text.
A.RL.K.4.1.b (A) Select unknown words in a text.	**A.RL.K.4.1.b** (B) Select various unknown words in a text.	**A.RL.K.4.1.b** (C) Select any unknown word in a text.

Real World Connections:

- Learn new vocabulary words.
- Learn the meaning of new words.
- Become familiar with unknown words.
- Improve reading comprehension.
- Recognize words or phrases that are unfamiliar.
- Connect prior knowledge to unfamiliar words.
- Make predictions about word meanings.
- Use strategies to look up unfamiliar words.
- Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e g , grass, lawn).
- Participate in discussions about unfamiliar words.

Vocabulary:

- Clarify
- Known
- Unknown
- Words

Resources:

- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RL.K.4 Ask and answer questions about unknown words in a text.](#)
  - Connecticut Department of Education (ct.gov)
    - [Grade K:Retelling Corduroy](#)
  - Education.com [requires a free account] (education.com)
    - [RL.K.4 Worksheets, Workbooks, Lesson Plans, and Games](#)
- **Activities**

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

- o Before listening to a text, the teacher gives direction to signal [using speech, vocalization, pictures, gesture, or switch] when an unknown word is read.)
- o Introduce vocabulary in the context of topics when using a variety of informational text (e g , nonfiction text, recipes, web pages, menus, phone books, maps, etc.).
- o Ask the student to signal when an unknown word is heard during shared reading (e.g., Before listening to a story, the teacher gives direction to signal [using speech, vocalization, pictures, gesture, or switch] when a specific, recently learned word is read. Each time the teacher reads the word, the student signals.).
- o Model how use of picture cues can help determine the meaning of new words.
- o Scaffold the definition of words when introducing them before a story, being certain to provide several examples that help to demonstrate the meaning.
- o Encourage students to listen for new vocabulary words within the context of the story.
- o Ask the student to hand the teacher a picture symbol reflecting a familiar word from a familiar text when prompted, "Give me ____?"
- **Videos**
  - o YouTube by eSparkLearningVideos
    - ▪ [eSpark Learning: Unknown Words (K.RI.4)](#)
  - o YouTube by Clarendon Learning
    - ▪ [Decoding Words | Examples for kids learning how to decode words includes decoding words worksheets](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RL.K.4.2 Ask and answer questions about unknown words in a text.	**A.RL.K.4.2.a** Ask questions about unknown words in the text. **A.RL.K.4.2.b** Answer questions about unknown words in a text.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.K.4.2.a (A) Ask questions about unknown words on the text.	**A.RL.K.4.2.a** (B) List unknown words in a text.	**A.RL.K.4.2.a** (C) Identify any unknown words in a text.
A.RL.K.4.2.b (A) Answer questions about unknown words in a text.	**A.RL.K.4.2.b** (B) Recall the meaning of 1 or more unknown words in a text.	**A.RL.K.4.2.b** (C) Repeat any unknown words in a text.

Real World Connections:
- Learn new vocabulary words.
- Learn the meaning of new words.
- Become familiar with unknown words.
- Improve reading comprehension.
- Connect prior knowledge to unknown words
- Participate in discussions about unknown words.

Vocabulary:
- Clarification
- Explain
- Describe
- Known
- List
- Unknown

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - RL.K.4 Ask and answer questions about unknown words in a text.
  - Connecticut Department of Education (ct.gov)
    - Grade K:Retelling Corduroy
  - Education.com [requires a free account] (education.com)
    - RL.K.4 Worksheets, Workbooks, Lesson Plans, and Games
    - Early Literacy Hands-on Activities
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RL.K.4
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - Literature Interactive Lessons Kindergarten: Craft and Structure
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.K.4 Lesson Plans

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

- **Activities**
  - Ask the student to hand the teacher a picture symbol reflecting an unfamiliar word from a familiar text when prompted, "Tell me _____?"
  - Introduce vocabulary in the context of topics when using storybooks, finger plays, songs, or poems.
  - Model own connections to new vocabulary.
  - Provide multiple opportunities for practice with unknown words.
  - Model how use of picture cues can help one determine the meaning of new words
  - Exchange a symbol, object, or otherwise communicate an unfamiliar word during shared reading of a familiar text.
  - Model to help the student answer questions about a particular word or words with which they may have difficulty in a text. You walk them through what to do when they meet an unfamiliar word or words. The ultimate goal is that students will develop the ability to independently determine word meaning by asking and answering questions about vocabulary without prompting.
- **Videos**
  - YouTube by Jennifer Fortune
    - I can ask and answer questions about unknown words lesson 1
  - YouTube by eSparkLearningVideos
    - eSpark Learning: Asking and Answering Questions Instructional Video (3.RI, Quest 1)
  - YouTube by AxelsonAcademy
    - Asking and Answering Questions about Unknown Vocabulary

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RL.K.5 Recognize familiar texts (e.g., storybooks and poems).	**A.RL.K.5.a** Recall characters of a familiar text (e.g., storybooks and poems). **A.RL.K.5.b** Recognize the setting of a familiar text (e.g., storybooks and poems). **A.RL.K.5.c** Recall the important parts in a familiar text (e.g., storybooks and poems).

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.K.5.a (A) Recall characters of a familiar text (e.g., storybooks and poems).	**A.RL.K.5.a** (B) Recall various characters of a familiar text (e.g., storybooks and poems).	**A.RL.K.5.a** (C) Recall any characters of a familiar text (e.g., storybooks and poems).
A.RL.K.5.b (A) Recognize the setting of a familiar text (e.g., storybooks and poems).	**A.RL.K.5.b** (B) Recognize various components of the setting of a familiar text (e.g., storybooks and poems).	**A.RL.K.5.b** (C) Recognize any component of the setting of a familiar text (e.g., storybooks and poems).
A.RL.K.5.c (A) Recall the important parts in a familiar text (e.g., storybooks and poems).	**A.RL.K.5.c** (B) Recall various important parts in a familiar text (e.g., storybooks and poems).	**A.RL.K.5.c** (C) Recall various important parts in a familiar text (e.g., storybooks and poems).

Real World Connections:
- Relate characters to their settings in a familiar story.
- Distinguish between common types of texts (e.g., stories, poems).
- Engage with a variety of text. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, storybooks, nonfiction text, recipes, web pages, menus, phone books, maps).
- Understand that different types of text are used for different purposes.
- Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.
- Understand that a poem consists of words arranged in patterns of sound (e g , rhyming words, alliteration).

Vocabulary:
- Characters
- Events
- Familiar
- Parts
- Poems
- Setting
- Storybooks

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RL.K.5 Recognize common types of texts (e.g., storybooks, poems).](#)

- o Education.com [requires a free account] (education.com)
    - ▪ RL.K.5 Workbooks, Lesson Plans, and Games
- o Nearpod [requires a free account] (nearpod.com)
    - ▪ Resource Library for Mississippi Standard RL.K.5
- o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ Literature Interactive Lessons Kindergarten: Craft and Structure
- o Read Write Think (readwritethink.org)
    - ▪ Acrostic Poems
- o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ RL.K.5 English Language Arts Activities
- **Activities**
    - o Have the student get a familiar book from the bookshelf. Ask the student to tell you the name of the text.
    - o Ask the student to state the name of a text the teacher is about to read before saying the name of the book.
    - o Ask the student to show you a book about a particular topic (e.g., "Show me your book about swimming.").
    - o Set out several books. Ask the student to bring you a book about a particular topic. (e.g., "Do you remember that book about your favorite tiger?" Could you bring me that book?)
    - o Provide purposeful and playful exposure to a variety of texts. (e g , fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, storybooks, nonfiction text, recipes, web pages, menus, phone books, maps).
    - o Explicitly use the labels for different genres. (e.g., "storybook," "poem," "fiction," "nonfiction").
    - o Model how to determine a fiction or nonfiction text by comparing books on the same topic.
- **Videos**
    - o YouTube by Scratch Garden
        - ▪ The Parts of a Book Song | English Songs
    - o YouTube by Clarendon Learning
        - ▪ Decoding Words | Examples for kids learning how to decode words includes decoding words worksheets

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.	**A.RL.K.6.a** Select illustrations in a story. **A.RL.K.6.b** Recall words in a story. **A.RL.K.6.c** Describe how the illustrations help me understand the words in a story.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.K.6.a (A) Select illustrations in a story	**A.RL.K.6.a** (B) Select various illustrations in a story.	**A.RL.K.6.a** (C) Select any illustrations in a story.
A.RL.K.6.b (A) Recall words in a story	**A.RL.K.6.b** (B) Recall various words in a story.	**A.RL.K.6.b** (C) Recall any words in a story
A.RL.K.6.c (A) Describe how the illustrations helps me understand the words in a story.	**A.RL.K.6.c** (B) Demonstrate how various illustrations help me understand words in a story.	**A.RL.K.6.c** (C) Demonstrate a connection between illustrations and words in a story.

Real World Connections:
- Recognize that pictures help them to understand text.
- Use both words and illustrations to gather information about text.
- Create a mental picture of what they read about.
- Use illustrations to recognize the tone of a story.
- Retell a simple sequence in a text using picture support.
- Describe pictures in a text in detail to answer specific questions in a text.

Vocabulary:
- Illustration
- Photograph
- Photographer
-
- Relationship
- Story
- Text

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [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.](#)
  - Education.com [requires a free account] (education.com)
    - [RL.K.6 Workbooks, Lesson Plans, and Games](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for CCSS Standard RL.K.6](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [RL,K.6 Lesson Plans Templates](#)
- **Activities**

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

- o Ask the student to point to the words in the text and then the illustration in a story.
- o Provide a variety of literary texts.
- o Provide opportunities to interact with literary text.
- o Model how to make text to illustration connections.
- o In a named book, ask the student to locate a word and an illustration.
- o During shared reading, ask the student to point to the words while the teacher reads and then point to and talk about the pictures in the text.
- o Use illustrations to find a favorite page in a favorite book (e.g., During shared reading, the teacher asks the student to choose a favorite page to read and the student finds a favorite page in the book using the illustrations.).
- **Videos**
  - o PBS Learning Media (pbslearningmedia.org)
    - ▪ Blue Ribbon Readers: Visualization
  - o YouTube by eSparkLearningVideos
    - ▪ eSpark Learning: Illustrations and Text Instructional Video (K.RI.7)
  - o YouTube by Teach for Life
    - ▪ Difference Between Letter, Word, and Picture: Flashcards

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.K.7 With guidance and support, identify illustrations or object information found within a familiar story.	**A.RL.K.7.a** Label illustrations found within a familiar story. **A.RL.K.7.b** Select information about objects found within a familiar story. **A.RL.K.7.c** Find illustrations or object information within a familiar story.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RL.K.7.a (A) Label illustrations found within a familiar story.	**A.RL.K.7.a** (B) Identify various illustrations found within a familiar story.	**A.RL.K.7.a** (C) Identify any illustration found within a familiar story.
A.RL.K.7.b (A) Select information about objects found within a familiar story.	**A.RL.K.7.b** (B) Identify various information about objects found within a familiar story.	**A.RL.K.7.b** (C) Identify any information about any object found within a familiar story.
A.RL.K.7.c (A) Find illustrations or object information within a familiar story.	**A.RL.K.7.c** (B) Identify various illustrations or object information within a familiar story.	**A.RL.K.7.c** (C) Identify any illustration or object within a familiar story.

Real World Connections:	Vocabulary:	
• Recognize that picture help them to understand text. • Use both words and illustrations to gather information about text. • Use a map. • Label drawings to provide clarity.	• Familiar • Illustrations • Information	• Labels • Objects • Story

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [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).](#)
  - Education.com [requires a free account] (education.com)
    - [RL.K.7 Workbooks, Lesson Plans, and Games](#)
  - K6EDU (k6edu.com)
    - [Visualizing Graphic Organizer](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RL.K.7](#)
  - PBS Learning Media

- Interactive Lesson: Good Dogs!
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.K.7 Lesson Plans Templates
- **Activities**
  - Match sentences (read by the teacher) that go with photos in a teacher-made book (e.g., child matches photos from a field trip with the sentences the teacher wrote).
  - Give the student two or more phrases or sentences from the text. Have them match those to the illustrations that show the same meaning.
  - Match students' names with their photos in a teacher-made text.
  - Match pictures of characters with characters' names.
  - Match a picture of the setting with the description of the setting provided in the text.
- **Videos**
  - Study.com (study.com)
    - Using Illustrations & Words to Understand a Text: Lesson for Kids
  - YouTube by Wee Bee World Educational Videos for Children
    - Learn Different Objects
  - YouTube by eHowEducation
    - Learning to Read Through Pictures

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.	**A.RL.K.9.a** Identify characters in a familiar story **A.RL.K.9.b** Identify adventures in a familiar story. **A.RL.K.9.c** Identify the adventures or experiences of a character in a familiar story.

I Can Statements		
MOST COMPLEX	⟷	LEAST COMPLEX
A.RL.K.9.a (A) Identify characters in a familiar story.	**A.RL.K.9.a** (B) Identify various characters in a familiar story.	**A.RL.K.9.a** (C) Identify any character in a familiar story.
A.RL.K.9.b (A) Identify adventures in a familiar story.	**A.RL.K.9.b** (B) Identify various adventures in a familiar story.	**A.RL.K.9.b** (C) Identify any component of various adventures in a familiar story.
A.RL.K.9.c (A) Identify the adventures or experiences of a character in a familiar story.	**A.RL.K.9.c** (B) Identify various adventures or experiences of a character in a familiar story.	**A.RL.K.9.c** (C) Identify any component of adventures of a character in a familiar story.

Real World Connections:
- Understand how the adventures and experiences of characters shape the central idea of a familiar story.
- Pick out key details of a familiar story.
- Compare and contrast two characters' experiences adventures in a story.
- Understand that characters within the same story or characters from different stories can be compared and contrasted.
- Participate in dramatic roleplay portraying characters in a familiar story.

Vocabulary:
- Adventure
- Characters
- Compare
- Contrast
- Experiences
- Explain
- Respond

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.](#)
  - Education.com [requires a free account] (education.com)
    - [RL.K.9 Workbooks, Lesson Plans, and Games](#)
  - K6EDU (k6edu.com)
    - [Visualizing Graphic Organizer](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Integration of Knowledge and Ideas

- o   Kiddom (Kiddom.co)
    - ▪   [RL.K.9 Aligned Resources for Your Classroom](#)
- o   PBS Learning Media (mpb.learningmedia.org)
    - ▪   [Interactive Lesson: Good Dogs!](#)
- o   Read Write Think (readwritethink.org)
    - ▪   [Inferring How and Why Characters Change](#)
- o   Nearpod [requires a free account] (nearpod.com)
    - ▪   [Resource Library for Mississippi Standard RL.K.9](#)
- o   Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪   [RL.K.9 Lesson Plans Templates](#)
- **Activities**
    - o   Read aloud a list of adventures that might be in a story.. Have the student identify the adventures or experiences of a character in a story.
    - o   Provide an array of illustrations from a familiar book. Ask the student to select from the array of illustrations, one that shows an adventure or experience that the teacher describes (e.g., Teacher might ask, find the picture that shows the mouse jumping into the boat).
    - o   Have the student use characters on a felt board to act out an adventure in a familiar storybook.
    - o   Provide purposeful and playful exposure to a variety of fictional texts (e g , fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, storybooks).
    - o   Model finding similarities and differences between familiar stories.
    - o   Introduce strategies (e.g., Venn diagrams, T-charts) using concrete materials (e g , hula hoops, strings) to compare and contrast texts and components of texts in teacher-led, small group, and individual activities.
- **Videos**
    - o   YouTube by Teaching without Frills
        - ▪   [Story Elements for Kids: What Is a Character?](#)
    - o   PBS Learning Media (mpb.pbslearningmedia.org)
        - ▪   [Peter's Chair](#)
    - o   YouTube by eSparkLearningVideos
        - ▪   [eSpark Learning: Comparing and Contrasting Experiences Instructional Video (K.RL.9)](#)
        - ▪   [eSpark Learning: Compare & Contrast Characters in a Story Instructional Video (Fa13, 1.RL, Quest 7)](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Literature
CONCEPT: Range of Reading and Level of Text Complexity

Standard	Performance Objectives
A.RL.K.10 Actively engage in shared reading.	**A.RL.K.10.a** Recall what happened in the shared reading. **A.RL.K.10.b** Illustrate what happened in shared reading.

I Can Statements

MOST COMPLEX ◄─────────────────────────► LEAST COMPLEX

A.RL.K.10.a (A) Recall what happened in the shared reading.	**A.RL.K.10.a** (B) Identify various components of what happened in the shared reading.	**A.RL.K.10.a** (C) Identify any component of what happened in the shared reading.
A.RL.K.10.b (A) Illustrate what happened in shared reading.	**A.RL.K.10.b** (B) Illustrate components of what happened in the of the shared reading	**A.RL.K.10.b** (C) Illustrate any components of what happened in the shared reading.

Real World Connections:	Vocabulary:	
- Recognize that picture help them to understand text. - Use both words and illustrations to gather information about text. - Recognize that words are separated by spaces. - Understand that stories have a beginning and end.	- Beginning - Book - Ending - Illustrate - Listen	- Read - Page - Words - Spaces

Resources:
- **Websites, articles, and other collections**
  - Achieve the Core (achievethecore.org)
    - Close Reading Model Lessons: Grades K-2
  - Better Lesson (betterlesson.com)
    - RL.K.10 Actively engage in group reading activities with purpose and understanding.
  - Education.com [requires a free account] (education.com)
    - RL.K.10 Workbooks, Lesson Plans, and Games
  - Engage^{ny} (engageny.org)
    - Kindergarten Curriculum Documents
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.K.10 Lesson Plans Templates
  - Storyline Online (storylineonline.net)
    - Library
- **Activities**
  - Have the students complete the steps in a class project (e.g., cooking, planting seeds, making an art project.

- o The teacher reads instructions. Have the student identify a step in the instructions (e.g., During shared re-reading of a chart that tells the steps for planting a bean plant, the teacher asks the student to listen to how many beans they need and the student successfully identifies the number).
- o Ask the student to identify a detail from a social story written to help the student learn what to expect and how to behave in a frequently occurring situation.
- o Allow the student to interact with or explore pictures or objects related to a topic while it is read. (i.e., Interact with the milk cartons, dirt, seeds, and spoons that are required to plant the seeds as described in the chart being read with the group.)

- **Videos**
  - o YouTube by Center for the Collaborative Classroom
    - ▪ [What is Shared Reading in Being a Reader 03/21/17 (Part 1 of 2)](#)
    - ▪ [What is Shared Reading in Being a Reader 03/21/17 (Part 2 of 2)](#)
  - o YouTube by The Balanced Literacy Diet
    - ▪ [Chicka, Chicka, Boom, Boom: Shared Reading in Kindergarten](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RI.K.1 With guidance and support, identify a detail in a familiar text.	**A.RI.K.1.a** Ask questions about key details in a familiar text. **A.RI.K.1.b** Answer questions about key details in a familiar text.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

A.RI.K.1.a (A) Ask questions about key details in a familiar text.	A.RI.K.1.a (B) Identify key details in a familiar text.	A.RI.K.1.a (C) Identify a detail in a familiar text.
A.RI.K.1.b (A) Answer questions about key details in a familiar text.	**A.RI.K.1.b** (B) Identify key details in a familiar text.	**A.RI.K.1.b** (C) Identify a detail in a familiar text.

Real World Connections:
- Brainstorm main ideas on a chosen topic (e g , topic—bats, ideas—helpful, mammal, scary).
- Choose a main idea to focus writing on topic.
- Generate relevant details that support the chosen topic.
- Locate the correct page in a book.
- Write name in appropriate location on a test paper.
- Find the restroom.

Vocabulary:
- Background knowledge
- Clarify
- Conclusion
- Detail
- Evidence
- Illustration
- Inference
- Question
- Statement

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RI.K.1 With prompting and support, ask and answer questions about key details in a text.](#)
  - Education.com [requires a free account] (education.com)
    - [RI.K.1 Workbooks, Lesson Plans, and Games](#)
  - Engage[ny] (engageny.org)
    - [RI.K.1 Curriculum Documents](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RI.K.1](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.K.1 With prompting and support, ask and answer questions about key details in a text.](#)
  - Read Write Think (readwritethink.org)
    - [Reading Informational Texts Using the 3-2-1 Strategy](#)

- o Share My Lesson [requires a free account] (sharemylesson.com)
  - RI.K.1 Lesson Plans Templates
- **Activities**
  - o Create a list of topics brainstormed by the students.
  - o Facilitate discussion between small groups of students interested in a similar topic to organize thoughts and ideas
  - o Model how to differentiate between relevant and irrelevant ideas.
  - o Create KWL (know, wondered, learned) Charts. Before, during and after reading a text, create a KWL chart with the class to answer questions about key details in the text.
  - o Have students sort pictures and key words from the text into categories of "who, what, when, where."
  - o Ask student to "Think Aloud." The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud an informational text in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself.
- **Videos**
  - o YouTube by Pascagoula-Gautier School District
    - Kindergarten – Asking Questions in Informational Texts
  - o YouTube by eSparkLearningVideos
    - eSpark Learning: Ask and Answer Questions (RI.K.1)
  - o EG Videos (egvideos.com)
    - Literature - Ask and Answer Questions - RL.K.1, RI.K.1
  - o Cumberland County Schools K12 ELA YouTube Channel (youtube.com/channel/UCg_fON4fLSVTMH9mA7Nn7Pg)
    - Writing Strategy Lesson RI K.1

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RI.K.2 With guidance and support, identify the topic of a familiar text.	**A.RI.K.2.a** Tell what I learned from a familiar text. **A.RI.K.2.b** Identify the main topic of a familiar text.

I Can Statements		
MOST COMPLEX �longleftarrow		�rightarrow LEAST COMPLEX
A.RI.K.2.b (A) Tell what I learned from a familiar text.	**A.RI.K.2.a** (B) Repeat the moral of a familiar text.	**A.RI.K.2.a** (C) Name the title of a familiar text.
A.RI.K.2.c (A) Identify the main topic of a familiar text.	**A.RI.K.2.b** (B) Describe key details in a familiar text.	**A.RI.K.2.b** (C) Describe a detail in a familiar text.

Real World Connections:	Vocabulary:
• Use illustrations to determine the topic of a book. • Select coloring books with their favorite theme. • Identify a map.	• Graphics • Main topic • Images • Retell • Informational text • Title • Key details

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
  - Education.com [requires a free account] (education.com)
    - RI.K.2 Workbooks, Lesson Plans, and Games
  - Engage[ny] (engageny.org)
    - RI.K.2 Curriculum Documents
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RI.K.2
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RI.K.2 Lesson Plans Templates
- **Activities**
  - Have student participate in "Think, Pair, Share." Ask students to think individually about a question then meet with a peer to discuss their answers. Then, after they have had time to discuss with a peer, they can share their thoughts with the rest of the class.

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Key Ideas and Details

- o Allow the students to play beach ball toss. After reading a text, organize students in small groups. Give each group a beach ball that has been divided into five sections with the words: what, who, when, where, and how written on it. A student will toss the ball to another student. Whatever question word the student's right hand lands on, the student will pose a question about the text.
  - o Have students participate in instructional conversations. Individually, in small groups, or with the whole class, engage in a conversation about the text features of a content-area topic.

- **Videos**
  - o YouTube by GSD Instructional Programs
    - ▪ [ELA Grade K RI.K.2 Main Topic and Key Details](#)
  - o YouTube by Ashley Trauger
    - ▪ [Main Topic and Ley Details Kindergarten](#)
  - o You Tube by Hand2Mind
    - ▪ [Kindergarten – Main Topic in Informational Text Literacy Lesson](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [eSpark Learning: Main Idea (RI.K.2)](#)
  - o EG Videos (egvideos.com)
    - ▪ [Reading: Informational Text - Main Topic and Illustrations - RI.K.2](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.	**A.RI.K.3.a** (A) Identify individuals found in a familiar informational text. **A.RI.K.3.b** (A) Select events found in a familiar informational text. **A.RI.K.3.c** (A) Identify the details of a familiar informational text.

I Can Statements

MOST COMPLEX ⟵⟶ LEAST COMPLEX

A.RI.K.3.a (A) Identify individuals found in a familiar informational text.	**A.RI.K.3.a** (B) Identify an individual found in a familiar informational text.	**A.RI.K.3.a** (C) Repeat the name of an individual found in a familiar informational text.
A.RI.K.3.b (A) Select events found in a familiar informational text.	**A.RI.K.3.b** (B) Select an event found in a familiar informational text.	**A.RI.K.3.b** (C) Repeat the name of an event found in a familiar informational text.
A.RI.K.3.c (A) Identify the details of a familiar informational text.	**A.RI.K.3.c** (B) Identify a detail of a familiar informational text.	**A.RI.K.3.c** (C) Repeat a detail of a familiar informational text.

Real World Connections:
- Pick out a superhero t-shirt.
- Hand out valentine cards.
- Work a word-search puzzle.

Vocabulary:
- Connection
- Events
- Ideas
- Individual
- Information
- Informational text
- Relationship
- Text features

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.](#)
  - Education.com [requires a free account] (education.com)
    - [RI.K.3 Workbooks, Lesson Plans, and Games](#)
  - Engage^{ny} (engageny.org)
    - [RI.K.3 Curriculum Documents](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RI.K.3](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)

- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - o Share My Lesson [requires a free account (sharemylesson.com)]
    - RI.K.3 Lesson Plans Templates
- **Activities**
  - o Ask students questions about texts to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud an informational text in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself.
  - o Individually, in pairs, or with the whole class, have students draw a timeline to record important events in history or important milestones in a well-known person's life.
  - o Use graphic organizers. Students can draw a picture of three key details in the text to place in a graphic organizer.
- **Videos**
  - o YouTube by Hand2Mind
    - Kindergarten – Main Topic in Informational Text Literacy Lesson
  - o YouTube by eSparkLearningVideos
    - Making Connections (RI.K.3)
  - o YouTube by Pascagoula-Gautier School District
    - Kindergarten, Reading, RIK.3 Describing Connections
  - o Khan Academy (khanacademy.com)
    - Finding Connections Between Ideas Within a Passage

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RI.K.4 With guidance and support, ask and answer questions about unknown words in a text.	**A.RI.K.4.a** Ask and answer questions about unknown words in a text.

I Can Statements

MOST COMPLEX ⟵———————————————————————⟶ LEAST COMPLEX

A.RI.K.4.a (A) Ask and answer questions about unknown words in an informational text.	**A.RI.K.4.a** (B) Ask questions about words I do not know in an informational text.	**A.RI.K.4.a** (C) Identify words I do not know in an informational text.

Real World Connections:	**Vocabulary:**	
- Fill out a simple form with the help of an adult. - Determine how to open a game on a mobile device. - Use caller ID on a phone.	- Answer - Background knowledge - Context Clues	- Phrases - Question - Statement

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.](#)
  - Education.com [requires a free account (education.com)]
    - [RI.K.4 Workbooks, Lesson Plans, and Games](#)
  - Engage^{ny} (engageny.org)
    - [RI.K.4 Curriculum Documents](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RI.K.4](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.](#)
  - Read Write Think (readwritethink.org)
    - [Using a Predictable Text to Teach High-Frequency Words](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [RI.K.4 Lesson Plans Templates](#)
- **Activities**
  - Guess the Covered Word. When reading a text (A big book works well for a whole or small group.), have students put a sticky note over a word that is unknown. Then prompt students to look around the word and look at the illustrations for clues to discover the meaning of

the word.
- o Think, Pair, Share: ask students to think individually about the meaning of an unknown word, meet with a peer to discuss their words, then share their thoughts with the rest of the class.
- o Question Prompts: Ask students questions and prompt the students to ask you and each other questions to determine the meaning of the word.

- **Videos**
  - o YouTube by Kelly Snyder
    - ▪ [Read Aloud- Panda Kindergarten (informational text)](#)
  - o YouTube by Pascagoula-Gautier School District
    - ▪ [Kindergarten – Asking Questions in Informational Texts](#)
    - ▪ [Kindergarten Reading Lesson RI K1 Ask and Answer Questions](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [Unknown Words](#)
  - o YouTube by Axelson Academy
    - ▪ [Answering Questions about Unknown Vocabulary](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RI.K.5 Identify the front cover of a book.	**A.RI.K.5.a** Find/point to the front cover of the book?

I Can Statements

MOST COMPLEX ⬅——————————————————➡ LEAST COMPLEX

A.RI.K.5.a (A) Find/point to the front cover of the book?	**A.RI.K.5.a** (B) Find/point to the cover of a book.	**A.RI.K.5.a** (C) Find/point to a book.

Real World Connections:	**Vocabulary:**	
- Pick out their favorite coloring book. - Hold a book properly. - Locate a dictionary.	- Author - Back cover - Front cover - Illustrator	- Informational text - Parts of a book - Publisher - Title page

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RI.K.5 Identify the front cover, back cover, and title page of a book.](#)
  - Education.com [requires a free account (education.com)]
    - [RI.K.5 Workbooks, Lesson Plans, and Games](#)
  - Engage^{ny} (engageny.org)
    - [RI.K.5 Curriculum Documents](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RI.K.5](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.K.5 Identify the front cover, back cover, and title page of a book.](#)
- **Activities**
  - Give students a set of three sticky notes. One says front cover, one says back cover, and one says title page. Have students come up to a big book and put the sicky note in the appropriate place in the book. Each student could then practice with his own book individually.
  - Give each student a set of three cards. One says front cover, one says back cover, and one says title page. When the teacher shows students a part of the book or give a description of a part of the book, they are to hold up the correct card.
- **Videos**
  - YouTube by KinderTalks
    - [Parts of a book](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Craft and Structure

- o YouTube by Cohesion Education
  - ▪ [Kindergarten ELA – Identify the Front and Back Cover and Title Page of a Book](#)
- o YouTube by Teaching Independent Learners
  - ▪ [Parts of a book](#)
- o YouTube by Mya & Kaylee's Bookshelf
  - ▪ [The Basic Parts of a Book (SCHOOL APPROPRIATE)](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RI.K.6 Distinguish between words and illustrations in an informational text.	**A.RI.K.6.a** Describe how the illustrations help me understand the words in an informational text.

I Can Statements

MOST COMPLEX ←——————————————————————————→ LEAST COMPLEX

A.RI.K.6.a (A) Describe how the illustrations help me understand the words in an informational text.	**A.RI.K.6.a** (B) Match illustrations to words in an informational text.	**A.RI.K.6.a** (C) Locate illustrations in an informational text.

Real World Connections:	**Vocabulary:**	
• Find Mississippi on a map. • Refer to arrows to when following directions. • Use icons to find a bathroom.	• Illustrations • Photograph • Photographer	• Relationship • Text

Resources:
- **Websites, articles, and other collections**
    - Better Lesson (betterlesson.com)
        - [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.](#)
    - Education.com [requires a free account (education.com)]
        - [RI.K.6 Lesson Plans](#)
    - Engage^ny (engageny.org)
        - [RI.K.6. Curriculum Documents](#)
    - PBS Learning Media (mpb.pbslearningmedia.org)
        - [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.](#)
    - Read Write Think (readwritethink.org)
        - [Bingo! Using Environmental Print to Practice Reading](#)
- **Activities**
    - Complete a Venn Diagram with students. On one side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles.
    - Work with your students to create a set of questions for an author and a set of questions for an illustrator. Then have the students role play. One student will be the author and one will be the interviewer. One student will be the illustrator and one will be interviewing them.
- **Videos**
    - YouTube by Axelson Academy

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Craft and Structure

- The Role of the Author and Illustrator in Informational Texts
  - YouTube by WaterFire Providence
    - Wishes & Stars from RI K-6 Students
  - YouTube by Ashley Trauger
    - Illustrations/Photographs and Text Relationships
  - YouTube by Teaching Independent Learners
    - Text Features Intro for K
  - YouTube by BrainPopJr
    - Text Features

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.K.7 With guidance and support, identify illustrations or object information found within a familiar text..	**A.RI.K.7.a** Describe how the illustrations help me understand object information found within a familiar informational text.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RI.K.7.a (A) Identify illustrations or object information found within a familiar text.	**A.RI.K.7.a** (B) Match illustrations to the people, places, things, or ideas from a familiar informational text.	**A.RI.K.7.a** (C) Locate the illustrations in a familiar informational text.

Real World Connections:	Vocabulary:
• Find Mississippi on a map. • Refer to arrows to when following directions. • Use icons to find a bathroom.	• Picture • Photograph • Illustration • Object information • Photographer

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - 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).
  - Education.com [requires a free account (education.com)]
    - RI.K.7 Workbooks, Lesson Plans, and Games
  - Engage^ny (engageny.org)
    - RI.K.7 Curriculum Documents
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RI.K.7
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - 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).
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RI.K.7 Lesson Plans Templates
- **Activities**

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

- o Given a text with simple sentences read by a teacher, ask the student to identify the illustration (e.g., The teacher reads, "The butterfly is blue." and the student identifies an image of a blue butterfly.) to match the sentence
  - o After listening to text about a rabbit, ask the student to match an illustration of a rabbit with an informational text describing the rabbit.
  - o Have the student match an illustration of a tree to the description of the tree in an informational text.
  - o Ask the student to point to illustrations as the teacher describes them.
  - o Allow the student to explore the tactual information on the page of an adapted book.
  - o Ask students to individually identify a labeled photo or diagram or graph from within an informational text. Then, with a peer, ask students to interpret the information provided in the photograph, diagram, or graphic. After they have had time to discuss with a peer, they can share their thoughts with the rest of the class. As they share with the rest of the class, the teacher can provide some prompting and support to help facilitate the discussion.
  - o During reading stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen next in the story.
  - o Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to tell you which sentence goes with the picture.
- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ Reading: Informational Text –Main Topic and Illustrations - RI.K.7
  - o Khan Academy (khanacademy.org)
    - ▪ Using text features to locate information | Reading
  - o YouTube by Ashley Trauger
    - ▪ Illustrations/Photographs and Text Relationships
  - o YouTube by Stephanie Cowman
    - ▪ Information in the Text and Pictures
  - o YouTube by eSparkLearningVideos
    - ▪ Illustrations and Text Instructional Video (K.RI.7)
    - ▪ Diagrams in Nonfictions

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.K.8 With guidance and support, identify the author's purpose in an informational text.	**A.RI.K.8.a** State the author's purpose in an informational text.

I Can Statements

MOST COMPLEX ⟵——————————————————————————⟶ LEAST COMPLEX

A.RI.K.8.a (A) State the author's purpose in an informational text.	**A.RI.K.8.a** (B) Select the author's purpose in an informational text from a list of possible answers.	**A.RI.K.8.a** (C) Repeat the author's purpose in an informational text.

Real World Connections:	**Vocabulary:**	
• Find humor in a cartoon illustration. • Locate the instructions for a game. • Avoid walking in an area with a yellow "wet floor" sign.	• Author's purpose • Informational text	• Reasons

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.](#)
  - Education.com [requires a free account (education.com)]
    - [RI.K.1 Workbooks, Lesson Plans, and Games](#)
  - Engage[ny] (engageny.org)
    - [RI.K.8 Curriculum Documents](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RI.K.8](#)
  - Read Write Think (readwritethink.org)
    - [Write Alouds](#)
- **Activities**
  - Use graphic organizers (e.g., bubble). List the topic of a text or multi-media and note events and/or details that support the topic (e.g., the best time to plant pumpkins, how long it takes them to grow and ripen, typical size, uses, etc.). Use a *System of Least Prompts when selecting a supporting detail.
  - Provide the students with a copy of the text the students for students to mark. Students should then create a coding system to help them mark and understand the text.

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

- o Model the thought processes that occur while reading the text. This may include asking questions while reading the text, identifying important details, identifying the topic, and identifying the main idea.
- **Videos**
  - o YouTube by eSparkLearningVideos
    - ▪ Author's Purpose
  - o YouTube by Becca Aaker
    - ▪ Author's Purpose with PIE
  - o YouTube by Brian Kind
    - ▪ Author's Purpose eLearning Reading Lesson for Kids
  - o EG Videos (egvideos.com)
    - ▪ Main Topics and Illustrations

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic (e.g., in illustrations, descriptions, procedures).	**A.RI.K.9.a** Match similar parts of two familiar informational texts on the same topic (e.g., in illustrations, descriptions, procedures).

I Can Statements

MOST COMPLEX ⬅ ➡ LEAST COMPLEX

A.RI.K.9.a (A) Match similar parts of two familiar informational texts on the same topic (e.g., in illustrations, descriptions, procedures).	**A.RI.K.9.a** (B) Match a similar part of two familiar informational texts on the same topic (e.g., in illustrations, descriptions, procedures).	**A.RI.K.9.a** (C) Recognize two things as being similar.

Real World Connections:	**Vocabulary:**	
- Find Mississippi on a wall map and in an atlas. - Recognize that yellow signs mean caution. - Pick out the generic brand of a favorite cereal.	- Alike - Compare - Contrast	- Different - Match - Similar

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [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).](#)
  - Education.com [requires a free account (education.com)]
    - [RI.K.9 Workbooks, Lesson Plans, and Games](#)
  - Read Write Think (readwritethink.org)
    - [Family Ties: Making Connections to Improve Reading Comprehension](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [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).](#)
  - Education.com [requires a free account (education.com)]
    - [RI.K.1 Workbooks, Lesson Plans, and Games](#)
  - Engage^{ny} (engageny.org)
    - [RI.K.9 Curriculum Documents](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [Literature – Kindergarten: Key Ideas and Details](#)
  - Read Write Think (readwritethink.org)

- ▪ [Reading Informational Texts Using the 3-2-1 Strategy](#)
  - o Share My Lesson [requires a free account (sharemylesson.com)]
    - ▪ [RI.K.9 Lesson Plans Templates](#)
- **Activities**
  - o For texts that use a compare/contrast text structure, have students brainstorm (individually, in a small group, or with the whole class) how two texts about the same topic are similar and how the two texts are different.
  - o To encourage students to think more deeply about texts, teachers can lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about how two texts about the same topic are similar/different. Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.
  - o Read two texts about different holidays or any topic. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and what is different about the two holidays or the topics you chose. (food, activities, etc.) Grouping: whole or small, partner or individual
- **Videos**
  - o YouTube by eSparkLearningVideos
    - ▪ [Comparing Texts on the Same Topic](#)
  - o YouTube by McGraw Hill PreK-12
    - ▪ [Fun Animation Explaining How to Compare and Contrast Nonfiction Texts.](#)
  - o YouTube by Jessica Lloyd
    - ▪ [Compare & Contrast Two Texts on the Same Topic](#)
  - o YouTube by AKS 18 bees lesson
    - ▪ [Similarities and Differences in a Text](#)
  - o Khan Academy (khanacademy.org)
    - ▪ [Reading multiple accounts of the same topic | Reading](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Informational Text
CONCEPT: Range of Reading and Level of Text Complexity

Standard	Performance Objectives
A.RI.K.10 Actively engage in shared reading of informational text.	**A.RI.K.10.a** Illustrate what happened in an informational text from shared reading.

I Can Statements		
MOST COMPLEX		LEAST COMPLEX
A.RI.K.10.c (A) Illustrate what happened in an informational text from shared reading.	**A.RI.K.10.c** (B) Recall what happened in an informational text from shared reading.	**A.RI.K.10.c** (C) Listen to the shared reading of an informational text.

Real World Connections:
- Ask and answer questions about text being read aloud.
- Share relevant prior knowledge about text being read aloud.
- Respond to and build on comments from other children.
- Use ideas gained in group reading activities in other daily routines, learning centers, and activities
- Draw a picture of an event from a story.
- Follow along in book as it is being read.
- Turn to the correct page in a book.

Vocabulary:
- Beginning
- Book
- Ending
- Illustrate
- Listen
- Read
- Page
- Words
- Spaces

Resources:
- **Websites, articles, and other collections**
  - Achieve the Core (achievethecore.org)
    - Close Reading Model Lessons: Grades K-2
  - Better Lesson (betterlesson.com)
    - RL.K.10 Actively engage in group reading activities with purpose and understanding.
  - Education.com [requires a free account] (education.com)
    - RL.K.10 Workbooks, Lesson Plans, and Games
  - Engage^ny (engageny.org)
    - Kindergarten Curriculum Documents

- o Share My Lesson [requires a free account] (sharemylesson.com)
  - ▪ [RL.K.10 Lesson Plans Templates](#)
- o Storyline Online (storylineonline.net)
  - ▪ [Library](#)
- **Activities**
  - o Use ideas gained in shared reading activities in other daily routines, learning centers, and activities.
  - o Encourage students to think more deeply about texts, teachers can lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about how two texts about the same topic are similar/different. Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.
  - o Have the students complete the steps in a class project (e.g., cooking, planting seeds, making an art project.
  - o Allow the student to interact with or explore pictures or objects related to a topic while it is read. (i.e., Interact with the milk cartons, dirt, seeds, and spoons that are required to plant the seeds as described in the chart being read with the group.)
  - o On three sorting cards, create three categories with the titles: Text #1 (name of text), Text #2 (name of text), and Similar. On the other sorting cards write a list of similarities and differences. Present the students with a sort. Each of those concepts can be a category. On other cards, write corresponding facts that would match under the various categories. Ask students to sort the cards accordingly.
  - o Write a question about the author's purpose in the middle of a web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write "What was the author's purpose in this report about volcanoes?" in the middle of the web. Then, on extended lines students can offer responses to the question. They may respond with, "To teach us something," "To help us better understand volcanoes," "To warn us," "To scare us," etc.
- **Videos**
  - o YouTube by Center for the Collaborative Classroom
    - ▪ [What is Shared Reading in Being a Reader 03/21/17 (Part 1 of 2)](#)
    - ▪ [What is Shared Reading in Being a Reader 03/21/17 (Part 2 of 2)](#)
  - o YouTube by The Balanced Literacy Diet
    - ▪ [Chicka, Chicka, Boom, Boom: Shared Reading in Kindergarten](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [Identifying Similarities and Differences](#)
    - ▪ [Comparing texts on the same topic (K.RI.9)](#)
    - ▪ [Comparing and Contrasting Experiences](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Foundational Skills
CONCEPT: Print Concepts

Standard	Performance Objectives
A.RF.K.1 Demonstrate emerging understanding of the organization of print.	**A.RF.K.1.a** During shared reading, demonstrate understanding that books are read one page at a time from beginning to end. **A.RF.K.1.b** Not applicable **A.RF.K.1.c** Demonstrate appropriate finger spacing between words. **A.RF.K.1.d** Demonstrate knowledge of letters of the alphabet (e.g., letter of their name).

I Can Statements

MOST COMPLEX ←——————————————————————————————→ LEAST COMPLEX

A.RF.K.1.a (A) During shared reading, demonstrate understanding that books are read one page at a time from beginning to end.	**A.RF.K.1.a** (B) Select the beginning of the book.	**A.RF.K.1.a** (C) Select the end of the book.
A.RF.K.1.c (A) Demonstrate appropriate finger spacing between words.	**A.RF.K.1.c** (B) Model appropriate finger spacing between words.	**A.RF.K.1.c** (C) Match finger spacing between words.
A.RF.K.1.d (A) Demonstrate knowledge of letters of the alphabet (e.g., letter of their name).	**A.RF.K.1.d** (B) Identify letters of your first name.	**A.RF.K.1.d** (C) March letters of your first name.

Real World Connections:
- Read or follow along in a book from left to right, top to bottom, and page by page.
- Recognize that relationship between print and speech.
- Recognize that words are separated by spaces.
- Understand that stories have a beginning and end.
- Recognize their name in writing.

Vocabulary:
- Alphabet
- Beginning
- Book
- End
- Finger
- Letters
- Name
- Page
- Read
- Spacing

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - RF.K.1 Demonstrate understanding of the organization and basic features of print.
  - Education.com [requires a free account] (education.com)
    - RF.K.1.A Worksheets, Lesson Plans, and Games
  - Goal Book (goalbookapp.com)
    - Print Awareness

- o PBS Learning Media (mpb.pbslearningmedia.org)
  - ▪ [RF.K.1 Demonstrate understanding of the organization and basic features of print.](#)
- o Reading Rockets (readingrockets.org)
  - ▪ [Print Awareness](#)
  - ▪ [Concepts of Print Assessment](#)
- o Read Write Think (readwritethink.org)
  - ▪ [Text Structure/Story Structure](#)
- o Worksheet Land (worksheetland.com)
  - ▪ [Sequence Worksheet](#)
- **Activities**
  - o Model print concepts while using different forms of text and genre (e g , big books, names, poems.
  - o Read to students and provide
  - o Provide hands-on experience (e.g., small groups, independent, learning stations) with text.
  - o Provide opportunities to distinguish between a phrase and a sentence.
  - o Use print and digital-text materials for functional purposes.
- **Videos**
  - o YouTube by KinderBlossoms
    - ▪ [Concepts of Print (Part 1)](#)
    - ▪ [Concepts of Print (Part 2)](#)
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [Print Concepts: Grades K-1 Introductory Video](#)
    - ▪ [Organization and Features of Print Videos](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Foundational Skills
CONCEPT: Phonological Awareness

Standard	Performance Objectives
A.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).	**A.RF.K.2.a** Recognize rhyming words. **A.RF.K.2.b** Recognize the number of words in a spoken message. **A.RF.K.2.c** Identify single-syllable spoken words in the same onset (Beginning sound) as a familiar word.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RF.K.2.a (A) Recognize rhyming words.	**A.RF.K.2.a** (B) Match Rhyming words.	**A.RF.K.2.a** (C) Repeat rhyming words.
A.RF.K.2.b (A) Recognize the number of words in a spoken message.	**A.RF.K.2.b** (B) Label the number of words in a spoken message.	**A.RF.K.2.b** (C) Repeat the number of words in a spoken message.
A.RF.K.2.c (A) Identify single syllable spoken words in the same onset (Beginning sound) as a familiar word.	**A.RF.K.2.c** (B) Locate single syllable spoken words in the same onset (Beginning sound) as a familiar word.	**A.RF.K.2.c** (C) Repeat single syllable spoken words in the same onset (Beginning sound) as a familiar word.

Real World Connections:
- Change out sounds to make new words.
- Sound out words as they begin to read.
- Make up rhyming words
- Engage in word games.
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words

Vocabulary:
- Beginning
- Familiar
- Match
- Repeat
- Rhyme
- Sound
- Syllable
- Word

Resources:
- **Websites, articles, and other collections**
  - Achieve the Core (achievethecore.org)
    - Foundational Skills Guidance Documents: Grades K-2
    - Effective Enhancements for Foundational Skills Instruction: Make Foundational Skills Instruction More Fun
  - Better Lesson (betterlesson.com)
    - RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Foundational Skills
CONCEPT: Phonological Awareness

- o Education.com [requires a free account] (education.com)
  - RF.K.2.A Worksheets, Lesson Plans, and Games
- o Goal Book (goalbookapp.com)
  - Understand Sounds in Words
- o Reading Rockets (readingrockets.org)
  - Print Awareness
  - Concepts of Print Assessment
- o Read Write Think (readwritethink.org)
  - Phonological Awareness
- **Activities**
  - o Provide oral practice with counting words, syllables, and phonemes.
  - o Provide oral practice with identifying beginning and ending sounds.
  - o Use pictures to identify rhyming words.
  - o Provide opportunities to identify and produce rhyming words.
  - o Ask students to verbally identify the letters out of sequence.
  - o Ask students to identify the sound for each letter out of sequence.
  - o Model and practice segmenting and blending.
  - o Provide learning centers that focus on letters, sounds, words, and creating simple sentences.
- **Videos**
  - o Mrs. Jump's Class (deannajump.com)
    - 15 Phonological and Phonemic Awareness Videos
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - Reading Foundational Skills: Organization and Features of Print

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Foundational Skills
CONCEPT: Phonics and Word Recognition

Standard	Performance Objectives
A.RF.K.3 Demonstrate emerging awareness of print.	**A.RF.K.3.a** Recognize first letter of own name in print. **A.RF.K.3.b** Not applicable **A.RF.K.3.c** Recognize environmental print. **A.RF.K.3.d** Not applicable

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RF.K.3.a (A) Recognize first letter of own name in print.	**A.RF.K.3.a** (B) State first letter of own name in print.	**A.RF.K.3.a** (C) Match first letter of own name in print.
A.RF.K.3.c (A) Recognize environmental print.	**A.RF.K.3.c** (B) Identify environmental print.	**A.RF.K.3.c** (C) Match environmental print

Real World Connections:
- Understand that written language is related to oral language.
- Recognize their names.
- Recognize the print they see on familiar signs, logos, and labels (e.g., candy wrappers, labels on peanut butter)
- Engage in word games.
- Identify and use high-frequency words to begin reading text.
- Decode and encode unknown words in a text.
- Choose text based on identified need and purpose.

Vocabulary:
- Environmental print
- First
- Letter
- Match
- Name
- Pictures
- Print
- Sign

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.](#)
  - Education.com [requires a free account] (education.com)
    - [RF.K.3.A Worksheets, Lesson Plans, and Games](#)
  - Goal Book (goalbookapp.com)
    - [Decode Words](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.](#)
  - Read Write Think (readwritethink.org)
    - [Print Awareness](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Foundational Skills
CONCEPT: Phonics and Word Recognition

- o Share My Lesson [requires a free account] (sharemylesson.com)
  - ▪ ELA Lesson Plan Templates for RF.K.3
- o Worksheet Land (worksheetland.com)
  - ▪ Text Structure Worksheets
- **Activities**
  - o Have the students select books they want you to read to them.
  - o Provide a variety of emergent-reader text.
  - o Provide daily opportunities to practice reading emergent-reader text and high-frequency words.
  - o Post high-frequency words in the classroom on a word wall.
  - o Incorporate high-frequency words into meaningful context.
- **Videos**
  - o PBS Learning Media
    - ▪ Reading Foundational Skills: Phonics and Word Recognition
  - o YouTube by ProLiteracy
    - ▪ Word Recognition Strategies: Part 1
    - ▪ Word Recognition Strategies: Part 2

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Foundational Skills
CONCEPT: Fluency

Standard	Performance Objectives
A.RF.K.4 Engage in purposeful shared reading of familiar text.	**A.RF.K.4.a** Listen to the shared reading of a familiar text. **A.RF.K.4.b** Recall what happened in the shared reading of a familiar text. **A.RF.K.4.c** Illustrate what happened in shared reading of a familiar text.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RF.K.4.a (A) Listen to the shared reading of a familiar text.	**A.RF.K.4.a** (B) Listen to a paragraph from a familiar text.	**A.RF.K.4.a** (C) Listen to a sentence from a familiar text.
A.RF.K.4.b (A) Recall what happened in the shared reading of a familiar text.	**A.RF.K.4.b** (B) Recall what happened at the beginning of a familiar text.	**A.RF.K.4.b** (C) Recall what happened at the end of a familiar text.
A.RF.K.4.c (A) Illustrate what happened in shared reading of a familiar text.	**A.RF.K.4.c** (B) Recognize what happened at the beginning of a familiar text.	**A.RF.K.4.c** (C) Recognize what happened at the end of familiar text.

Real World Connections:

- Allows students to enjoy materials that they may not be able to read on their own.
- Ensures that all students feel successful by providing support to the entire group.
- Supports students as they gain awareness of symbols and print conventions, while constructing meaning from text read.
- Assists students in making connections between background knowledge and new information.
- Allows all students to participate as readers in a classroom with diverse literacy needs.
- Provides struggling readers with necessary support, enhances sight word knowledge, builds reading fluency and equips students to thoughtfully engage with the text's ideas after multiple readings.
- Provides opportunities for English language learners to hear fluent reading. It can be done in English or in students' native language(s).
- Contributes to a positive learning community. The strategy allows students to get to know each other as individuals regardless of in-group and out-group identities.

Vocabulary:

- Beginning
- End
- Familiar
- Illustrate
- Listen
- Paragraph
- Sentence
- Text

Resources:

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Reading Foundational Skills
CONCEPT: Fluency

- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - RF.K.4 Read emergent-reader texts with purpose and understanding
  - Reading Rockets (readingrockets.org)
    - Shared Reading
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - ELA Lesson Plan Templates for RF.K.4
- **Activities**
  - Provide opportunities for shared reading activities.
  - Teach and model appropriate active listening skills.
  - Use strategies prior to reading to involve children in the text being read (e g , predict the topic of the text using front cover and/or illustrations, picture walk).
  - Attend to students' questions and comments during reading.
  - Provide learning center materials and activities that extend the ideas explore in group reading
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - Reading Foundational Skills: Fluency
  - Fountas & Pinnell Literacy Blog (fpblog.fountasandpinnell.com)
    - What is Shared Reading?
  - YouTube by The Balanced Literacy Diet
    - Chicka, Chicka, Boom, Boom: Shared Reading in Kindergarten
  - YouTube by Center for the Collaborative Classroom
    - What is Shared Reading in Being a Reader 03/21/17 (Part 1 of 2)
    - What is Shared Reading in Being a Reader 03/21/17 (Part 2 of 2)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Writing
CONCEPT: Text Types and Purposes

Standard	Performance Objectives
A.W.K.1 With guidance and support, select a familiar book and use drawing, dictation, or writing to state an opinion about it.	**A.W.K.1.a** Draw a picture about a familiar book I read or heard to state an opinion about it. **A.W.K.1.b** Write about the book I read or heard to state an opinion about it. **A.W.K.1.c** Write what my teacher says (dictation) about a familiar book I read or heard to state an opinion about it..

I Can Statements

MOST COMPLEX ⟵⟶ LEAST COMPLEX

A.W.K.1.a (A) Draw a picture about a familiar book and state an opinion about it.	**A.W.K.1.a** (B) Identify a picture about a familiar book to state an opinion about it.	**A.W.K.1.a** (C) Color a picture about a familiar book.
A.W.K.1.b (A) Write about a familiar book to state an opinion about it.	**A.W.K.1.b** (B) Identify one opinion about a familiar book.	**A.W.K.1.b** (C) Identify one familiar book.
A.W.K.1.c (A) Write what the teacher says (dictation) about a familiar book to state an opinion about it.	**A.W.K.1.c** (B) State an opinion based on what the teacher said about a familiar book.	**A.W.K.1.c** (C) Identify a book that was heard.

Real World Connections:	Vocabulary:	
- Understand that other people have opinions that may differ from their own. - Understand that words are connected to print. - Embrace other people's differences. - Advocate for themselves and state an opinion about a familiar book. - Participate in discussions about fact and opinion. - Create a picture about an opinion and talk about it. - Use illustration/dictation to convey meaning about an opinion about a familiar book. - Add details to illustrations. - Use descriptive words in dictation and writing.	- Book - Dictation - Familiar - Hear	- Listen - Opinion - Picture - Write

Resources:
- **Websites, articles, and other collections**
  - Write Shop (writeshop.com)

- How to Plan a Story: Writing with Kids
  - o Reading Rockets (readingrockets.org)
    - Dictation
    - How Do I Write…? Scaffolding Preschoolers' Early Writing Skills
  - o Better Lesson (betterlesson.com)
    - What Can You Make from a Little Cloud
    - W.K.1 Use a Combination of Drawing Dictating and Writing to Compose Opinion Pieces
  - o Education.com [requires a free account] (education.com)
    - W.K.1 Worksheets, Workbooks, Lesson Plans, and Games
  - o K12 Reader (k12reader.com)
    - Kindergarten Writing Prompts
  - o Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard W.K.1
- **Activities**
  - o Facilitate discussions about fact and opinion in familiar books.
  - o Model writing about a familiar book using a combination of drawing and writing.
  - o Provide frequent opportunities for students to dictate and/or write about familiar books..
  - o Provide opportunities to engage in shared, interactive, and independent writing.
  - o Write the students' words on the picture and read it out loud.
  - o Encourage students to read their dictations.
  - o Model making connections between drawings and dictation/writing.
  - o Provide frequent opportunities for writing and dictating stories about familiar books.
  - o Provide opportunities to engage in shared, interactive, and independent writing about familiar books.
- **Videos**
  - o YouTube by PS11 ShowMe
    - Kindergarten Writing: Opinion Writing Introduction
  - o YouTube by Nancy Fetzer
    - K-1 Opinion Writing Introduction
  - o YouTube by MsRoniMacDonald
    - Fetzer Opinion Writing Kindergarten

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Writing
CONCEPT: Text Types and Purposes

Standard	Performance Objectives
A.W.K.2 With guidance and support, select a familiar topic and use drawing, dictation, or writing to share information about the topic.	**A.W.K.2.a** Draw a picture about a familiar topic to share information about the topic. **A.W.K.2.b** Write about a familiar topic to share information about the topic. **A.W.K.2.c** Write what my teacher says (dictation) about a familiar topic to share information about the topic.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

A.W.K.2.a (A) Draw a picture about a familiar topic to share information about the topic.	**A.W.K.2.a** (B) Match a picture about a familiar topic to share information about the topic.	**A.W.K.2.a** (C) Color a picture about a familiar topic to share information about the topic.
A.W.K.2.b (A) Write about a familiar topic to share information about the topic.	**A.W.K.2.b** (B) Illustrate a picture about a familiar topic to share information about the topic.	**A.W.K.2.b** (C) Color a picture about a familiar topic to share information about the topic.
A.W.K.2.c (A) Write what my teacher says (dictation) about a familiar topic to share information about the topic.	**A.W.K.2.c** (B) Match pictures about a familiar topic.	**A.W.K.2.c** (C) Identify a picture about a familiar topic.

Real World Connections:
- Brainstorm main ideas on a chosen topic (e g , topic—bats, ideas—helpful, mammal, scary).
- Choose a main idea to focus writing on topic.
- Generate relevant details that support the chosen topic.
- Respond to writing prompts on a specific topic.
- Choose a specific topic to write about.
- Create a picture about a topic and write about it.
- Use illustration/dictation to convey meaning about an opinion
- Add details to illustrations.
- Use descriptive words in dictation and writing.

Vocabulary:
- Color
- Draw
- Familiar
- Identify
- Illustrate
- Information
- Share
- Write

Resources:
- **Websites, articles, and other collections**
  - Reading Rockets (readingrockets.org)
    - [Dictation](#)

- ▪ [Sentence Picture Match and Write](#)
            - ▪ [Rules at Home](#)
    - o Write Shop (writeshop.com)
        - ▪ [How to Plan a Story: Writing with Kids](#)
    - o Better Lesson (betterlesson.com)
        - ▪ [What Can You Make from a Little Cloud](#)
        - ▪ [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](#)
    - o Education.com [requires a free account] (education.com)
        - ▪ [W.K.2 Worksheets, Workbooks, Lesson Plans, and Games](#)
    - o K12 Reader (k12reader.com)
        - ▪ [Kindergarten Writing Prompts](#)
    - o Nearpod [requires a free account] (nearpod.com)
        - ▪ [Resource Library for Mississippi Standard W.K.2](#)
- **Activities**
    - o Create a list of topics brainstormed by the students.
    - o Facilitate discussion between small groups of students interested in a similar topic to organize thoughts and ideas.
    - o Model how to differentiate between relevant and irrelevant ideas.
    - o Facilitate discussions about fact and opinion on various topics.
    - o Model writing about at topic using a combination of drawing and writing.
    - o Provide frequent opportunities for students to dictate and/or write about topics.
    - o Provide opportunities to engage in shared, interactive, and independent writing about topics.
    - o Write the students' words on the picture and read it out loud.
    - o Encourage students to read their dictations.
    - o Model making connections between drawings and dictation/writing.
    - o Provide frequent opportunities for writing and dictating stories about topics.
    - o Provide opportunities to engage in shared, interactive, and independent writing about topics.
- **Videos**
    - o YouTube by Teaching Without Frills
        - ▪ [Informational Writing for Kids – Episode 1: What Is It?](#)
        - ▪ [Informational Writing for Kids – Episode 2: Brainstorming & Choosing a Topic](#)
        - ▪ [Informational Writing for Kids – Episode 3: Making a Plan](#)
        - ▪ [Informational Writing for Kids – Episode 4: Writing an Introduction](#)
        - ▪ [Informational Writing for Kids – Episode 5: Writing a Draft](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Writing
CONCEPT: Text Types and Purposes

- ▪ [Informational Writing for Kids – Episode 6: Writing a Closing](#)
  - o YouTube by medsphoto
    - ▪ [Kindergarten - Writing simple words - complete the word worksheet](#)
  - o Great Schools (greatschools.org)
    - ▪ [Your kindergartner's writing under Common Core Standards](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Writing
CONCEPT: Text Types and Purposes

Standard	Performance Objectives
A.W.K.3 With guidance and support, select an event and use drawing, dictation, or writing to share information about the selected event.	**A.W.K.3.a** Select an event and draw a picture about it to share information about the selected event. **A.W.K.3.b** Select an event and write about it to share information about the selected event. **A.W.K.3.c** Select an event and write what my teacher says (dictation) about it to share information about the selected event.

I Can Statements

MOST COMPLEX ⟵――――――――――――――――――――→ LEAST COMPLEX

A.W.K.3.a (A) Select an event and draw a picture about it to share information about the selected event.	**A.W.K.3.a** (B) Select an event to share information.	**A.W.K.3.a** (C) Draw a picture to share information.
A.W.K.3.b (A) Select an event and write about it to share information about the selected event.	**A.W.K.3.b** (B) Select an event.	**A.W.K.3.b** (C) Illustrate a picture to share information.
A.W.K.3.c (A) Select an event and write what my teacher says (dictation) about it to share information about the selected event.	**A.W.K.3.c** (B) Repeat what my teacher says to share information about a selected event.	**A.W.K.3.c** (C) Identify what my teacher says.

Real World Connections:
- Understand that words are connected to print.
- Embrace other people's differences.
- Advocate for themselves and state an opinion.
- Participate in discussions about fact and opinion.
- Create a picture of an event, share an opinion, and talk about it.
- Use illustration/dictation to convey meaning about an opinion.
- Add details to illustrations.
- Use descriptive words in dictation and writing.

Vocabulary:
- Dictate
- Draw
- Event
- Illustrate
- Information
- Picture
- Select

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account] (education.com)
    - W.K.3 Worksheets, Workbooks, Lesson Plans, and Games

- o Better Lesson (betterlesson.com)
  - ▪ [Our Germs Will Not Spread](#)
  - ▪ [Pictures Can Tell the Story](#)
  - ▪ [Are You Afraid of Anything 1/4](#)
- **Activities**
  - o Facilitate discussions about fact and opinion.
  - o Model writing an opinion about an event using a combination of drawing and writing.
  - o Provide frequent opportunities for students to dictate and/or write about events.
  - o Provide opportunities to engage in shared, interactive, and independent writing.
  - o Write the students' words on the picture and read it out loud.
  - o Encourage students to read their dictations.
  - o Model making connections between drawings and dictation/writing.
  - o Provide frequent opportunities for writing and dictating stories.
  - o Provide opportunities to engage in shared, interactive, and independent writing
- **Videos**
  - o YouTube by Kids Visual Learning
    - ▪ [Sequencing Stories – What happens next?](#)
  - o YouTube by HeidiSongsResource
    - ▪ [The Curious Little Mouse - A Draw and Tell Story by Heidi Butkus](#)

No Alternate Standards for A.W.K.4 & 5

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Writing
CONCEPT: Production and Distribution of Writing

Standard	Performance Objectives
A.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	**A.W.K.6.a** Use digital tools to produce individual or group writing.

I Can Statements		
MOST COMPLEX ⟷		LEAST COMPLEX
A.W.K.6.a (A) Use digital tools to produce individual or group writing.	**A.W.K.6.a** (B) Identify digital tools to produce individual or group writing	**A.W.K.6.a** (C) Match digital tools to produce individual or group writing

Real World Connections:
- Use a variety of digital tools to produce and publish writing.
- Use a variety of resources with teacher support (e g , adults and peers, books, digital media, maps, recipes, experts) to find new information.
- Perform basic tasks using technological equipment (e g , turning on a computer, taking a picture with a digital camera, pushing play button on a tape recorder).
- Use technology and components for intended purpose.
- Follow established rules (e.g., time limit, handling with care, putting away) when using technology.
- Choose technologies that are appropriate for an identified task.

Vocabulary:
- Computer
- Desktop
- Digital tools
- IPad
- Laptop

- Produce
- Smart television
- Tablet
- Write

Resources:
- **Websites, articles, and other collections**
  - KQED [requires a free account] (kqed.org)
    - [18 Digital Tools and Strategies That Support Students' Reading and Writing](#)
  - Education.com [requires a free account] (education.com)
    - [W.K.6 Lesson Plans](#)
- **Activities**
  - Use print and digital-text materials for students to produce individual or group writing.
  - Engage with students using digital media to reinforce sequencing skills.
  - Provide students digital media opportunities to reinforce sequencing skills.
  - Talk about the purposes of technological items.
  - Provide technological equipment that students can use independently or with adult support.

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Writing
CONCEPT: Production and Distribution of Writing

- o Establish rules for use of equipment using children's input and be consistent when applying rules.
- o During class discussions, identify technologies that could help learners find out more.
- o Use available technology to enhance instruction/learning, encouraging collaboration and interaction between adults and children, as well as between peers.
- o Explicitly point out the components of media and similarities and differences between types of media.
- o Model using Technology.
- **Videos**
  - o YouTube by Cambridge English
    - ▪ [Teach with digital – using digital tools to improve writing](#)
  - o Edutopia (Edutopia.com)
    - ▪ [Tech2Learn: Success Stories of Technology Integration in the Classroom](#)
    - ▪ [The Role of Video Games in the English Classroom](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Writing
CONCEPT: Research to Build and Present Knowledge

Standard	Performance Objectives
A.W.K.7 Participate in shared research and writing projects.	**A.W.K.7.a** Investigate things I am interested in with others. **A.W.K.7.b** Write about things I learn.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.W.K.7.a (A) Investigate things I am interested in, with others.	**A.W.K.7.a** (B) Discuss the things I am interested in with others.	**A.W.K.7.a** (C) Identify the things I am interested in with others.
A.W.K.7.b (A) Write about things I learn.	**A.W.K.7.b** (B) Draw a picture about the things I learned.	**A.W.K.7.b** (C) Identify the things I learned.

Real World Connections:	Vocabulary:	
• Ask adults or peers for explanations or information using why, how, where, and when (e g , "Why do pine needs fall?" Why is it warmer when we go to the beach?"). • Use a variety of resources with teacher support (e g , adults and peers, books, digital media, maps, recipes, experts) to find new information.	• Conversation • Discuss • Draw • Fact	• Library • Opinions • Research • Talk

Resources:
- **Websites, articles, and other collections**
  - The Kindergarten Smorgasboard (thekindergartensmorgasboard.com)
    - Research Projects in Kindergarten
  - Education.com [requires a free account] (education.com)
    - W.K.7 Worksheets, Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - 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).
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - 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).
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - W.K.7 Lesson Plan Templates
  - K12 Reader (k12reader.com)

- ▪ [Kindergarten Writing Prompts](#)
  - o Nearpod [requires a free account [requires a free account] (nearpod.com)
    - ▪ [Resource Library for Mississippi Standard W.K.7](#)
- **Activities**
  - o Provide materials (e g , videos, books, magazines, technology), structure, and opportunities to create an individual or shared research project.
  - o Model/guide procedures for how to research a project.
  - o Engage individual students or groups of students interested in a similar topic in project-based learning.
- **Videos**
  - o YouTube by Teaching Without Frills
    - ▪ [How to Write a Research Paper for Kids | Episode 1 | Brainstorming Topics](#)
  - o Schooltube.com by RLeibovich (schooltube.com)
    - ▪ [Kindergarten Research Projects](#)
  - o Edutopia (Edutopia.org)
    - ▪ [Five-Year-Olds Pilot Their Own Project-Based Learning](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Writing
CONCEPT: Research to Build and Present Knowledge

Standard	Performance Objectives
A.W.K.8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.	**A.W.K.8.a** Ask questions to identify information that relates to personal experiences.

I Can Statements

MOST COMPLEX ⬅——————————————————————➡ LEAST COMPLEX

A.W.K.8.a (A). Identify information, objects and events that relate to personal experiences.	**A.W.K.8.a** (B) Match information and objects that relate to personal experiences	**A.W.K.8.a** (C) Select an object that relates to personal experiences

Real World Connections:	Vocabulary:
• Demonstrate interest in new materials and experiences that are introduced into the classroom (e g , use play to practice new skills and knowledge, use vocabulary words or concepts learned in class during play). • Watch others engaged in a task and ask to join in. • Ask questions to understand something. (e g , "How does that work?") • Use senses to explore and learn from the environment.	• Answer • Object • Event • Personal • Experience • Question

Resources:
- **Websites, articles, and other collections**
    - Education.com [requires a free account] (education.com)
        - [W.K.8 Worksheets, Workbooks, Lesson Plans, and Games](#)
    - Better Lesson (betterlesson.com)
        - [W.K.8 Recall information from experiences or gather information from provided sources to answer a question.](#)
    - PBS Learning Media (mpb.pbslearningmedia.org)
        - [W.K.8 Recall information from experiences or gather information from provided sources to answer a question.](#)
    - Share My Lesson [requires a free account] (sharemylesson.com)
        - [W.K.8 Lesson Plan Templates](#)
    - K12 Reader (k12reader.com)
        - [Kindergarten Writing Prompts](#)
    - Reading Rockets (readingrockets.org)
        - [Visual Imagery](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Writing
CONCEPT: Research to Build and Present Knowledge

- o Nearpod [requires a free account [requires a free account] (nearpod.com)
  - ▪ [Resource Library for Mississippi Standard W.K.7](#)
- **Activities**
  - o Stimulate students' curiosity using "provocation" strategies when introducing new topics or ideas (e.g., ask students to guess what an unfamiliar object might be used for, place new materials in sensory table and encourage exploration, ask "I wonder" questions).
  - o Encourage students to discuss, inquire, engage in learning experiences, and research answers to questions on topics.
  - o Provide real objects that relate to personal experiences that can be manipulated or explored to understand a concept.
  - o Model and encourage use of vocabulary within context of play/learning experience.
- **Videos**
  - o YouTube by Harry Connick, Jr.
    - ▪ [What Is This: Kids Identify What Objects Are from The Past](#)
  - o Smithsonian Institute
    - ▪ [Fun Stuff for Kids and Teens](#)
  - o YouTube by ClickView
    - ▪ [Wellbeing for Children: Identity and Values](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

Standard	Performance Objectives
A.SL.K.1 Participate in conversations with others.	**A.SL.K.1.a** Communicate directly with supportive adults or peers. **A.SL.K.1.b** Participate in multiple-turn communication exchanges with support from adults.

I Can Statements		

MOST COMPLEX ⟵ ⟶ LEAST COMPLEX

A.SL.K.1.a (A) Communicate directly with supportive adults or peers.	**A.SL.K.1.a** (B) Participate in multiple-turn communication exchanges - asking and answering more than 3 questions/answers - with supportive adults or peers.	**A.SL.K.1.a** (C) Participate in multiple-turn communication exchanges without support from adults.
A.SL.K.1.b (A) Participate in multiple-turn communication exchanges with support from adults.	**A.SL.K.1.b** (B) Answer more than 2 direct questions with support from adults.	**A.SL.K.1.b** (C) Answer 1 direct question from supportive adults or peers

Real World Connections:	Vocabulary:	
- Order at a restaurant. - Communicate with a physician - Effectively complete a job interview	- Conversation - Exchange	- Multiple-turn - Verbal

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - Talking in Class (Strategies for developing confident speakers who can share their thoughts and learning)
  - Do2Learn (do2learn.com)
    - Responding to Questions
  - Encourage Play (encourageplay.com)
    - Encourage Play – Two Fun Ways to Practice Communication Skills
  - The Autism Helper
    - Teaching Conversation Skills
  - Better Lesson (betterlesson.com)
    - SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - Education.com [requires a free account] (education.com)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

- ▪ SL.K.1 Workbooks, Lesson Plans, and Games
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ SL.K.1 Lesson Plan Templates
  - o Engage^{ny} (engageny.org)
    - ▪ SL.K.1 Curriculum Documents
- **Activities**
  - o Have the students play Board game - "Guess Who" to encourage questioning/answering skills
  - o Have the students play *Autism Educators - Conversation Board Games*
  - o Have student point to text when asked "Show me the words to read in a book."
  - o Ask the student to make a choice when presented with two or more options.
  - o Have the student tell a peer what his or her favorite animal is when asked.
  - o Have the student respond to a peer's question about a favorite animal as instructed by the teacher.
- **Videos**
  - o AAPC Publishing - www.aapcautismbooks.com
    - ▪ Conversation Club Webinar
  - o Edutopia (edutopia.com)
    - ▪ 60-second Snowball Toss

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

Standard	Performance Objectives
A.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.	**A.SL.K.2.a** Identify key details from a familiar text read aloud or information presented orally or through other media.

I Can Statements

MOST COMPLEX ⟵————————————————————————————⟶ LEAST COMPLEX

A.SL.K.2.a (A) Identify key details from a familiar text read aloud or information presented orally or through other media.	A.SL.K.2.a (B) List two key details from a familiar text read aloud or information presented orally or through other media.	A.SL.K.2.a (C) Answer a question from a familiar text read aloud or information presented orally or through other media.

Real World Connections:	Vocabulary:	
• Understand news reports - online or presented orally. • Understand weather reports - online or presented orally. • Understand common information posted at businesses.	• Orally • Media • Text	• Text

Resources:
- **Websites, articles, and other collections**
  - TeachStarter (www.teachstarter.com)
    - [CCSS SL.K.2 Teaching Resources](#)
  - Reading Rockets (readingrockets.org)
    - [20 Ways to Adapt the Read Aloud in the Inclusive Classroom](#)
  - Edutopia (edutopia.com)
    - [Talking in Class (Strategies for developing confident speakers who can share their thoughts and learning)](#)
  - Do2Learn (do2learn.com)
    - [Responding to Questions](#)
  - Encourage Play (encourageplay.com)
    - [Encourage Play – Two Fun Ways to Practice Communication Skills](#)
  - The Autism Helper
    - [Teaching Conversation Skills](#)
  - Better Lesson (betterlesson.com)
    - [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.](#)
  - Education.com [requires a free account] (education.com)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

- ▪ [SL.K.2 Workbooks, Lesson Plans, and Games](#)
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [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.](#)
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ [SL.K.2 Lesson Plan Templates](#)
  - o Nearpod [requires a free account] (nearpod.com)
    - ▪ [Resource Library for Mississippi Standard SL.K.2](#)
  - o Engage^{ny} (engageny.org)
    - ▪ [SL.K.2 Curriculum Documents](#)
- **Activities**
  - o Read aloud stories and ask questions about comprehension.
  - o Have students listen to recordings of readings and complete questions afterward.
  - o Ask the student a question about a detail presented in a story read aloud to them. Have them respond through gestures, vocalizations, eye contact, gaze, etc..
  - o After lunch menu is read, ask the student questions about what the lunch will be for the day.
  - o After listening to a weather report, have the student answer questions about the day's weather by selecting from two symbols.
- **Videos**
  - o Epic (www.getepic.com)
    - ▪ [EPIC Sign In](#)
  - o YouTube – Reading Rainbow
    - ▪ [Reading Rainbow Read Aloud Videos](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

Standard	Performance Objectives
A.SL.K.3 Ask for help when needed.	**A.SL.K.3.a** Express questions required for help when needed.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.SL.K.3.a (A) Express questions as required for help when needed..	**A.SL.K.3.a** (B) Recall information as required for help when needed.	**A.SL.K.3.a** (C) Recall questions as required for help when needed.

Real World Connections:	Vocabulary:	
• Ask for directions in an unfamiliar location or when lost • Ask for assistance in unfamiliar situations	• Active listening	• Participate

Resources:
- **Websites, articles, and other collections**
  - Social Thinking (socialthinking.com)
    - ILAUGH model
    - Thoughts on Encouraging Students to Ask for Help
  - Edutopia (edutopia.com)
    - 5 Tips for Teaching Students How to Ask for Help
    - Teaching Students to Describe Emotions
  - TeachStarter (www.teachstarter.com)
    - CCSS.ELA-LITERACY.SL.K.3 Teaching Resources
  - Kids Helpline (kidshelpline.com.au)
    - Empowering young people to ask for help
- **Activities**
  - Play "Feelings in a Jar" A fun game for play and interaction cards.
  - Help children learn to listen to Wh- (who, what, where, when, why) words and details of questions with Wh- Bingo. Create Bingo cards with each Wh- word at the top. Include answers to the questions in picture or written form in each square. Have a set of corresponding questions. Just like traditional Bingo, use tokens or chips to mark correct answers. When children get a diagonal, vertical, or horizontal line of tokens, they win.
  - Set-up a simple obstacle course that involves going over, under, beside, and between different objects. Demonstrate the course for the students and accentuate the prepositions when you talk about the course. For example, "I am walking under the table." Have each child

complete the course. Ask them questions about the course such as, "What did you jump over?" and "When did you walk on the balance beam?"

- **Videos**
  - YouTube by VCU RRTC
    - How To: Asking for Help
    - Ask for Help Song
  - YouTube by CanaskiTech
    - Asking for Help
  - YouTube by Second Step
    - Puppet Script Demo: Asking for What you Need or Want

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

Standard	Performance Objectives
A.SL.K.4 Identify familiar people, places, things, and events.	**A.SL.K.4.a** Describe something I know (familiar people, places, things, or events).

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.SL.K.4.a (A) Describe something I know (familiar people, places, things, or events).	**A.SL.K.4.a** (B) Express details about something I know (familiar people, places, things, and events.)	**A.SL.K.4.a** (C) Name familiar people, places, things, and events.

Real World Connections:	Vocabulary:	
- Describe familiar place to adult if lost. - Describe home or school if lost. - Choose places to go to and events to participate in.	- Describe - Details	- Events - Familiar

Resources:
- **Websites, articles, and other collections**
  - Speech and Language Kids (www.speechandlanguagekids.com)
    - [Teaching Children to Recall and Retell Past Events](#)
  - Education Corner (www.educationcorner.com)
    - [Effective Memory Strategies for Special Needs Children](#)
  - Kids Health (kidshealth.org)
    - [Communicating with Your Child](#)
- **Activities**
  - Have student draw pictures of familiar people, places, or things and label them.
  - Have student participate in round robin storytelling.
  - Ask the student to identify familiar people and places in the school by name.
  - Ask the student to identify the name of objects from choices (i.e., "Is this a pencil or a crayon?)
- **Videos**
  - YouTube by Kids Academy
    - [Common Places in Your Community – City Vocabulary | Social Studies for Children](#)
  - YouTube by Jack Hartmann
    - [Noun Song](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

Standard	Performance Objectives
A.SL.K.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	**A.SL.K.5.a** Compare my drawings or other visual or tactual displays to familiar people, places, things, or events.

I Can Statements		

MOST COMPLEX ⬅————————————————————➡ LEAST COMPLEX

A.SL.K.5.a (A) Compare my drawings or other visual or tactual displays to familiar people, places, things, or events.	**A.SL.K.5.a** (B) Match my drawings or other visual or tactual displays to familiar people, places, things, or events.	**A.SL.K.5.a** (C) Identify visual or tactual displays of familiar people, places, things, or events.

Real World Connections:	**Vocabulary:**	
• Be able to identify a family member for after school or event pickup. • Recall familiar places and events from the past. • Recall special holidays celebrated each year.	• Describe • Details	• Events • Familiar

Resources:
- **Websites, articles, and other collections**
  - Turtle Diary (www.turtlediary.com)
    - [Identify Noun for the Given Picture](#)
  - Do2Learn (do2learn.com)
    - [Making Requests](#)
  - The Autism Helper
    - [What Vehicle Do You See? and Free Big/Small Vehicle Sort](#)
  - Better Lesson (betterlesson.com)
    - [SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.](#)
  - Education.com [requires a free account] (education.com)
    - [SL.K.5 Workbooks, Lesson Plans, and Games](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [SL.K.5 Lesson Plan Templates](#)
  - Engage^ny (engageny.org)
    - [SL.K.5 Curriculum Documents](#)
- **Activities**

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

- o Select objects in room and identify them as nouns.
  - o Find nouns while exploring school building.
  - o Given a topic, such as birthday, allow the student to add a drawing or picture to provide additional detail.
  - o Have the student identify drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
- **Videos**
  - o YouTube by Easy English
    - Describing People, Places and Things
  - o YouTube by English Chit Chat
    - Describing Objects and Things
  - o YouTube by Turtle Diary
    - Naming Words

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

Standard	Performance Objectives
A.SL.K.6 Communicate thoughts, feelings, and ideas.	**A.SL.K.6.a** Describe thoughts, feelings, and ideas so others understand me.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.SL.K.6.a (A) Describe State thoughts, feelings, and ideas so others understand me.	**A.SL.K.6.a** (B) Express my thoughts and ideas clearly	**A.SL.K.6.a** (C) Express my feelings clearly

Real World Connections:	Vocabulary:	
- Express yourself at a doctor appointment. - Practice interview skills.	- Audibly - Express	- Complete sentences - Appropriate volume

Resources:
- **Websites, articles, and other collections**
  - Nancy Bailey's Education Website (nancyebailey.com)
    - Helping Students with Self-Expression
  - LD Resources Foundations, Inc. (www.ldrfa.org)
    - How Art Therapy Helps People with ADHD, LD, and Autism
  - Firstcry Parenting (parenting.firstcry.com)
    - Tips for Encouraging Young Children to Express Verbally
  - Sunshine House Early Learning Academy (sunshinehouse.com)
    - 5 Ways to Help Your Children Express Themselves
  - Teacher Boards (teacherboards.co.uk)
    - Classroom Activities to Help Children Express Themselves
  - Mom Junction (momjunction.com)
    - 10 Interesting Communication Activities and Games for Kids
- **Activities**
  - Ask students to write down or draw pictures of their emotions and let you know why they are feeling that way.
  - Develop a color coded tiger chart to keep track of what can trigger a student that has a consistent inappropriate behavior.
  - You Drama to get students to be social with their classmates and express themselves in individual and fun ways.

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

- o Engage students in art therapy, proven to improve physical, mental, and emotional well-being through creative self-expression. It's not just restricted to the traditional drawing or painting—the arts can include music, dancing, and performance. Encourage your kids to try different art forms and explore their favorite artistic mediums.
- **Videos**
  - o YouTube by PBS Kids
    - § [PBS Kids Talk About | Feeling & Emotions](#)
  - o YouTube by Fameforfamilies
    - § [Thoughts, Feelings and Behaviours](#)
  - o YouTube by Mencap
    - § [Making Communication Work](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Knowledge and Language
CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives
A.L.K.1 Demonstrate emerging understanding of letter and word use (e.g., draw, dictate, write, trace, or identify).	**A.L.K.1.a** Distinguish between letters and other symbols or shapes. **A.L.K.1.b** Use frequently occurring nouns in communication. **A.L.K.1.c** Identify answers to simple questions (e.g., who, what) from an array of choices. **A.L.K.1.d** Identify answers to simple questions (e.g., who, what) from an array of choices. **A.L.K.1.e** Demonstrate understanding of common prepositions such as on, off, in, out. **A.L.K.1.f** Link two or more words together in communication.

I Can Statements

MOST COMPLEX ⟵————————————————————⟶ LEAST COMPLEX

A.L.K.1.a (A) Distinguish between letters and other symbols or shapes.	**A.L.K.1.a** (B) Match letters and shapes.	**A.L.K.1.a** (C) Match shapes.
A.L.K.1.b (A) Use frequently occurring nouns in communication.	**A.L.K.1.b** (B) Recite frequently occurring nouns in communication.	**A.L.K.1.b** (C) Repeat frequently occurring nouns in communication.
A.L.K.1.c (A) Use frequently occurring plural nouns.	**A.L.K.1.c** (B) Name frequently occurring plural nouns.	**A.L.K.1.c** (C) Repeat frequently occurring plural nouns.
A.L.K.1.d (A) Identify answers to simple questions (e.g., who, what) from an array of choices.	**A.L.K.1.d** (B) Identify answer to a simple question (e.g., who, what) from an array of choices.	**A.L.K.1.d** (C) Select answer to a simple question (e.g., who, what) from an array of choices.
A.L.K.1.e (A) Demonstrate understanding of common prepositions such as on, off, in, out.	**A.L.K.1.e** (B) Match common prepositions such as on, off, in, out.	**A.L.K.1.e** (C) Select a common preposition such as on, off, in, out.
A.L.K.1.f (A) Link two or more words together in communication.	**A.L.K.1.f** (B) Communicate using one word.	**A.L.K.1.f** (C) Communicate using a nonverbal method.

Real World Connections:	Vocabulary:	
• Recognize the letters in first name. • Form letters and shapes out of playdough. • Name the days of the week. • Name the months of the year. • Place objects on, off, in and out of other objects.	• Answer • In • Letter • Noun • Off	• On • Out • Plural • Question • Shape

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Knowledge and Language
CONCEPT: Vocabulary Acquisition and Use

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.](#)
  - Education.com [requires a free account] (education.com)
    - [L.K.1 Workbooks, Lesson Plans, and Games](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [L.K.1 Lesson Plan Templates](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard L.K.1.a](#)
    - [Resource Library for Mississippi Standard L.K.1.b](#)
    - [Resource Library for Mississippi Standard L.K.1.c](#)
    - [Resource Library for Mississippi Standard L.K.1.d](#)
    - [Resource Library for Mississippi Standard L.K.1.e](#)
    - [Resource Library for Mississippi Standard L.K.1.f](#)
  - Big Learners (biglearners.com)
    - [L.K.1.a: Kindergarten English Language Arts Worksheets](#)
    - [L.K.1.b: Kindergarten English Language Arts Worksheets](#)
    - [L.K.1.c: Kindergarten English Language Arts Worksheets](#)
    - [L.K.1.d: Kindergarten English Language Arts Worksheets](#)
    - [L.K.1.e: Kindergarten English Language Arts Worksheets](#)
    - [L.K.1.f: Kindergarten English Language Arts Worksheets](#)
  - Engage^{ny} (engageny.org)
    - [L.K.1 Curriculum Documents](#)

- **Activities**
  - Have the students play Board game - "Guess Who" to encourage questioning/answering skills
  - Have the students play Autism Educators - Conversation Board Games
  - Have student point to text when asked "Show me the words to read in a book."
  - Give the student a mix of cards with letters and other symbols or shapes printed on them and ask them to sort the cards into two categories – letters and non-letters.

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Knowledge and Language
CONCEPT: Vocabulary Acquisition and Use

- o Ask the student to identifies words used in familiar icons (e.g., point to "girls" or "boys" on the bathroom door, point to "stop" on the crosswalk sign, etc.
- **Videos**
  - o AAPC Publishing - www.aapcautismbooks.com
    - Conversation Club Webinar
  - o Edutopia (edutopia.com)
    - 60-second Snowball Toss
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - Alphabet Song | PBS Kids Nursery Rhymes
    - Upper and Lowercase
    - Using AAC to Communicate About a Book | English Language Arts Strategies for Students with Cognitive Disabilities
    - The Little Old Lady Who Was Not Afraid of Anything.

There are no Alternate Standards for L.K.2 and L.K.3

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Knowledge and Language
CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives
A.L.K.4 Demonstrate emerging knowledge of word meanings.	**A.L.K.4.a** Demonstrate understanding of words used in every day routines.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.L.K.4.a (A) Demonstrate understanding of words used in everyday routines.	**A.L.K.4.a** (B) Demonstrate understanding of a word in everyday routines.	**A.L.K.4.a** (C) Select a word used in everyday routines.

Real World Connections:	Vocabulary:	
- Put away backpack. - Line up for lunch. - Get ready for dismissal. - Wash your hands.	- Bathroom - Breakfast - Bus - Classroom	- Go - Hallway - Line up - Lunch

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - [Pull Words Off the Page to Promote Learning](#)
  - Do2Learn (do2learn.com)
    - [Learning Strategies – Reading - Vocabulary](#)
  - The Autism Helper
    - [Word Knowledge and Use Classroom Ideas](#)
  - Better Lesson (betterlesson.com)
    - [L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.](#)
  - Education.com [requires a free account] (education.com)
    - [L.K.4 Workbooks, Lesson Plans, and Games](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [L.K.4 Lesson Plan Templates](#)
  - Engage[ny] (engageny.org)

- L.K.4 Curriculum Documents
- **Activities**
  - Ask the student to point to their name when the teacher says it.
  - During a scavenger hunt activity, ask the student to find items names by the teacher.
  - Have the student select the picture that depicts an object the teacher verbally labeled.
  - Work with peers to find items read off a list by the teacher during a scavenger hunt activity.
- **Videos**
  - YouTube by ELF Kids Videos
    - 25 Sight Words for Kindergarten #1 - Vocabulary Words - ELF Learning
  - YouTube by English Singsing
    - Kid's vocabulary compilation - Words Theme Collection | English educational video for kids
  - YouTube by Preschool Prep Company
    - Meet the Sight Words – Level 1 (FREE) | Preschool Prep Company

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Knowledge and Language
CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives
A.L.K.5 With guidance and support, demonstrate emerging understanding of word relationships.	**A.L.K.5.a** Sort common objects into familiar categories. **A.L.K.5.b** Demonstrate understanding of frequently occurring opposites. **A.L.K.5.c** Use words to communicate in real life situations. **A.L.K.5.d** Demonstrate an understanding of common verbs.

I Can Statements

MOST COMPLEX ⟵⟶ LEAST COMPLEX

A.L.K.5.a (A) Sort common objects into familiar categories.	**A.L.K.1.a** (B) Match common objects.	**A.L.K.1.a** (C) Select a common object.
A.L.K.5.b (A) Demonstrate understanding of frequently occurring opposites.	**A.L.K.1.b** (B) Match sets of opposites (e.g., on, off, in , out)	**A.L.K.1.b** (C) Match a set of opposites.
A.L.K.5.c (A) Use words to communicate in real life situations.	**A.L.K.1.c** (B) Use a word to communicate in real life situations.	**A.L.K.1.c** (C) Repeat a word used to communicate in real life situations.
A.L.K.5.d (A) Demonstrate an understanding of common verbs.	**A.L.K.1.d** (B) Match common verbs.	**A.L.K.1.d** (C) Select a common verb.

Real World Connections:
- Act out verbs such as jump, hop, run, walk, etc.
- Communicate wants and needs such as restroom, hunger, and thirst.
- Turn lights on and off.
- Open and close doors.
- Select hot and cold items.

Vocabulary:
- Cold
- Hot
- In
- Jump
- Off
- On
- Opposite
- Out
- Skip
- Verb
- Walk

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - Talking in Class (Strategies for developing confident speakers who can share their thoughts and learning)
  - Encourage Play (encourageplay.com)
    - Encourage Play – Two Fun Ways to Practice Communication Skills
  - The Autism Helper
    - Teaching Conversation Skills
  - Better Lesson (betterlesson.com)

- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
  - o Education.com [requires a free account] (education.com)
    - L.K.5 Workbooks, Lesson Plans, and Games
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - L.K.5 Lesson Plan Templates
  - o Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard L.K.5.b
    - Resource Library for Mississippi Standard L.K.5.d
  - o Big Learners (biglearners.com)
    - L.K.5.a: Kindergarten English Language Arts Worksheets
    - L.K.5.b: Kindergarten English Language Arts Worksheets
    - L.K.5.c: Kindergarten English Language Arts Worksheets
    - L.K.5.a: Kindergarten English Language Arts Worksheets
  - o Engage[ny] (engageny.org)
    - L.K.5 Curriculum Documents
  - o Tutorified (tuitorfied.com)
    - L.K.5 Kindergarten Nuances of words Worksheets -Explore world relationships and nuances in word meanings.
    - L.K.5.A Kindergarten Word Category Worksheets - Sort common objects into categories
- **Activities**
  - o Ask the student to state the name of a text the teacher is about to read before the teacher says the name of the book.
  - o Ask the student to get a familiar book from the bookshelf when the teacher asks for it (e.g., the teacher is getting ready to read to the group and asks the child, "Can you get 'Brown Bear, Brown Bear' for me?").
  - o Have the student select the book from a choice of the target book and an unfamiliar book while the teacher provides support by saying, "Do you remember that book about the little red schoolhouse?"
  - o Have the student identify categories that objects could be sorted into. Then ask them to sort objects into the identified categories.
  - o Ask student to tell you how objects were selected to be sorted into each category.
  - o Ask the student to use picture cards or word cards to sort words into categories.
  - o Have the student identify the meaning of words, and find objects at home or school that represent the word. (i.e., round - Students can name things at their homes or in their class that are round.)
- **Videos**
  - o YouTube by ONN Our New Normal
    - Kids Explain Relationships | Ep. 8

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Knowledge and Language
CONCEPT: Vocabulary Acquisition and Use

- o YouTube by eSparkLearningVideos
  - ▪ [eSpark Learning: Word Relationships Instructional Video (3.L.5a)](#)
- o YouTube by Khan Academy
  - ▪ [Using context clues to figure out new words | Reading](#)
- o PBS Learning Media (mpb.pbslearningmedia.org)
  - ▪ [Character's Feelings and Events | English Language Arts Strategies for Students with Cognitive Disabilities](#)

COURSE: Alternate English Language Arts Kindergarten
DOMAIN: Knowledge and Language
CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives
A.L.K.6 Use words acquired through conversations, being read to, and during shared reading activities..	**A.L.K.6.a** Locate words acquired through conversations, being read to, and during shared reading activities. **A.L.K.6.b** Recognize words acquired through conversations, being read to, and during shared reading activities. **A.L.K.6.c** Paraphrase words acquired through conversations, being read to, and during shared reading activities

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.L.K.6.a (A) Locate words acquired through conversations, being read to, and during shared reading activities.	**A.L.K.6.a** (B)) Locate a word acquired through conversations, being read to, and during shared reading activities.	**A.L.K.6.a** (C)) Match a word acquired through conversations, being read to, and during shared reading activities.
A.L.K.6.b (A) Recognize words acquired through conversations, being read to, and during shared reading activities.	**A.L.K.6.b** (B)) Locate a word acquired through conversations, being read to, and during shared reading activities.	**A.L.K.6.b** (C)) Match a word acquired through conversations, being read to, and during shared reading activities.
A.L.K.6.c (A) Paraphrase words acquired through conversations, being read to, and during shared reading activities	**A.L.K.6.c** (B) Recall words acquired through conversations, being read to, and during shared reading activities	**A.L.K.6.c** (C) Paraphrase words acquired through conversations, being read to, and during shared reading activities

Real World Connections:
- Locate words on a word wall.
- Match words on a word wall with notecards.
- Explore books.
- Express wants and needs verbally.

Vocabulary:
- Action words
- Conversation
- Find
- Express
- Naming words
- Say
- Tell

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - [Doing It Differently: Tips for Teaching Vocabulary](#)
  - Encourage Play (encourageplay.com)

- - Encourage Play – Two Fun Ways to Practice Communication Skills
  - o The Autism Helper
    - Teaching Conversation Skills
  - o Better Lesson (betterlesson.com)
    - L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - o Education.com [requires a free account] (education.com)
    - L.K.6 Workbooks, Lesson Plans, and Games
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - L.K.6 Lesson Plan Templates
- **Activities**
  - o As the student acquires new words and phrases through conversations, reading and being read to, and responding to texts, have the student use these new words and phrases (through speaking and/or writing) in a different context or scenario.
  - o Words and phrases that have been learned can be applied to new situations. Have the student decipher the meaning of an unknown vocabulary in text by using his or her knowledge of words and phrases that have been previously acquired.
- **Videos**
  - o YouTube by Preschool Prep Company
    - Meet the Sight Words - Level 1 (FREE)
  - o YouTube by TeachLikeThis
    - How to Teach Vocabulary Acquisition
  - o YouTube by Lotty Learns
    - Letter Blending + sight words + Phonics | READING LESSONS for Kids
  - o YouTube by Rock 'N Learn
    - Sight Words Level 2 - Kindergarten Reading Boost

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RL.1.1 Identify details in familiar stories.	**A.RI.1.1.a** Identify key details in familiar stories.

I Can Statements

MOST COMPLEX ⟵――――――――――――――――――――――――⟶ LEAST COMPLEX

A.RL.1.1 (A) Identify key details in familiar stories.	A.RL.1.1 (B) Identify an object that relates to a familiar, personally relevant text.	A.RL.1.1 (C) Identify an object that relates to a classroom activity.

Real World Connections:	Vocabulary:	
- The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. - Identifying details in familiar stories (e.g., who, what, where, when, why, and how to) builds students comprehension skills.	- Details - Familiar	Simple

Resources:
- **Websites, articles, and other collections**
  - Education to the Core (educationtothecore.com)
    - 10 Great Activities to Teach Main idea and Details
  - Pinterest Collection by Lizard (pinterest.com)
    - Anchor Charts First Grade
  - Understood for All Inc. (understood.org)
    - Retelling: An evidence-based literacy strategy
  - Education.com [requires a free account] (education.com)
    - RL.1.1 Worksheets, Workbooks, Lesson Plans, and Games
    - EL Support Lesson - Finding the Key Details
  - California Kindergarten Association (californiakindergartenassociation.org)
    - Reading Standards for Literature: Key Ideas and Details
- **Activities**
  - During and after reading a text, create a story elements chart with the class to answer questions about key details in the familiar text.
  - With prompting and a social story about a familiar routine (e.g., getting ready to go home), get each of the items as they are mentioned in the story.
  - Preview the type of information to look for prior to reading a familiar story.
  - After "reading" a familiar story while turning the pages, retell details related to each page.
  - Use an event sequencing graphic organizer to match or sequence pictures and/or sentences representing the key events in a familiar story. Then have students answer questions about the story (e.g., What happened first? What happened last?), either verbally or by pointing to the correct picture in the graphic organizer.

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Key Ideas and Details

- o Use a problem and solution map to match or identify pictures and/or sentences representing the key events, problem, and solution in a story. Then have students answer questions about the story either verbally or by pointing to the correct picture in the graphic organizer.
  - o While listening to a social story about a familiar routine (e.g., getting ready to go home), have the student get one of the items mentioned in the story.
- **Videos**
  - o YouTube by Kimberly Fuentes
    - ▪ Identifying Key Details of a Story
  - o YouTube by Cohesion Education
    - ▪ Identify the Main Topic and Retell Key Details
  - o Lucky Little Learners (Luckylittlelearners.com)
    - ▪ Teaching Main Idea and Details

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RL.1.2 Recount major events in familiar stories.	**A.RI.1.2.a** Retell details from a familiar story.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.1.2 (A) Retell details from a familiar story.	**A.RL.1.2** (B) Recall a detail from a familiar story.	**A.RL.1.2** (C) Identify an object that relates to a detail in a familiar, personally relevant text.

Real World Connections:
- Be able to retell stories by understanding of key details.
- Identify the central message or lesson of a story.
- Retell a familiar story in sequential order.
- Identify a problem and solution of a familiar story.
- Determine importance based on key details in familiar stories.

Vocabulary:
- Familiar
- Recount
- Relevant
- Retell

Resources:
- **Websites, articles, and other collections**
  - Understood for All Inc. (understood.org)
    - [Retelling: An evidence-based literacy strategy](#)
  - Education.com [requires a free account] (education.com)
    - [RL.1.2 Worksheets, Workbooks, Lesson Plans, and Games](#)
  - Pinterest Collection by Marie Jones (pinterest.com)
    - [16 School Recount, Retell, Summarize Ideas](#)
  - CPALMS Florida State University (cpalms.org)
    - [LAFS.1.RL.1.2 Related Resources](#)
  - Reading Rockets (readingrockets.org)
    - [Story Maps](#)
  - Elementary Nest (elementarynest.com)
    - [Retelling & Recounting Stories: Exploring ELA](#)
    - [Story Elements - Teaching Tips](#)
- **Activities**
  - During a shared reading interaction, ask the student to identify or pick out illustrations that reflect the characters or settings in a story.
  - After "reading" a familiar story while turning the pages, ask the student to retell the story and include key details about the story from beginning to end. Have them describe or select illustrations that depict what happened in the beginning of the story, in the middle of the story, and at the end of the story..

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Key Ideas and Details

- o While listening to a familiar story, have students to recall with prompting (e.g., The teacher might say, "Remember that brown animal that hops?"), a detail from a next page (e.g., "What has floppy ears?").
- o During and after reading a text aloud, create a story map on an interactive whiteboard. The story map should contain the essential elements of the story (characters, setting, major plot points, resolution). The elements can be written or drawn. After the completion of the story and the story map, allow the students to work together to create a summary of the story.
- o To illustrate the major plot points of the story, the teacher or students could stop periodically and draw a pictorial representation of the action on a comic storyboard. Then, at the completion of the read aloud, the teacher and students can summarize the set of events from the story.
- o Have students write, match, or place pictures with written labels in a graphic organizer end to record the key events from a story. Then students answer questions about the story either verbally or by pointing to the correct picture in the graphic organizer.
- o The teacher can model how to select and sequence the events in a story by using an event sequencing graphic organizer with labels such as first, next, after, last to match or sequence pictures and/or sentences representing the key events in a story. Then students answer questions about the story (e.g., What happened first? What happened last?), either verbally or by pointing to the correct picture in the graphic organizer. Also, can use pictures instead of words to fill in the key events in the story and put them in the graphic organizer.
- o To model, the teacher could read aloud a book in front of the class. Then, periodically, the teacher should stop and summarize what was just read. At the end of the story, the teacher can provide another summary of the entire text to students

- **Videos**
  - o YouTube by Teaching without Frills
    - ▪ [How to Retell a Story for Kids](#)
  - o YouTube by How Education
    - ▪ [How to Teach a Retelling Reading Strategy for Primary Students : Reading Lessons](#)
  - o YouTube by Susan Jones Teaching
    - ▪ [Retelling a Story | 3 Retelling Strategies](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [eSpark Learning: How to Retell a Story Instructional Video (1.RL, Quest 3)](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RL.1.3 Identify characters and settings in a familiar story.	**A.RI.1.3.a** Identify the characters and settings in a familiar story.

I Can Statements

MOST COMPLEX ⟵⟶ LEAST COMPLEX

A.RL.1.3 (A) Identify the characters and settings in a familiar story.	**A.RL.1.3** (B) Identify characters and settings in a familiar story.	**A.RL.1.3** (C) Identify a character or the setting in a familiar story.

Real World Connections:	Vocabulary:	
- Answer simple questions about a story (e.g.,Who was in the story? Where does the story take place? - Identifying story elements within a story (who and where) will help the reader monitor and understand the story better. - Develop and apply skills and strategies to the reading process. - Identify characters and setting in independent reading and read-alouds. - Notice how dialogue among the characters, actions by the main characters throughout events within the plot and illustrations reveals traits of the character.	- Characters - Familiar	- Relationship - Setting

Resources:
- **Websites, articles, and other collections**
  - Standards Aligned System Commonwealth of Pennsylvania (pdesas.org)
    - Introduction to Character and Setting
  - Penguin Group USA (penguin.com)
    - Picture Books in the Classroom
  - Teacher Vision [requires a free account] (teachervision.com)
    - Story Elements: Danny and the Dinosaur
  - The Curriculum Corner (thecurriculumcorner.com)
    - Retelling Unit of Study
  - Education.com [requires a free account] (education.com)
    - Lesson plan - Tell Me More: Characters, Settings, and Events
    - RL.1.3 Worksheets, Workbooks, Lesson Plans, and Games
- **Activities**

- o The teacher discusses comprehension as the story is read aloud. The teacher says aloud what he or she is thinking and asks questions pertaining to the text. Then ask the students what they are thinking.
- o Have students make notes throughout the reading to remind themselves of points they want to share or remember.
- o Characters in stories are developed in four different ways: 1) description of their physical appearance, 2) description of their actions, 3) dialogue, and 4) inner monologue. Using a graphic organizer, students can draw a picture of a character in the middle of a web. Then, extending from the character drawing, students can offer words that describe how the character looks, what the character does throughout the story, what the character says, and/or how the character feels. The teacher can chart this thinking by creating a class character map using the whiteboard, or students can create their own character maps in personal notebooks.
- o Complete a story web identifying two key components of the story (who and where.) Have students write, place pictures with written labels, or match pictures in a character graphic organizer to record the characters' traits and feelings. Then students answer questions about the character or setting either verbally or by pointing to the correct picture in the graphic organizer.
- o Use a family tree graphic organizer to show the relationships between the characters in the story by placing or matching pictures of the characters in the corresponding section of the tree. Then students answer questions about the characters either verbally or by pointing to the correct picture in the graphic organizer.
- o To delve deeper into various story characters, the teacher can conduct a conversation with the class. Sitting in a circle, the teacher can pose questions about the character that the students would answer. If needed, use a system of least prompts to correct errors. Questions might include: " Who was the main character in the story? What did the main character look like? Where does the character live?
- o Have students sort characters who were in the story from characters who were not in the story.

- **Videos**
  - o YouTube by Teaching without Frills
    - [Story Elements for Kids: What Is a Setting?](#)
  - o YouTube by Hicksville Public Schools Instructional Videos
    - [Character and Setting](#)
  - o Better Lesson (betterlesson.com)
    - [Lesson: Are You Afraid of Anything?](#)
  - o Study.com (study.com)
    - [What is the Setting of a Story?](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RL.1.4 Identify sensory or feeling words in a familiar story.	**A.RI.1.4.a** Identify sensory or feeling words in a familiar story.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.1.4 (A) Identify sensory or feeling words in a familiar story.	**A.RL.1.4** (B) Identify a specified sensory or feeling word in a familiar story.	**A.RL.1.4** (C) Imitate, act out, or otherwise gesture to demonstrate a sensory or feeling word that is used in a familiar text.

Real World Connections:	Vocabulary:	
- Make connections to what we know in our life, other texts and the world around us. This helps us better understand the characters and their action. - Determine the meaning of phrases is a critical skill with implications for all later grades and disciplines. - Differentiate colorful/descriptive words from other general language. Students must understand that some words describe feelings (e.g., joyful, happy, angry, upset, etc.) and some words appeal to the senses (e.g., sweet, sour, soft, rough, etc.). - Use understanding of key words and phrases to help make listening to a story more enjoyable. - Recommend books/poems to classmates based upon words and phrases that appeal to their senses. - Understand key words and phrases that relate to the sense and/or feelings.	- Feelings - Feeling words - Senses	- Sensory words - Story - Word

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account] (education.com)
    - [Words that Make Us Feel : A Lesson on Sensory Language](#)
    - [RL.1.4 Worksheets, Workbooks, Lesson Plans, and Games](#)
  - Pinterest Collection by Veronica Marquez-Mendoza (pinterest.com)
    - [RL2.4 Collection](#)
  - Alyssa Teaches (alyssateaches.com)
    - [Teaching Students to Identify Sensory Words](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

- o   Better Lesson (betterlesson.com)
    - ▪ [Reading the Character's Emotion](#)
- **Activities**
    - o   Teacher talks about feeling words and how the story/poem makes him/her feel as the story is read aloud. Say aloud, "What you are thinking and feeling." Ask students what they are thinking and feeling. Say aloud, "What words help me see, taste, smell or hear in my imagination the actions of the characters? Are there any words or phrases in the story that are repeated that help me to understand the actions of the characters.
    - o   Stop occasionally during reading to share think alouds orally. Ask "What words help you to see, taste, smell or hear in my imagination the actions of the characters? What words help You picture in your mind what is happening in the story?
    - o   Make book/poem recommendations to classmates based upon words and phrases that appeal to their senses.
    - o   Have students draw pictures to depict the mental images created while reading.
    - o   Give students a picture book that includes illustrations that depict different feelings (e.g., Today, I Feel Silly and Other Moods That Make My Day), identify the feelings as they are depicted on several pages.
    - o   Match a sensory or feeling word to the correct illustration from a story. (i.e., After hearing a story for the first time, student tells the teacher how the main character was feeling: sad, happy, mad, hungry, tired, etc.)
    - o   Teacher hands a happy card and a sad card to the student and says, "When we are reading the story, hold up the card when you hear 'happy' or 'sad'."
- **Videos**
    - o   YouTube by Teaching Independent Learners
        - ▪ [Feeling and Sensory Words](#)
    - o   YouTube by Mometrix Academy
        - ▪ [What is Sensory Language](#)
    - o   YouTube by Perea Panthers
        - ▪ [RL1 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RL.1.5. Identify a text telling a story or text giving information.	**A.RI.1.5.a** Select storybooks and informational books from a library or other large collection of materials.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.1.5 (A) Select storybooks and informational books from a library or other large collection of materials.	**A.RL.1.5** (B) Select specified familiar storybooks to read.	**A.RL.1.5** (C) Choose a storybook to read or listen to.

Real World Connections:
- Understand that there are more than one type of text and that different books have different purposes (i.e., a text can tell a story through characters and events or it can give information about a specific topic such as: a person, place, thing, or idea.)
- Choose a book to read for a specific purpose by understanding the difference in books that tell stories and books that provide information.
- Know how to identify the essential plot events that lead to the solution of a character's conflict in a text telling a story.
- Understand the purpose of informational text.

Vocabulary:
- Collection
- Informational book
- Library
- Storybook

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [Identifying the Difference between Informational and Literary Texts](#)
  - Education.com [requires a free account] (education.com)
    - [RL.1.5 Worksheets, Workbooks, Lesson Plans, and Games](#)
    - [EL Support Lesson - Text Features and Their Purposes](#)
  - Teaching with Jennifer Findley (jenniferfindley.com)
    - [Text Evidence Activities and Strategies – Tips for Teaching Students to Find Text Evidence](#)
  - The Teacher Next Door by Kristen Doyle (the-teacher-next-door.com)
    - [Teaching Text Evidence](#)
  - This Reading Mama (thisreadingmama.com)
    - [5 Days of Teaching Text Structure to Readers](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

- **Activities**
  - Expose students to different kinds of texts (i.e., informational texts including biographies, books about history, science, arts, and technical texts; literary texts including adventure stories, folktales, fables, poetry, etc.)
  - Use an illustration from a page of a story as it is being read, ask the student to indicate who is speaking on that page.
- **Videos**
  - Khan Academy (khanacademy.org)
    - The structures of informational texts | Reading
  - Study.com (study.com)
    - How to Analyze the Purpose of a Text

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RL.1.6 Identify a speaker within a familiar story.	**A.RI.1.6.a** Identify a speaker in a familiar story.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.1.6 (A) Identify a speaker in a familiar story.	**A.RL.1.6** (B) Identify the speaker or narrator in a familiar story.	**A.RL.1.6** (C) Given a familiar book with a repeated line spoken by a single character (e.g., "not me" said the Donkey), say the repeated line spoken by the single character.

Real World Connections:	Vocabulary:	
- Realize that more than one character can tell the story (dialogue). - Understand how different points of view impact how the message of a story is expressed. - Engage the reader deeply due to the personal, intimate connection created when he or she hears the story firsthand from someone who was there in first person. - Provides a more complete picture of the story for the reader when told by an all-knowing narrator. - Explore the career of the speaker within a familiar story.	- First person - Third person	- Narrator - Speaker

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (Betterlesson.coM0
    - Look Who's Talking
  - Education.com [requires a free account] (education.com)
    - RL.1.6 Worksheets, Workbooks, Lesson Plans, and Games
  - ThoughCo. (thoughtco.com)
    - 5 Easy Activities for Teaching Point of View
  - LearnZillion (learnzillion.com)
    - Identify the narrator in a story
  - Elementary Nest (elementarynest.com)
    - Point of View Teaching Activities and Ideas
- **Activities**

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Craft and Structure

- o Teacher will give a line from a story that has been read to students and ask them to tell or identify the name of the character who is saying that line.
- o Use an illustration from a page of a story as it is being read and ask the student to indicate who is speaking on that page.
- o After listening to a story about a character, ask the student to find the picture of the character.
- o Give the students a choice of characters in a familiar story and ask them to select the one who is speaking as the story is being read.
- o Ask the student to dictate a story to you that includes descriptions of outings and activities with family members. Then ask them to draw pictures that portray each family member they mentioned.
- **Videos**
  - o YouTube by Waterford.org
    - ▪ [Understanding Point of View: First Person and Third Person" by Waterford.org](#)
  - o Khan Academy (khanacademy.org)
    - ▪ [A story's point of view | Reading](#)
  - o We Are Teachers (weareteachers.com)
    - ▪ [Our Favorite Videos for Teaching Point of View](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.1.7 Use illustrations, details, or objects in a story to describe its characters, setting, or events.	**A.RL.1.7.a** Identify details or illustrations that describe the characters or events in a familiar story.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.1.7 (A) Identify details or illustrations that describe the characters or events in a familiar story.	**A.RL.1.7** (B) Select illustrations in a familiar story that describe a main character or event.	**A.RL.1.7** (C) Select the illustrations in the story that show characters.

Real World Connections:	Vocabulary:	
- Examine illustrations presented in text in order to explain how the illustration combined with details (the words from the text) contribute to an understanding of the person, place, thing, or idea that the illustration depicts. - Make opinions about a book based upon the its words and pictures. - Use a combination of drawing, dictating, and writing to support an opinion. - Use text features to aid comprehension. - Good readers think about the characters as they read a story because it helps them to know the character well, thus understanding the story better.	- Illustrations - Characters - Describe - Details	- Event - Familiar - Illustrations - Text

Resources:
- **Websites, articles, and other collections**
  - Standards Aligned System Commonwealth of Pennsylvania (pdesas.org)
    - Introduction to Character and Setting
  - Education.com [requires a free account] (education.com)
    - RL.1.7 Worksheets, Workbooks, Lesson Plans, and Games
    - Lesson Plan - Tell Me More: Characters, Settings, and Events
  - Literary Ideas for teachers and students (literacyideas.com)
    - Story Elements - a guide for teachers and students
  - Simply Kinder (simplykinder.com)
    - Teaching Story Elements: Free Literacy Posters
- **Activities**

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Integration of Knowledge and Ideas

- o While reading a story ask students to pick out illustrations of characters or events in the story.
- o During shared reading, have the student point to an illustration that shows a main character.
- o During shared reading, have the student signal to the teacher when a detail that describes an event is read.
- o Have students compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.
- o Tell students that you are beginning a lesson on elements of story. Tell students that it is important for them to be able to recall the basic elements of a familiar story as they are reading. Explain that knowing these elements will provide the foundation they need to think more deeply about stories. Tell students that they will learn about the following story elements: Characters-people (or other animals, robots, objects that the author gives life-like qualities to) presented in the narrative text via descriptions of their attributes, traits, or abilities. Setting-the place and time in which the story takes place. Problem and solution-the conflict that takes place during the story.
- o Tell students to close their eyes and think of three ways to describe themselves. Call on a few students to share their ideas. Next, have them close their eyes and think of three ways to describe one of their friends. Explain to students that an author describes the characters in their stories just like they described themselves and their friends.
- o Explain that characters are the people, animals, or other living things that are involved in a story. Characters can be described by appearance or actions. Tell them as that as you read, you want you to think about ways you can describe the character like you described yourself.
- o Pair students by hobbies or foods they enjoy, such as reading, football, fishing, swimming, dancing, Boy Scouts/Girl Scouts, math club, pizza, chocolate, and so on. Call on a few students to share something they learned during the session. Ask them to think about characters during independent reading and see if they can make any personal connection.

- **Videos**
  - o We Are Teachers (weareteachers.com)
    - ▪ [Our Favorite Videos for Teaching Story Elements](#)
  - o YouTube by Nichole Hess
    - ▪ [Short Story Elements](#)
  - o YouTube by Andrea Hollingworth
    - ▪ [Identifying Characters, Setting, and Main Events in a Story](#)
  - o YouTube by CI350 Class
    - ▪ [Story Elements](#)
  - o YouTube by Jack Hartmann Kids Music Channel
    - ▪ [Parts of a Story | Language Arts Song for Kids | English for Kids](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.1.9 Identify adventures or experiences of characters in a story as same or different.	**A.RI.1.9.a** Identify the adventures or experiences of characters in a familiar story as same or different.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.1.9 (A) Identify the adventures or experiences of characters in a familiar story as same or different.	**A.RL.1.9** (B) Identify the adventures or experiences of characters in a familiar story.	**A.RL.1.9** (C) During shared reading of a familiar story, select an illustration that shows an adventure or experience of a character.

Real World Connections:
- Identify feelings and thoughts of characters engaged in a conflict, and then analyze how similar thought or feeling might drive their own actions.
- Help understand the social world in new ways.
- Empathize with others based upon their experiences.
- Use real life experiences to understand story characters.
- Understanding feelings and thoughts of others helps students cope during similar events that the experience.

Vocabulary:
- Character(s)
- Compare
- Contrast
- Details
- Illustrations
- Main ideas
- Retelling
- Setting

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - Compare and contrast the adventures and experiences of characters in stories.
  - Elementary Nest (elementarynest.com)
    - Compare and Contrast Activities for Fiction Texts
  - Education.com [requires a free account] (education.com)
    - RL.1.9 Worksheets, Workbooks, Lesson Plans, and Games
    - Worksheet -Compare and Contrast: Short Stories
  - Standards Aligned System Commonwealth of Pennsylvania (pdesas.org)
    - Comparing Characters' Experiences and Adventures in a Story
- **Activities**
  - Begin with a focus question, "How can we compare and contrast the adventures and experiences of a character in a familiar story to improve our understanding? Good readers retell a story to show that they understand what they read. Good readers can also compare or

contrast characters' adventures or experiences to tell how they are different. Both of these activities help a reader show that they understand the text.

- o When reading a story for the first time, ask students to listen for ways the story is alike or different from another story. Have students raise their hand when they hear part of the story that they can compare and contrast with the other story. Stop for discussion when a student signals, for the opportunity to hear student thoughts immediately and assess whether the student's thoughts make sense.
- o Read a familiar story to the students. Afterwards, ask who the story is about and what happens to the main character in the story. Then ask how the main character's adventure or experience is different than the experiences of other characters in the story.
- o Ask questions, role-play, use story props, flannel cut-outs with flannel board, puppets, etc., to compare and contrast the adventures of characters from a familiar story.

- **Videos**
    - o YouTube by McGraw Hill PreK-12
        - ▪ [Introduction to Reading Skills: Compare and Contrast](#)
        - ▪ [Introduction to Reading Skills: Compare and Contrast - 2](#)
    - o YouTube by eSparkLearningVideos
        - ▪ [Compare & Contrast Characters in a Story Instructional Video (Fa13, 1.RL, Quest 7)](#)
    - o Vimeo by Phalen Leadership Academies (vimeo.com)
        - ▪ [K ELA Lesson 21: Compare and Contrast the Adventures and Experiences of Characters in Familar Stories](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.	**A.RI.1.10.a** Compare adventures or experiences of characters in a story while participating in shared reading.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RL.1.10 (A) Compare adventures or experiences of characters in a story while participating in shared reading.	**A.RL.1.10** (B) Identify an adventure or experience of the main character in a familiar story while participating in shared reading.	**A.RL.1.10** (C)Select an adventure of the main character in a familiar story.

Real World Connections:
- Enjoy materials that they may not be able to read on their own.
- Feel successful by providing support to the entire group.
- Learn where to look and/or focus their attention.
- Gain awareness of symbols and print conventions, while constructing meaning from text read.
- Make connections between background knowledge and new information.
- Prticipate as readers in a classroom with diverse literacy needs.
- Enhance sight word knowledge, build reading fluency and thoughtfully engage with the text's ideas after multiple readings.
- Contribute to a positive learning community.
- Get to know each other as individuals regardless of in-group and out-group identities.

Vocabulary:
- Adventure
- Compare
- Contrast
- Experience
- Familiar story
- Main character
- Shared reading

Resources:
- **Websites, articles, and other collections**
    - Education.com [requires a free account] (education.com)
        - RL.1.10 Worksheets, Workbooks, Lesson Plans, and Games
    - Teacher Education through School-based Support in India (www.tess-india.edu.in/)
        - Shared reading
    - Learning at the Primary Pond (learningattheprimarypond.com)
        - What is Shared Reading?
    - Victoria State Government)education.vic.gov.au)
        - Literacy Teaching Toolkit – Shared reading

- o Sacramento City Unified School District (Scuds.edu)
  - ▪ [Shared Reading](#)
- o Hameray Publishing Group (hameraypublishing.com)
  - ▪ [What is Shared Reading?](#)
- **Activities**
  - o The pointer may be used in guiding the reading, pointing to the words as they are read, though it is important that the teacher or other experienced reader model reading with phrased fluency. Avoid the tendency to read word by word. In rereading of familiar text, students may be called upon to use the pointer during reading or to point out specific words being studied.
  - o Highlight with a yellow marker or highlighter pen the repetitive words, repetitive phrases, or frequently occurring words that the students already know. This can be accomplished with the students or prepared ahead of time.
  - o Have students read the highlighted words or phrases after the second or third reading, while the teacher reads the other words.
  - o Cover up (Post-It sheets work very well) to mask key portions of the text to focus on vocabulary or specific aspects of print, such as the beginning of a few words that support the learning objective or teaching point.
  - o Introduce the new text to the class. Select an expert reader. Ask all students to read along in their heads—using their own copy or a projected version of the text—while the expert reader reads the entire text aloud with fluency and expression. Instruct students to pay close attention to the gist of the text.
  - o During the second reading, ask students to participate in reading certain parts of the text using one of the following oral reading techniques: Choral reading, Partner reading, Repeated reading, Popcorn reading, or Reader's theater.
  - o After students complete two readings of the text, introduce a mini-lesson topic appropriate to the text and your students. Determine the grouping in which students will practice the skill (independently, partner, small group, whole class) and the medium in which they will demonstrate understanding (discussion, writing, art). Students return to the central text to practice the skill identified in the mini-lesson.
- **Videos**
  - o Fountas & Pinnell Literacy Blog (fpblog.fountasandpinnell.com)
    - ▪ [What is Shared Reading?](#)
  - o YouTube by The Balanced Literacy Diet
    - ▪ [Chicka, Chicka, Boom, Boom: Shared Reading in Kindergarten](#)
  - o YouTube by Center for the Collaborative Classroom
    - ▪ [What is Shared Reading in Being a Reader 03/21/17 (Part 1 of 2)](#)
    - ▪ [What is Shared Reading in Being a Reader 03/21/17 (Part 2 of 2)](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RI.1.1 Identify details in familiar text.	**A.RI.1.1.a** Ask questions about key details in a familiar text. **A.RI.1.1.b** Answer questions about key details in a familiar text.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RI.1.1.a (A) Ask questions about key details in a familiar text.	**A.RI.1.1.a** (B) Identify key details in a familiar text.	**A.RI.1.1.a** (C) Identify a detail in a familiar text.
A.RI.1.1.b (A) Answer questions about key details in a familiar text.	**A.RI.1.1.b** (B) Identify key details in a familiar text.	**A.RI.1.1.b** (C) Identify a detail in a familiar text.

Real World Connections:
- Locate the correct page in a book.
- Write name in appropriate location on a test paper.
- Find the restroom

Vocabulary:
- Answers
- Background
- Clarify
- Illustrations
- Inference
- Informational Text
- Key details
- Knowledge
- Questions
- Statement
- Text features

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - RI.1.1 Ask and answer questions about key details in a text.
  - Big Learners (biglearners.com)
    - RI.1.1: First Grade English Language Arts Worksheets
  - Education.com [requires a free account (education.com)]
    - RI.1.1 Workbooks, Lesson Plans, and Games
  - Tutorified (Tutorified.com)
    - RI.1.1 1st Grade Reading Comprehension Worksheet
  - Share My Lesson (sharemylesson.com)
    - RI.1.1 Lesson Plan Templates
    - K-W-L Chart – Monitoring for Understanding
  - Engage^ny (engageny.org)
    - RI.1.1 Curriculum Document

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Key Ideas and Details

- o Nearpod [requires a free account (nearpod.com)]
  - Resource Library for Mississippi Standard RI.1.1
- o PBS Learning Media (mpb.pbslearningmedia.org)
  - RI.1.1 Ask and answer questions about key details in a text.
- **Activities**
  - o Before, during and after reading a text, create a KWL chart with the class to answer questions about key details in the text (KWL - know, wondered, learned):
  - o Have student sort pictures and key words from the text into categories of "who, what, when, where."
  - o Ask students questions about texts to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud an informational text in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself.
- **Videos**
  - o YouTube by firstgrade Smes
    - RI.1.1 Learning Video
  - o EG Videos (egvideos.com)
    - Reading: Informational Text – Ask and Answer Questions – RI.1.1

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RI.1.2 Identify the topic of a text..	**A.RI.1.2.a** Tell what I learned from a familiar text. **A.RI.1.2.b** Identify the main topic of a familiar text.

I Can Statements		

MOST COMPLEX ⬅——————————————————————➡ LEAST COMPLEX

A.RI.1.2.a (A) Tell what I learned from a familiar text.	**A.RI.1.2.a** (B) Repeat the moral of a familiar text.	**A.RI.1.2.a** (C) Name the title of a familiar text.
A.RI.1.2.b (A) Identify the main topic of a familiar text.	**A.RI.1.2.b** (B) Describe key details in a familiar text.	**A.RI.1.2.b** (C) Describe a detail in a familiar text.

Real World Connections:
- Use illustrations to determine the topic of a book.
- Select coloring books with their favorite theme.
- Identify a map.

Vocabulary:
- Key details
- Main topic
- Moral
- Retell
- Supporting details
- Title

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - RI.1.2 Identify the main topic and retell key details of a text.
    - Investigating Apples
  - Education.com [requires a free account (education.com)]
    - RI.1.2 Workbooks, Lesson Plans, and Games
  - Big Learners (biglearners.com)
    - RI.1.2: First Grade English Language Arts Worksheets
  - Tutorified (tutorified.com)
    - RI.1.2 1st Grade Reading Comprehension Worksheet
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - K-W-L Chart – Monitoring for Understanding
  - Engage^ny (engageny.org)
    - RI.1.2 Curriculum Documents
  - Nearpod [requires a free account (nearpod.com)]
    - Resource Library for Mississippi Standard RI.1.2
  - PBS Learning Media (mpb.pbslearningmedia.org)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Key Ideas and Details

- RI.1.2 Identify the main topic and retell key details of a text.
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - RI.1.2 Lesson Plans Templates
- **Activities**
  - o The teacher has a large coffee can, paint can, or any container (Main Idea Can). During reading, practice think-a-louds with students. After reading a story or passage, have students come up with the main idea. Write that on a strip of paper and put on the outside of the can. Then have students come up with some key details from the story or passage. Write those on strips and put inside the can. Students can then pull the strips out of the can to retell the story/passage and make the connection back to the main topic or idea.
  - o After reading a story, develop the main topic or idea with students and write the main topic or idea on a piece of paper. Put students in a circle on the floor. Wad the paper up and hand to a student. Have the student unwrap the paper and read the main topic or idea aloud and then provide a detail from the story that supports the main idea (Snowball Toss). Continue tossing until you feel all details have been mentioned. You may have to assist some of your students in the process. Be sure to have lots of discussion about the story during this time.
  - o After reading a story, give students strips of paper. One strip is the main topic or idea and the others are details. Have the students pick out the topic sentence and put the details in order of occurrence in the story. Then have students retell the story using the strips.
- **Videos**
  - o EG Videos (egvideos.com)
    - Reading: Informational Text – Main Topic and Author's Purpose – RI.1.2
  - o YouTube by eSparkLearningVideos
    - Determining Main Idea Instructional Video (1RI2)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Key Ideas and Details

Standard	Performance Objectives
A.RI.1.3 Identify individuals, events, or details in a familiar informational text	**A.RI.1.3.a** Identify individuals found in a familiar informational text. **A.RI.1.3.b** Select events found in a familiar informational text. **A.RI.1.3.c** Identify the details of a familiar informational text.

I Can Statements		
MOST COMPLEX	← →	LEAST COMPLEX
A.RI.1.3.a (A) Identify individuals found in a familiar informational text.	**A.RI.1.3.a** (B) Identify an individual found in a familiar informational text.	**A.RI.1.3.a** (C) Repeat the name of an individual found in a familiar informational text.
A.RI.1.3.b (A) Select events found in a familiar informational text.	**A.RI.1.3.b** (B) Select an event found in a familiar informational text.	**A.RI.1.3.b** (C) Repeat the name of an event found in a familiar informational text.
A.RI.1.3.c (A) Identify the details of a familiar informational text.	**A.RI.1.3.c** (B) Identify a detail of a familiar informational text.	**A.RI.1.3.c** (C) Repeat a detail of a familiar informational text.

Real World Connections:
- Pick out a superhero t-shirt.
- Hand out valentine cards.
- Work a word-search puzzle.

Vocabulary:
- Connection
- Events
- Ideas
- Individuals
- Information
- Relationship

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account (education.com)]
    - RI.1.3 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - Big Learners (biglearners.com)
    - RI.1.3: First Grade English Language Arts Worksheets
  - Engage^{ny} (engageny.org)
    - RI.1.3 Curriculum Documents
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RI.1.3
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - Share My Lesson [requires a free account] (sharemylesson.com)

- ▪ RI.1.3 Lesson Plans Templates
  - o Tutorified (tutorified.com)
    - ▪ RI.1.3 1st Grade Reading Comprehension Worksheet
- **Activities**
  - o After reading and discussing individuals in a text, give each student a lunch bag. On one side of the bag, the student writes the name of an individual, draws a picture of him and writes one attribute that makes him unique from the person on the other side. On the other side of the bag, the student writes the name of another individual, draws a picture of him, and writes one attribute that makes him/her unique from the person on the other side. On a piece of paper or index card write one attribute the two individuals have in common and put it inside the bag. The student could also put an object in the bag representing a commonality between individuals.
  - o While reading a nonfiction text, students create a timeline of events, people, and ideas. This can be done on an individual piece of paper or chart paper. Students will share a connection they have made about how different events and people affect others. Grouping: whole, small, partner, individual
  - o After reading and discussing a piece of informational text, allow students to complete a Venn Diagram with a partner to compare and contrast two individuals, events, or pieces of information from the text. Then have students share with the whole group or within small groups.
- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ Reading: Informational Text – Making Connections – RI.1.3
  - o YouTube by eSparkLearningVideos
    - ▪ Following Steps in a Procedure

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RI.1.4 Ask a reader to determine the meaning of a word in a text.	**A.RI.1.4.a** Answer questions about words and phrases in a text.

I Can Statements

MOST COMPLEX ⟵⟶ LEAST COMPLEX

A.RI.1.4.a (A) Answer questions about words and phrases in a text.	A.RI.1.4.a (B) Respond to questions about a new word in familiar text.	A.RI.1.4.a (C) Indicate unknown words in familiar text.

Real World Connections:	Vocabulary:	
• Place a game piece on the "start" position because it is the first square on a game board. • Enter a check-out line at the proper location. • Avoid walking in an area with a yellow sign indicating to use caution.	• Answer • Background Knowledge • Context Clues	• Phrases • Question • Statement

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account} (education.com)
    - [RI.1.4 Workbooks, Lesson Plans, and Games](#)
  - Better Lesson (betterlesson.com)
    - [RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.](#)
  - Big Learners (biglearners.com)
    - [RI.1.4: First Grade English Language Arts Worksheets](#)
  - Engage^{ny} (engageny.org)
    - [RI.1.4 Curriculum Documents](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RI.1.4](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [RI.1.4 Lesson Plans Templates](#)
  - Tutorified (Tutorified.com)
    - [RI.1.4 1st Grade Reading Comprehension Worksheet](#)
- **Activities**
  - During reading, the teacher will point out a word or phrase in the text and ask the student its meaning. If students are unsure of the

meaning, they can ask the teacher for clues to the meaning of the word or phrase. The idea is for the student to come up with the meaning themselves, but with teacher assistance if needed.

- o Students are given a set of cards with words and phrases written on them. The students are to lay out the cards. The teacher will ask a question related to one of the cards. The student has to hold up the card that answers the question. This can be done with teams of students and you can keep score of how many each team gets correct. Grouping: whole, small, partner, or individual
- o Students create a four doors book. Students will write a question about a word from their reading, lift the flap, and then write the word underneath the flap. Students will repeat for each flap. Grouping: Partner or Individual

- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ [Reading: Informational Text – Meanings and Feelings – RI.1.4](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [Learning: Unknown Words](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RI.1.5 Locate the front cover, back cover, and title page of a book.	**A.RI.1.5.a** Find/point to the front cover of a book. **A.RI.1.5.b** Find/point to the back cover of a book. **A.RI.1.5.c** Find/point to the title page of a book.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RI.1.5.a (A) Find/point to the front cover of a book.	**A.RI.1.5.a** (B) Find/point to the cover of a book.	**A.RI.1.5.a** (C) Find/point to a book.
A.RI.1.5.b (A) Find/point to the back cover of a book.	**A.RI.1.5.b** (B) Find/point to the cover of a book.	**A.RI.1.5.b** (C) Find/point to a book.
A.RI.1.5.c (A) Find/point to the title page of a book.	**A.RI.1.5.c** (B) Find/point to any page of a book.	**A.RI.1.5.c** (C) Find/point to a book.

Real World Connections:
- Pick out their favorite coloring book.
- Hold a book properly.
- Turn pages in a book from right to left.

Vocabulary:
- Author Back Cover
- Back Cover
- Cover
- Front Cover
- Publisher
- Title Page

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account (education.com)]
    - RI.1.5 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
  - Big Learners (biglearners.com)
    - RI.1.5: First Grade English Language Arts Worksheets
  - Engage[ny] (engageny.org)
    - RI.1.5 Curriculum Documents
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RI.1.5
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key

facts or information in a text.
- o Share My Lesson [requires a free account (sharemylesson.com)]
    - RI.1.5 Lesson Plans Templates
- o Tutorified (tutorified.com)
    - RI.1.5 1st Grade Reading Comprehension Worksheets
- **Activities**
    - o Give students a set of three sticky notes. One says front cover, one says back cover, and one says title page. Have students come up to a big book and put the sticky note in the appropriate place in the book. Each student could then practice with his own book individually.
    - o Give each student a set of three cards. One says front cover, one says back cover, and one says title page. When the teacher shows students a part of the book or give a description of a part of the book, they are to hold up the correct card.
- **Videos**
    - o EG Videos (egvideos.com)
        - Reading: Informational Text – Text Features – RI.1.5
    - o Engage^{ny} (engageny.org)
        - Text Features Non Fiction RI 1.1, RI 1.5

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Craft and Structure

Standard	Performance Objectives
A.RI.1.6. Distinguish between words and illustrations in a text.	**A.RI.1.6.a** Describe how the illustrations help me understand the words in an informational text.

I Can Statements		
MOST COMPLEX ⬅		➡ LEAST COMPLEX
A.RI.1.6.a (A) Describe how the illustrations help me understand the words in an informational text.	**A.RI.1.6.a** (B) Match the illustrations to words from an informational text.	**A.RI.1.6.a** (C) Locate the illustrations in an informational text.

Real World Connections:	**Vocabulary:**	
• Find Mississippi on a map. • Refer to arrows when following directions. • Use icons and signage to find a bathroom.	• Illustrations • Text • Photographer	• Relationship • Photograph

Resources:
- **Websites, articles, and other collections**

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account (education.com)]
    - RI.1.6 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RI.1.6 Lesson: Where did you learn that?
  - Big Learners (biglearners.com)
    RI.1.6: First Grade English Language Arts Worksheets
  - Engage[ny] (engageny.org)
    - RI.1.6 Curriculum Documents
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
  - Share My Lesson [requires a free account (sharemylesson.com)]
    - RI.1.6 Lesson Plans Templates
  - Tutorified (tutorified.com)
    - RI.1.6 1st Grade Reading Comprehension Worksheet

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Craft and Structure

- **Activities**
  - Use a text and illustration graphic organizer and while reading a text to students, stop and ask them what information the author is providing and write it on the text side of the chart. Then show students the illustrations and ask what additional information can be gathered from the illustration. Repeat this until the entire text has been read. After reading, look at the chart with the students and ask: What kinds of information did the illustrations provide? Did the information help you understand the text more?
  - Choose a text to read with students. Write information that the text provides and information that the illustrations provide on index cards. Create enough sets for each group of students and put them in plastic bags or envelopes. Read the text with students. Put students in small groups or with partners. Give each group a copy of the text and illustration graphic organizer and a set of the cards. Students are to put the cards in the correct column on the graphic organizer.
- **Videos**
  - EG Videos (egvideos.com)
    - Reading: Informational Text – Pictures and Illustrations – RI.1.6
  - YouTube by Kimberly Bowman
    - URI.1.6 Exit Slip - Use picture or words? - Google Forms

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.1.7 Identify illustrations, objects or details information that go with a text.	**A.RI.1.7.a** Describe how the illustrations and details help me understand key ideas found within a familiar informational text.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RI.1.7.a (A) Describe how the illustrations and details help me understand key ideas found within a familiar informational text.	**A.RI.1.7.a** (B) Match illustrations and details to the key ideas from a familiar informational text.	**A.RI.1.7.a** (C) Locate the illustrations and details in a familiar informational text.

Real World Connections:
- Find Mississippi on a map.
- Refer to arrows to when following directions.
- Use icons to find a bathroom.

Vocabulary:
- Captions
- Details
- Illustrations
- Key Ideas
- Labels
- Objects

Resources:
- **Websites, articles, and other collections**
    - Education.com [requires a free account (education.com)]
        - [RI.1.7 Workbooks, Lesson Plans, and Games](#)
    - Better Lesson (betterlesson.com)
        - [RI.1.7 Use the illustrations and details in a text to describe its key ideas.](#)
    - Big Learners (biglearners.com)
        - [RI.1.7: First Grade English Language Arts Worksheets](#)
    - Engage[ny] (engageny.org)
        - [RI.1.7 Curriculum Documents](#)
    - Nearpod [requires a free account] (nearpod.com)
        - [Resource Library for Mississippi Standard RI.1.7](#)
    - PBS Learning Media (mpb.pbslearningmedia.org)
        - [Literature – Grade 1.7: Integration of Knowledge and Ideas](#)
    - Share My Lesson [requires a free account] (sharemylesson.com)
        - [RI.1.7 Lesson Plans Templates](#)
    - Tutorified (tutorified.com)
        - [RI.1.7 1st Grade Reading Comprehension Worksheet](#)
- **Activities**

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

- o Read a text with students. Create the details graphic organizer on large chart paper. Have students write key details on sticky notes and put the notes on the chart, or they can verbally tell the teacher details to write on the chart. Grouping: whole or small
  - o Read a text with students, or have students read a text. Give each student or pair of students a copy of the details idea wheel. Tell students that after reading the text they are to write and/or illustrate the four key details in the text on the wheel. Grouping: partner or individual
  - o After reading a text, have each student trace their hand. Then have students write the key ideas on each finger and thumb, making it five key details from the text. Grouping: individual
- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ Reading: Informational Text – Pictures and Illustrations – RI.1.7
  - o YouTube by eSparkLearningVideos
    - ▪ Diagram Detail Instructional Video
    - ▪ Using Images to Understand Nonfiction
  - o YouTube by Mr. J's First Grade
    - ▪ Using Illustrations
  - o YouTube by Jennifer Finnin
    - ▪ Clarify Text Using Images

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.1.8 Identify points the author makes in a familiar informational text.	**A.RI.1.8.a** Identify points the author makes in a familiar informational text.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RI.1.8.a (A) Identify points the author makes in a familiar informational text.	**A.RI.1.8.a** (B) Identify a point the author makes in a familiar informational text.	**A.RI.1.8.a** (C) Match a point made by the author in an informational text to the correct text.

Real World Connections:	Vocabulary:	
• Find humor in a cartoon illustration. • Locate the instructions for a game. • Avoid walking in an area with a yellow "wet floor" sign.	• Author • Details • Examples	• Reasons • Support

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RI.1.8 Use the illustrations and details in a text to describe its key ideas](#)
  - Big Learners (biglearners.com)
    - [RI.1.8: First Grade English Language Arts Worksheets](#)
  - Engage[ny] (engageny.org)
    - [RI.1.8 Curriculum Documents](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RI.1.8](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.1.8 Identify the reasons an author gives to support points in a text.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [RI.1.8 Lesson Plans Templates](#)
  - Tutorified (Tutorified.com)
    - [RI.1.8 1st Grade Reading Comprehension Worksheet](#)
- **Activities**
  - Use a graphic organizer (e.g., bubble): List the topic of a text or multi-media and note events and/or details that support the topic (e.g., the best time to plant tomatoes, how long it takes them to grow and ripen, typical size, uses, etc.). Use a *System of Least Prompts when

selecting a supporting detail.
- o Provide the students with a copy of the text for students to mark. Have students create a coding system to help them mark and understand the text.
- o Model the thought processes that occur while reading the text. This may include asking questions while reading the text, identifying important details, identifying the topic, and identifying the main idea.

- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ [Reading: Informational Text – Main Topic and Author's Purpose – RI.1.8](#)
  - o YouTube by eSparkLeaningVideos
    - ▪ [Supporting Details Instructional Video (1.RI.8)](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.1.9 Match similar parts of two texts on the same topic.	**A.RI.1.9.a** Match similar parts of two familiar informational texts on the same topic.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RI.1.9.a (A) Match similar parts of two familiar informational texts on the same topic.	**A.RI.1.9.a** (B) Match a similar part of two familiar informational texts on the same topic	**A.RI.1.9.a** (C) Recognize two things as being similar.

Real World Connections:	Vocabulary:	
• Find Mississippi on a wall map and in an atlas. • Recognize that yellow signs mean caution. • Pick out the generic brand of a favorite cereal.	• Alike • Compare • Contrast	• Different • Match • Similar

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account] (education.com)
    - RI.1.9 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
  - Big Learners (biglearners.com)
    - RI.1.9: First Grade English Language Arts Worksheets
  - Engage^ny (engageny.org)
    - RI.1.9 Curriculum Documents
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RI.1.9
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
  - Tutorified
    - RI.1.9 1st Grade Reading Comprehension Worksheet
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RI.1.9 Lesson Plans Templates

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

- **Activities**
  - Use informational Venn Diagrams for texts that use a compare/contrast text structure. Brainstorm (individually, in a small group, or with the whole class) how two texts about the same topic are similar and how the two texts are different.
  - Encourage students to think more deeply about texts, the teacher can lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about how two texts about the same topic are similar/different. Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.
  - Have the student read two texts about how something is made. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and different in the steps to make the item.
- **Videos**
  - eSpark Learning YouTube Channel (youtube.com/channel/
    - Comparing Texts on the Same Topic
  - YouTube by R.J. Brown
    - Comparing texts
  - YouTube by McGraw Hill Prek-12
    - Fun Animation Explaining How to Compare and Contrast Nonfiction Texts

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Range of Reading and Level of Text Complexity

Standard	Performance Objectives
A.RI.1.10 Actively engage in shared reading of informational text.	**A.RI.1.10.a** Illustrate what happened in an informational text from shared reading.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RI.1.10.c (A) Illustrate what happened in an informational text from shared reading.	**A.RI.1.10.c** (B) Recall what happened in an informational text from shared reading.	**A.RI.1.10.c** (C) Listen to the shared reading of an informational text.

Real World Connections:
- Draw a picture of an event from a story.
- Follow along in book as it is being read.
- Turn to the correct page in a book.

Vocabulary:
- Engage
- Illustrate
- Listen
- Recall
- Summarize

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account (education.com)]
    - RI.1.10 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
  - Big Learners (biglearners.com)
      RI.1.10: First Grade English Language Arts Worksheets
  - Engage^{ny} (engageny.org)
    - RI.1.10 Curriculum Documents
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
  - Tutorified (tutorified.com)
    - RI.1.10 1st Grade Reading Comprehension Worksheet
  - Share My Lesson [requires a free account (sharemylesson.com)]
    - RI.1.10 Lesson Plans Templates
- **Activities**
  - Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.
  - Have students use the following symbols to show understanding of the text with prompting and support:

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Literature
CONCEPT: Range of Reading and Level of Text Complexity

- ▪ The main idea (Put a box around the main idea.)
- ▪ Details (Underline the details.)
- ▪ Words to remember (Circle key words to remember.)
- o Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students explain in a few sentences what the article or nonfiction piece was about. The teacher may decide to use a checklist for each student.
- **Videos**
  - o YouTube by eSparkLearningVideos
    - ▪ Identifying Similarities and Differences
    - ▪ Comparing texts on the same topic
    - ▪ Comparing and Contrasting Experiences
    - ▪ Supporting Details Instructional Video
    - ▪ Author's Purpose
  - o EG Videos (egvideos.com)
    - ▪ Reading: Informational Text – Main Topic and Author's Purpose
    - ▪ Main Topics and Illustrations

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Foundational Skills
CONCEPT: Print Concepts

Standard	Performance Objectives
A.RF.1.1 Demonstrate emerging understanding of the organization of print.	**A.RF.1.1.a** Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word). **A.RF.1.1.b** **A.RF.1.1.c**

I Can Statements

MOST COMPLEX ⟵⟶ LEAST COMPLEX

A.RF.1.1.a (A) Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).	**A.RF.1.1.a** (B) Model understanding of sentence structure by moving finger from left to right when read aloud to.	**A.RF.1.1.a** (C) Acknowledge spoken words.

Real World Connections:	**Vocabulary:**	
- Understand the written word. - Develop language and listening skills. - Expand vocabulary. - Improve attention span. - Interact with books. - Turn pages one at a time from beginning to end of a book.	- Bottom - Left - Print - Right	- Sentence - Spoken - Top - Word

Resources:
- **Websites, articles, and other collections**
  - Achieve the Core (achievethecore.org)
    - Research Supporting Foundational Skills in Reading
    - Module 1 Handout: Foundational Nuts and Bolts – Print Concepts
    - Foundational Skills Guidance Documents: Grades K-2
    - Foundational Skills Practice Strategies-Kindergarten and First Grade
  - Better Lesson (betterlesson.com)
    - RF.1.1 Demonstrate understanding of the organization and basic features of print.
  - Education.com [requires a free account] (education.com)
    - RF.1.1 Workbooks, Lesson Plans, and Games

- o Nearpod [requires a free account] (nearpod.com)
  - Resource Library for Mississippi Standard RF.1.1
- o Read Write Think (readwritethink.org)
  - Print Awareness
- o Share My Lesson [requires a free account] (sharemylesson.com)
  - RF.1.1 Lesson Plans Templates
- o Twinkl - Official Education Partner BBC Children in Need [subscription required] (twinkl.com)
  - (RF.1.1) Demonstrate understanding of the organization and basic features of print.
- **Activities**
  - o Given a variety of books, have student select a book, orient the book (front to back, right side up), and turn pages one at a time, beginning at the front and concluding at the end.
  - o Have student interact with a book. (i.e., student touches, explores, and interacts with a book -board book, coloring book, picture book, etc.)
  - o Have student identify where to begin when reading a page of text. (i.e., point to the top left when asked, "Where do we start reading?").
  - o When given a familiar text, the student will follow along by pointing to each word when spoken or using a reading guide while each word is read aloud.
  - o Using teacher prompts ask the following: "Show me one word. Show me two words. Show me a sentence." Then follow up with " Show me the first word of the sentence. Show me the last word of the sentence." Then ask, "What's this for (punctuation mark)? Where does the period go (question mark, etc.)? What goes at the end of a sentence?" Then "When do you use capital letters? Show me a capital letter. How does a sentence begin?"
- **Videos**
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - Reading Foundational Skills: Print Concepts Documents and Videos
  - o YouTube by AxelsonAcademy
    - Kindergarten Print Concepts
  - o YouTube by eSparkLearningVideos
    - Concepts of Print Framing Video (K.RF, Quest 1)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Foundational Skills
CONCEPT: Phonological Awareness

Standard	Performance Objectives
A.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**A.RF.1.2.a** Recognize rhyming words. **A.RF.1.2.b** Match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. **A.RF.1.2.c** Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. **A.RF.1.2.d** Substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

I Can Statements

MOST COMPLEX ←――――――――――――――――――→ LEAST COMPLEX

A.RF.1.2.a (A) Recognize rhyming words.	**A.RF.1.2.a** (B) Match rhyming words.	**A.RF.1.2.a** (C) Repeat rhyming words.
A.RF.1.2.b (A) Match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.	**A.RF.1.2.b** (B) Select a picture with same beginning sound orally presented	**A.RF.1.2.b** (C) Match a picture with same beginning sound orally presented
A.RF.1.2.c (A) Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.	**A.RF.1.2.c** (B) Match single syllable spoken words with the same beginning sounds.	**A.RF.1.2.c** (C) Match letters.
A.RF.1.2.d (A) Substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**A.RF.1.2.d** (B) Recognize individual sounds (phonemes) in simple, one-syllable words to make new words.	**A.RF.1.2.d** (C) Repeat individual sounds (phonemes) in simple, one-syllable words to make new words.

Real World Connections:
- Change out sounds to make new words.
- Sound out words as they begin to read.
- Make up rhyming words
- Write a poem or song using rhyming words.
- Participate in word games.

Vocabulary:
- Sound
- Letter
- Word
- Repeat
- Syllable
- Match
- Picture
- Single
- Substitute
- Familiar
- New

Resources:
- **Websites, articles, and other collections**
  - Reading Rockets (readingrockets.org)
    - Phonological and Phonemic Awareness: Activities for Your First Grader

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Foundational Skills
CONCEPT: Phonological Awareness

- o Better Lesson (betterlesson.com)
  - ▪ [OU OW - Bring phonics lessons alive with a video, collaboration, and complex activities](#)
  - ▪ [Using Slinkys in a Phonemic Awareness Activity](#)
- o Home Reading Helper (homereadinghelper.org)
  - ▪ [First Grade Reading Skills: Phonemic Awareness](#)
- o A Teachable Teacher (ateachableteacher.com)
  - ▪ [Phonetic Awareness Activities](#)
- o Education.com [requires a free account] (education.com)
  - ▪ [Beginning Consonant Blends](#)
- o Home Schooling with Dyslexia (homeschoolingwithdyslexia.com)
  - ▪ [How to Teach Phonemic Awareness](#)
- o Nearpod [requires a free account] (nearpod.com)
  - ▪ [Resource Library for Mississippi Standard RF.1.2.a](#)
  - ▪ [Resource Library for Mississippi Standard RF.1.2.b](#)
  - ▪ [Resource Library for Mississippi Standard RF.1.2.c](#)
- o PBS Learning Media (mpb.pbslearningmedia.org)
  - ▪ [Reading Foundational Skills](#)

- **Activities**
  - o Provide oral practice with distinguishing long and short vowel sounds' counting, pronouncing, blending, and segmenting syllables in spoken and written words; producing one-syllable words with consonant blends and digraphs.
  - o Have students isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words
  - o Have students practice adding or substituting individual sounds (phonemes) in one syllable words to make new words.
  - o Provide hands-on experiences. (e.g., small groups, independent, learning stations, etc.)
  - o Provide experiences for identifying consonants, digraphs, final-e, and common vowel
  - o Teams.
  - o Have students practice decoding one- and two-syllable words, reading grade-level words with inflectional endings, and reading grade-appropriate and irregularly spelled words.

- **Videos**
  - o Education.com [requires a free account] (education.com)
    - ▪ [Blending Sounds Spelling](#)
  - o YouTube by IstationEd
    - ▪ [Phonemic Awareness with Clapping Clara](#)
  - o YouTube by RRFTS
    - ▪ [44 Phonemes](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Foundational Skills
CONCEPT: Phonics and Word Recognition

Standard	Performance Objectives
A.RF.1.3 Demonstrate emerging letter and word identification skills.	**A.RF.1.3.a** Identify upper- and lowercase letters of the alphabet. **A.RF.1.3.b** Recognize familiar words that are used in every day routines. **A.RF.1.3.c.** Not applicable **A.RF.1.3.d.** Not applicable **A.RF.1.3.e.** Not applicable **A.RF.1.3.f.** Not applicable **A.RF.1.3**.g. Not applicable

I Can Statements

MOST COMPLEX ⟵⟶ LEAST COMPLEX

A.RF.1.3.a (A) Identify upper- and lowercase letters of the alphabet.	**A.RF.1.3.a** (B) Identify uppercase letters of the alphabet	**A.RF.1.3.a** (C) Identify an uppercase letter.
A.RF.1.3.b (A) Recognize familiar words that are used in everyday routines.	**A.RF.1.3.b** (B) Locate familiar words that are used in everyday routines.	**A.RF.1.3.b** (C) Match familiar words that are used in everyday routines.

Real World Connections:
- Improve written and oral communication.
- Become comfortable with the alphabet system.
- Understand how uppercase letters relate to lowercase letters.
- Learn the connection between letters and sounds.
- Learn that the sounds in spoken words relate to the patterns of letters in written words in predictable ways.
- Combine their knowledge of print and sounds with their knowledge of language to read with meaning and enjoyment.

Vocabulary:
- Alphabet
- Capital letters
- Letters
- Letter names
- Letter sounds
- Lowercase letters
- Sound
- Spelling
- Text
- Uppercase letters
- Words

Resources:
- **Websites, articles, and other collections**
  - Achieve the Core (achievethecore.org)
    - Research Supporting Foundational Skills in Reading
    - Module 1 Handout: Foundational Nuts and Bolts – Print Concepts
    - Foundational Skills Guidance Documents: Grades K-2
    - Foundational Skills Practice Strategies-Kindergarten and First Grade
  - Nearpod [requires a free account] (nearpod.com)

- ▪ [Resource Library for Mississippi Standard RF.1.3](#)
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [Ten More Little Words](#)
    - ▪ [Between the Lions - Gawain's Word: Night](#)
  - o Phonics Hero (phonicshero.com)
    - ▪ [Should I Teach Upper or Lower Case Letters First?](#)
  - o Read Write Think (readwritethink.org)
    - ▪ [Word Study with Henry and Mudge](#)
  - o Better Lesson (betterlesson.com)
    - ▪ [RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.](#)
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ [RF.1.3 Lesson Plans Templates](#)
- **Activities**
  - o Give the student two words with the same phoneme (cat, cake), have them select a picture/word card that has the same initial phoneme (cot, carrot, comb, etc.).
  - o Give the student three picture/word cards. Ask them to identify the two that begin with the same phoneme (i.e., cat, cake, goat).
  - o Give the student three word/picture cards. Have the student identify the picture that begins with the sound indicated by the prompt (cat, goat, house – find the word that begins with a /c/).
  - o Present the student with two words that have the same initial sound/letter (cake, cat) indicate the sound that is the same.
- **Videos**
  - o YouTube by Preschool Kids
    - ▪ [Word Recognition](#)
  - o YouTube by PhonicsMan
    - ▪ [Sight Words | FortNite Song | Sight Word Rap](#)
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [Ten More Little Words](#)
    - ▪ [Between the Lions - Gawain's Word: Night](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Reading Foundational Skills
CONCEPT: Fluency

Standard	Performance Objectives
A.RF.1.4 Begin to attend to words in print.	**A.RF.1.4.a** Engage in sustained, independent study of books. **A.RF.1.4.b** Participate in shared reading of a variety of reading materials word. **A.RF.1.4.c** Not Applicable

I Can Statements

MOST COMPLEX ⬅————————————————➡ LEAST COMPLEX

A.RF.1.4.a (A) Engage in sustained, independent study of books.	**A.RF.1.2.a** (B) Engage in shared exploration of a book or multimedia book.	**A.RF.1.2.a** (C) Relate while sharing in the exploration of a book or multimedia book.
A.RF.1.4.b (A) Participate in shared reading of a variety of reading materials reflecting a variety of text genre.	**A.RF.1.2.b** (B) Sustain attention to a variety of reading materials reflecting a variety of text genre.	**A.RF.1.2.b** (C) Sustain attention to a preferred, familiar text.

Real World Connections:
- Sound out words consistently while reading.
- Practice reading independently.
- Find meaning in reading.
- Discover reading material they find interesting.
- Enjoy reading

Vocabulary:
- Aloud
- Book
- Independent
- Magazine
- Meaning
- Newspaper
- Practice
- Read
- Reader
- Sentence
- Sound out
- Spell
- Story
- Title
- Topic
- Words

Resources:
- **Websites, articles, and other collections**
  - Achieve the Core (achievethecore.org)
    - Research Supporting Foundational Skills in Reading
    - Module 1 Handout: Foundational Nuts and Bolts – Print Concepts
    - Foundational Skills Guidance Documents: Grades K-2
    - Foundational Skills Practice Strategies-Kindergarten and First Grade
  - Better Lesson (betterlesson.com)
    - RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
  - Education.com [requires a free account] (education.com)

- ▪ [RF.1.4 Worksheets, Workbooks, Lesson Plans, and Games](#)
  - o Nearpod [requires a free account] (nearpod.com)
    - ▪ [Resource Library for CCSS Standard RF.1.4](#)
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [Reading Foundational Skills: Print Concepts](#)
  - o Phonics Hero (phonicshero.com)
    - ▪ [Should I Teach Upper or Lower Case Letters First?](#)
  - o Read Write Think (readwritethink.org)
    - ▪ [Print Awareness](#)
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ [RF.1.4 Lesson Plans Templates](#)
- **Activities**
  - o Have the student Independently engage in silent study of individual pages while exploring a book or navigating pages in a multimedia book.
  - o Allow the student to actively engage in shared exploration of a book or multimedia book.
  - o Give the student a book on tape, and have the student listen and follow along in the book.
  - o Give the student a variety of text (magazine, newspaper, Highlights, Weekly Reader, etc.) to follow along with the class reading and discussion.
  - o Have the student select a preferred book from a variety of choices to be read aloud and attend to the reading.
  - o Give the student a book of a preferred choice to listen to on tape while looking at the pages in the book.
- **Videos**
  - o Vinmeo.com by CORE (vimeo.com)
    - ▪ [Lesson Model | Print Awareness: Print Referencing in Shared Storybook Reading](#)
  - o YouTube by UNRExtension
    - ▪ [Concepts About Print](#)
  - o YouTube by Go Hairy Phonics
    - ▪ [Early Literacy: Learn How Books Work | Print Awareness | Learn to Read](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Writing
CONCEPT: Text Types and Purposes

Standard	Performance Objectives
A.W.1.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.	**A.W.1.1.a** Select a familiar book and use drawing, dictating, or writing to state an opinion about it.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.W.1.1.a (A) Select a familiar book and use drawing, dictating, or writing to state an opinion about it.	**A.W.1.1.a** (B) Select a familiar book and use drawing or writing to state an opinion about it.	**A.W.1.1.a** (C) Select a familiar book and use drawing to state an opinion about it.

Real World Connections:
- Make decisions based upon their point of view.
- Understand that other people have opinions that may differ from their own.
- Embrace other people's differences.
- Advocate for themselves.

Vocabulary:
- Book
- Dictate
- Draw
- Familiar
- Guidance
- Illustrate
- Opinion
- Support
- Write

Resources:
- **Websites, articles, and other collections**
  - Write Shop (writeshop.com)
    - How to Plan a Story: Writing with Kids
  - Reading Rockets (readingrockets.org)
    - Dictation
  - Better Lesson (betterlesson.com)
    - W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
    - Drawing, Dictating, and Writing to Compose Opinion Pieces
    - Letter to the Lunch Ladies
  - Education.com [requires a free account] (education.com)
    - W.1.1 Worksheets, Workbooks, Lesson Plans, and Games
  - Teacher Vision [requires a free account] (teachervision.com)
    - First Grade Writing Activities Resources
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - W.1.1 Lesson Plan Templates

- o K12 Reader (k12reader.com)
  - ▪ [Reading Instruction Resources](#)
  - ▪ [Opinion/Persuasive Writing Prompts](#)
- o Nearpod [requires a free account] (nearpod.com)
  - ▪ [Resource Library for CCSS Standard W.1.1](#)
- **Activities**
  - o Have the student select a book from a collection and express an opinion about it by writing.
  - o Given the directions to write about a favorite book, have the student select a book from the classroom library and type letters on an alternate keyboard to write about it.
  - o During independent writing, have the student select a familiar book from a selection of three and write letters to express an opinion about it.
  - o Have the student select a book from a collection and express an opinion about it by drawing a picture of a happy face.
  - o In structured shared writing, use a repeated sentence frame to guide students in creating a predictable chart with the repeated line, I like <type of animal> because they are <descriptor>. The student selects a picture of their favorite animal to communicate which animal they like and then selects from an array of possible adjectives reasons why (e.g., "I like <panthers> because they are <strong>.").
  - o Have the student select a book from a basket of books, look at it, and, given access to a feelings page of emotion symbols, indicate an opinion about the book which the teacher will then write.
  - o Select an electronic book from a field of two or more books, look at and listen to it, and given access to appropriate symbols, indicate opinion, which the teacher will then write and read aloud (e.g., "I don't like this book.").
- **Videos**
  - o PS11 Show Me (ps11showme.com)
    - ▪ [Persuasive Writing](#)
  - o YouTube by Nancy Fetzer
    - ▪ [K-1 Opinion Writing Introduction](#)
  - o YouTube by Kathryn Clancy
    - ▪ [What is Opinion Writing](#)
    - ▪ [How Do We Support Our Opinions?](#)
  - o YouTube by Kimberley Stapf
    - ▪ [Opinion Writing Sentence Starters](#)

Standard	Performance Objectives
A.W.1.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.	**A.W.1.2.a** Select a familiar topic and use drawing, dictating, or writing to share information about it.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.W.1.2.a (A) Select a familiar topic and use drawing, dictating, or writing to share information about it.	**A.W.1.2.a** (B) Select a familiar topic and use drawing or writing to share information about it.	**A.W.1.2.a** (C) Select a familiar topic and use drawing to share information about it.

Real World Connections:
- Provide information about a topic.
- Discover topics of interest.
- Write about favorite topics
- Select books based on topic.
- Explore tools for drawing, writing, and self-expression.
- Understand that oral language is translated into written language.

Vocabulary:
- Book
- Dictate
- Draw
- Information
- Share
- Support
- Topic
- Write

Resources:
- **Websites, articles, and other collections**
  - Write Shop (writeshop.com)
    - How to Plan a Story: Writing with Kids
  - CPALMS Florida State University (cpalms.org)
    - Grade Level Toolkits
  - Reading Rockets (readingrockets.org)
    - Dictation
  - Better Lesson (betterlesson.com)
    - W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
    - First Grade Lesson: An Introduction to the Bubble Map
    - Lesson Sequencing with "A Day at the Zoo
  - E-Reading Worksheets (ereadingworksheets.com)
    - Writing
  - PBS Learning Media (mpb.pbslearningmedia.org)

- - - English Language Arts
    - Writing Lessons – Grade 1
  - Education.com [requires a free account] (education.com)
    - W.1.2 Worksheets, Workbooks, Lesson Plans, and Games
    - Picture Story Starter Worksheet
    - Piglet Story Starter Worksheet
  - North Carolina Department of Public Instruction (dpi.nc.gov)
    - Remote Learning: English Language Arts
    - K-2 Choice Boards
  - Teacher Vision [requires a free account] (teachervision.com)
    - First Grade Writing Activities Resources
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - W.1.2 Lesson Plan Templates
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard W.1.2
- **Activities**
  - Have the student use a multiple message voice output device to communicate a topic of choice of writing (e.g., friends) and then use the device to select words that provide information about friends.
  - Ask the student to tell the teacher or a scribe a topic for writing and then allow them to dictate information about it.
  - Allow the student to select a topic from an array of choices and use drawing, dictating, writing, assistive technology, or other means of expression to convey a feeling, thought, idea, or need relative to the topic.
  - Give the student "my birthday" as a topic and have them draw a picture of something he or she wants.
  - Ask the student to use drawing, dictating, writing, assistive technology, or other means of expression to state a fact about themselves.
  - After a discussion of favorite things with a small group, ask the student to use drawing and writing to communicate about their own favorite things.
  - Given a structured sentence, ask the student to select a classmate, and then select from a couple of descriptor symbols to complete the statement: <Name> is <descriptor> (e.g., Dallas is short. Erin is happy.), which are added to a class chart text.
- **Videos**
  - YouTube by Kindergarten SMEs
    - Writing a Story Using Picture Prompts
  - YouTube by Teaching Without Frills
    - Informational Writing for Kids- Episode 2: Brainstorming & Choosing a Topic
  - YouTube by Mr. S – Upper Elementary
    - Informative Writing - Choosing a Topic

COURSE: Alternate English Language Arts First Grade
DOMAIN: Writing
CONCEPT: Text Types and Purposes

Standard	Performance Objectives
A.W.1.3 With guidance and support, select an event and use drawing, dictating, or writing to share information about it.	**A.W.1.3.a** Select an event and use drawing, dictating, or writing to share information about it.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.W.1.3.a (A) With guidance and support, select an event and use drawing, dictating, or writing to share information about it.	**A.W.1.3.a** (B) With guidance and support, select an event and use drawing or writing to share information about it.	**A.W.1.3.a** (C) With guidance and support, select an event and use drawing to share information about it.

Real World Connections:
- Use drawings to explain text.
- Use drawings to decode text (e.g., pedestrian crossing).
- Use drawings to further understand an idea.
- Explore tools for drawing, writing, and self-expression.
- Understand that oral language is translated into written language.

Vocabulary:
- Dictate
- Draw
- Event
- Guide
- Information
- Share
- Support
- Write

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - Writing Lessons – Grade 1: Text Types and Purposes
  - Teacher Pay Teachers [requires an account] (teacherspayteachers.com)
    - Topic Sentences by Missing Tooth Grins (free)
  - Education.com [requires a free account] (education.com)
    - W.1.3 Worksheets, Workbooks, Lesson Plans, and Games
  - North Carolina Department of Public Instruction (dpi.nc.gov)
    - Remote Learning: English Language Arts
    - K-2 Choice Boards
  - Teacher Vision [requires a free account] (teachervision.com)
    - Language Arts and Writing Activities Resources
    - First Grade Writing Activities Resources

COURSE: Alternate English Language Arts First Grade
DOMAIN: Writing
CONCEPT: Text Types and Purposes

- o Share My Lesson [requires a free account] (sharemylesson.com)
  - ▪ [W.1.3 Lesson Plan Templates](#)
- o K12 Reader (k12reader.com)
  - ▪ [Reading Instruction Resources](#)
- **Activities**
  - o During a field trip, ask the students to tell the teacher three things that happened, and upon returning to the classroom, draw and/or write about those things in a three-panel frame in the order they occurred.
  - o Following an historical text teacher read-aloud, ask the student to recount events remembered in a small group, and individually choose two events from those recalled. Then draw/write about them beginning each recount with "first," and then "second."
  - o During a shared writing activity, have the student draw a picture of a class field trip to a zoo that describes an event (a bus ride) from the trip.
  - o Ask the student to use a multiple message voice output device to dictate information about an experience during a learning center (e.g., big, bubble, pop, blow, more).
- **Videos**
  - o YouTube by Kindergarten Smes
    - ▪ [Writing a Story Using Picture Prompts](#)
  - o YouTube by Nancy Fetzer
    - ▪ [First Grade Informational Writing](#)
  - o YouTube by Teaching without Frills
    - ▪ [Informational Writing for Kids- Episode 1: What Is It?](#)
    - ▪ [Informational Writing for Kids- Episode 2: Brainstorming & Choosing a Topic](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Writing
CONCEPT: Production and Distribution of Writing

Standard	Performance Objectives
A.W.1.5 With guidance and support from adults, add more information to personal drawing, dictation, or writing to strengthen it.	**A.W.1.5.a** Add more information to personal drawing, dictation, or writing to strengthen it.

I Can Statements

MOST COMPLEX ←——————————————————————————→ LEAST COMPLEX

A.W.1.5.a (A) Add more information to personal drawing, dictation, or writing to strengthen it.	A.W.1.5.a (B) Add more information to personal drawing or writing to strengthen it.	A.W.1.5.a (C) Add more information to personal drawing to strengthen it.

Real World Connections:	Vocabulary:	
- Use a map. - Label drawings to provide clarity. - Understand that oral language is translated into written language. - Following directional signs.	- Add - Adults - Dictate - Draw	- Information - Personal - Strength - Write

Resources:
- **Websites, articles, and other collections**
    - Goalbook Pathways (goalbookapp.com)
        - [Revise and Edit](#)
    - Teacher Pay Teachers [requires an account] (teacherspayteachers.com)
        - [How to Grow a Flower Flip Book by Terrific Teaching Tactics](#) (free)
    - Big Learners (biglearners.com)
        - [First Grade W.1.5 English Worksheets](#)
    - Better Lesson (betterlesson.com)
        - [W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.](#)
    - PBS Learning Media (mpb.pbslearningmedia.org)
        - [Writing Lessons Grade 1 – Planning, Editing and Revising](#)
    - Education.com [requires a free account] (education.com)
        - [W.1.5 Worksheets, Workbooks, Lesson Plans, and Games](#)
    - North Carolina Department of Public Instruction (dpi.nc.gov)
        - [Remote Learning: K2 English Language Arts Week 1 & 2](#)
    - Teacher Vision [requires a free account] (teachervision.com)
        - [First Grade Writing Resources](#)

- o Share My Lesson [requires a free account] (sharemylesson.com)
  - ▪ [Writing lesson Plan Templates in Elementary (1st Grade ELA - W.1.5)](#)
- **Activities**
  - o After sharing their own writing with peers, have the student add more detail to the picture to make it better.
  - o After looking at writing from a previous day, have the student add more to it rather than start a new piece.
  - o Ask the student to react to peer's responses regarding a writing project (e.g., smile, vocalization, gesture, eye contact) and make a revision of their project.
  - o After sharing their own writing with peers, allow them to add more detail to the picture to make it better.
  - o After looking at writing from a previous day, ask the student to add more to it rather than starting a new piece.
  - o Have the student react to peer's responses regarding a writing project (e.g., smile, vocalization, gesture, eye contact) and make a revision of their project.
  - o After a teacher models a simple message on a student's first draft and provides invitation, have the student explore writing further (e.g., "Run. I see that dog in the picture run.").
- **Videos**
  - o YouTube by Teaching without Frills
    - ▪ [Writing a Personal Narrative: Brainstorming a Story for Kids](#)
    - ▪ [Writing a Personal Narrative: Writing an Introduction or Opening for Kids](#)
    - ▪ [Writing a Personal Narrative: Writing a Draft for Kids](#)
    - ▪ [Editing Your Writing for Kids - Video for Elementary Students](#)
  - o YouTube by TenMarks Amazon
    - ▪ [Tips for Revising Writing](#)
  - o YouTube by Nancy Fetzer
    - ▪ [First Grade Personal Narrative Writing](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Writing
CONCEPT: Production and Distribution of Writing

Standard	Performance Objectives
A.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	**A.W.1.6.a** Explore a variety of digital tools to produce individual or group writing.

I Can Statements

MOST COMPLEX ←——————————————————————————————————→ LEAST COMPLEX

A.W.1.6.a (A) Explore a variety of digital tools to produce individual or group writing.	**A.W.1.6.a** (B) Explore a variety of digital tools to produce individual writing.	**A.W.1.6.a** (C) Identify a digital tool used to produce individual writing.

Real World Connections:	Vocabulary:	
- Explore tools for drawing, writing, and self-expression. - Do homework on a computer. - Use Google Docs for group writing. - Enhance or emphasize text when writing (e.g., fonts, bold, italicized). - Spell-check a document. - Insert clipart into documents.	- Adult - Digital - Explore - Group	- Individual - Produce - Tool - Write

Resources:
- **Websites, articles, and other collections**
  - Big Learners (biglearners.com)
    - [Using Digital Tools: Writing First Grade English Language Arts Worksheets Tools](#)
    - [First Grade English Worksheets](#)
  - Better Lesson (betterlesson.com)
    - [W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.](#)
  - Teach Thought (teachthought.com)
    - [10 Ideas for Using Technology to Teach Writing](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [English Language Arts](#)
    - [Writing Lessons – Grade 1](#)
  - North Carolina Department of Public Instruction (dpi.nc.gov)
    - [Remote Learning: English Language Arts](#)
    - [K-2 Choice Boards](#)

- o Teacher Vision [requires a free account] (teachervision.com)
  - First Grade Writing Activities Resources
- o Share My Lesson [requires a free account] (sharemylesson.com)
  - Writing Lesson Plan Templates in Elementary (1st Grade ELA - W.1.6)
- o K12 Reader (k12reader.com)
  - Reading Instruction Resources
  - Opinion/Persuasive Writing Prompts
- o YouTube by USATestPrep
  - Digital Tools
- o KQED [requires a free account] (kqed.org)
  - 18 Digital Tools and Strategies That Support Students' Reading and Writing

- **Activities**
  - o Working with peers at an interactive whiteboard, have the student select from an array of pictures and type some letters using the onscreen keyboard to add to the group's writing.
  - o Working with peers, have the student select words and pictures from an alternative keyboard to add to the group's writing.
  - o With guidance and support from the teacher while working with peers at an interactive whiteboard, ask the student to select from an array of pictures and type some letters using the onscreen keyboard to add to the group's writing.
  - o With guidance and support from the teacher while working with peers, ask the student to select words and pictures from an alternative keyboard to add to the group's writing.
  - o Have the student explore a teacher-selected form of technology appropriate to the individual student to produce a product for the teacher to print and post on the bulletin board.

- **Videos**
  - o YouTube by Cambridge English
    - Teach with digital – using digital tools to improve writing
  - o YouTube by techgeeks83
    - Super Storytelling with StoryBird
  - o Tech4Learning, Inc. (wixie.com)
    - Bring Creative Technology to First-Grade Classrooms!

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

Standard	Performance Objectives
A.W.1.7 Participate in shared research and writing projects.	**A.W.1.7.a** Participate in shared research and writing projects.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.W.1.7.a (A) Participate in shared research and writing projects.	**A.W.1.7.a** (B) Participate in shared writing projects.	**A.W.1.7.a** (C) Illustrate a writing project.

Real World Connections:	Vocabulary:	
- Research information about a topic of interest. - Translate what is learned into text. - Participate in group work. - Share information with others. - Learn how to use research tools.	- Draw - Illustrate - Locate - Participate - Project	- Research - Share - Shared - Write

Resources:
- **Websites, articles, and other collections**
  - Big Learners (biglearners.com)
    - First Grade English Worksheets
  - Super Teacher Worksheets [requires an account] (superteacherworksheets.com)
    - W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
  - Teacher Pay Teachers [requires an account] (teacherspayteachers.com)
    - Writing to Inform: How to make a Root Beer Float (free)
  - Better Lesson (betterlesson.com)
    - W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to"• books on a given topic and use them to write a sequence of instructions).
  - E-Reading Worksheets (ereadingworksheets.com)
    - Writing
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - ELA Writing Research to Build and Present Knowledge
  - Education.com [requires a free account] (education.com)
    - W.1.7 Worksheets, Workbooks, Lesson Plans, and Games
  - Teacher Vision [requires a free account] (teachervision.com)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

- - First Grade Writing Activities Resources
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - Writing Lesson Plan Templates in Elementary (1ˢᵗ Grade ELA – W.1.7)
  - o K12 Reader (k12reader.com)
    - Reading Instruction Resources
    - Opinion/Persuasive Writing Prompts
  - o YouTube by USATestPrep
    - Digital Tools
  - o KQED [requires a free account] (kqed.org)
    - 18 Digital Tools and Strategies That Support Students' Reading and Writing
- **Activities**
  - o Have the student identify pictures and words to include in a shared research project on a familiar topic (e.g., "what we know about elephants," point to relevant pictures and words from a book about elephants).
  - o Allow the student to select the topic of the research project and choose words or ideas to include.
  - o Give the students a premade set-up on an alternative keyboard or onscreen keyboard. Allow the students to select words and pictures to add to a shared research and writing project.
  - o Show the students a multimedia presentation of words and pictures related to a shared research project. Have the student use a switch to advance through the pictures looking and/or listening to the words and pictures.
  - o Allow the students to use a touchscreen to scroll through pictures related to the topic of a shared research project.
  - o Allow students to explore a bin full of objects and artifacts related to a shared research project.
- **Videos**
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - Communication System to Support Active Engagement in Predictable Chart Writing | English Language Arts Strategies for Students with Cognitive Disabilities
    - Who, What, Where

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

Standard	Performance Objectives
A.W.1.8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	**A.W.1.8.a** Identify information related to personal experiences and answer simple questions about those experiences.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.W.1.8.a (A) identify information related to personal experiences and answer simple questions about those experiences.	**A.W.1.8.a** (B) Identify information related to personal experiences.	**A.W.1.8.a** (C) Identify personal objects.

Real World Connections:
- Use objects to write personal narratives.
- Recall information from experiences to answer questions.
- Use objects to help with writing.
- Select objects that best represents parts of themselves.
- Generate ideas through object writing.

Vocabulary:
- Event
- Experience
- Object
- Personal
- Question
- Select

Resources:
- **Websites, articles, and other collections**
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [Writing Lesson Plan Templates in Elementary (1st Grade ELA – W.1.8)](#)
  - Better Lesson (betterlesson.com)
    - [W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.](#)
  - Education.com [requires a free account] (education.com)
    - [W.1.8 Worksheets](#)
    - [Story Starters: Write about Your Family Worksheet](#)
    - [My Friends Worksheet](#)
  - Teacher Vision [requires a free account] (teachervision.com)
    - [1st Grade Writing Worksheets](#)
  - Reading Rockets (readingrockets.org)
    - [Question-Answer Relationship (QAR)](#)
- **Activities**

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

- o Have the student to recall information from a recent school book fair for the teacher to write down (e.g., "book," "money," "library") and then ask the student to answer the, "Do you like the book?"
  - o Working with a small group and the teacher, have the student recall information from a just completed group project, telling the teacher what they used (e.g., glue, tape, scissors, paper) so she can write a list, and then respond to the teacher's question when she asks, "Did you finish?"
  - o Allow the student to listen to an electronic book with a peer and select answers from a picture or word bank to who and what questions about the text.
- **Videos**
  - o YouTube by Teaching Without Frills
    - Asking and Answering questions: Reading Literature
  - o YouTube by Common Sense Education
    - Private and Personal Information
  - o YouTube by eSparkLearningVideos
    - Asking and Answering Questions (RL.2.1 Instructional Video)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

Standard	Performance Objectives
A.SL.1.1 Participate in conversations with adults.	**A.SL.1.1.a** Engage in multiple-turn exchanges with supportive adults. **A.SL.1.1.b** Build on comments or topics initiated by an adult. **A.SL.1.1.c** Uses one or two words to ask questions related to personally relevant topics.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.SL.1.1.a (A) Engage in multiple-turn exchanges with supportive adults.	**A.SL.1.1.a** (B) Engage in single-turn exchanges with supportive adults.	**A.SL.1.1.a** (C) Answer a question when asked by an adult.
A.SL.1.1.b (A) Build on comments or topics initiated by an adult.	**A.SL.1.1.b** (B) Respond to a topic of conversation initiated by an adult.	**A.SL.1.1.b** (C) Repeat a comment imitated by an adult.
A.SL.1.1.c (A) Uses one or two words to ask questions related to personally relevant topics	**A.SL.1.1.c** (B) Use one word to ask questions related to personally relevant topics.	**A.SL.1.1.c** (C) Identify a question word (e.g., who, what, when)

Real World Connections:
- Answer question about breakfast and lunch choices.
- Participate in classroom discussions.
- Speak with school personnel.

Vocabulary:
- Answer
- Comment
- Conversation
- Taking Turns
- Question

Resources:
- **Websites, articles, and other collections**
  - Edutopia (www.edutopia.org)
    - [Teaching Your Students How to Have a Conversation](www.edutopia.org)
  - The Autism Helper (theautismhelper.com)
    - [Teaching Conversation Skills](theautismhelper.com)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.](mpb.pbslearningmedia.org)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [SL.1.1 Lesson Plan Templates](sharemylesson.com)
  - Education.com [requires a free account] (education.com)
    - [SL.1.1 Worksheets](education.com)
  - Better Lesson (betterlesson.com)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

- SL.1.1 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).
- **Activities**
  o Practice conversations with supportive adults in the school building.
  o Tell about a special event.
  o -Create an environment where students feel welcome to respond to the thoughts and ideas of others.
  o -Allow time for discussion throughout the day across all subject areas.
  o Allow students to share their presentations on a topic or text with a peer group.
  o In small groups, practice asking questions. Provide sentence starters for asking questions (for example, "I wonder…")
- **Videos**
  o YouTube by Jack Hartmann
    - Be a Whole Body Listener
  o YouTube by Susan Jones Teaching
    - Speaking and Listening Skills for Kindergarten, First, and Second Grade
  o YouTube by FCPS ISD Language Arts
    - Focus Lesson on Talk Moves in First Grade

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

Standard	Performance Objectives
A.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.	**A.SL.1.2.a** Listen to shared reading in order to answer questions.

I Can Statements

MOST COMPLEX ⟵——————————————————————⟶ LEAST COMPLEX

A.SL.1.2.a (A) Listen to shared reading in order to answer questions.	**A.SL.1.2.a** (B) Listen to shared reading in order to answer a question.	**A.SL.1.2.a** (C) Listen to shared reading.

Real World Connections:
- Listen to a teacher read aloud.
- Answer questions about main characters, setting, plot.
- Watch a video of a familiar story.

Vocabulary:
- Answer
- Character
- Detail
- Question
- Read
- Setting
- Story

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account] (education.com)
    - Finding the Details and Asking for Answers
    - SL.1.2 Worksheets
  - Resources for Illinois Speaking and Listening Standards (illinoisliteracyinaction.org)
    - Resources for the Illinois Speaking and Listening Standards in 1st Grade
  - Better Lesson (betterlesson.com)
    - SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
  - Education.com [requires a free account] (education.com)
    - SL.1.2 Worksheets
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - SL.1.2 Lesson Plan Templates
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard SL.1.2
- **Activities**
  - During read aloud, stop, and ask questions about the story.
  - Allow students to ask questions about the story.

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

- o Create an environment where students feel welcome to respond to the thoughts and ideas of others. Allow time for discussion throughout the day across all subject areas.
  - o -Have students share their ideas on a topic or text with a peer group.
  - o -Allow discussion starters to be accessible to students. Model and give ample practice time using these starters.
- **Videos**
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - My Dog Is as Smelly as Dirty Socks
    - True Stories: Waste Not, Want Not | Martha Speaks
  - o YouTube by Hand 2 Mind
    - Hand 2 Mind: Comprehension - Answering Questions (Who, What, Where and When)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

Standard	Performance Objectives
A.SL.1.3 Communicate confusion or lack of understanding (e.g., by saying "I don't know").	**A.SL.1.3.a** Express confusion or lack of understanding when necessary.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.SL.1.3.a (A) Express confusion or lack of understanding when necessary.	**A.SL.1.3.a** (B) Provide a verbal response to "yes" or "no" questions related to understanding.	**A.SL.1.3.a** (C) Provide a nonverbal response to "yes" or "no" questions related to understanding.

Real World Connections:
- Ask for directions to be repeated when one does not understand task.
- Tell a police officer or other adult when one is lost.

Vocabulary:
- Ask
- Confused
- No
- Question
- Understand
- Yes

Resources:
- **Websites, articles, and other collections**
  - Sunshine House Early Learning Academy (sunshinehouse.com)
    - 5 Ways to Help Your Children Express Themselves
  - Better Lesson (betterlesson.com)
    - SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - SL.1.3 Lesson Plan Templates
- **Activities**
  - Practice nodding and shaking head to respond to questions.
  - Practice facial expressions associated with confusion and understanding.
  - Create an environment where students feel welcome to respond to the thoughts and ideas of others. Allow time for discussion throughout the day across all subject areas.
  - Provide pictures of words and discuss meanings.
- **Videos**

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Comprehension and Collaboration

- o YouTube by Kreative Leadership
    - ▪ [Guess and Learn Emotions and Feelings for Kids](#)
- o YouTube by Shannon R. Linville
    - ▪ [Saying What You Mean – A Children's Book About Communication Skills](#)
- o YouTube by learning junction
    - ▪ [Means of Communication video for kids](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

Standard	Performance Objectives
A.SL.1.4 Identify familiar people, places, things, and events.	**A.SL.1.4.a** Identify familiar people. **A.SL.1.4.b** Identify familiar places. **A.SL.1.4.c** Identify familiar things. **A.SL.1.4.d** Identify familiar events.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.SL.1.4.a (A) Identify familiar people.	**A.SL.1.4.a** (B) Match familiar people.	**A.SL.1.4.a** (C) Select familiar people.
A.SL.1.4.b (A) Identify familiar places.	**A.SL.1.4.b** (B) Match familiar places.	**A.SL.1.4.b** (C) Select familiar places.
A.SL.1.4.c (A) Identify familiar things.	**A.SL.1.4.c** (B) Match familiar things.	**A.SL.1.4.c** (C) Select familiar things.
A.SL.1.4.d (A) Identify familiar events.	**A.SL.1.4.d** (B) Match familiar events.	**A.SL.1.4.d** (C) Select familiar events.

Real World Connections:
- Name parent or guardian.
- Recognize classmates.
- Identify community buildings and landmarks such as grocery store, church, hospital etc.
- Make a map of the school

Vocabulary:
- Person
- Place
- Thing
- Event
- Match
- Identify
-

Resources:
- **Websites, articles, and other collections**
  - Speech and Language Kids (www.speechandlanguagekids.com)
    - Teaching Children to Recall and Retell Past Events
  - Education Corner (www.educationcorner.com)
    - Effective Memory Strategies for Special Needs Children
  - Education.com [requires a free account] (education.com)
    - SL.1.4 Worksheets, Workbooks, Lesson Plans, and Games
  - Kids Health (kidshealth.org)
    - Communicating with Your Child
- **Activities**
  - Draw pictures of familiar people, places, or things and label them.
  - Have the student participate in round robin storytelling.
  - Provide lists of useful words or phrases.

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

- o Create an environment where students feel welcome to respond to the thoughts and ideas of others. Allow time for discussion throughout the day across all subject areas.
  - o Have students share their ideas on a topic or text with a peer group.
  - o Display question stems for students. Model and give ample practice time using these starters.
  - o Retell a partner the main idea of a poem, rhyme, or song you heard.
- **Videos**
  - o YouTube by Easy English
    - Describing People, Places and Things
  - o YouTube by Learn English with Miss O'Connell
    - Person, Place or Thing?
  - o YouTube by Jack Hartmann
    - Noun Song

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

Standard	Performance Objectives
A.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	**A.SL.1.5.a** Distinguish between displays related to familiar people, places, things and events.

I Can Statements

MOST COMPLEX ⟵　　　　　　　　　　　　　　　　　　　　　　　　⟶ LEAST COMPLEX

A.SL.1.5.a (A) Distinguish between displays related to familiar people, places, things and events.	**A.SL.1.5.a** (B) Match visual displays related to familiar people, places, things and events.	**A.SL.1.5.a** (C) Select a visual display related to familiar people, places, things and events.

Real World Connections:	**Vocabulary:**	
• Create a collage that illustrates familiar settings. • Illustrate a past event from memory.	• Event • Familiar • People	• Place • Thing

Resources:
- **Websites, articles, and other collections**
  - Turtle Diary (www.turtlediary.com)
    - [Identify Noun for the Given Picture](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [SL.1.5 Lesson Plan Templates](#)
  - Better Lesson (betterlesson.com)
    - [SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings](#)
  - Education.com [requires a free account] (education.com)
    - [SL.1.5 Worksheets, Workbooks, Lesson Plans, and Games](#)
  - K12 Reader (k12reader.com)
    - [Kindergarten Writing Prompts](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard W.K.2](#)
- **Activities**
  - Select objects in room and identify them as nouns.

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

- o Find nouns while exploring school building.
- o Encourage students to write labels on their drawings or pictures to provide clarity.
- o Present a video to support the standards being taught.
- o Model how to ask questions for clarification.
- o Introduce unknown words before students read text.
- o Identify unknown words during independent reading. Model highlighting unknown words. Have students use sticky notes or highlighters to identify unknown words.

- **Videos**
  - o YouTube by Turtle Diary
    - ▪ [Naming Words](#)
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [Read Good Books!: Communicating by Drawing | Young Explorers](#)
    - ▪ [Read Good Books!: Chalk Drawings | Young Explorers](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

Standard	Performance Objectives
A.SL.1.6 Provide more information to clarify ideas, thoughts, and feelings.	**A.SL.1.6.a** Share details to relay information on ideas, thoughts, and feelings.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.SL.1.6.a (A) Share details to relay information on ideas, thoughts, and feelings.	**A.SL.1.6.a** (B) Share a detail to relay information on ideas, thoughts, and feelings.	**A.SL.1.6.a** (C) Provide a nonverbal response to questions surrounding ideas, thoughts, and feelings.

Real World Connections:
- Express wants and needs that relate to feelings.
- Describe your current location.
- Share your opinion on a given subject.

Vocabulary:
- Feelings
- Ideas
- Share
- Tell
- Thoughts

Resources:
- **Websites, articles, and other collections**
  - Nancy Bailey's Education Website (nancyebailey.com)
    - Helping Students with Self-Expression
  - LD Resources Foundations, Inc. (www.ldrfa.org)
    - How Art Therapy Helps People with ADHD, LD, and Autism
  - Firstcry Parenting (parenting.firstcry.org)
    - Tips for Encouraging Young Children to Express Verbally
  - Teacher Boards (teacherboards.co.uk
    - Classroom Activities to Help Children Express Themselves
  - Sunshine House Early Learning Academy (sunshinehouse.com)
    - 5 Ways to Help Your Children Express Themselves
  - Mom Junction (momjunction.com)
    - Communication Skills for Kids: Importance, Activities, And Games
- **Activities**
  - Have the student select a drawing or other visual display that represents own ideas, thoughts, and feelings.
  - Given a communication device with an array of symbols representing feelings, ask the student to select a symbol to tell how he or she is feeling.
  - When an idea thought, or feeling is misunderstood, as the student to restate the initial attempt to communicate

COURSE: Alternate English Language Arts First Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

- o Give the student a choice of two symbols to use to indicate, I like it and I don't like it. Ask the student to choose one (by pointing, grabbing, eye gaze, etc.) when asked "What do you think?"
- **Videos**
    - o Khan Academy (khanacademy.com)
        - ▪ [Characters' thoughts and feelings | Reading](#)
    - o YouTube by Laia Garcia
        - ▪ [Inside Out: Guessing the feelings](#)
    - o YouTube by Mencap
        - ▪ [Making Communication Work](#)

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Conventions of Standard English

Standard	Performance Objectives
A.L.1.1 Demonstrate emerging understanding of letter and word use.	**A.L.1.1.a** Write letters from their own name. **A.L.1.1.b** Use frequently occurring nouns in communication. **A.L.1.1.c** Use frequently occurring plural nouns in communication. **A.L.1.1.d** Use familiar personal pronouns (e.g., I, me, and you). **A.L.1.1.e** Use familiar present tense verbs. **A.L.1.1.f** Use familiar frequently occurring adjectives (e.g., big and hot). **A.L.1.1.g** Not applicable **A.L.1.1.h** Not applicable **A.L.1.1.i** Use common prepositions (e.g., on, off, in, and out). **A.L.1.1.j** Use simple question words (interrogatives) (e.g., who and what).

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

A.L.1.1.a (A) Write letters from their own name.	**A.L.1.1.a** (B) Match letters from their own name.	**A.L.1.1.a** (C) Select letters from their own name.
A.L.1.1.b (A) Use frequently occurring nouns in communication.	**A.L.1.1.b** (B) Use a frequently occurring noun in communication.	**A.L.1.1.b** (C) Select a frequently occurring noun in communication.
A.L.1.1.c (A) Use frequently occurring plural nouns in communication.	**A.L.1.1.c** (B) Use a frequently occurring plural noun in communication.	**A.L.1.1.c** (C) Select a frequently occurring plural noun in communication.
A.L.1.1.d Use familiar personal pronouns (e.g., I, me, and you).	**A.L.1.1.d** (B) Select familiar personal pronouns (e.g., I, me, and you).	**A.L.1.1.d** (C) Recite personal pronouns (e.g., I, me, and you).
A.L.1.1.e Use familiar present tense verbs.	**A.L.1.1.e** (B) Match familiar present tense verbs	**A.L.1.1.e** (C) Select familiar present tense verbs
A.L.1.1.f Use familiar frequently occurring adjectives (e.g., big and hot).	**A.L.1.1.f** (B) Match frequently occurring adjectives (e.g., big and hot).	**A.L.1.1.f** (C) Select frequently occurring adjectives (e.g., big and hot).
A.L.1.1.i Use common prepositions (e.g., on, off, in, and out).	**A.L.1.1.i** (B) Match common prepositions (e.g., on, off, in, and out).	**A.L.1.1.i** (C) Select common prepositions (e.g., on, off, in, and out).
A.L.1.1.j Use simple question words (interrogatives) (e.g., who and what).	**A.L.1.1.j** (B) Match simple question words (interrogatives) (e.g., who and what).	**A.L.1.1.j** (C) Select simple question words (interrogatives) (e.g., who and what).
Real World Connections:	**Vocabulary:**	

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Conventions of Standard English

- Write first and last name.
- Speak to cafeteria and restaurant workers.
- Communicate with community helpers.

- Letters
- Name
- Noun
- Plural

- Singular
- Verb
- Word

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - Building Vocabulary Through Fun and Games
  - Do2Learn (do2learn.com)
    - Responding to Questions
  - Encourage Play (encourageplay.com)
    - Encourage Play – Two Fun Ways to Practice Communication Skills
  - The Autism Helper
    - Teaching Conversation Skills
  - Big Learners (biglearners.com)
    - L.1.1.a First Grade English Language Arts Worksheets
    - L.1.1.b First Grade English Language Arts Worksheets
    - L.1.1.c First Grade English Language Arts Worksheets
    - L.1.1.d First Grade English Language Arts Worksheets
    - L.1.1.e First Grade English Language Arts Worksheets
    - L.1.1.f First Grade English Language Arts Worksheets
    - L.1.1.i First Grade English Language Arts Worksheets
    - L.1.1.j First Grade English Language Arts Worksheets
  - Do2Learn (do2learn.com)
    - Printable Picture Cards
  - Encourage Play (encourageplay.com)
    - Encourage Play – Two Fun Ways to Practice Communication Skills
  - Better Lesson (betterlesson.com)
    - L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Education.com [requires a free account] (education.com)
    - L.1.1 Workbooks, Lesson Plans, and Games
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Conventions of Standard English

- o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ L.1.1 Lesson Plan Templates
- o Nearpod [requires a free account] (nearpod.com)
    - ▪ Resource Library for Mississippi Standard L.1.1.b
    - ▪ Resource Library for Mississippi Standard L.1.1.c
    - ▪ Resource Library for Mississippi Standard L.1.1.e
    - ▪ Resource Library for Mississippi Standard L.1.1.f
    - ▪ Resource Library for Mississippi Standard L.1.1.i
    - ▪ Resource Library for Mississippi Standard L.1.1.j
- o Engage^{ny} (engageny.org)
    - ▪ L.1.1 Curriculum Documents
- o Tutorified (tutorified.com)
    - ▪ L.1.1. 1st Grade Reading Comprehension Worksheets
    - ▪ L.1.1.b 1st Grade Reading Comprehension Worksheets
    - ▪ L.1.1.c 1st Grade Reading Comprehension Worksheets
    - ▪ L.1.1.d 1st Grade Reading Comprehension Worksheets
    - ▪ L.1.1.e 1st Grade Reading Comprehension Worksheets
    - ▪ L.1.1.f 1st Grade Reading Comprehension Worksheets
    - ▪ L.1.1.i 1st Grade Reading Comprehension Worksheets
    - ▪ L.1.1.j 1st Grade Reading Comprehension Worksheets
- **Activities**
    - o Using a standard pencil have the student write his or her own first name.
    - o Using a keyboard, have the student write his or her own name.
    - o Have the student write letter-like shapes (a series of disconnected circles) top to bottom and/or left to right of page when writing a story or a note.
    - o Allow the student to select letters from a keyboard, eye gaze chart, or using partner-assisted scanning without apparent connection to own name.
    - o Have the student use nouns to name objects in the environment.
    - o Ask the student to call others by name.
    - o Have the student name familiar objects using nouns when prompted, "What is that?"
    - o Have the student to select symbols of single nouns on a multiple message communication device.
    - o Play matching games to teach the student to recognize pictures of common nouns (i.e., "Show me the bus.")
    - o Encourage the student to use simple phrases like "all done" or "more please" when asked, "Do you want more?"

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Conventions of Standard English

- o Encourage the student to use predictable phrases such as "my turn" when the teacher says, "Whose turn?"
  - o Have the student gesture by pointing to self or signs by placing own hand on chest to reply "me" during a shared reading activity.
  - o When looking or requesting an object, ask the student to state or choose a characteristic (e.g., big, small). When the teacher says, "What color," ask the student o say or select a symbol of a color (e.g., "blue").
- **Videos**
  - o YouTube by Rock 'N Learn
    - Letter Sounds - Phonics for Beginners - Rock 'N Learn Complete Program
    - Sound Out and Read Words | Letter Sounds Part 1
    - Sound Out and Read Words | Letter Sounds Part 2
  - o YouTube by Kids Academy
    - Learn How to Read Words | Reading for Preschool and Kindergarten
  - o YouTube by Jack Hartmann Kids Music Channel
    - Beginning Sounds | Beginning Sounds Song | Word Play | Jack Hartmann

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Knowledge and Language

Standard	Performance Objectives
A.L.1.2 Demonstrate emerging understanding of conventions of standard English.	**A.L.1.2.a** During shared writing, capitalize the first letter of familiar names. **A.L.1.2.b** During shared writing, put a period at the end of a sentence. **A.L.1.2.c** Not applicable **A.L.1.2.d** Use letters to create words. **A.L.1.2.e** During shared writing, identify the letters that represent sounds needed to spell words.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

A.L.1.2.a (A) During shared writing, capitalize the first letter of familiar names.	**A.L.1.2.a** (B) Differentiate between upper- and lower-case letters.	**A.L.1.2.a** (C) Recognize capital letters.
A.L.1.2.b (A) During shared writing, put a period at the end of a sentence.	**A.L.1.2.b**(B) Recognize a period as the end of a sentence.	**A.L.1.2.b** (C) Locate a period in a sentence.
A.L.1.2.d (A) Use letters to create words.	**A.L.1.2.d** (B) Use letters to create a word.	**A.L.1.2.d** (C) Locate a word.
A.L.1.2.e During shared writing, identify the letters that represent sounds needed to spell words.	**A.L.1.2.e** (B) Match the letters that represent sounds needed to spell words.	**A.L.1.2.e** (C) Repeat a letter sound.

Real World Connections:	Vocabulary:	
- Recognize and use ending punctuation. - Spell simple words phonetically. - Spell your name. - Write your name. - Find capital letters in environmental print. - Capitalize the first word in a sentence and pronoun I.	- Letter - Lowercase - Period	- Sentence - Sound - Uppercase

Resources:
- **Websites, articles, and other collections**
  - Encourage Play (encourageplay.com)
    - [Encourage Play – Two Fun Ways to Practice Communication Skills](#)
  - The Autism Helper
    - [Teaching Conversation Skills](#)

- o Big Learners (biglearners.com)
  - L.1.2.a First Grade English Language Arts Worksheets
  - L.1.2.b First Grade English Language Arts Worksheets
  - L.1.2.d First Grade English Language Arts Worksheets
  - L.1.2.e First Grade English Language Arts Worksheets
- o Encourage Play (encourageplay.com)
  - Encourage Play – Two Fun Ways to Practice Communication Skills
- o Better Lesson (betterlesson.com)
  - L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- o Education.com [requires a free account] (education.com)
  - L.1.2 Workbooks, Lesson Plans, and Games
- o PBS Learning Media (mpb.pbslearningmedia.org)
  - L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- o Share My Lesson [requires a free account] (sharemylesson.com)
  - L.1.2 Lesson Plan Templates
- o Nearpod [requires a free account] (nearpod.com)
  - Resource Library for Mississippi Standard L.1.2.a
  - Resource Library for Mississippi Standard L.1.2.b
  - Resource Library for Mississippi Standard L.1.2.d
- o Engage^ny (engageny.org)
  - L.1.2 Curriculum Documents
- o Tutorified (tutorified.com)
  - L.1.2.a 1st Grade Reading Comprehension Worksheets
  - L.1.2.b 1st Grade Reading Comprehension Worksheets
  - L.1.2.d 1st Grade Reading Comprehension Worksheets
  - L.1.2.e 1st Grade Reading Comprehension Worksheets

- **Activities**
  - o Model using grade-appropriate conventions.
  - o Model using grade-appropriate proofreading skills.
  - o Provide frequent opportunities for writing and dictating stories.
  - o Provide opportunities to engage in shared, interactive, and independent writing.
  - o Ask the student to point to first letter of his or her name when his or her name is presented (e.g., When presented with his name printed on a sentence strip, the student can point to the first letter.).
  - o During shared writing, ask the student to point to indicate a word and then, when asked, point to indicate a letter within the word.

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Knowledge and Language

- o During shared writing, have the student select a letter for the teacher or a peer to use in writing a word.
- o During shared reading, allow the student to point to letters for other students to name.
- o During center time, have the student work with peers to select letters to use in making words.
- o During independent writing, have the student write letters and letter-like shapes in groups with spaces between them.
- **Videos**
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - How to Use the Correct Capitalization | No Nonsense Grammar
    - Upper and Lowercase
    - Phonemic Awareness | Reading Rockets: Topics A to Z
  - o YouTube by Greg Bonsignore
    - Videos for Teaching Conventions of Standard English
  - o YouTube by David Brown
    - English Conventions

There is no Alternate Standard for L.1.3

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives
A.L.1.4 Demonstrate emerging knowledge of word meanings.	**A.L.1.4.a** Demonstrate understanding of words used in every day routines. **A.L.1.4.b** Not applicable **A.L.1.4.c** Not applicable

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.L.1.4.a (A) Demonstrate understanding of words used in every day routines.	**A.L.1.4.a** (B) Use gestures or actions to demonstrate the meaning of frequently occurring words (e.g., stand, sit, walk, etc.)	**A.L.1.4.a** (C) Select the meaning of familiar words.

Real World Connections:	Vocabulary:	
- Ask for specific foods to eat. - Respond appropriately when asked a question. - Communicate with friends and family.	- Demonstrate - Emerging - Every day routines - Familiar	- Gesters - Knowledge - Meaning - Understanding

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - [Building Vocabulary Through Fun and Games](#)
  - Do2Learn (do2learn.com)
    - [Vocabulary](#)
  - Encourage Play (encourageplay.com)
    - [Communication Play](#)
  - The Autism Helper
    - [Word Knowledge and Use](#)
  - Big Learners (biglearners.com)
    - [L.1.4.a First Grade English Language Arts Worksheets](#)
    - [L.1.4.b First Grade English Language Arts Worksheets](#)
    - [L.1.4.c First Grade English Language Arts Worksheets](#)
    - [L.1.1.j First Grade English Language Arts Worksheets](#)
  - Better Lesson (betterlesson.com)
    - [L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and](#)

- content, choosing flexibly from an array of strategies.
  - o Education.com [requires a free account] (education.com)
    - L.1.4 Workbooks, Lesson Plans, and Games
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - L.1.4 Lesson Plan Templates
  - o Engage[ny] (engageny.org)
    - L.1.4 Curriculum Documents
  - o Tutorified (tutorified.com)
    - L.1.4.a. 1st Grade Reading Comprehension Worksheets
    - L.1.4.b 1st Grade Reading Comprehension Worksheets
    - L.1.1.c 1st Grade Reading Comprehension Worksheets
- **Activities**
  - o Have the student point to pictures that illustrate the meaning of words that are spoken or signed.
  - o Ask the student to provide a missing word from a sentence that has been read (i.e., The teacher reads a sentence in a text but leaves out a newly acquired vocabulary word [i.e., The spider spins a _____.] and the student provides the missing word by saying it or selecting it from a multiple message voice output device.).
  - o During the morning meeting when the teacher and students are building the day's schedule, have the student point to a familiar picture symbol when the teacher asks.
  - o Allow the student to use gestures or actions to demonstrate understanding of the meaning of familiar words
- **Videos**
  - o YouTube by Lampofilm
    - Synonyms for Kids | Words with the Same Meaning | Synonym Lesson for Kindergarten 1st and 2nd Grade
  - o You Tube by GrammarSongs by Melissa
    - Context Clues | Award Winning Context Clues Teaching Video | Comprehension & Reading Strategies
  - o YouTube by Miacademy Learning Channel
    - What are Rhyming Words?
  - o YouTube by Khan Academy
    - Using context clues to figure out new words | Reading

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives
A.L.1.5 With guidance and support from adults, demonstrate emerging understanding of word relationships.	**A.L.1.5.a** Sort common objects into familiar categories. **A.L.1.5.b** Identify attributes of familiar words. **A.L.1.5.c** Demonstrate understanding of words by identifying real-life connections between words and their use. **A.L.1.5.d** Not applicable

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.L.1.5.a (A) Sort common objects into familiar categories.	**A.L.1.5.a** (B) Sort three objects into familiar categories.	**A.L.1.5.a** (C) Sort two objects info familiar categories.
A.L.1.5.b (A) Identify attributes of familiar words.	**A.L.1.5.b** (B) Identify two attributes of familiar foods (e.g., apple – red, apple – round, etc.)	**A.L.1.5.b** (C) Identify an attribute of a familiar food.
A.L.1.5.c (A) Demonstrate understanding of words by identifying real-life connections between words and their use.	**A.L.1.5.c** (B)Connect a word to a familiar activity (e.g., When told "it's time for lunch. Show me where we eat lunch," the student points to the picture symbol of the lunchroom on his/her schedule.	**A.L.1.5.c** (C) Respond to real-life connections with words (i.e., To learn about the word cold, the student touches an ice cube and shows a facial or body reaction.)

Real World Connections:
- Select clothing items when getting dressed.
- Find matching items of clothing.
- Select foods for breakfast and snacks.

Vocabulary:
- Attributes
- Big
- Categories
- Colors
- Common object
- Familiar
- Objects
- Size
- Small

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - Building Vocabulary Through Fun and Games
  - Do2Learn (do2learn.com)
    - Responding to Questions
  - Encourage Play (encourageplay.com)
    - Encourage Play – Two Fun Ways to Practice Communication Skills

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Vocabulary Acquisition and Use

- The Autism Helper
  - [Teaching Conversation Skills](#)
- Big Learners (biglearners.com)
  - [L.1.5.a First Grade English Language Arts Worksheets](#)
  - [L.1.5.b First Grade English Language Arts Worksheets](#)
  - [L.1.5.c First Grade English Language Arts Worksheets](#)
  - [L.1.5.d First Grade English Language Arts Worksheets](#)
- Do2Learn (do2learn.com)
  - [Printable Picture Cards](#)
- Encourage Play (encourageplay.com)
  - [Encourage Play – Two Fun Ways to Practice Communication Skills](#)
- Education.com [requires a free account] (education.com)
  - [L.1.5 Workbooks, Lesson Plans, and Games](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.1.5 Lesson Plan Templates](#)
- Nearpod [requires a free account] (nearpod.com)
  - [Resource Library for Mississippi Standard L.1.5.a](#)
  - [Resource Library for Mississippi Standard L.1.5.b](#)
  - [Resource Library for Mississippi Standard L.1.5.c](#)
- Engage^{ny} (engageny.org)
  - [L.1.5 Curriculum Documents](#)
- Tutorified (tutorified.com)
  - [L.1.5.a 1st Grade Reading Comprehension Worksheets](#)
  - [L.1.5.b 1st Grade Reading Comprehension Worksheets](#)
  - [L.1.5.c 1st Grade Reading Comprehension Worksheets](#)
  - [L.1.5.d 1st Grade Reading Comprehension Worksheets](#)

- **Activities**
  - When getting ready for snack time, the teacher starts by putting some milk cartons on one tray saying, "This is for the drinks," and the snack bags on another saying, "This is for our snacks." Given the model, the student finishes sorting the remaining items for other students to pass out to the class.

- o Have the student identify which of two groups objects go into (e.g., A student who cannot physically sort is presented with items one at a time and asked, "Yellow or Red?" and the student looks at the colored tray, or an item is presented and the teacher asks, "Yellow?" and the student responds "yes" or "no".
  - o For students who cannot manipulate objects, the teacher holds up two shoes and asks, "Are these the same?" The teacher repeats the activity with a variety of familiar matched and different objects.
  - o The teacher says, "Tell me something about apples." The student says, signs, or uses symbols to say "Apple - red.".
  - o Select pictures that show attributes (i.e., The teacher shows the student a picture of an elephant and a flower and says "Show me the one that is big.").
  - o Have the student connect a word to a familiar reaction (i.e., The teacher asks the student, "What do you do when you're happy, smile or cry?" Student says "smile" or chooses the smile picture.).
  - o When the teacher is teaching about wind. Have the student push a switch to turn on a small fan to make the wind blow.).
- **Videos**
  - o YouTube by RCSD Foundations RCSD
    - ▪ Word Relationships
  - o YouTube by Common Sense Education
    - ▪ Power of Words
  - o YouTube by MPS Summer Enrichment 2020
    - ▪ Kindergarten ELA, Word Meanings, Averhart, 06/29/2020

COURSE: Alternate English Language Arts First Grade
DOMAIN: Language
CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives
A.L.1.6 Use words acquired through conversations, being read to, and during shared reading activities.	**A.L.1.6.a** Use words acquired through conversations, being read to, and during shared reading activities. **A.L.1.6.b** **A.L.1.6.c**

I Can Statements		
MOST COMPLEX ⟵	⟶	LEAST COMPLEX
A.L.1.6.a (A) Use words acquired through conversations, being read to, and during shared reading activities.	**A.L.1.6.a** (B) Identify new words or phrases learned while listening and being read to.	**A.L.1.6.a** (C) Use a newly acquired word or phrase while communicating.

Real World Connections:
- Listen to teacher read alouds and uses new words when speaking and writing.
- Learn new words and phrases when reading and uses new words when speaking and writing.
- Listen to others talking and use new words when speaking and writing.
- Keep a journal of new words and phrases.
- Increase vocabulary when speaking and writing.

Vocabulary:
- Acquired
- Being read to
- Conversations
- Frequently occurring
- Phrases

- Phrases
- Reading
- Responding to text
- Use
- Words

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - Expressive Language
    - Receptive Language
  - Encourage Play (encourageplay.com)
    - Encourage Play – Two Fun Ways to Practice Communication Skills
  - The Autism Helper
    - Teaching Conversation Skills
  - Big Learners (biglearners.com)
    - L.1.6 First Grade English Language Arts Worksheets
  - Reading Rockets (readingrockets.org)

- - Shared Reading
  - o Better Lesson (betterlesson.com)
    - Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
  - o Education.com [requires a free account] (education.com)
    - L.1.6 Workbooks, Lesson Plans, and Games
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - L.1.6 Lesson Plan Templates
  - o Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard L.1.6
  - o Engage^{ny} (engageny.org)
    - L.1.6 Curriculum Documents
  - o Tutorified (tutorified.com)
    - L.1.6 1st Grade Reading Comprehension Worksheets
- **Activities**
  - o Have the student listen to teacher read aloud, and then use new words when speaking and writing.
  - o Teach the student new words and phrases when reading, and have the student use the new words when speaking and writing.
  - o As others are talking ask the student to identify new words and then use them when speaking and writing.
  - o Have the student keep a journal of new words and phrases.
- **Videos**
  - o YouTube by CC
    - What is shared Reading?
  - o YouTube by Okapi Educational Publishing
    - Whole Group Shared Reading Kindergarten: Returning to the Book, Writing - Word Study
  - o YouTube by ReadtobeReady TV
    - Shared Reading: First Grade #1
  - o YouTube by FCPS ISD Language Arts
    - Shared Reading with Word Work in 1st Grade

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar text.	**A.RL.2.1.a** Answer who and where questions about key details in familiar text.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RL.2.1.a (A) Answer who and where questions about key details in familiar text.	**A.L.2.1.a** (B) Answer who or where questions about key details in a familiar text.	**A.L.2.1.a** (C) Answer who or where questions about a familiar text.

Real World Connections:	Vocabulary:	
- Develop the habit of self-questioning as they read by themselves. - Understand the type of information to look for when reading a story. - Discuss what they read with a peer.	- Central idea - Key details/information - Key events - Main characters	- Problem - Setting - Story

Resources:
- **Websites, articles, and other collections**
  - Achieve the Core (achievethecore.org)
    - Text Sets: Building Knowledge and Vocabulary
  - Better Lesson (betterlesson.com)
    - RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  - Education.com [requires a free account] (education.com)
    - RL.2.1 Workbooks, Lesson Plans, and Games
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RL.2.1
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.2.1 Lesson Plan Templates
- **Activities**
  - To help students read closely while analyzing the key details in the story, use a system of prompts to have students sketch, write, type, (or choose from picture or word options) the key details while focusing on the following questions: Who are the main characters? Where is

the main setting of the story?"
- Before, during and after reading the familiar text, ask students questions: "Who are the characters in the story? Where does the story take place?"
- Ask students to think individually about who the characters are in the story and where the story takes place. Then meet with a peer to discuss their answers. Then after they have had time to discuss with a peer they can share their thoughts with the rest of the class.
- In a small, guided reading group, the teacher can lead a discussion using the following discussion prompts. Students should also be encouraged to ask questions about the story. "Who are the main characters? Where is the setting of the story?"

- **Videos**
  - Khan Academy (khanacademy.org)
    - The elements of a story | Reading
  - YouTube by CV Remote Learning
    - 2nd grade – week 1-asking and answering questions
  - YouTube by Common Core Kingdom
    - How to Teach 2nd & 3rd Grade Ask and Answer Questions in Nonfiction
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RL.2.1 Reading Literature Videos: Individuals, Events, and Ideas – Who and Where Questions

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.	**A.RL.2.2.a** Use details to recount events from familiar stories including fables and folktales from diverse cultures. **A.RL.2.2.b** Use signal words (e.g., first, next, and finally) to arrange a set of events in familiar stories by beginning, middle, and ending. **A.RL.2.2.c** Paraphrase the central message (e.g., lesson or moral) of a familiar story.

I Can Statements

MOST COMPLEX ←——————————————————→ LEAST COMPLEX

A.RL.2.2.a (A) Use details to recount events from familiar stories including fables and folktales from diverse cultures	**A.RL.2.2.a (B)** Identify events from familiar stories including fables and folktales from diverse cultures	**A.L.2.2.a** (C) Retell any event from a familiar story.
A.RL.2.2.a (A) Use signal words (e.g., first, next, and finally) to arrange a set of events in familiar stories by beginning, middle, and ending.	**A.RL.2.2.a** (B) Use pictures to arrange a set of events in familiar stories by beginning, middle, and ending.	**A.L.2.2.a** (C) Identify the beginning and ending of a story from pictures pre-arranged in the correct sequence.
A.RL.2.2.b (A) Paraphrase the central message (e.g., lesson or moral) of a familiar story.	**A.RL.2.2.b** (B) Identify the central message (e.g., lesson or moral) of a familiar story.	**A.L.2.2.b** (C) Select a picture that represents the central idea (e.g., lesson or moral) of a familiar story.

Real World Connections:
- Retell a favorite story to a peer.
- Use details to tell what happened in a story.
- Use the moral of a story to guide personal decisions.
- Select reading material from a variety of genres.

Vocabulary:
- Beginning
- Culture
- Central message
- Diverse
- Ending
- Events
- Fables
- Finally
- First
- Folktales
- Lesson
- Middle
- Moral
- Next

Resources:
- **Websites, articles, and other collections**
  - Common Core Kingdom, LLC (commoncorekingdom.com)
    - How to Teach RL.2.2 & RL.3.2: Recount Stories from Diverse Cultures
  - Elementary Nest (elementarynest.com)

- ▪ [Retelling & Recounting Stories: Exploring ELA](#)
  - o Achieve the Core (achievethecore.org)
    - ▪ [RL.2.2 Recount Events from Diverse Cultures](#)
  - o Better Lesson (betterlesson.com)
    - ▪ [RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.](#)
  - o K6edu (k6edu.com)
    - ▪ [Retelling the Main Event in Sequence](#)
  - o Education.com [requires a free account] (education.com)
    - ▪ [RL.2.2 Workbooks, Lesson Plans, and Games](#)
  - o Nearpod [requires a free account] (nearpod.com)
    - ▪ [Resource Library for CCSS Standard RL.2.2](#)
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.](#)
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ [RL.2.2 Lesson Plan Templates](#)
- **Activities**
  - o Have the student listen to a story from a different culture, then ask them to retell the story including elements from throughout the story.
  - o Have the student listen to a story from a different culture, the retell the story including at least two elements (e.g., who and where) from any two parts of the story (e.g., beginning and end).
  - o Give the student an array of choices or an array of photos, ask the student to select an event that occurs at the beginning and end of the familiar story.
- **Videos**
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [RL.2.2 Reading Literature Videos: Individuals, Events, and Ideas – Recount events from stories from diverse cultures.](#)
  - o YouTube by eSparkLearningVideos
    - ▪ Recounting Stories Instructional Video (2.RL.2)
  - o YouTube by Learning Lockit
    - ▪ [Recounting Stories | How to Retell a Story](#)
  - o YouTube by Ms. Medina
    - ▪ [Cultures Around the World](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [Recounting Stories Instructional Video (2.RL.2)](#)
  - o YouTube by Growing Virtually
    - ▪ [Understanding Traditions and Cultures for Kids](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.2.3 Identify the actions of the characters in a story.	**A.RL.2.3.a** Describe how characters in a story responded to major events or challenges.

I Can Statements

MOST COMPLEX ⟵———————————————————————⟶ LEAST COMPLEX

A.RL.2.3.a (A) Describe how characters in a story responded to major events or challenges.	**A.L.2.3.a** (B) Recall how a character in a story responded during a major event or challenge.	**A.L.2.3.a** (C) Recognize an action that occurred in a story.

Real World Connections:	Vocabulary:	
- Understand that how they react to a situation can influence the outcome. - Explain cause and effect. - Practice problem solving skills - Relate the actions of characters to their own personal experiences. - Improve word recognition skills.	- Actions - Challenges - Characters - Major event - Problem	- Reactions - Respond - Solution

Resources:
- **Websites, articles, and other collections**
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.2.3 Lesson Plan Templates
  - Education.com [requires a free account] (education.com)
    - RL.2.3 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RL.2.3 Describe how characters in a story respond to major events and challenges
  - Common Core Kingdom, LLC (commoncorekingdom.com)
    - How to Teach Characters in Literature Effectively
  - K6edu (k6edu.com)
    - Character Trait Chart – Anchor Chart
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RL.2.3
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - Character's Feelings and Events | English Language Arts Strategies for Students with Cognitive Disabilities
- **Activities**

- o During shared reading sessions, ask the student to identify the feelings of characters as they relate to an event in the story (e.g., "How do you think the pigs felt about leaving their mother?" "How does the pig feel when the wolf says, 'I will huff and puff and blow your house down?'")
- o During a shared reading session, have the student share with peers what characters did and how that made them feel (i.e., "How did the wolf get into the brick house and how did that make the pig feel?")
- o During a shared reading of a familiar story, ask the student to tell what characters are doing on each page.
- o Give the student an array of pictures of characters from a familiar book and of classmates. Ask the student to choose a picture of the character in the story.
- **Videos**
  - o YouTube by MCS Teaching and Learning
    - ▪ [RL.2.3 Mrs. Street reads "Flora and the Flamingo"](#)
  - o YouTube by Jaquar2117
    - ▪ [Scrat – Gone Nutty](#)
  - o YouTube by Victoria Dahrooge
    - ▪ [The Enormous Turnip RL.2.3 Lesson 3](#)
  - o YouTube by Tammi Welch
    - ▪ [Readers Pay Attention to How Characters Respond to Problems](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [Actions of Characters Instructional Video (RL.2.3)](#)
    - ▪ [How Characters Respond to Events (RL.2.3)](#)
    - ▪ [Characters Respond to Events-HappySoccer](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.2.4 Identify rhyming or repetition words that meaningfully complete a familiar story, poem, or song.	**A.RL.2.4.a** Identify rhyming or repetition words that meaningfully complete a familiar story, poem, or song.

I Can Statements		
MOST COMPLEX ⟵————————————————————⟶ LEAST COMPLEX		
A.RL.2.4.a (A) Identify rhyming or repetition words that meaningfully complete a familiar story, poem, or song.	**A.L.2.4.a** (B) Identify 1 or more rhyming or repetition words that meaningfully complete a familiar story, poem, or song.	**A.L.2.4.a** (C) Identify 1 or more rhyming or repetition words in a familiar text.

Real World Connections:	Vocabulary:	
- Change out sounds to make new words. - Sound out new words. - Make up rhyming words. - Write a poem or song using rhyming words. - Participate in word games.	- Poem - Rhyming - Repetition	- Song - Story

Resources:
- **Websites, articles, and other collections**
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.2.4 Lesson Plan Templates
  - Education.com [requires a free account] (education.com)
    - RL.2.4 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RL.2.4
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **Activities**
  - While listening to a story, poem, or song containing rhyming words, ask the student to identify two words that rhyme.
  - While following along as the teacher reads a familiar poem, have the student identify repeated phrases.

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

- o During a shared reading of a familiar story, poem, or song, ask the students to identify a word or picture that rhymes with a word read by the teacher.
  - o During a shared reading of a familiar story, poem, or song ask the student to indicate when he or she hears the rhyming words (e.g., The student activates voice output device to say "Hey, that rhymes!"). Also, the teacher may use an exaggerated pause, look at the student, and gesture toward the voice output device when rhyming words are used.

- **Videos**
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [Rhyme and Review Short "A, N, D, P & C" | Let's Learn](#)
    - ▪ [Let's Rhyme and Listen for Middle Vowel Sounds | Let's Learn](#)
    - ▪ [Let's Read, Rhyme, and Explore Letters Ee and Ff! | Let's Learn](#)
  - o YouTube by Growing Learners
    - ▪ [How do words and phrases supply rhythm and meaning?](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [Rhythm and Meaning (2.RL.4)](#)
  - o YouTube by GSD Instructional Programs
    - ▪ [ELA Grade 2 RL 2 4 Rhythm and Meaning in Poems](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.2.5 Determine the beginning and ending of a familiar story with a logical order.	**A.RL.2.5.a** Determine the beginning and ending of a familiar story with a logical order.

I Can Statements

MOST COMPLEX ⟵————————————————⟶ LEAST COMPLEX

A.RL.2.5.a (A) Determine the beginning and ending of a familiar story with a logical order.	**A.RL.2.5.a** (B) Sequence two events in a story.	**A.RL.2.5.a** (C) Identify an event that occurred in the beginning or ending of a familiar story.

Real World Connections:
- Organize information and ideas efficiently.
- Retell a favorite story to a peer in a logical order.
- Use details to tell what happened in a story.
- Develop problem-solving skills.
- Summarize events in a story in their own words.

Vocabulary:
- Actions
- Beginning
- Characters
- End
- Events
- Happened
- Interactions
- Introduction
- Plot
- Sequence
- Setting

Resources:
- **Websites, articles, and other collections**
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.2.5 Lesson Plan Templates
  - Education.com [requires a free account] (education.com)
    - RL.2.5 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
  - CPALMS Florida State University (cpalms.org)
    - Lesson Plans and Related Resources for RL.2.5
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **Activities**
  - After reading a story, have the student manipulate pictures or sentence strips of events in the story to correctly sequence the beginning and ending from an array of four choices.

- o Present the student with an array of three choices after reading a story. Ask the student to sequence the beginning and ending using pictures or objects.
- o Have the student sort key words from the story which correspond to the beginning and ending.
- o Provide the student with pictorial representations of the events in a story and ask them to arrange them in the same sequence as the story.
- o Use a game format for the student to pick pictures/objects out of a bag and sequence them in correct order.
- o Present the student with two choices after reading a story, then ask them to sequence the beginning and ending using pictures or objects.
- o Given the student two choices and ask them to indicate which happened first.

- **Videos**
  - o YouTube by ThinkyDink
    - ▪ [Peter's Chair - Read Aloud with Beginning, Middle & Ending Lesson](#)
  - o YouTube by Teach for Life
    - ▪ [Story Structure: Beginning, Middle and End](#)
  - o YouTube by Kathleen Frain
    - ▪ [RL 2.5 Super John Read Aloud](#)
  - o YouTube by Amber&Ala' Animations
    - ▪ [Retelling Stories with Beginning, Middle, and End](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RL.2.6 Identify the speakers in a dialogue.	**A.RL.2.6.a** Identify which character is speaking in a dialogue at different points in a story.

I Can Statements		
MOST COMPLEX		LEAST COMPLEX
A.RL.2.6.a (A) Identify which character is speaking in a dialogue at different points in a story.	**A.RL.2.6.a** (B) Identify a point in a story when characters are engaged in a dialogue.	**A.RL.2.6.a** (C). Recall the meaning of a dialogue.

Real World Connections:
- Practice using dialogue in authentic conversations.
- Understand peers' point of view.
- Acknowledge differences in points of view of others.
- Understand that others' points of view determine how they describe an event.

Vocabulary:
- Character
- Dialogue
- Main character
- Narrator
- Perspective
- Point of view
- Speaker

Resources:
- **Websites, articles, and other collections**
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.2.6 Lesson Plan Templates
  - Education.com [requires a free account] (education.com)
    - RL.2.6 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RL.2.6 RL.2.6Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
  - Reading Worksheets (ereadingworksheets.com)
    - Point of View Flash Cards
  - K12 Reader (k12reader.com)
    - Teaching Point of View with *Two Bad Ants*
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RL.2.6
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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- **Activities**
  - Ask the student to identify at least two characters having a dialogue in a story (the story must contain more than one character).
  - Using a familiar story that includes dialogue, have the student match the dialogue to the correct speaker.
  - Given dialogue from a familiar story that is modified from Simon Says using the character's dialogue, match character to dialogue. (e.g., Cassie, Bunny Hop says, "I jump on my way to school." – yes or no?).
  - Use puppets/paper dolls who represent the characters to have the student identify which character said which line.
- **Videos**
  - YouTube by K.M. Weiland
    - Who Said What? - Identifying Dialogue Speakers
  - YouTube by eSparkLearningVideos
    - Point of View Framing Video (RL.2.6)

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Standard	Performance Objectives
A.RL.2.7 Identify illustrations or objects	**A.RL.2.7.a** Indicate if illustrations or objects in print or digital text describe the character(s), setting, or an event in a story.

I Can Statements

MOST COMPLEX ⬅ ➡ LEAST COMPLEX

A.RL.2.7.a (A) Indicate if illustrations or objects in print or digital text describe the character(s), setting, or an event in a story.	A.RL.2.7.a (B) Select an illustration or object in print or digital text that describes the character(s), setting, or an event in a story.	A.RL.2.7.a (C) Match an illustration or object to a familiar story.

Real World Connections:	Vocabulary:	
• Recognize that picture help them to understand text. • Use both words and illustrations to gather information about text. • Create a mental picture of what they read about. • Use illustrations to recognize the tone of a story.	• Characters • Events • Illustrations • Objects	• Picture • Settings

Resources:
- **Websites, articles, and other collections**
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.2.7 Lesson Plan Templates
  - Education.com [requires a free account] (education.com)
    - RL.2.7 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
  - Read Write Think (readwritethink.org)
    - It Doesn't Have to End That Way: Using Prediction Strategies with Literature
  - Teacher Vision [requires a free account] (teachervision.com)
    - Maria's New Friends
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RL.2.7
  -

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- **Activities**
  - Ask the student to point to a picture of a character in a story and explain what that picture shows about the character.
  - Have the student identify an illustration in the story that shows the setting and select words (print or symbols) that describe it from an array of choices.
  - Before listening to a story, allow the student to look at pictures and describe where the setting takes place.
  - Give the student three illustrations. Ask the student to select the one that depicts the setting in the story.
  - During shared reading of a familiar text, when the teacher stops at a page with an illustration that includes a specified character, ask the student to point to the character.
- **Videos**
  - YouTube by eSparkLearningVideos
    - [Meaning from Illustrations Instructional Video (RL.K.2)](#)
    - [Using Illustrations to Help Understand Text Instructional Video (2.RL.7)](#)
    - [2 RL 2 7 Connecting Words and Pictures](#)
  - YouTube by Kimberly M
    - [Use Illustrations to help you understand a text](#)

A.RL.2.8 Not applicable

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Standard	Performance Objectives
A.RL.2.9 Identify similarities between two versions of a story.	**A.RL.2.9.a** Identify similarities between two versions of a story.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RL.2.9.a (A) Identify similarities between two versions of a story.	**A.RL.2.9.a** (B) Identify a similarity between two versions of a story.	**A.RL.2.9.a** (C) Recognize that two versions of a story are similar.

Real World Connections:
- Make connections with past events to determine outcomes.
- Learn to compare and contrast outcomes based on their decisions.
- Predict outcomes based on past events.
- Apply known information to new situations.

Vocabulary:
- Compare
- Connect
- Contrast
- Different
- Familiar
- Same
- Similar
- Theme
- Unfamiliar
- Versions

Resources:
- **Websites, articles, and other collections**
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.2.9 Lesson Plan Templates
  - Education.com [requires a free account] (education.com)
    - RL.2.9 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
  - Teacher Vision [requires a free account] (teachervision.com)
    - Comparison
  - Read Write Think (readwritethink.org)
    - Comparing Fiction and Nonfiction with "Little Red Riding Hood Text" Sets
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **Activities**
  - Using the story of The Three Little Pigs and The Three Little Javelinas, ask the students to identify how the two stories are the same and how they are different.

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- o When asked prior to shared reading to listen for parts of the book that are the same and different from another book, stop the reader when similar and different parts are read and ask the student if they are the "same" or "different."
  - o When listening to the second of two versions of the same story, ask the student to say "same" when similar elements are read.
  - o Ask the student to finds pages in two versions of the same story that show something that is the same.
- **Videos**
  - o YouTube by eSparkLearningVideos
    - ▪ [Comparing and Contrasting Cultural Differences Instructional Video (2.RL.9)](#)
  - o YouTube by Ms. Keller's Remote Learning Corner
    - ▪ [Introduction: I can compare and contrast different versions of the same story](#)
  - o YouTube by PGSD Schools
    - ▪ [2nd Grade Reading, RL 2.9 (compare and contrast two versions of a story)](#)
  - o YouTube by PGSD Schools
    - ▪ [2nd Grade - Cinderella-Overall structure and compare/ contrast two versions of the same story](#)

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Standard	Performance Objectives
A.RL.2.10 By the end of the year, actively engage in shared reading for a clearly stated purpose.	**A.RL.2.10.a** Retell the key events of a story read in a shared reading.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RL.2.10.a (A) Describe the key events of a story read in a shared reading.	**A.RL.2.10.a** (B) Retell 2 or more key events of a story read in a shared reading.	**A.RL.2.10.a** (C) Identify an event from a story read in a shared reading.

Real World Connections:
- Learn to listen whiles others are speaking.
- Learn not to interrupt when others are speaking.
- Become more engaged and active learners.
- Feel successful because they are providing support for others.
- Build sight word recognition.

Vocabulary:
- Aloud
- Follow
- Group
- Listen
- Read
- Retell
- Support
- Theme

Resources:
- **Websites, articles, and other collections**
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - RL.2.10 Lesson Plan Templates
  - Education.com [requires a free account] (education.com)
    - RL.2.10 Workbooks, Lesson Plans, and Games
  - Better Lesson (betterlesson.com)
    - RL.2.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
  - Read Write Think (readwritethink.org)
    - It Doesn't Have to End That Way: Using Prediction Strategies with Literature
  - Teacher Vision [requires a free account] (teachervision.com)
    - Reading Aloud

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- **Activities**
  - Reread the same text. If you're doing shared reading with a poem, it's even easier to get it into the hands of students. Just make copies and allow them to keep the poems in a folder or independent reading bag.
  - During shared reading, do an alphabet letter, sight word, or phonics pattern hunt with the text.
  - After shared reading of a poem, ask the students to illustrate the poem without text.
  - Any story can be turned into a reader's theatre performed by your students. You can create the reader's theatre text, the class can work together to create it as a shared writing activity, or students can create them in partners/small groups. Students can then practice and perform their scripts.
  - Complete a cloze reading passage activity based on a shared reading text. A cloze reading passage is one that has words missing from it. Students have to fill in missing words from a word bank. Let's say that your shared reading text was about kangaroos. You might use the same facts (or even parts of the actual text) for the cloze reading activity.

- **Videos**
  - YouTube by ReadtobeReadyTN
    - [Shared Reading: 2nd Grade](#)
  - YouTube by Courtney Chan
    - [Shared Reading Day 1](#)
    - [Shared Reading Day 2](#)
    - [Shared Reading Day 3](#)
  - YouTube by Reading Rockets
    - [Shared Reading for Fluency](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
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Standard	Performance Objectives
A.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar text.	**A.RI.2.1.a** Answer who questions to demonstrate understanding of details in a familiar informational text. **A.RI.2.1.b** Answer what questions to demonstrate understanding of details in a familiar informational text.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

A.RI.2.1.a (A) Answer who questions to demonstrate understanding of details in a familiar informational text.	**A.RI.2.1.a** (B) Answer a who question to demonstrate understanding of details in a familiar informational text.	**A.RI.2.1.a** (C) Identify a single person or character from a familiar informational text.
A.RI.2.1.b (A) Answer what questions to demonstrate understanding of details in a familiar informational text.	**A.RI.2.1.b** (B) Answer a what question to demonstrate understanding of details in a familiar informational text.	**A.RI.2.1.b** (C) Identify a detail or idea from a familiar informational text.

Real World Connections:
- Find the name of an author on a book cover.
- Pick out favorite food on a menu.
- Choose YouTube videos that demonstrate playing with favorite toys.

Vocabulary:
- Answers
- Character
- Details
- Person
- Questions

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account (education.com)]
    - RI.2.1 Workbooks, Lesson Plans, and Games
  - Engage^{ny} (engageny.org)
    - RI.2.1 Curriculum Documents
  - Better Lesson (betterlesson.com)
    - RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  - Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard RI.2.1
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a

> text.
- o Share My Lesson [requires a free account] (sharemylesson.com)
  - ▪ RI.2.1 Lesson Plans Templates
- o Tutorified (tutorified.com)
  - ▪ RI.2.1 2nd Grade Reading Comprehension Worksheet
- o Big Learners (biglearners.com)
  - ▪ RI.2.1:Second Grade English Language Arts Worksheets

- **Activities**
  - o Give students two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to tell if the question is about the text. If the question is about details in the story, they raise the Agree card. If not, they raise the Disagree card.
  - o Give students question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must write a sentence using that word about the text. The teacher can inform the students as to how many times they roll the cube.
  - o Have students complete a "Give Me Five". Students will trace their hands and write five questions related to the text asking who, where and so forth. Another option: Students could then swap hands and answer each other's questions.

- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ Reading: Informational Text – Ask and Answer Questions – RI.2.1
  - o YouTube by eSparkLearningVideos
    - ▪ Ask and Answer Questions Instructional Video
  - o YouTube by Ana Lemus
    - ▪ Asking and Answering Questions

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Standard	Performance Objectives
A.RI.2.2 Identify the topic of the text.	**A.RI.2.2.a** Tell what I learned from a familiar text. **A.RI.2.2.b** Identify the main topic of a familiar text.

I Can Statements

MOST COMPLEX ←   → LEAST COMPLEX

A.RI.2.2.a (A) Tell what I learned from a familiar text.	**A.RI.2.2.a** (B) Repeat the moral of a familiar text.	**A.RI.2.2.a** (C) Name the title of a familiar text.
A.RI.2.2.b (A) Identify the main topic of a familiar text.	**A.RI.2.2.b** (B) Describe key details in a familiar text.	**A.RI.2.2.b** (C) Describe a detail in a familiar text.

Real World Connections:
- Choose YouTube videos that demonstrate playing with favorite toys.
- Use illustrations to determine the topic of a book.
- Select coloring books with their favorite theme.
- Identify a map.

Vocabulary:
- Key Details
- Main Idea/Topic
- Moral
- Summarize
- Title

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account] (education.com)
    - [RI.2.2 Workbooks, Lesson Plans, and Games](#)
  - Engage[ny] (engageny.org)
    - [RI.2.2 Curriculum Documents](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard RI.2.2](#)
  - Better Lesson (betterlesson.com)
    - [RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [Literature – Grade 2.2: Key Ideas and Details](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [RI.2.2 Lesson Plans Templates](#)
  - Tutorified (tutorified.com)
    - [RI.2.2 2nd Grade Reading Comprehension Worksheet](#)

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- o Big Learners (biglearners.com)
  - ▪ RI.2.2:Second Grade English Language Arts Worksheets
- **Activities**
  - o Students will read a multi-paragraph informational text from any periodical, science or social studies text and locate repeated words or signal words within the text that identify the main topic and the focus of the supporting paragraphs.
  - o Give a Hand. Have students trace their hands. The main topic/idea sentence can go in the palm. Some, or all, of the fingers can contain the supporting details. Make sure students write sentences that support their main idea. Display the hands around the classroom so students can look at each other's work. Grouping: small, partner, individual
  - o Students draw an illustration that depicts the main idea of the passage and adds a caption stating the main topic or idea. Grouping: partner or individual Main Idea Can. Each student has a cup of soup can. They write the main topic or idea of the text on a strip of paper and glue it to the outside of the cup or can. Students then write the focus for each paragraph in the text on a strip of paper and write the paragraph number on the back of each strip and insert into the cup or can. Students can then share with a small group or the class. When sharing, the students could even pull their strips out and then have the class tell them the correct sequence of the strips. Grouping: partner or individual

- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ Reading: Informational Text – Main Topic – RI.2.2
  - o YouTube by GSD Instructional Programs
    - ▪ ELA Grade 2 RI.2.2 Main Topic
  - o YouTube by eSparkLearningVideos
    - ▪ Determining Main Idea Instructional Video (1RI2)
  - o YouTube by Common Core Kingdom
    - ▪ Main Idea Without any Text

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Standard	Performance Objectives
A.RI.2.3 Identify individuals, events, or details in an informational text.	**A.RI.2.3.a** Identify individuals found in a familiar informational text. **A.RI.2.3.b** Select events found in a familiar informational text. **A.RI.2.3.c** Identify the details of a familiar informational text.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RI.2.3.a (A) Identify individuals found in a familiar informational text.	**A.RI.2.3.a** (B) Identify an individual found in a familiar informational text.	**A.RI.2.3.a** (C) Repeat the name of an individual found in a familiar informational text.
A.RI.2.3.b (A) Select events found in a familiar informational text.	**A.RI.2.3.b** (B) Select an event found in a familiar informational text.	**A.RI.2.3.b** (C) Repeat the name of an event found in a familiar informational text.
A.RI.2.3.c (A) Identify the details of a familiar informational text.	**A.RI.2.3.c** (B) Identify a detail of a familiar informational text.	**A.RI.2.3.c** (C) Repeat a detail of a familiar informational text.

Real World Connections:
- Pick out a superhero t-shirt.
- Hand out valentine cards.
- Work a word-search puzzle.

Vocabulary:
- Details
- Events
- Individuals

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account (education.com)]
    - RI.2.3 Workbooks, Lesson Plans, and Games
  - Engageny (engageny.org)
    - RI.2.3 Curriculum Documents
  - Better Lesson (betterlesson.com)
    - RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
  - Nearpod [requires a free account (nearpod.com)]
    - Resource Library for Mississippi Standard RI.2.3

- o PBS Learning Media (mpb.pbslearningmedia.org)
  - ▪ RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- o Share My Lesson [requires a free account (sharemylesson.com)]
  - ▪ RI.2.3 Lesson Plans Templates
- o Tutorified (tutorified.com)
  - ▪ RI.2.3 2nd Grade Reading Comprehension Worksheet
- o Big Learners (biglearners.com)
  - ▪ RI.2.3:Second Grade English Language Arts Worksheets
- **Videos**
  - o Have students participate individually, in small groups, or with the whole class in a conversation about a content-area topic. First, teachers should ask students what they already know about the topic to determine their background knowledge. Next, the teacher can provide direct information about the topic to build their knowledge. Then, teachers ask different questions about the topic and allow the group to have an open conversation about the topic. Students should support their ideas by using information they learned from books or other multimedia sources. Through these discussions, students should begin examining how different people, events, ideas, or concepts are connected.
  - o Individually, in pairs, or with the whole class, have the student draw a timeline to record important events in history or important milestones in a well-known person's life. Students can create multiple timelines of the same historical period to compare the influence of one thing on something else (e.g., timeline of important events of the Civil Rights movement and a timeline of historical Civil Rights legislature that was passed as a result). Prediction: while presenting information or a nonfiction text, stop to have students make predictions.

- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ Reading: Informational Text – Making Connections – RI.2.3
  - o Hand2Mind YouTube Channel (youtube.com/channel/ UCCY51LCRovMawanSD19WbSg)
    - ▪ Kindergarten – Main Topic in Informational Text Literacy Lesson
  - o YouTube by eSparkLearningVideos
    - ▪ Making Connections (RI.K.3)
    - ▪ Determining Main Idea Instructional Video (1RI2)
  - o YouTube by PGSD Schools
    - ▪ Kindergarten, Reading, RIK.3 Describing Connections
  - o Khan Academy (khanacademy.com)
    - ▪ Finding Connections Between Ideas Within a Passage

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Standard	Performance Objectives
A.RI.2.4 Identify words related to a topic of a text.	**A.RI.2.4.a** Identify words related to a topic of a text.

I Can Statements

MOST COMPLEX ⟵———————————————————————————⟶ LEAST COMPLEX

A.RI.2.4.a (A) Identify words related to a topic of a text.	**A.RI.2.4.a** (B) Identify a word related to a topic of a text.	**A.RI.2.4.a** (C) Repeat words related to a topic of a text.

Real World Connections:	**Vocabulary:**	
- Fill out a simple form with the help of an adult. - Determine how to open a game on a mobile device. - Use caller ID on a phone.	- Context Clues - Dictionary	- Figurative Language - Glossary

Resources:
- **Websites, articles, and other collections**
    - Better Lesson (betterlesson.com)
        - [RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area](#).
    - Education.com [requires a free account (education.com)]
        - [RI.2.4 Workbooks, Lesson Plans, and Games](#)
    - Engage[ny] (engageny.org)
        - [RI.2.4 Curriculum Documents](#)
    - Nearpod [requires a free account (nearpod.com)]
        - [Resource Library for Mississippi Standard RI.2.4](#)
    - PBS Learning Media (mpb.pbslearningmedia.org)
        - [RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area](#).
    - Share My Lesson [requires a free account (sharemylesson.com)]
        - [RI.2.4 Lesson Plans Templates](#)
    - Tutorified (tutorified.com)
        - [RI.2.4 2nd Grade Reading Comprehension Worksheets](#)

- **Activities**
    - Give a group of students a set of cards with short passages or sentences written on them that have words or phrases underlined. Give them a set of cards that has the meanings of those underlined words or phrases. The students are to work together to match the two sets of cards. Grouping: small or partner

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- o During small group time while reading, stop and ask a student the meaning of a certain word or phrase in the text. Ask what clues were used to determine the meaning(s).You can record their responses. Remind them to use context clues and background knowledge.
- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ [Reading: Informational Text – Words and Phrases – RI.2.4](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [Context Clues Instructional Video 2.RI.4](#)
    - ▪ [Learning: Unknown Words](#)
  - o YouTube by PGSD Schools
    - ▪ [2nd, ELA, RI 2.4 Unfamiliar Words](#)

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Standard	Performance Objectives
A.RI.2.5 Identify details in informational text or its graphic representations.	**A.RI.2.5.a** Identify details in informational text or its graphic representations.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RI.2.5.a (A) Identify details in informational text or its graphic representations.	**A.RI.2.5.a** (B) Match details in informational texts to their graphic representations.	**A.RI.2.5.a** (C) Repeat details in informational text or its graphic representations.

Real World Connections:
- Find Mississippi on a map.
- Refer to arrows to when following directions.
- Use icons to find a bathroom.
- Identify a recycle bin.

Vocabulary:
- Captions
- Details
- Graphics
- Illustrations
- Labels

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account] (education.com)
    - [RI.2.5 Workbooks, Lesson Plans, and Games](#)
  - Engage^ny (engageny.org)
    - [RI.2.5 Curriculum Documents](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.](#)
  - Share My Lesson [requires a free account (sharemylesson.com)]
    - [RI.2.5 Lesson Plans Templates](#)
  - Tutorified (tutorified.com)
    - [RI.2.5 2nd Grade Reading Comprehension Worksheets](#)
  - Big Learners (biglearners.com)
    - [RI.2.5:Second Grade English Language Arts Worksheets](#)
  - Better Lesson (betterlesson.com)
    - [RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.](#)
- **Activities**

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

- o To help students understand various informational text structures, pass out a blank graphic organizer (cluster map for descriptive texts, Venn diagram for compare/contrast texts, a step-by-step guide for sequential texts, a cause/effect organizer for cause/effect texts, and a problem/solution organizer for problem/solution texts). Individually, with partners, in small groups, or as a whole class, ask students to help you fill out the graphic organizer as you read a text aloud.
  - o Ask students questions about the text where they will need to use various text features to find the answers. Have students explain what text feature they used and give the answer to the question. Teachers could use a graphic organizer for students to record.
  - o Ask students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number and write each feature's purpose.
- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ [Text Features](#)
  - o YouTube by eSparkLearningVideos
    - ▪ [Nonfiction Text Features Instructional Video (2.RI, Quest 5)](#)
    - ▪ [Finding Information in Nonfiction Texts Instructional Video (2.RI.5)](#)
  - o YouTube by Kelly Decker
    - ▪ [Text Features RI.2.5 Message from Spy Agent!](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.2.6 Identify the author's purpose of a text (e.g., to answer, to explain, or to describe).	**A.RI.2.6.a** Identify the purpose of a text.

I Can Statements		

MOST COMPLEX ←――――――――――――――――――――――――――――→ LEAST COMPLEX

A.RI.2.6.a (A) Identify the purpose of a text.	**A.RI.2.6.a** (B) Identify two or more reasons the text is interesting or useful.	**A.RI.2.6.a** (C) Identify one aspect of the text that is liked.

Real World Connections:	**Vocabulary:**
- Find humor in a cartoon illustration. - Locate the instructions for a game. - Avoid walking in an area with a yellow "wet floor" sign.	- Author - Author's Purpose - Purpose

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account (education.com)]
    - [RI.2.6 Workbooks, Lesson Plans, and Games](#)
  - Engage^{ny} (engageny.org)
    - [RI.2.6 Curriculum Documents](#)
  - Nearpod [requires a free account (nearpod.com)]
    - [Resource Library for Mississippi Standard RI.2.6](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.](#)
  - Share My Lesson [requires a free account (sharemylesson.com)]
    - [RI.2.6 Lesson Plans Templates](#)
  - Tutorified (tutorified.com)
    - [RI.2.6 2nd Grade Reading Comprehension Worksheets](#)
  - Big Learners (biglearners.com)
    - [RI.2.6:Second Grade English Language Arts Worksheets](#)
- **Activities**
  - After listening to a story, select two picture cards that represent interesting information from the text.
  - Using objects that represent parts of a text, indicate preferred part.

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

- o Give the student three choices and have them select the purpose of the text – (e.g., to help us know about buses, or to help us wear shoes, etc.)
- o To encourage students to think more about the author's purpose of the text, including what question the author is answering, explaining, or describing, teachers can lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about the author's purpose. Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.
- o Ask students to think individually about the author's purpose, then meet with a peer to discuss their answers. After they have had time to discuss with a peer, they can share their thoughts with the rest of the class.
- o Write a question about the author's purpose in the middle of a web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write "What was the author's purpose in this report about hurricanes?" in the middle of the web. Then, on extended lines students can offer responses to the question. They may respond with, "To teach us about the weather," "To help us better understand hurricanes," "To warn us," "To frighten us," etc.

- **Videos**
  - o EG Videos (egvideos.com)
    - Reading: Informational Text – Main Purpose – RI.2.6
  - o YouTube by Sarah Bryant
    - Practicing Point of View RI.2.6
  - o YouTube by eSparkLearningVideos
    - Point of View Instructional Video
    - Author's Purpose Instructional Video

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.2.7 Identify illustrations or objects/tactual information found within a text.	**A.RI.2.7.a** Identify images that relate to an informational text.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RI.2.7.a (A) Identify images that relate to an informational text.	**A.RI.2.7.a** (B) Locate an image or object that represents a concept in an informational text.	**A.RI.2.7.a** (C) Point to an image or object in an informational text.

Real World Connections:	Vocabulary:	
• Find Mississippi on a wall map and in an atlas. • Avoid walking in an area with a yellow "wet floor" sign. • Pick out the generic brand of a favorite cereal.	• Character • Illustrations • Objects	• Setting • Tactile/Touch

Resources:
- **Websites, articles, and other collections**
    - Education.com [requires a free account (education.com)]
        - RI.2.7 Workbooks, Lesson Plans, and Games
    - Better Lesson (betterlesson.com)
        - RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
    - Engage^{ny} (engageny.org)
        - RI.2.7 Curriculum Documents
    - PBS Learning Media (mpb.pbslearningmedia.org)
        - RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
    - Share My Lesson [requires a free account (sharemylesson.com)]
        - RI.2.7 Lesson Plans Templates
    - Tutorified (tutorified.com)
        - RI.2.7 2nd Grade Reading Comprehension Worksheet
    - Big Learners (biglearners.com)
        - RI.2.7:Second Grade English Language Arts Worksheets
- **Activities**
    - Ask students to think individually about the author's purpose, then meet with a peer to discuss their answers. After they have had time to discuss with a peer, they can share their thoughts with the rest of the class.
    - Place a photograph, diagram, or graph in the middle of a web. Next, ask students to create strands of the web by identifying what specific

images teach the reader to do. Based on the webs, students can describe or identify key elements.
- o While presenting a story, have students answer questions on each page about the key information present.
- **Videos**
  - o EG Videos (egvideos.com)
    - Reading: Informational Text – Text Illustrations (Info) – RI.2.7
    - Reading: Informational Text – Text Features – RI.2.5
  - o YouTube by Melanie Meze
    - Text Features

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.2.8 Identify points the author makes in an informational text.	**A.RI.2.8.a** Identify points the author makes in an informational text.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RI.2.8.a (A) Identify points the author makes in an informational text.	**A.RI.2.8.a** (B) Identify a point the author makes in an informational text.	**A.RI.2.8.a** (C) Match a point made by the author in an informational text to the correct text.

Real World Connections:
- Recognize that when someone uses a smiley emoticon in a message, they are happy.
- Look for expressions on characters' faces in an illustration.
- Notice that monthly calendar is divided by days of the week.
- Understand that a star on a map of Mississippi represents the location of the state capitol.

Vocabulary:
- Author
- Details
- Examples
- Points
- Reasons

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account (education.com)]
    - RI.2.8 Workbooks, Lesson Plans, and Games
  - Engage^ny (engageny.org)
    - RI.2.8 Curriculum Documents
  - Better Lesson (betterlesson.com)
    - Animal Rights Lesson Plan
  - Nearpod [requires a free account (nearpod.com)]
    - Resource Library for Mississippi Standard RI.2.8
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RI.2.8 Describe how reasons support specific points the author makes in a text.
  - Share My Lesson [requires a free account (sharemylesson.com)]
    - RI.2.8 Lesson Plans Templates
  - Tutorified (tutorified.com)
    - RI.2.8 2nd Grade Reading Comprehension Worksheet
  -

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

- **Activities**
  - Make a Graphic Organizer (e.g., bubble). List the topic of a text or multi-media and note events and/or details that support the topic (e.g., the best time to plant pumpkins, how long it takes them to grow and ripen, typical size, uses, etc.). Use a *System of Least Prompts when selecting a supporting detail.
  - Information Coding for Main Topic: provide the students with a copy of the text the students for students to mark. Students should then create a coding system to help them mark and understand the text.
  - After reading an informational text piece, give students a copy of a fish
  - graphic organizer. Each student is to locate a key point that the author makes and write it in the center of the fish and then write any supporting reason on the bones going diagonally. Students can then turn the paper over and write a sentence or two explaining how those reasons support the key point.

- **Videos**
  - EG Videos (egvideos.com)
    - [Reading: Informational Text – Main Topic – RI.2.8](#)
  - YouTube by eSparkLearningVideos
    - [Supporting Details Instructional Video (1.RI.8)](#)
    - [Finding Support for an Author's Point Instructional Video (2.RI.8)](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives
A.RI.2.9 Identify a common point between two texts on the same topic.	**A.RI.2.9.a** Identify a common point between two informational texts on the same topic.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.RI.2.9.a (A) Identify a common point between two informational texts on the same topic.	**A.RI.2.9.a** (B) Identify any point(s) in two informational texts on the same topic.	**A.RI.2.9.a** (C) Recognize two things as being similar.

Real World Connections:	Vocabulary:	
• Find Mississippi on a wall map and in an atlas. • Recognize that yellow means caution. • Pick out the generic brand of a favorite cereal.	• Compare • Connection • Contrast	• Different • Patterns • Similar

Resources:
- **Websites, articles, and other collections**
  - Education.com [requires a free account (education.com)]
    - RI.2.9 Workbooks, Lesson Plans, and Games
  - Engage[ny] (engageny.org)
    - RI.2.9 Curriculum Documents
  - Better Lesson (betterlesson.com)
    - RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
  - Nearpod [requires a free account (nearpod.com)]
    - Resource Library for Mississippi Standard RI.2.9
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
  - Share My Lesson [requires a free account (sharemylesson.com)]
    - RI.2.9 Lesson Plans Templates
  - Tutorified (tutorified.com)
    - RI.2.9 2nd Grade Reading Comprehension Worksheet
- **Activities**
  - For texts that use a compare/contrast text structure, brainstorm (individually, in a small group, or with the whole class) how two texts about the same topic are similar and how the two texts are different and set up Informational Venn Diagrams.
  - To encourage students to think more deeply about texts, teachers can make a list of questions to ask about how two texts about the same

topic are similar/different. Throughout the discussion, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.
- o Students write two sentences that tell how the texts are alike and two sentences that tell how they texts are different.
- **Videos**
  - o EG Videos (egvideos.com)
    - ▪ [Reading: Informational Text – Comparing Texts – RI.2.9](#)
  - o eSpark Learning YouTube Channel (youtube.com/channel/
    - ▪ [Comparing Texts on the Same Topic](#)
  - o YouTube by Miss Brant's Tube
    - ▪ [Comparing and Contrasting Two Texts on the Same Topic, RI 2.9](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Informational Text
CONCEPT: Range of Reading and Level of Text Complexity

Standard	Performance Objectives
A.RI.2.10 Actively engage in shared reading of informational text including history/SS, science, and technical texts.	**A.RI.2.10.a** Illustrate what happened in an informational text from shared reading.

I Can Statements		

MOST COMPLEX ← → LEAST COMPLEX

A.RI.2.10.c (A) Illustrate what happened in an informational text from shared reading.	**A.RI.2.10.c** (B) Recall what happened in an informational text from shared reading.	**A.RI.2.10.c** (C) Listen to the shared reading of an informational text.

Real World Connections:	Vocabulary:	
- Draw a picture of an event in history. - Put together a puzzle of the United States. - Use illustrations in a book to identify leaves collected in their yard.	- Engage - Illustrate	- Listen - Recall

Resources:
- **Websites, articles, and other collections**
    - Education.com [requires a free account (education.com)]
        - RI.2.10 Workbooks, Lesson Plans, and Games
    - Engage[ny] (engageny.org)
        - RI.2.10 Curriculum Documents
    - Nearpod [requires a free account (nearpod.com)]
        - Resource Library for Mississippi Standard RI.2.10
    - PBS Learning Media (mpb.pbslearningmedia.org)
        - RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
    - Share My Lesson [requires a free account (sharemylesson.com)]
        - RI.2.10 Lesson Plans Templates
    - Tutorified (tutorified.com)
        - RI.2.10 2nd Grade Reading Comprehension Worksheet
    - Better Lesson (betterlesson.com)
        - RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **Activities**

- o Encourage students to think more deeply about texts by leading students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about how two texts about the same topic are similar/different. Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.
  - o Use sorting cards and create three categories with the titles: Text #1 (name of text), Text #2 (name of text), and Similar. On other sorting cards write a list of similarities and differences. Present the students with a sort. Each of those concepts can be a category. On other cards, write corresponding facts that would match under the various categories. Ask students to sort the cards accordingly.
  - o Write a question about the author's purpose in the middle of a web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write "What was the author's purpose in this report about _____??" in the middle of the web. Then, on extended lines students can offer responses to the question.
- **Videos**
  - o eSpark Learning YouTube Channel (youtube.com/channel/
    - ▪ Comparing Texts on the Same Topic
    - ▪ Context Clues Instructional Video 2.RI.4
    - ▪ Nonfiction Text Features Instructional Video (2.RI, Quest 5)
  - o EG Videos (egvideos.com)
    - ▪ Reading: Informational Text – Comparing Texts – RI.2.9

(There are no Alternate Standards for RF.2.1 or RF.2.2)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Foundational Skills
CONCEPT: Phonics and Word Recognition

Standard	Performance Objectives
A.RF.2.3 Demonstrate emerging use of letter-sound knowledge to read words.	**A.RF.2.3.a** Identify the vowels of the alphabet and introduce short and long vowels. **A.RF.2.3.b** Identify and demonstrate letter sound correspondence for single consonants. **A.RF.2.3.c.1** Decode 10 or more CVC words (e.g., mom, dad, cat, dog). **A.RF.2.2.c.2** Introduce multisyllabic words. **A.RF.2.3.d** Not applicable **A.RF.2.3.e** Not applicable **A.RF.2.3.f** Recognize 10 or more written words.

I Can Statements

MOST COMPLEX ⬅————————————————————➡ LEAST COMPLEX

A.RF.2.3.a (A) Identify the vowels of the alphabet and introduce short and long vowels.	**A.RF.2.3.a** (B) Match the vowels of the alphabet.	**A.RF.2.3.a** (C) Repeat the vowels of the alphabet.
A.RF.2.3.b (A) Identify and demonstrate letter sound correspondence for single consonants.	**A.RF.2.3.b** (B) Identify letter sound correspondence for single consonants.	**A.RF.2.3.b** (C) Repeat letter sound correspondence for single consonants.
A.RF.2.3.c.1 (A) Decode 10 or more CVC words (e.g., mom, dad, cat, dog).	**A.RF.2.3.c.1** (B) Identify 5 or more CVC words (e.g., mom, dad, cat, dog).	**A.RF.2.3.c.1** (C) Identify one CVC word (e.g., mom, dad, cat, dog).
A.RF.2.3.c.2 (A) Introduce multisyllabic words.	**A.RF.2.3.c.2** (B) Match multisyllabic words.	**A.RF.2.3.c.2** (C) Match single syllable words.
A.RF.2.3.f (A) Recognize 10 or more written words.	**A.RF.2.3.f** (B) Recognize 5 or more written words.	**A.RF.2.3.f** (C) Recognize 1 or more written words.

Real World Connections:
- Improve written and oral communication.
- Develop ability to decode.
- Learn the connection between letters and sounds.
- Learn that the sounds in spoken words relate to the patterns of letters in written words in predictable ways.
- Combine their knowledge of print and sounds with their knowledge of language to read with meaning and enjoyment.

Vocabulary:
- Alphabet
- C-V-C Word
- Letter
- Long Vowel Sound
- Match
- Multiple
- Short Vowel Sound
- Single
- Vowel
- Word
- Write

Resources:
- **Websites, articles, and other collections**
  - o Better Lesson (betterlesson.com)

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words ELA
  - o Education.com [requires a free account] (education.com)
    - RF.2.3 Workbooks, Lesson Plans, and Games
  - o Nearpod [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard.RF.2.3.a
    - Resource Library for Mississippi Standard RF.2.3.b
    - Resource Library for Mississippi Standard RF.2.3.c
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - o Read Write Think (readwritethink.org)
    - Name Talk: Exploring Letter-Sound Knowledge in the Primary Classroom
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - RF 2.3 Lesson Plans Templates
- **Activities**
  - o Given a sound spoken during a shared writing activity, ask the student to say or point to the letter.
  - o During a shared reading or writing activity, the teacher points to a letter and asks the student to say the associated sound.
  - o When asked to write own name, have the student indicate the sound of the initial letter.
  - o During a shared writing activity of an alphabet book, ask the student to indicate the letter that goes with a sound produced by a teacher.
  - o During a shared writing activity, ask the student to identify the first letter required to write a word spoken by the teacher.
  - o In independent writing, ask the student to select letters that reflect the initial letter in words that label a picture or match the topic.
  - o Given a beginning-level reader or teacher-created text, have the student read the text orally, accurately identifying 10 or more words.
  - o Ask a student to read the morning message composed by the teacher using words the student can read in isolation
  - o Given an array of labeled pictures, ask the student to identify the picture that begins with the letter-sound spoken by the teacher.
- **Videos**
  - o Sparkling in Second (sparklinginsecondgrade.com)
    - YouTube Videos for Teaching Phonics
  - o YouTube by Kids Academy
    - Phonics I, O, U | Reading | 2nd Grade

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Foundational Skills
CONCEPT: Fluency

Standard	Performance Objectives
A.RF.2.4 Attend to words in print.	**A.RF.2.4.a** Read familiar text comprised of known words. **A.RF.2.4.b** Not applicable **A.RF.2.4.c** Not applicable

I Can Statements		
MOST COMPLEX ◄──────────────────────────────────────► LEAST COMPLEX		
A.RF.2.4.a (A) Read familiar text comprised of known words.	**A.RF.2.4.a** (B) Match familiar text comprised of known words.	**A.RF.2.4.a** (C) Illustrate familiar text comprised of known words.

Real World Connections:
- Sound out words consistently while reading.
- Practice reading independently.
- Find meaning in reading.
- Discover reading material they find interesting.
- Enjoy reading.

Vocabulary:
- Comprised
- Familiar
- Illustrate
- Match
- Print
- Text
- Word

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - [RF.2.4 Read with sufficient accuracy and fluency to support comprehension](#)
  - Education.com [requires a free account] (education.com)
    - [RF.2.4 Worksheets, workbooks, Lesson Plans, and Games](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard.RF.2.4](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RF.2.4 Read with sufficient accuracy and fluency to support comprehension.](#)
  - Read Write Think (readwritethink.org)
    - [Print Awareness](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [RF.2.4 Lesson Plans Templates](#)
  - Twinkl - Official Education Partner BBC Children in Need [subscription required] (twinkl.com)
    - [(RF.2.4) Read with sufficient accuracy and fluency to support comprehension.](#)
- **Activities**
  - Have the student read a simple familiar book.

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Reading Foundational Skills
CONCEPT: Fluency

- o Have the student read words on a schedule without the support of symbols or pictures.
- o Given a beginning-level reader or teacher-created text, have the student read the text orally, accurately identifying 10 or more words.
- o Ask the student to reads the morning message composed by the teacher using words the student can read in isolation.
- **Videos**
  - o Teacher Pay Teachers [requires an account] (teacherspayteachers.com)
    - ▪ [Free-Reading with Rhythm and Rhyme mp4 Kathy Troxel - 3-syllable words ending in ate](#)
  - o YouTube by How Dogs Help Kids
    - ▪ [Reading Videos for 2nd Grade: Dozer Learn to Read (episode 1-10)](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Writing
CONCEPT: Text Types and Purposes

Standard	Performance Objectives
A.W.2.1 With guidance and support, select a book and write, draw, or dictate to state an opinion about the topic or book.	**A.W.2.1.a** Select a book and write, draw, or dictate to state an opinion about the topic or book.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.W.2.1.a (A) Select a book and write, draw, or dictate to state an opinion about the topic or book.	**A.W.2.1.a** (B) Select a book and write or draw to state an opinion about the topic or book.	**A.W.2.1.a** (C) Select a book and draw to state an opinion about the topic or book.

Real World Connections:	Vocabulary:	
• Make decisions based upon their point of view. • Understand that other people have opinions that may differ from their own. • Embrace other people's differences. • Advocate for themselves.	• Book • Dictate • Draw • Opinion	• Select • State • Topic • Write

Resources:
- **Websites, articles, and other collections**
  - Reading Rockets (readingrockets.org)
    - [My first-graders aren't producing much writing. Help!](#)
  - Better Lesson (betterlesson.com)
    - [W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.](#)
    - [Big Paper Writing | English Language Arts Strategies for Students with Cognitive Disabilities](#)
  - Education.com [requires a free account] (education.com)
    - [W.2.1 Worksheets, Workbooks, Lesson Plans, and Games](#)
    - [Here's What I think](#)
    - [Favorite Food Opinion Writing](#)
    - [Recess Opinion Writing](#)

- o Share My Lesson [requires a free account] (sharemylesson.com)
  - ▪ [W.2.1 Lesson Plan Templates](#)
- o K12 Reader (k12reader.com)
  - ▪ [Opinion/Persuasive Writing Prompts](#)
- o Nearpod [requires a free account [requires a free account] (nearpod.com)
  - ▪ [Resource Library for Mississippi Standard W.2.1](#)
- **Activities**
  - o Have the student select a book from the library then use a computer-based word bank to write, "It's the best," and then refer to the book to find examples of what makes it the best and writes about them."
  - o Have the student select a text and write a word to express an opinion about it.
  - o Have the student select a book from a collection of recently read books and use a multiple message communication device to say, "good book" and then add a reason, "pretty pictures."
  - o After the student selects a book from a collection of recently read books that he or she did not like, have them draw a picture of a sad face to show that he or she doesn't like it and then ask the teacher to write "too long" under the picture.
  - o Allow the student to look at, touch, or take a book from a selection of two when the teacher asks, "Show me your favorite." Then the teacher writes (I.e., Jack's favorite is "Three Little Pigs").
- **Videos**
  - o YouTube by Teaching Without Frills
    - ▪ [Opinion Writing for Kids | Episode 1 | What Is It?](#)
  - o YouTube by Nancy Fetzer
    - ▪ [Opinion Writing Lesson Second Grade](#)
  - o YouTube by Kimberley Stapf
    - ▪ [Opinion Writing Sentence Starters](#)
  - o YouTube by Kathryn Clancy
    - ▪ [What is Opinion Writing](#)
    - ▪ [How Do We Support Our Opinions?](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Writing
CONCEPT: Text Types and Purposes

Standard	Performance Objectives
A.W.2.2 With guidance and support, select a topic and use drawing, dictation, or writing to compose a message with one fact about the topic.	**A.W.2 2.a** Select a topic and use drawing, dictation, or writing to compose a message with one fact about the topic.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.W.2.2.a (A) Select a topic and use drawing, dictation, or writing to compose a message with one fact about the topic.	**A.W.2.2.a** (B) Select a topic and use drawing or writing to compose a message with one fact about the topic.	**A.W.2.2.a** (C) Select a topic and use drawing to compose a message with one fact about the topic.

Real World Connections:
- Provide information about a topic.
- Discover topics of interest.
- Write about favorite topics
- Select books based on topic.
- Explore tools for drawing, writing, and self-expression.
- Understand that oral language is translated into written language.

Vocabulary:
- Dictate
- Draw
- Fact
- Topic
- Write

Resources:
- **Websites, articles, and other collections**
  - Microsoft (Microsoft.com)
    - Dictate Text Using Speech Recognition
  - Primary Learning (primarylearning.org)
    - W.2.2 Worksheets and Pintables
  - Reading Rockets (readingrockets.org)
    - How to Teach Expository Text Structure to Facilitate Reading Comprehension
  - Better Lesson (betterlesson.com)
    - W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
  - Education.com [requires a free account] education.com)

- W.2.2 Worksheets, Workbooks, Lesson Plans, and Games
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - W.2.2 Lesson Plan Templates
  - o Teacher Vision [requires a free account] (teachervision.com)
    - Second Grade Writing Activities Resources
  - o Nearpod [requires a free account [requires a free account] (nearpod.com)
    - Resource Library for Mississippi Standard W.2.2
- **Activities**
  - o Look through a photo album parents send in from home and select a picture (e.g., the beach) then have the student write about it.
  - o Given a familiar topic such as a favorite TV show, have the student draw a picture of a character in the show and complete a frame sentence using a word bank: "<Name of character> is <one fact>." (e.g., "Elmo is red." or "Elmo is hungry.").
  - o Given a topic from a recently completed classroom activity, within a small group have the student tell the teacher one thing that happened during the activity as the teacher writes a repeated line of text, "One thing we did was … Another thing we did was . . . . We also did . . ."
  - o Select a topic based on a bulletin board in the classroom about life cycles, then ask the student to draw a picture of a frog Tell a peer to write frog next to the picture or add a picture of a tadpole.
  - o Look through a photo album parents have sent in from home and select a picture of the beach and then have the student dictate a fact about the picture for the teacher to write: "The beach is hot." or "The beach has water."
- **Videos**
  - o YouTube by Teaching Without Frills
    - Informational Writing for Kids Playlist Episodes 1 - 8
  - o YouTube by GrammarSongs by Melissa
    - Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What is Main Idea?
  - o YouTube by BrainPOP
    - Main Idea
  - o YouTube by Educational Jar
    - Main Idea and Supporting Details
  - o YouTube by Kindergarten Smes
    - Writing a Story Using Picture Prompts

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Writing
CONCEPT: Text Types and Purposes

Standard	Performance Objectives
A.W.2.3 With guidance and support, select an event or personal experience and use drawing, writing, or dictating to compose a message about the experience.	**A.W.2.3.a** Select an event or personal experience and use drawing, writing, or dictating to compose a message about the experience.

I Can Statements

MOST COMPLEX ⬅————————————————➡ LEAST COMPLEX

A.W.2.3.a (A) Select an event or personal experience and use drawing, writing, or dictating to compose a message about the experience.	A.W.2.3.a (B) Select an event or personal experience and use drawing or writing to compose a message about the experience.	A.W.2.3.a (C) Select an event or personal experience and use drawing to compose a message about the experience.

Real World Connections:
- Use drawings to explain text.
- Use drawings to decode text (e.g., pedestrian crossing).
- Use drawings to further understand an idea.
- Explore tools for drawing, writing, and self-expression.
- Understand that oral language is translated into written language.

Vocabulary:
- Compose
- Dictate
- Draw
- Event
- Experience
- Fact
- Message
- Personal
- Topic
- Write

Resources:
- **Websites, articles, and other collections**
  - Microsoft (Microsoft.com)
    - [Dictate Text Using Speech Recognition](#)
  - Big Learners (biglearners.com)
    - [W.2.3 Second Grade English Worksheets](#)
  - Education.com [requires a free account] (education.com)
    - [W.2.3 Worksheets, Workbooks, Lesson Plans, and Games](#)
  - Goal Book Pathways]requires an account] (goalbookapp.com)
    - [W.2.3 Narrative Writing](#)
  - Better Lesson (betterlesson.com)
    - [W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.](#)
  - E-Reading Worksheets (ereadingworksheets.com)
    - [Narrative Essay Topics and Story Ideas](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe](#)

> actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
> - o Education.com [requires a free account] (education.com)
>   - ▪ W.2.3 Worksheets, Workbooks, Lesson Plans, and Games
> - o Share My Lesson [requires a free account] (sharemylesson.com)
>   - ▪ W.2.3 Lesson Plan Templates
> - o Teacher Vision [requires a free account] (teachervision.com)
>   - ▪ Second Grade Creative Writing Activity Resources
> - o Nearpod [requires a free account [requires a free account] (nearpod.com)
>   - ▪ Resource Library for Mississippi Standard W.2.3
> - **Activities**
>   - o Have the student select and event (i.e., going to a baseball game) then ask them to write about going to the baseball game using a computer..
>   - o Ask a student to tell the teacher about a trip to the pet shop and draw a picture of it when asked.
>   - o Allow the student to look through digital photos the teacher took while the students completed a class project, that ask them to select a picture and write a comment to go with the picture.
>   - o Following an in-class cooking experience, have the student name the activity (i.e., "making cookies"), and describe what was done (i.e., "we made sugar cookies"), and describe how it felt (i.e., "the dough was sticky"), and tell how they liked it (i.e., I liked them).
> - **Videos**
>   - o YouTube by Teaching Without Frills
>   - ▪ Writing a Personal Narrative: Brainstorming a Story for Kids
>   - o YouTube by SanBdoCitySchools
>   - ▪ Narrative Writing Strategies for Second Grade Students
>   - o YouTube by Kindergarten Smes
>   - ▪ Writing a Story Using Picture Prompts

(No Alternate Standard for W.2.4)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Writing
CONCEPT: Production and Distribution of Writing

Standard	Performance Objectives
A.W.2.5 With guidance and support from adults and peers, add more information to personal drawing, dictation, or writing to strengthen the message.	**A.W.2 5.a** Add more information to personal drawing, dictation, or writing to strengthen the message.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.W.2 5.a (A) Add more information to personal drawing, dictation, or writing to strengthen the message.	**A.W.2 5.a** (B) Add more information to personal drawing or writing to strengthen the message.	**A.W.2 5.a** (C) Add more information to personal drawing to strengthen the message.

Real World Connections:	Vocabulary:	
• Use a map. • Label drawings to provide clarity. • Understand that oral language is translated into written language. • Following directional signs.	• Adult • Dictate • Draw • Message	• Peer • Strengthen • Support • Write

Resources:
- **Websites, articles, and other collections**
  - Goal Book Pathways]requires an account] (goalbookapp.com)
    - W.2.5 Revise and Edit
  - Big Learners (biglearners.com)
    - W.2.5 Second Grade English Worksheets
  - Better Lesson (betterlesson.com)
    - W.2.5With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
  - Education.com [requires a free account] (education.com)
    - W.2.5 Worksheets, Workbooks, Lesson Plans, and Games
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - W.2.5 Lesson Plan Templates
  - Teachers Pay Teachers (teacherspayteachers.com)
    - Writing Traits: Ideas and Details Brainstorming Graphic Organizer (free)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Writing
CONCEPT: Production and Distribution of Writing

- **Activities**
  - Allow the student to share some writing with a peer who helps the student add more by dictating the spelling of words the student wants to add.
  - Have the student add information to a previous writing activity with peer assistance (e.g., Look through his or her writing folder and select a story the student started the previous week. After sharing it with peers, they help the student think of information to add and help him or her add it.).
  - After writing about a favorite story and being directed by the teacher to look in the book for more details, ask the student to add additional facts.
  - Ask the student to dictate a sentence for the teacher to write. When the teacher asks for clarification (e.g., "Tell me when that happened."), have the student dictate more to clarify.
  - Allow the student to add information to a drawing with peer assistance (e.g., The student shares a picture he or she has drawn with some peers when they make suggestions that he or she add more and the student adds more random marks to the picture.).
- **Videos**
  - YouTube Video by Teaching Without Frills
    - [Editing Writing for Kids! |First and Second Grade](#)
    - [Editing Your Writing for Kids - Video for Elementary Students](#)
  - YouTube by Audra Kahne
    - [CUPS Editing](#)
  - YouTube by Audra Kahne
    - [ARMS Revising](#)
  - YouTube by Mallory Unsell
    - [Revising & Editing 101](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Writing
CONCEPT: Production and Distribution of Writing

Standard	Performance Objectives
A.W.2.6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	**A.W.2.6.a .W.2.6.a** Use technology (including assistive technologies) to produce and publish writing.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.W.2.6.a (A) With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	**A.W.2.6.a** (B) With guidance and support from adults and peers, use technology (including assistive technologies) to produce writing.	**A.W.2.6.a** (C) With guidance and support from adults and peers, use technology (including assistive technologies) illustrate writing.

Real World Connections:
- Explore tools for drawing, writing, and self-expression.
- Do homework on a computer.
- Use Google Docs for group writing.
- Enhance or emphasize text when writing (e.g., fonts, bold, italicized).
- Spell-check a document.
- Insert clipart into documents.

Vocabulary:
- Adult
- Board Maker
- Clip Art
- Desktop
- Illustrate
- IPad
- Laptop
- Peer
- Produce
- Publish
- Smart Television
- Technology
- Write

Resources:
- **Websites, articles, and other collections**
  - Big Learners (biglearners.com)
    - Using Digital Tools
  - Teacher Pay Teachers [requires an account] (teacherspayteachers.com)
    - Spring Writing Activities (free)
  - Reading Rockets (readingrockets.org)
    - Dictation
  - Better Lesson (betterlesson.com)
    - [W.2.6 W.2.6With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.](W.2.6)
  - Teach Thought (teachthought.com)
    - 10 Ideas for Using Technology to Teach Writing
  - PBS Learning Media (mpb.pbslearningmedia.org)

- ▪ [W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.](#)
  - o Education.com [requires a free account] (education.com)
    - ▪ [W.2.6 Worksheets, Workbooks, Lesson Plans, and Games](#)
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ [W.2.6 Lesson Plan Templates](#)
  - o YouTube by USATestprep Channel
    - ▪ [Digital Tools](#)
  - o KQED [requires a free account] (kqed.org)
    - ▪ [18 Digital Tools and Strategies That Support Students' Reading and Writing](#)
  - o Goal Book Pathway (goalbookapp.com)
    - ▪ [W.2.6 Use Digital Tools](#)
- **Activities**
  - o Have the student use a combination of pictures, word banks, and letter-by-letter spelling to produce a list of peers who worked on the project so it can be hung up with the project.
  - o Using a talking word processor with word prediction software, have the student write words and phrases about himself or herself for inclusion in a class book.
  - o Allow the student to write using an alternative keyboard preprogrammed by the teacher with words and phrases to write a response to a book to publish in the class' book of book reviews.
  - o Allow the student to use assistive technology to write back and forth with a parent volunteer in a digital written conversation environment (e.g., e-mail, text message).
- **Videos**
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [Videos - ELA Writing Using Technology to Produce and Publish](#)
  - o YouTube by Cambridge English
    - ▪ [Teach with digital – using digital tools to improve writing](#)
  - o YouTube by Teaching without Frills
    - ▪ [Writing a Personal Narrative: Publishing for Kids](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Writing
CONCEPT: Research to Build and Present Knowledge

Standard	Performance Objectives
A.W.2.7 Participate in shared research and writing projects.	**A.W.2.7.a** Participate in shared research and writing projects.

I Can Statements

MOST COMPLEX ←——————————————————————————————→ LEAST COMPLEX

A.W.2.7.a (A) Participate in shared research and writing projects.	**A.W.2.7.a** (B) Participate in shared writing projects.	**A.W.2.7.a** (C) Recognize shared writing projects.

Real World Connections:	**Vocabulary:**	
- Research information about a topic of interest. - Translate what is learned into text. - Participate in group work. - Share information with others. - Learn how to use research tools.	- Participate - Project - Research	- Share - Write

Resources:
- **Websites, articles, and other collections**
  - Better Lesson (betterlesson.com)
    - W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
  - Education.com [requires a free account] (education.com)
    - W.2.7 Worksheets, Workbooks, Lesson Plans, and Games
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
  - Teacher Vision [requires a free account] (teachervision.com)
    - 2nd Grade Writing Research Papers Activities Resources
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - W.2.7 Lesson Plan Templates
- **Activities**
  - Allow the students to identify pictures and words to include in a shared research project on a familiar topic.
  - Have the student select the topic of the research project and choose words or ideas to include.
  - Have the student read along with one or more talking digital books about bears, and with a peer, write two interesting facts about each.

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Writing
CONCEPT: Research to Build and Present Knowledge

- o Allow the student to select the topic of the research project, invite a peer to join in the research, gather three books on the selected topic from the library, read and listen to them together, and write one or two ideas learned.
- o Given a premade set-up by the teacher on an alternative keyboard or onscreen keyboard, all the student to select words and pictures to add to a shared research and writing project.

- **Videos**
  - o YouTube by Teaching Without Frills
    - ▪ How to Write a Research Paper for Kids | Episodes 1 – 5 Playlist
  - o YouTube by The EdTech Show with Dan Spada
    - ▪ Teaching Students How to Research
  - o YouTube by Siraj Raval
    - ▪ How to Write a Research Paper

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Writing
CONCEPT: Research to Build and Present Knowledge

Standard	Performance Objectives
A.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.	**A.W.2.8.a** Identify information related to personal experiences and answer simple questions about those experiences.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.W.2.8.a (A) Identify information related to personal experiences and answer simple questions about those experiences.	**A.W.2.8.a** (B) Match information related to personal experiences.	**A.W.2.8.a** (C) Identify personal experiences.

Real World Connections:
- Recall information from experiences to answer questions.
- Use personal experiences to help with writing.
- Select personal experiences that best represents parts of themselves.
- Use experiences to write personal narratives.
- Recall information from experiences to answer questions.
- Generate ideas through from their experiences.

Vocabulary:
- Experience
- Information
- Personal
- Question
- Relate

Resources:
- **Websites, articles, and other collections**
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - W.2.8 Lesson Plan Templates
  - Better Lesson (betterlesson.com)
    - W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
  - Education.com [requires a free account] (education.com)
    - W.2.8 Worksheets
    - Story Starters: Write about Your Family Worksheet
    - My Friends Worksheet
  - Teacher Vision [requires a free account] (teachervision.com)
    - 2nd Grade Writing Worksheets Resources
  - Reading Rockets (readingrockets.org)
    - Question-Answer Relationship (QAR)
- **Activities**

- o Have the student work with peers to recall information from a field trip and use the information to answer questions (e.g., The teacher gives small groups of children a list of questions to answer about a field trip, the student works with peers to recall information about the field trip and then uses that information to answer the questions).
- o Allow the student to listen to an electronic book with a peer and then draw, write, or dictate answers to who, what, and where questions about the text.
- o Identify from a list of things that happened on a field trip to answer questions (e.g., The teacher gives small groups of children a list of questions to answer about a field trip, peers read the questions one-at-a-time, make a list of what they remember, ask the student to identify which things he or she remembers, and then use that information to answer the questions.).
- o After the teacher prepares a set-up on an interactive whiteboard for students to use in recoding their experiences from a science project, have the student identify the pictures that reflect what happened and then move them to the correct location to respond to the teacher's questions.
- o Have the student use a picture/label schedule to recall the activities of the day and answer the question, "What did you do today?"

- **Videos**
  - o YouTube by Teaching Without Frills
    - Asking and Answering questions: Reading Literature
  - o YouTube by Common Sense Education
    - Private and Personal Information
  - o YouTube by eSparkLearningVideos
    - Asking and Answering Questions: Reading Literature

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

Standard	Performance Objectives
A.SL.2.1 Participate in conversations with adults and peers.	**A.SL.2.1.a** Engage in multiple-turn exchanges with peers with support from an adult. **A.SL.2.1.b** Build on others' talk in conversations by linking their comments to the remarks of others. **A.SL.2.1.c** Ask for clarification and further explanation as needed about the topics and texts under discussion.

I Can Statements		
MOST COMPLEX ←	→	LEAST COMPLEX
A.SL.2.1.a (A) Engage in multiple-turn exchanges with peers with support from an adult.	**A.SL.2.1.a** (B) Engage in multiple-turn exchanges with a peer with support from an adult.	**A.SL.2.1.a** (C) Use non-verbal responses in multiple-turn exchanges with support from an adult.
A.SL.2.1.b (A) Build on others' talk in conversations by linking their comments to the remarks of others.	**A.SL.2.1.b** (B) Build on others' talk in conversations by linking a comment to the remark of others.	**A.SL.2.1.b** (C) Acknowledge another's remark in a conversation.
A.SL.2.1.c (A) Ask for clarification and further explanation as needed about the topics and texts under discussion.	**A.SL.2.1.c** (B) Ask for clarification about one topic.	**A.SL.2.1.c** (C) Indicate that more information is needed.

Real World Connections:	Vocabulary:	
• Participate in conversations with community helpers. • Participate in conversations with family and/or friends. • Ask for help with an assignment.	• Ask • Clarify • Conversation	• Explain • Respond • Talk

Resources:
- **Websites, articles, and other collections**
  - Laura Candler's Teaching Resources (lauracandler.com)
    - Teaching Kids How to Have Real Discussions
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - Share My Lesson [requires a free account] (sharemylesson.com)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

- SL.2.1 Lesson Plan Templates
  - o Better Lesson (betterlesson.com)
    - SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - o Education.com [requires a free account] (education.com)
    - SL.2.1 Worksheets, Workbooks, Lesson Plans, and Games
- **Activities**
  - o Create scenarios for student discussion.
  - o Give students a problem that requires conversation to solve.
  - o After shared reading of a fable in a small group, allow the students to take turns talking about the fable with the teacher's involvement.
  - o During lunchtime, communicate about the weekend taking multiple turns with peers and adults who are sitting at the table.
  - o Have the student select from an array of pictures to indicate a favorite character in a story.
  - o During snack time when a peer starts talking about a favorite TV show, allow the student to add more by selecting the name of their favorite show from a multiple message communication system.
- **Videos**
  - o YouTube by Laura Candler
    - Discussion Connections Explanation
  - o YouTube by Kristine Karcher
    - Social Skills Video - Having a Conversation

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

Standard	Performance Objectives
A.SL.2.2 During shared reading activities, ask and answer questions about details presented orally or through other media.	**A.SL.2.2.a** Ask and answer questions that relate to information presented orally.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

A.SL.2.2.a (A) Ask and answer questions that relate to information presented orally.	**A.SL.2.2.a** (B) Ask a question that relates to information presented orally.	**A.SL.2.2.a** (C) Repeat an answer to a question that relates to information presented orally.

Real World Connections:	Vocabulary:	
• Ask for help when directions are given orally. • Ask questions about a story or other information that is read aloud.	• Answer details • Ask • Clarify	• Orally • Relate

Resources:
- **Websites, articles, and other collections**
  - *This is Not My Hat* by Jon Klassen
  - Scholastic Parents (www.scholastic.com)
    - [7 Important Questions to Ask Your Child During Story Time](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [SL.2.2 Lesson Plan Templates](#)
  - Better Lesson (betterlesson.com)
    - [Sl.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.](#)
  - Education.com [requires a free account] (education.com)
    - [SL.2.2 Worksheets, Workbooks, Lesson Plans, and Games](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard SL.2.2](#)

- **Activities**
  - Provide students with opportunities to hear stories or directions read aloud.

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

- o Have the student pick from choices to answer questions about key details presented in a story read aloud (e.g., "What did Cindy want to do?").
  - o Ask questions after reading aloud.
  - o Allow the student to select the picture symbol from an array to answer a question about a video clip after the teacher stops the video on the key scene.
  - o Share videos of read-a-louds and have students ask and answer questions about what they heard.
- **Videos**
  - o YouTube by Teaching Without Frills
    - Asking and Answering Questions
  - o YouTube by Education Galaxy
    - Reading - Ask and Answer Questions

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

Standard	Performance Objectives
A.SL.2.3 Answer questions about the details provided by the speaker.	**A.SL.2.3.a** After listening to a speaker, respond to questions to provide details about the topic.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.SL.2.3.a (A) After listening to a speaker, respond to questions to provide details about the topic.	**A.SL.2.3.a** (B) After listening to a speaker, respond to a question to provide a detail about the topic.	**A.SL.2.3.a** (C) After listening to a speaker, repeat an answer to a question to provide a detail about the topic.

Real World Connections:	Vocabulary:	
• Interpret directions given over the loudspeaker. • Respond correctly to directions given out loud.	• Aloud • Answer • Ask	• Detail • Listen • Speaker

Resources:
- **Websites, articles, and other collections**
  - Scholastic Parents (www.sholastic.com)
    - [7 Important Questions to Ask Your Child During Story Time](.)
  - Reading Rockets (readingrockets.org)
    - [Speaking and Listening in Content Area Learning](.)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [Literacy.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.](.)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [SL.2.3 Lesson Plan Templates](.)
  - Better Lesson (betterlesson.com)
    - [SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.](.)
  - Education.com [requires a free account] (education.com)
    - [SL.2.3 Worksheets, Workbooks, Lesson Plans, and Games](.)
- **Activities**
  - Provide students with opportunities to hear stories or directions read aloud.
  - Ask questions after reading aloud.

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Speaking and Listening
CONCEPT: Presentation of Knowledge and Ideas

- o After the teacher assigns daily jobs to students (e.g., lunch line leader, time reporter, deliver absentee list to the office), allow the student to identify one of two or three symbols that represents his/her job for the day.
  - o Share videos of read-a-louds and have students ask and answer questions about what they heard.
- **Videos**
  - o YouTube by Teaching Without Frills
    - ▪ Asking and Answering Questions
  - o YouTube by Education Galaxy
    - ▪ Reading - Ask and Answer Questions

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Standard	Performance Objectives
A.SL.2.4 Identify a photograph or object that reflects a personal experience and tell one detail about it.	**A.SL.2.4.a** Connect a photograph or object to a personal experience.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.SL.2.4.a (A) Connect a photograph or object to a personal experience.	**A.SL.2.4.a** (B) Draw a picture to reflect a personal experience.	**A.SL.2.4.a** (C) Recognize an item related to a personal experience.

Real World Connections:	Vocabulary:	
- Using photographs to discuss memories. - Telling the significance of a favorite toy or blanket. - Sharing about trips or vacations.	- Discuss - Experience - Important	- Object - Personal - Photograph

Resources:
- **Websites, articles, and other collections**
  - Reading Rockets (www.readingrockets.org)
    - Comprehension: Activities for Your First Grader
  - Teach Starter (www.teachstarter.com)
    - 10 Activities to Teach the Skills of Speaking and Listening
  - NAEYC (www.naeyc.org)
    - Collaborative Conversations: Speaking and Listening in the Primary Grades
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - SL.2.4 Lesson Plan Templates
  - Better Lesson (betterlesson.com)
    - SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent

> sentences.
>
> - o Education.com [requires a free account] (education.com)
>   - ▪ SL.2.4 Worksheets, Workbooks, Lesson Plans, and Games
> - o Nearpod [requires a free account] (nearpod.com)
>   - ▪ Resource Library for Mississippi Standard SL.2.4
>
> - **Activities**
>   - o Ask students to connect a personal experience to a photograph or object you share.
>   - o Have a student select a photo of a trip to a waterpark then use the photo to tell about the park (e.g., what was there or favorite part of the park).
>   - o Have the student bring a photo from a family trip and use the picture to tell about what happened.
>   - o Ask students questions about their experiences and how they related to the photograph or object.
>
> - **Videos**
>   - o YouTube by English Rankers
>   - ▪ Identify object based on picture or description
>   - o YouTube by Susan Jones Teaching
>   - ▪ Speaking and Listening Skills for Kindergarten, First, and Second Grade

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Standard	Performance Objectives
A.SL.2.5 Select visual, audio, or tactual representations to depict a personal experience.	**A.SL.2.5.a** Connect visual representations to personal experiences. **A.SL.2.5.b** Connect audio representations to personal experiences. **A.SL.2.5.c** Connect tactual representations to personal experiences.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
A.SL.2.5.a (A) Connect visual representations to personal experiences.	**A.SL.2.5.a** (B) Connect a visual representation to a personal experience.	**A.SL.2.5.a** (C) Recognize a visual representation of a personal experience.
A.SL.2.5.b (A) Connect audio representations to personal experiences.	**A.SL.2.5.b** (B) Connect an audio representation to a personal experience.	**A.SL.2.5.b** (C) Recognize an audio representation of a personal experience.
A.SL.2.5.c (A) Connect tactual representations to personal experiences.	**A.SL.2.5.c** (B) Connect a tactual representation to a personal experience.	**A.SL.2.5.c** (C) Recognize a tactual representation of a personal experience.

Real World Connections:
- Singing a song from a school play or concert.
- Matching seasonal pictures to the holiday that is celebrated in them.
- Using a 3D object as a visual aid when telling a story.

Vocabulary:
- Audio
- Connect
- Experience
- Personal
- Tactual
- Recognize
- Representations
- Visual

Resources:
- **Websites, articles, and other collections**
  - Reading Rockets (readingrockets.org)
    - [Visual Imagery](#)
  - Edutopia (Edutopia.org)
    - [Brain Movies: When Readers Can Picture It, They Understand It](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [SL.2.5 Lesson Plan Templates](#)
  - Better Lesson (betterlesson.com)
    - [SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.](#)

- Education.com [requires a free account] (education.com)
  - SL.2.5 Worksheets, Workbooks, Lesson Plans, and Games
- **Activities**
  - Ask students to match images of celebrations with a holiday.
  - Have students bring representations of personal experiences to share and discuss with classmates.
  - Locate common objects and ask students what experiences they envision when they see them.
- **Videos**
  - YouTube by Jack Hartmann Kids Music Channel
    - Be a Whole Body Listener
  - YouTube by The Balanced Literacy Diet
    - Visualize It!: Improving Comprehension through Visualizing Comparisons

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Standard	Performance Objectives
A.SL.2.6 Combine words when communicating to provide clarification.	**A.SL.2.6.a** Speak in sentences to clarify parts of a story.

I Can Statements

MOST COMPLEX ⟵――――――――――――――――――――――――――――――――⟶ LEAST COMPLEX

A.SL.2.6.a (A) Speak in sentences to clarify parts of a story.	**A.SL.2.6.a** (B) Use more than one word to clarify parts of a story.	**A.SL.2.6.a** (C) Relay information about a story using more than one gesture.

Real World Connections: - Making sure community helpers understand to help with a need. - Using descriptive words to help others understand a message.	**Vocabulary:** - Clarify - Describe - Need - Speak - Want - Words

Resources:
- **Websites, articles, and other collections**
  - Reading Rockets (readingrockets.org)
    - [Visual Imagery](#)
  - Edutopia (Edutopia.org)
    - [Brain Movies: When Readers Can Picture It, They Understand It](#)
  - Nancy Bailey's Education Website (nancyebailey.com)
    - [Helping Students with Self-Expression](#)
  - LD Resources Foundations, Inc. (www.ldrfa.org)
    - [How Art Therapy Helps People with ADHD, LD, and Autism](#)
  - Firstcry Parenting (parenting.firstcry.org)
    - [Tips for Encouraging Young Children to Express Verbally](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [SL.2.6 Lesson Plan Templates](#)
  - Better Lesson (betterlesson.com)
    - [SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.](#)
  - Education.com [requires a free account] (education.com)
    - [SL.2.6 Worksheets, Workbooks, Lesson Plans, and Games](#)

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- o Nearpod [requires a free account] (nearpod.com)
  - ▪ [Resource Library for Mississippi Standard SL.2.4](#)
- Activities
  - o Have students describe what they would like to receive as a gift using more than one word to clarify.
  - o Ask students to share a personal experience and answer questions using more than one word.
- **Videos**
  - o YouTube by The Balanced Literacy Diet
    - ▪ [Visualize It!: Improving Comprehension through Visualizing Comparisons](#)
  - o Study.com
    - ▪ [Clarifying While Reading: Lesson for Kids](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Language
CONCEPT: Conventions of Standard English

Standard	Performance Objectives
A.L.2.1 Demonstrate understanding of letter and word use.	**A.L.2.1.a** Identify all uppercase letters. **A.L.2.1.b** Use common nouns (e.g., mom, dad, boy, girl) in communication. **A.L.2.1.c** Use frequently occurring pronouns to refer to self and others (e.g., we, they, her, them). **A.L.2.1.d** Use frequently occurring verbs. **A.L.2.1.e** Use frequently occurring adjectives. **A.L.2.1.f** Combine two or more words together in communication.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

A.L.2.1.a (A) Identify all uppercase letters.	**A.L.2.1.a** (B) Trace upper case letters.	**A.L.2.1.a** (C) Attend to uppercase letters being written.
A.L.2.1.b (A)Use common nouns (e.g., mom, dad, boy, girl) in communication.	**A.L.2.1.b** (B) Use nouns I know when I communicate.	**A.L.2.1.b** (C) Attend to nouns when someone reads to me.
A.L.2.1.c (A)Use frequently occurring pronouns to refer to self and others (e.g., we, they, her, them).	**A.L.2.1.c** (B) Use pronouns I know when I communicate about myself and others.	**A.L.2.1.c** (C) Attend to pronouns when someone reads to me about myself and others.
A.L.2.1.d (A)Use frequently occurring verbs.	**A.L.2.1.d** (B) Use verbs I know when I communicate	**A.L.2.1.d** (C) Attend to verbs when someone reads to me.
A.L.2.1.e (A)Use frequently occurring adjectives.	**A.L.2.1.e** (B) Use adjectives I know when I communicate.	**A.L.2.1.e** (C) Attend to adjectives when someone reads to me.
A.L.2.1.f (A)Combine two or more words together in communication.	**A.L.2.1.f** (B) Put together two or more words using pictures or objects.	**A.L.2.1.f** (C) Put together two or more words (using pictures or objects) that match the one given to me.

Real World Connections:
- Use words to communicate wants and needs.
- Communicate with family and friends effectively.
- Compose complete sentences when communicating.

Vocabulary:
- Adjective
- Common
- Communicate
- Letter use
- Noun
- Pronoun
- Verb
- Word use

Resources:

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Language
CONCEPT: Conventions of Standard English

- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - [Doing It Differently: Tips for Teaching Vocabulary](#)
  - Do2Learn (do2learn.com)
    - [Literacy](#)
  - Reading Rockets
    - [Word Decoding and Phonics](#)
  - The Autism Helper
    - [Word Knowledge and Use](#)
  - Better Lesson (betterlesson.com)
    - [L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.](#)
  - Education.com [requires a free account] (education.com)
    - [L.2.1 Workbooks, Lesson Plans, and Games](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.](#)
    - [What are collective nouns?](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [L.2.1 Lesson Plan Templates](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard L.2.1.b](#)
    - [Resource Library for Mississippi Standard L.2.1.c](#)
    - [Resource Library for Mississippi Standard L.2.1.d](#)
    - [Resource Library for Mississippi Standard L.2.1.e](#)
    - [Resource Library for Mississippi Standard L.2.1.f](#)
  - Big Learners (biglearners.com)
    - [L.2.1.b: Second Grade English Language Arts Worksheets](#)
    - [L.2.1.d: Second Grade English Language Arts Worksheets](#)
    - [L.2.1.e: Second Grade English Language Arts Worksheets](#)
    - [L.2.1.f: Second Grade English Language Arts Worksheets](#)
  - Engage[ny] (engageny.org)
    - [RI.K.1 Curriculum Documents](#)
  - Tutorified (tutorified.com)
    - [L.2.1 2nd Grade ELA Worksheets](#)
    - [L.2.1.a Collective Nouns Worksheets](#)

COURSE: Alternate English Language Arts Second Grade
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CONCEPT: Conventions of Standard English

- L.2.1.b Irregular Plural Nouns
- L.2.1.c Reflexive Pronouns
- L.2.1.d Verbs
- L.2.1.e Adjectives
- L.2.1.f Subject and Predicate

- **Activities**
  - Have the student use a keyboard or communication device to produce two- and three-letter words (e.g., names, common nouns, words spelled with invented spelling such as kat for cat or bak for back).
  - Have the student use technology and tools to produce all letters.
  - Ask the student to use a writing tool to produce the first letter of their name.
  - Have the student identify individuals using a frequently occurring noun such as mom, dad, boy, or girl, to the teacher using their routine mode of communication.
  - Ask the student to point to an object or person when named by an adult (e.g., Asked "Where is your coat?," points to it.).
  - Ask the student to use frequently occurring pronouns to refer to self and others (e.g., *we*, *they*, *him*, *her*, *them*, etc.)
  - When asked to tell about past events, prompt the student to respond with past tense verbs such as went, saw, played, and watched.
  - Have the student interact with objects of different colors, shapes, and textures and respond to questions about the objects.
- **Videos**
  - Teachable Teacher
    - Five Fabulous Videos for Learning Letter Sounds
  - YouTube by dcpublicschools
    - Second Grade: Fun with Phonics Day 1
  - YouTube by PGSD
    - 2nd grade/Language/L.2.1.d Past Tense Irregular Verbs
  - YouTube by Homeschool Pop
    - Language Arts Learning Videos for Kids | Nouns, Verbs and More!
  - YouTube by Flocabulary
    - What are Pronouns?

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Language
CONCEPT: Conventions of Standard English

Standard	Performance Objectives
A.L.2.2 Demonstrate emerging understanding of conventions of standard English.	**A.L.2.2.a** Capitalize the first letter of familiar names. **A.L.2.2.b** Use commas in dates. **A.L.2.2.c** Not applicable **A.L.2.2.d** Identify printed rhyming words with the same spelling pattern. **A.L.2.2.e** Consult print in the environment to support reading and spelling.

I Can Statements

MOST COMPLEX ⬅➡ LEAST COMPLEX

A.L.2.2.a Capitalize the first letter of familiar names.	**A.L.2.2.a** (B) Capitalize the first letter of two names I know.	**A.L.2.2.a** (C) Capitalize the first letter of my name.
A.L.2.2.b (A) Use commas in dates.	**A.L.2.2.b** (B) Identify commas in dates.	**A.L.2.2.b** (C) Select a comma in a date.
A.L.2.2.d (A) Identify printed rhyming words with the same spelling pattern.	**A.L.2.2.d** (B) Identify two rhyming words in print.	**A.L.2.2.d** (C) Choose one word that rhymes with a word.
A.L.2.2.e (A) Consult print in the environment to support reading and spelling.	**A.L.2.2.e** (B) Find three words in my classroom that help me read and write.	**A.L.2.2.e** (C) Attend to words in my classroom.

Real World Connections:
- Write effectively.
- Communicate needs and wants.
- Ask for help when needed.

Vocabulary:
- Capitalize
- Comma
- Conventions
- Consult
- Environment
- Familiar names
- Rhyming words
- Spelling pattern
- Standard English

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - [Doing It Differently: Tips for Teaching Vocabulary](#)
  - Do2Learn (do2learn.com)
    - [Literacy](#)
  - English Worksheets Land (Englishworksheetsland.com)
    - [Capitalizing Holidays, Products, and Geographic Names – Worksheet [L.2.2.A]](#)
  - Reading Rockets
    - [Word Decoding and Phonics](#)

COURSE: Alternate English Language Arts Second Grade
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- The Autism Helper
  - [Teaching Grammar: Making It Interactive](#)
- Better Lesson (betterlesson.com)
  - [L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.](#)
- Education.com [requires a free account] (education.com)
  - [L.2.2 Workbooks, Lesson Plans, and Games](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [Grade 2 CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.2.2 Lesson Plan Templates](#)
- Nearpod [requires a free account] (nearpod.com)
  - [Resource Library for Mississippi Standard L.2.2.a](#)
  - [Resource Library for Mississippi Standard L.2.2.a](#)
  - [Resource Library for Mississippi Standard L.2.2.c](#)
  - [Resource Library for Mississippi Standard L.2.2.d](#)
- Big Learners (biglearners.com)
  - [L.2.2.a: Second Grade English Language Arts Worksheets](#)
  - [L.2.2.b: Second Grade English Language Arts Worksheets](#)
  - [L.2.2.c: Second Grade English Language Arts Worksheets](#)
  - [L.2.2.d: Second Grade English Language Arts Worksheets](#)
  - [L.2.2.e: Second Grade English Language Arts Worksheets](#)
- Engage[ny] (engageny.org)
  - [L.2.2 Curriculum Documents](#)
- Tutorified (tutorified.com)
  - [L.2.2.a Capital Letters](#)
  - [L.2.2.b Commas in the Beginning and End of Letters](#)
- **Activities**
  - Have the student sort printed rhyming words with the same spelling pattern
  - Have a scavenger hunt to match words to things in the environment.
- **Videos**
  - You Tube by Megan Rodney
    - [2nd Grade Conventions](#)
  - YouTube by JamesESL English Lessons (engVid)

COURSE: Alternate English Language Arts Second Grade
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- Basic English Grammar: Parts of Speech – noun, verb, adjective, pronoun, adverb...

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Language
CONCEPT: Knowledge of Language

Standard	Performance Objectives
A.L.2.3 Use language to achieve desired outcomes when communicating.	**A.L.2.3.a** Use language to achieve desired outcomes when communicating.

I Can Statements

MOST COMPLEX ⟵――――――――――――――――――――――――――⟶ LEAST COMPLEX

A.L.2.3.a (A) Use language to achieve desired outcomes when communicating.	**A.L.2.3.a** (B) Use language to communicate two or more desired outcomes..	**A.L.2.3.a** (C) Respond to a question to communicate a desired outcome.

Real World Connections:	**Vocabulary:**
- Use language to communication through written words, conversations, signs, symbols, etc. - Use the spoken word and nonverbal cues to communicate. - Express needs or get things done. - Tell others what you want them to do or what you want to do.	- Communicate - Desired outcomes - Language - Cue

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - [Doing It Differently: Tips for Teaching Vocabulary](#)
  - Do2Learn (do2learn.com)
    - [Literacy](#)
  - English Worksheets Land (Englishworksheetsland.com)
    - [L.2.3 Informal vs. Formal Uses of English Worksheets](#)
  - Reading Rockets
    - [Word Decoding and Phonics](#)
  - The Autism Helper
    - [Word Knowledge and Use](#)
  - Engage[ny] (engageny.org)
    - [L.2.3 Curriculum Documents](#)
  - Better Lesson (betterlesson.com)
    - [L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)

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- ▪ [L.2.3 Lesson Plan Templates](#)
- **Activities**
  - o When teaching new vocabulary words, have the student use newly acquired vocabulary in a simple sentence or phrase in correct context.
  - o Ask the student questions using a newly acquired word in isolation correctly .
  - o Ask about words that are new to a student during classroom activities.
  - o Choose a text containing many words the student may be unfamiliar with. Explain to the student that this book is being read to them to help them learn new words. Stop after each paragraph and ask if there were any new words for the student from that section. If the meaning of the unknown word can be determined in the text, the teacher can model how to discover the meaning. If it is a word that needs to be explained, the teacher can take time to explain the word. Through this process, the student learns the meaning of unfamiliar words to use when communicating.
  - o While reading a text aloud the teacher "sees" a word that the student may be are unfamiliar with. The teacher writes the word on an index card. Then the teacher writes "I wonder" underneath the word and asks a question about the word.
  - o Begin telling a story that has words and/or phrases that suggest feelings or appeal to the senses. Pause after a few sentences that contain descriptive information. Have the student create an image in his or her mind and use words to help "draw a picture of what is in their mind". Ask the student to talk about how the picture helps one understand what they like or what they feel. Discuss with the student then ask the student to create a new image and then share what they see, hear, taste, smell and feel.
- **Videos**
  - o YouTube by Innoventure NMSU
    - ▪ [Innoventure Jr: Formal and Informal Communication](#)
  - o YouTube by Help Teaching
    - ▪ [Second Grade Grammar Review Lesson for Kids](#)
  - o YouTube by CC
    - ▪ [How to communicate Effectively with People (Part 1 of 2)](#)
    - ▪ [How to communicate Effectively with People (Part 2 of 2)](#)

COURSE: Alternate English Language Arts Second Grade
DOMAIN: Language
CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives
A.L.2.4 Demonstrate knowledge of word meanings.	**A.L.2.4.a** Identify new vocabulary from reading and content areas. **A.L.2.4.b** Not applicable **A.L.2.4.c** Not applicable **A.L.2.4.d** Identify the words comprising compound words. (e.g., cupcake, notebook, bookshelf) **A.L.2.4.e** Not applicable

I Can Statements

MOST COMPLEX ⟵⟶ LEAST COMPLEX

A.L.2.4.a (A) Identify new vocabulary from reading and content areas.	**A.L.2.4.a** (B) Use new words that I learned from two subjects.	**A.L.2.4.a** (C) Use new words that I learned from one subject.
A.L.2.4.d (A) Identify the words comprising compound words. (e.g., cupcake, notebook, bookshelf)	**A.L.2.4.d** (B) Identify one word within a compound word.	**A.L.2.4.d** (C) Match a word that make a compound word from two choices.

Real World Connections:
- Find definitions of words using a dictionary.
- Understand safety symbols.
- Associate combinations of letters with pictures.
- Realize that rules of grammar govern how words are used to make phrases and sentences..

Vocabulary:
- Bookshelf
- Context clue
- Compound word
- Meaning
- Notebook

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - Doing It Differently: Tips for Teaching Vocabulary
  - Do2Learn (do2learn.com)
    - Literacy
  - English Worksheets Land (Englishworksheetsland.com)
    - L.2.4.a Sentence Level Context Clues Worksheets
    - L.2.4.b Words formed from Prefixes Worksheets
    - L.2.4.c Using Root Words to Define Words Worksheets
    - L.2.4.d Predicting Compound Words Worksheets
    - L.2.4.d Compound Words Worksheets

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CONCEPT: Vocabulary Acquisition and Use

- ▪ [L.2.4. Same Sounds Worksheets](#)
  - o Reading Rockets
    - ▪ [Word Decoding and Phonics](#)
  - o The Autism Helper
    - ▪ [Word Knowledge and Use](#)
  - o Better Lesson (betterlesson.com)
    - ▪ [L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.](#)
  - o Education.com [requires a free account] (education.com)
    - ▪ [L.2.4 Workbooks, Lesson Plans, and Games](#)
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ [L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.](#)
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ [L.2.4 Lesson Plan Templates](#)
  - o Nearpod [requires a free account] (nearpod.com)
    - ▪ [Resource Library for Mississippi Standard L.2.4.b](#)
    - ▪ [Resource Library for Mississippi Standard L.2.4.c](#)
  - o Engage^{ny} (engageny.org)
    - ▪ [L.2.4 Curriculum Documents](#)
  - o Big Learners (biglearners.com)
    - ▪ [L.2.4.a: Second Grade English Language Arts Worksheets](#)
    - ▪ [L.2.4.b: Second Grade English Language Arts Worksheets](#)
    - ▪ [L.2.4.c: Second Grade English Language Arts Worksheets](#)
    - ▪ [L.2.4.d: Second Grade English Language Arts Worksheets](#)
    - ▪ [L.2.4.e: Second Grade English Language Arts Worksheets](#)
  - o Tutorified (tutorified.com)
    - ▪ [L.2.4 Same Sounds](#)
    - ▪ [L.2.4.a Context Clues](#)
    - ▪ [L.2.4.b Prefix](#)
    - ▪ [L.2.4.c Root Word](#)
    - ▪ [L.2.4.d Compound Words](#)
    - ▪ [L.2.4.e Alphabetization](#)
- **Activities**

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- o Show the student pictures of familiar animals and identify the category as animals.
  - o Given the names of familiar animals, ask the student to identify the category as animals.
  - o Given the names of familiar people, ask the student to identify the category as people.
  - o Give the student an array of choices of familiar plants and animals and ask the student to sort into specified categories of animals and plants.
  - o Ask the student to guess at the meaning of an unknown word given the meaning of similar words.
  - o Ask the student to respond to words in conversations and shared reading/writing activities.
- **Videos**
  - o YouTube by Learnova
    - ▪ Multiple meaning Words
    - ▪ Grade 2 – Shades of Meaning
  - o You Tube by Kids Academy
    - ▪ Word Parts: Prefix, Base Word, Suffixes | Grammar for Grade 2
  - o YouTube by Miss Mariz
    - ▪ Multiple Meaning Words
  - o YouTube by GrammarSongs by Melissa
    - ▪ Compound Words | Award Winning Compound Words Teaching Video | What is a compound word?
  - o YouTube by CC
    - ▪ Second Grade Sight Words | Dolch List Video

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Standard	Performance Objectives
A.L.2.5 Demonstrate understanding of word relationships and use.	**A.L.2.5.a** Identify real-life connections between words and their use (e.g., happy: "I am happy."). **A.L.2.5.b** Demonstrate understanding of the meaning of common verbs.

I Can Statements		
MOST COMPLEX ⬌		LEAST COMPLEX
A.L.2.5.a (A) Identify real-life connections between words and their use (e.g., happy: "I am happy.").	**A.L.2.5.a** (B). Choose a picture to tell the meaning of a word.	**A.L.2.5.a** (C) Match a picture to a picture that shows the meaning of a word.
A.L.2.5.b (A) Demonstrate understanding of the meaning of common verbs.	**A.L.2.5.b** (B) Sort pictures that describe verbs.	**A.L.2.5.b** (C) Match a picture to a picture that shows the meaning of a verb.

Real World Connections:
- Use words to communicate wants and needs.
- Communicate with family and friends effectively.
- Compose complete sentences when communicating.

Vocabulary:
- Adjective
- Connections
- Common
- Communicate
- Meaning
- Verb
- Word use

Resources:
- **Websites, articles, and other collections**
  - Pennington Publishing Blog (blog.penningtonpublishing.com)
    - How to Teach Word Relationships Vocabulary
  - Edutopia (edutopia.com)
    - Pull Words Off the Page to Promote Learning
  - Do2Learn (do2learn.com)
    - Vocabulary
  - Reading Rockets
    - Vocabulary: In Practice
  - The Autism Helper

- ▪ Word Knowledge and Use
  - o Better Lesson (betterlesson.com)
    - ▪ L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
  - o Education.com [requires a free account] (education.com)
    - ▪ L.2.5 Workbooks, Lesson Plans, and Games
  - o PBS Learning Media (mpb.pbslearningmedia.org)
    - ▪ L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
  - o Share My Lesson [requires a free account] (sharemylesson.com)
    - ▪ L.2.5 Lesson Plan Templates
  - o Nearpod [requires a free account] (nearpod.com)
    - ▪ Resource Library for Mississippi Standard L.2.5.a
    - ▪ Resource Library for Mississippi Standard L.2.5.b
  - o English Worksheets Land (Englishworksheetsland.com)
    - ▪ L.2.5.a Words and Their Use Worksheets
    - ▪ L.2.5.b Meanings and Related Words Worksheets
  - o Engage^ny (engageny.org)
    - ▪ L.2.5 Curriculum Documents
  - o Tutorified (tutorified.com)
    - ▪ L.2.5 Word Relations Worksheets
    - ▪ L.2.5.a Words and Their Use
    - ▪ L.2.5.b Adjectives to Adverbs
- **Activities**
  - o Ask the student to use a noun in the context of its function (e.g., "I need to drink some water.").
  - o Ask the student to connect a word to its function (e.g., "I want to color. Give me a crayon.").
  - o Have the student identify the name of a tool used in writing (i.e., The teacher says, "What do I need if I wan to write my name? A pencil or a book?")
  - o Have the student identify individuals using a frequently occurring noun such as mom, dad, boy, or girl, to the teacher using their routine mode of communication.
  - o Ask the student to respond to common nouns in context. (i.e., reach for book when the teacher says, "Here is your book. Let's read."
  - o Allow the student to respond appropriately when asked to tell about something that made them happy (e.g., "I got presents on my birthday.").
  - o Practice connecting a word to its function with the student (i.e., "I need to sharpen my pencil. Can I go to the pencil sharpener?")
- **Videos**
  - o YouTube by Common Sense Education

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- Power of Words
  - ○ YouTube by eSparkLearningVideos
    - ▪ Word Relationships Instructional Video
  - ○ YouTube by CC
    - ▪ Cause and Effect | Reading Strategies | Easy Teaching
  - ○ YouTube by Scholastic
    - ▪ What is the Mood?

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Standard	Performance Objectives
A.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.	**A.L.2.6.a** Use words acquired through conversations, being read to, and during shared reading activities.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.L.2.6.a (A) Use words acquired through conversations, being read to, and during shared reading activities.	**A.L.2.6.a** (B) Answer a question using a word acquired through conversations, being read to, and during shared reading activities.	**A.L.2.6.a** (C) Match a word that I have learned to a visual.

Real World Connections:
- Communicate more effectively with family and friends.
- Compose sentences to tell someone how you feel.
- Ask someone for things you want.
- Explain ideas to someone.
- Ask questions to better understand things.

Vocabulary:
- Acquired
- Communicate
- Conversations
- Shared reading

Resources:
- **Websites, articles, and other collections**
  - Edutopia (edutopia.com)
    - 8 Strategies for Teaching Academic Language
  - Do2Learn (do2learn.com)
    - Literacy
  - Reading Rockets
    - Content Area Vocabulary Learning
  - The Autism Helper
    - Word Knowledge and Use
  - English Worksheets Land (Englishworksheetsland.com)
    - L.2.6 Using New Descriptive Words Worksheets
  - Better Lesson (betterlesson.com)
    - L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
  - Education.com [requires a free account] (education.com)
    - L.2.6 Workbooks, Lesson Plans, and Games

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- o PBS Learning Media (mpb.pbslearningmedia.org)
  - L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- o Share My Lesson [requires a free account] (sharemylesson.com)
  - L.2.6 Lesson Plan Templates
- o Nearpod [requires a free account] (nearpod.com)
  - Resource Library for Mississippi Standard L.2.6
- o Engage^{ny} (engageny.org)
  - L.2.6 Curriculum Documents
- o Tutorified (tutorified.com)
  - L.2.6 Adjectives Worksheets
- **Activities**
  - o Have the student use technology and tools to communicate.
  - o Encourage student to read different kinds of text.
  - o Ask the student to use a writing tool to produce the first letter of their name.
  - o Have a student diagram similarities and differences.
  - o After shared reading, have the student use words from the reading to describe people and objects (e.g., After shared reading, the student shares that he or she also has a red jacket.). Ask the student to point to an object or person when named by an adult (e.g., Asked "Where is your jacket?," points to it.).
  - o After shared reading, ask the student to repeat words from the reading to describe people and objects (e.g., After shared reading, the teacher asks, "What color was the jacket?" and the student answers "red " or points to the color red from choices.).
  - o Have the student use a single message device with a preprogrammed message to repeat a recurring word in a book.
  - o Have the student interact with objects of different colors, shapes, and textures and respond to questions about the objects.
- **Videos**
  - o YouTube by Everyday Mama
    - Learning through Play: Reading Comprehension Games
  - o YouTube by Nicole Downer
    - Guided Reading Lesson 2nd grade
  - o YouTube by Susan Jones Teaching
    - Comprehension Activities for Distance Learning
  - o YouTube by rsvpdocs
    - Pre-Reading Activities