**TEACHER NAME: GRADE LEVEL/CONTENT KDG UNIT DURATION:**

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| UNIT: | | | | | | QUARTER: | | |
| Key Standards Being Addressed | **Essential Questions** | | **DOK** | **Instructional Targets/Learning Expectation** | | | | **Recommended**  **Strategies** |
| RL.1. With prompting and support, ask and answer questions about key details in a text.  RL.3. With prompting and support, identify characters, settings, and major events in a story.  *ODLS C3:PO1 I will describe a character in a short story.*  *Hane’ yazhi baa nahashne’ dooleel*  RL.4. Ask and answer questions about unknown words in a text.  *ODLS C4:PO2 I will ask questions about cultural activities at school and home.*  *Shighandi Dineji ada’ool’iilgo saad bee yadaati’igii yiisists’aa’ doo bik’idiishtiih dooleel*  RL.5. Recognize common types of texts (e.g., storybooks, poems).  *ODLS C2:PO4 I will speak in one word or simple sentence, i.e, noun + verb word order.*  *Ha’oodzii’ t’aa adaalts’isigii bee yasht’i’ dooleel*  RL.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information. Hane’ baa yashi’i’igii naashchidgo baa nahashne’ dooleel*  RL.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).  *DHS C3:PO1 I will identify local historical sites and events.*  *Shinaagoo ahahoot’iidigii baa dahane’ baa’akonis dooleel*  RL.9 With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.  *ODLS C3:PO1 I will describe a character in a short story. Hane’ yazhi baa nahashne’ dooleel*  *DCBS C4:PO2 I will express and value my parent’s Dine way of life teaching.*  *Shizhe’e doo shima binahat’a’ yiisinists’aa’go baa aheeh nisin dooleel*  *DCBS C4:PO3 I will identify and appreciate the teachings of life surrounding the home.*  *Shighan haz’aadoo iina bee nashinidi’nitinigii yiisinists’aa’ dooleel*  *DCBS C4:PO4 I will express and value my grandparent’s Dine way of life teaching.*  *Shizaanii doo shahastoi baa hane’ bits’aadoo ohwiideesh’aal*  RL.10 Actively engage in group reading activities with purpose and understanding.  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information.*  *Hane’ baa yshti’i’igii naashchidgo baa nahashne’ dooleel*  RI.1. With prompting and support, ask and answer questions about key details in a text.  RI.2. With prompting and support, identify the main topic and retell key details of a text.  RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  RI.4. With prompting and support, ask and answer questions about unknown words in a text.  RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  RI.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 epicts).  RI.10 Actively engage in group reading activities with purpose and understanding.  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information.*  *Hane’ baa yshti’i’igii naashchidgo baa nahashne’ dooleel*  K.RF.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  *ODLS C2PO4 I will speak in one word or simple sentences, i.e. noun + verb word order.*  *Ha’oodzii’ t’aa adaalts’isisigii bee yashti’ dooleel*  K.RF.4 Read with sufficient accuracy and fluency to support comprehension.  *ODLS C4:PO1 I will listen to and understand the Dine language in the home/school. Shighandi Dineji ada’ool’iilgo saad bee yadaati’igii yiists’aa’ doo bik’idiishtiih dooleel*  W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the  topic or the name of the book they are writing about and state an opinion or preference about the topic or book  (e.g., My favorite book is. . .).  W.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.  W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  W.5. With guidance and support from peers and adults, develop and  strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  DGS C4:PO2 I will follow directions. *Ak’ehonish’iigo naashaa dooleel*  W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peer  DGS C4:PO2 I will follow directions.  *Ak’ehonish’iigo naashaa dooleel*  W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express  opinions about them).  DGS C4:PO2 I will follow directions.  *Ak’ehonish’iigo naashaa dooleel*  W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  DGS C4:PO2 I will follow directions.  *Ak’ehonish’iigo naashaa dooleel* | How can we connect details, characters, and text between stories to our own experiences? | | 1,2,3 | Identify key details in a text  Answer question about key details in a text  Define and identify setting  Identify unknown words in a text.  Recognize that a question requires an answer  Formulate a question about unknown words in a text.  Use resources/strategies to answer questions about words in a text.  Recognize common types of text such as story book.  Recognize common types of text such as poems.  Name the author and illustrator.  Define author purpose.  Define illustrator purpose.  Describe a moment in a story using the illustrations.  Describe how the illustrations and story are related.  Recognize characters in familiar stories.  Determine similarities and difference of adventures and experiences in familiar stories.  Engage in group reading activities regarding key ideas and details.  Engage in group reading activities regarding craft and structure.  Engage in group reading activities regarding integration of knowledge and ideas.  Understand activities that reflect purpose and understand text.  Engage in group reading activities analyzing key ideas and details.  Engage in group reading activities analyzing craft and structure.  Engage in group reading activities analyzing integration of knowledge and ideas.  Apply activities that reflect purpose and understanding of text.  Identify key details in an informational text.  Ask questions about the key details in an informational text.  Answer questions about key ideas in informational text.  Identify the main topic of a text.  Retell key details of a text.  Identify the key details of a text.  Identify key details about an individual in an informational text.  Identify details about events or ideas in an informational text.  Identify unknown words.  Recognize that a question require an answer.  Formulate a question about unknown words in a text.  Answer questions about unknown words in a text.  Name the author and the illustrator.  Define what an author and an illustrator do.  Describe people, places and things illustrations depict.  Describe ideas illustrations depict.  Describe the relationship between illustrations and a text.  Engage in group reading activities: key ideas and details.  Engage in group reading activities: craft and structure.  Engage in group reading activities: integration of knowledge and ideas.  Understand activities that reflect purpose and understanding.  Engage in group reading activities: key ideas and details.  Engage in group reading activities: craft and structure.  Engage in group reading activities: integration of knowledge and ideas.  Apply activities that reflect purpose and understanding of text.  Add individual sounds to simple one-syllable words to make new words.  Substitute individual sounds to simple, one-syllable words to make new words.  Determine the purpose for reading emergent-reader texts.  Read emergent-reader texts with purpose and for understanding.  Write an opinion piece that provides a sense of closure.  Write an informational/explanatory text in which they make a topic.  Write an informative/explanatory text in which they supply some information.  Draw, dictate, and/or write a narrative piece which contains relevant details.  Draw dictate, and/or write a narrative piece which contains a logical sequence of events.  Draw, dictate, and/or write a narrative piece which contains a reaction.  Develop writing by adding details to strengthen writing as needed.  Use technology to produce and publish writing individually and with peers.  Participate in shared research and writing projects.  Answer a question using information from a provided source. | | | | * Think Aloud Model * Teacher Modeling * Picture Walk * Literature circle * Echo reading * Making predictions * Q & A discussion groups * Guided Reading * Center Activities * Homework * Anchor Charts * Daily Writing * Responses * Whole Group Instruction * Shared Reading   Close Reading |
| Assessments (Formative & Summative) | | | | | | | | |
| *Formative:*  Observations  Exit/Admit Slip  Visual Presentation  Kinesthetic Presentation  Fist to Five  Individual Whiteboard | | | | | *Summative:*  Discussion  Learning/Response Logs | | | |
| Additional Standards  (RF,RL, RI, W, Speaking & Listening Language, and Native Language & Culture) | | | | | | | | |
| Reading Foundations: K.RF.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  K.RF.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  Reading Literature: RL.2. With prompting and support, retell familiar stories, including key details.  Reading Information: RL.8 With prompting and support, identify the reasons an author gives to support points in a text.  RL.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).  Writing:  Speaking and Listening:  Native Language, Culture, History and Character: | | | | | | | | |
| Critical Vocabulary | | | | | | | | |
| Tier 1 | | **Tier 2**   * **Person** * **place,** * **Thing** * **Author** * **text** * **Presented** * **Punctuation** * **thoughts** * **feelings** * **ideas** * **Clearly** * **long** * **short** * **sounds** * **common** * **spellings** * **major** * **Vowels** | | | | | **Tier 3**   * **prompting** * **relationship** * **illustrations** * **Depicts** * **Identify** * **Support** * **similarities** * **differences** * **text** * **descriptions** * **procedures** * **sequence** * **specific** * **sequence** * **graphemes** * **audibly and** * **express** * **Associate** | |
| Resources (Common Core Standards Appendix B Lexile Grade Level Band:) | | | | | | | | |
| (Informational Text, Literature, Poetry):  Navajo Language Culture:  *ODLS C3:PO1 I will describe a character in a short story.*  Baby’s First Laugh  Baby learn About animals  Baby Learns About Colors  Baby Learns to Count  Baby Learns About Time  Baby Learns About Weather  Baby Learns About Senses  Baby Learns About Seasons  *ODLS C4:PO2 I will ask questions about cultural activities at school and home.*  Wisdom Weaver  My mother’s frybread  Black Sheep big books ( My family and The Dance)  *ODLS C2:PO4 I will speak in one word or simple sentence, i.e, noun + verb word order.*  Verb : Bingo Game  Dine Verbs  Navajo Language books for beginning readers.  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information.*  Bidii  Thomas Doo Bikei  *DCBS C4:PO1 I will demonstrate ways to be thankful for my home and immediate family.*  Where I live  My Family  My family likes to work  White Nose the Sheep Dog.  *DHS C3:PO1 I will identify local historical sites and events.*  Manuelito Poster  History of Navajo Clans  Teacher’s Guide for Navajo Oral History  Navajo Changes-History of the Navajo People  Navajo History (by Ethelou Yazzie)  *ODLS C3:PO1 I will describe a character in a short story.*  Thomas doo’ Bik’ei  Father’s Boots  Proud to be a Blacksheep  Wisdom Weaver  BIDII  What does “died” mean  Ashii’s journey  *DCBS C4:PO2 I will express and value my parent’s Dine way of life teaching.*  My Family  Proud to Be Blacksheep  Father’s Boots  Beauty Beside Me  Alchini –Family Relationship Poster  *DCBS C4:PO3 I will identify and appreciate the teachings of life surrounding the home.*  *Thomas doo bikei*  *The Hogan*  *Where I live*  *Dii Shigan At’e’*  *Driving to Grandma’s House*  *My Family likes to Work*  *My family*  *Chxoshii doo bilii , Bucky*  *DCBS C4:PO4 I will express and value my grandparent’s Dine way of life teaching.*  *Shimasani, ha’atiish niya?*  *Grandma’s Plants*  *Johnny Lee & His Grandfather*  *Alchinini-Family Relationship Poster.*  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information.*  *Three Little Sheep*  *BIDII*  Turkey and Giant  Johnny Lee Come & Play  Johny Lee and his Dog  Johny Lee Goes to School  Johny Lee and Family  Johny Lee and Baby  Johny Lee and His Hogan  *ODLS C2PO4 I will speak in one word or simple sentences, i.e. noun + verb word order.*  Verb : Bingo Game  Dine Verbs  Navajo Language books for beginning readers.  *ODLS C4:PO1 I will listen to and understand the Dine language in the home/school.*  *Cards Card Sets and Flashcards*  Bilingual Number Cards  Bilingual Color Cards  Navajo Alphabet Cards  Seasons  Shapes  Dine Bizaad Speak, Read, write Navajo  Home:  Navajo Arts and Crafts  DGS C4:PO2 I will follow directions.  Words That tell where and How  Reweaving Traditions-DVD | | | | | | | | |