

Patterns *of* **WONDER**

PATTERNS OF WONDER LESSONS
BY WHITNEY LA ROCCA AND JEFF ANDERSON

CORRELATION TO

Texas Prekindergarten Guidelines (PreK)
and
Texas Essential Knowledge and Skills
English Language Arts and Reading (K–1)

CONTENTS

PreK Alignment	2–3
Kindergarten Alignment	4–7
Grade 1 Alignment.....	8–10

Patterns of Wonder Lesson Sets

PreK

CORRELATION TO

Texas Prekindergarten Guidelines

II. Language and Communication Domain	
(A) Listening Comprehension Skills: Prekindergarten-age children are able to comprehend with increasing accuracy what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions.	*Students engage in conversation, adhering to this guideline, throughout the entire <i>Patterns of Wonder</i> process in every lesson.
(B) Speaking (Conversation) Skills: Prekindergarten children gain the ability to use language in a variety of settings and for a variety of reasons. They become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults. The skill to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal expressions.	*Students engage in conversation, adhering to this guideline, throughout the entire <i>Patterns of Wonder</i> process in every lesson.
(D) Vocabulary Skills: Children’s vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.	*Students engage in conversation, adhering to this guideline, throughout the entire <i>Patterns of Wonder</i> process in every lesson.
(E) Sentences and Structures Skills: Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Four-year-olds become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas.	*Students engage in conversation, adhering to this guideline, throughout the entire <i>Patterns of Wonder</i> process in every lesson.
III. Emergent Literacy – Reading Domain	
(E) Print Concepts:	
(1) Child can distinguish between elements of print including letters, words, and pictures.	Lessons: 1.1, 1.2, 2.1, 2.3, 3.1, 3.3 *This guideline should also be embedded into the <i>Invitation to Imitate Together</i> as part of the oral rehearsal with every lesson.
(2) Child can identify some conventional features of print that communicate meaning including end punctuation and case.	Lessons: 2.4, 2.7, 2.8, 2.9, 3.5, 3.10, 3.11, 3.12 *This guideline should be embedded into the <i>Invitation to Wonder</i> and the <i>Invitation to Compare and Contrast</i> in every lesson.

III. Emergent Literacy – Writing Domain	
(A) Motivation to Write Skills:	
(1) Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	Lessons: 1.1, 2.1 *Additionally, this guideline is naturally embedded into all lessons.
(B) Writing as a Process: As young children understand that marks convey meaning (what they think, they can say; and what they say, they can write), it is important to model that writing is not simply about a product. Writing is a thought process that moves from thinking of an idea to a well-developed idea or piece of writing, in which the young author is proud to share. Interacting with children to compose a piece of writing over a series of days using modeled, shared and/or interactive writing exposes children to this process of prewriting/brainstorming, writing/drafting, revising (what the writing sounds like), editing (what the writing looks like), and publishing/sharing in a way that Prekindergarten children understand.	
(1) Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	*This guideline is embedded into the <i>Invitation to Imitate Together</i> in every lesson.
(2) Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	*This guideline is embedded into the <i>Invitation to Imitate Together</i> in every lesson.
(3) Child shares and celebrates class-made and individual written products.	*This guideline is embedded into the <i>Invitation to Celebrate</i> in every lesson.
(C) Conventions in Writing: Just as children learn to talk by talking, children learn concepts about print through interacting with print. To children, it may appear that writing is simply talk that has been written down. However, there are rules that apply to writing that do not apply to speaking. These specific rules that govern how to record thoughts in writing must be learned so children can become more proficient at conveying their thoughts and actions. A shared and/or interactive writing process can help children better understand this.	
(1) Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	Lessons: 2.4, 3.5
(2) Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	Lessons: 2.2, 3.2 *This guideline is embedded into the <i>Invitation to Imitate Together</i> of all lessons and into the <i>Invitation to Play</i> when students compose writing.
(3) Child independently uses letters to make words or parts of words.	Lessons: 2.2, 3.2 *This guideline is embedded into the <i>Invitation to Play</i> in all lessons when students compose writing.
(4) Child uses appropriate directionality when writing (top to bottom, left to right).	*This guideline is embedded into the <i>Invitation to Imitate Together</i> of all lessons and into the <i>Invitation to Play</i> when students compose writing.
(5) Child begins to experiment with punctuation when writing.	Lessons: 2.7, 2.8, 2.9, 3.10, 3.11, 3.12 *This guideline is embedded into the <i>Invitation to Imitate Together</i> of all lessons and into the <i>Invitation to Play</i> when students compose writing.

Patterns of Wonder Lesson Sets

Kindergarten

CORRELATION TO

Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively and ask questions to understand information and answer questions using multi-word responses.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(B) restate and follow oral instructions that involve a short, related sequence of actions.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(C) share information and ideas by speaking audibly and clearly using the conventions of language.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	
(iii) identify individual words in a spoken sentence.	Lessons: 1.2, 2.3, 3.3 *This standard should also be embedded into the <i>Invitation to Imitate Together</i> as part of the oral rehearsal with every lesson.
(B) demonstrate and apply phonetic knowledge by:	
(i) identifying and matching common sounds that letters represent.	Lessons: 2.2, 3.2 *This standard should also be embedded into the <i>Invitation to Imitate Together</i> of the lessons with interactive writing and into the <i>Invitation to Play</i> when students compose writing in the transitional and conventional phases.
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with VC, CVC, and CCVC.	*This standard should be embedded into the <i>Invitation to Imitate Together</i> of the lessons with interactive writing and into the <i>Invitation to Play</i> when students compose writing in the transitional and conventional phases.

(ii) spelling words using sound-spelling patterns.	*This standard should be embedded into the <i>Invitation to Imitate Together</i> of the lessons with interactive writing and into the <i>Invitation to Play</i> when students compose writing in the transitional and conventional phases.
(D) demonstrate print awareness by:	
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.	Lessons: 3.3, 3.4 *This standard should also be embedded into the <i>Invitation to Imitate Together</i> and into the <i>Invitation to Play</i> when students compose writing in the transitional and conventional phases.
(iv) recognizing the difference between a letter and a printed word.	Lessons: 2.3, 3.1
3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	Lessons: 1.4, 1.5, 1.6, 1.7, 1.9, 2.6, 2.10, 2.11, 2.12, 2.14, 3.9, 3.13, 3.14, 3.15, 3.17, 4.10, 4.12, 4.13, 4.15, 4.17
6. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources.	*This standard is embedded into the <i>Invitation to Wonder</i> and into the <i>Invitation to Compare and Contrast</i> in all lessons.
(B) provide oral, pictorial, or written response to a text.	*This standard can be embedded into the conversation during the <i>Invitation to Wonder</i> and into the <i>Invitation to Compare and Contrast</i> in all lessons. It can also be met during the <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.
(C) use text evidence to support an appropriate response.	*This standard can be embedded into the conversation during the <i>Invitation to Wonder</i> and into the <i>Invitation to Compare and Contrast</i> in all lessons. It can also be met during the <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.
(D) retell in ways that maintain meaning.	Lessons: 1.9, 2.14, 3.17, 4.17 *This standard can be embedded into <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.
(E) interact with sources in meaningful ways such as illustrating or writing.	*This standard can be embedded into <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.
(F) respond using newly acquired vocabulary as appropriate.	*This standard can be embedded into <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.
9. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss with adult assistance the author's purpose for writing text.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.

(C) discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.
(D) discuss with adult assistance how the author uses words that help the reader visualize.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.
(E) listen to and experience first- and third-person texts.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.
10. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan by generating ideas for writing through class discussions and drawings.	*This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons and into the <i>Invitation to Play</i> when students compose writing.
(B) develop drafts in oral, pictorial, or written form by organizing ideas.	*This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons and into the <i>Invitation to Play</i> when students compose writing.
(C) revise drafts by adding details in pictures or words.	Lessons: 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.5, 2.6, 2.10, 2.11, 2.12, 2.13, 2.14, 3.7, 3.9, 3.13, 3.14, 3.15, 3.16, 3.17, 4.6, 4.7, 4.8, 4.10, 4.12, 4.15, 4.16, 4.17
(D) edit drafts with adult assistance using standard English conventions, including:	
(i) complete sentences.	Lessons: 1.1, 1.2, 2.1, 2.3, 3.1, 3.3, 4.1 *This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons.
(ii) verbs.	Lessons: 1.4, 2.6, 3.9, 4.10
(iii) singular and plural nouns.	Lessons: 1.3, 2.5, 3.7, 4.6, 4.7, 4.8
(iv) adjectives, including articles.	Lessons: 1.5, 1.6, 2.10, 2.11, 3.13, 3.14, 4.12, 4.13, 4.14
(v) prepositions.	Lessons: 1.7, 2.12, 3.15, 4.15
(vi) pronouns, including subjective, objective, and possessive cases.	Lessons: 3.8, 4.9
(vii) capitalization of the first letter in a sentence and name.	Lessons: 2.4, 3.5, 3.6, 4.2, 4.3, 4.4 *This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons.
(viii) punctuation marks at the end of declarative sentences.	Lessons: 2.7, 3.10, 4.11 *This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons.
(E) share writing.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17

(B) dictate or compose informational texts.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17

Patterns of Wonder Lesson Sets

Grade 1

CORRELATION TO

Texas Essential Knowledge and Skills (TEKS)

English Language Arts and Reading

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	Lessons: 1.4, 1.5, 1.6, 1.7, 1.9, 2.6, 2.10, 2.11, 2.12, 2.14, 3.9, 3.13, 3.14, 3.15, 3.17, 4.10, 4.12, 4.13, 4.15, 4.17
7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources.	*This standard is embedded into the <i>Invitation to Wonder</i> and into the <i>Invitation to Compare and Contrast</i> in all lessons.
(B) write brief comments on literary or informational texts.	*This standard can be met during the <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.
(C) use text evidence to support an appropriate response.	*This standard can be met during the <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.
(D) retell texts in ways that maintain meaning.	Lessons: 1.9, 2.14, 3.17, 4.17 *This standard can also be embedded into <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.

(E) interact with sources in meaningful ways such as illustrating or writing.	*This standard can be embedded into <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.
(F) respond using newly acquired vocabulary as appropriate.	*This standard can be embedded into <i>Invitation to Play</i> in any lesson when inviting students to respond to texts during a read aloud, independent reading, or in a station.
10. Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss the author’s purpose for writing text.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.
(B) discuss how the use of text structure contributes to the author’s purpose.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.
(C) discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.
(D) discuss how the author uses words that help the reader visualize.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.
(E) listen to and experience first- and third-person texts.	*This standard is embedded into the <i>Invitation to Wonder</i> conversation and into the <i>Invitation to Compare and Contrast</i> conversation in all lessons.
11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming.	*This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons and into the <i>Invitation to Play</i> when students compose writing.
(B) develop drafts in oral, pictorial, or written form by:	
(i) organizing with structure.	*This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons and into the <i>Invitation to Play</i> when students compose writing.
(ii) developing an idea with specific and relevant details.	*This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons and into the <i>Invitation to Play</i> when students compose writing.
(C) revise drafts by adding details in pictures or words.	Lessons: 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.5, 2.6, 2.10, 2.11, 2.12, 2.13, 2.14, 3.7, 3.9, 3.13, 3.14, 3.15, 3.16, 3.17, 4.6, 4.7, 4.8, 4.10, 4.12, 4.15, 4.16, 4.17
(D) edit drafts using standard English conventions, including:	
(i) complete sentences with subject-verb agreement.	Lessons: 3.1, 3.3, 4.1 *This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons.
(ii) past and present verb tense.	Lessons: 1.4, 2.6, 3.9, 4.10
(iii) singular, plural, common, and proper nouns.	Lessons: 1.3, 2.4, 2.5, 3.5, 3.7, 4.2, 4.3, 4.6, 4.7, 4.8
(iv) adjectives, including articles.	Lessons: 1.5, 1.6, 2.10, 2.11, 3.13, 3.14, 4.12, 4.13, 4.14
(vi) prepositions.	Lessons: 1.7, 2.12, 3.15, 4.15

(vii) pronouns, including subjective, objective, and possessive cases.	Lessons: 3.8, 4.9
(viii) capitalization for the beginning of sentences and the pronoun “I”.	Lessons: 3.6, 4.4, 4.5 *This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons.
(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	Lessons: 2.7, 2.8, 2.9, 3.10, 3.11, 3.12, 4.11 *This standard should be embedded into the <i>Invitation to Imitate Together</i> of all lessons.
(E) publish and share writing.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives and poetry.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(B) dictate or compose informational texts, including procedural texts.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17