

# Family Learning Guide: Literacy K-5

Marking Period 2: 11/2/20-1/29/2021



# Welcome to the Family Learning Guide!



*Dear Families,*

*Thank you for reading this Family Learning Guide. We are excited to work with you as partners during these challenging times to ensure that all our students receive an excellent education.*

*As reflected in our district's strategic plan – The District Model of Excellence or DME – we are working hard every day to provide all our students with the resources that they need to thrive.*

*We have developed this resource to support student learning – especially at-home learning – and we are excited to work with you and develop more tools and resources to support your children in their learning.*

*Please reach out with any questions or concerns and suggestions on how to make this guide more useful in the future.*

*Your partners at Hartford Public Schools*



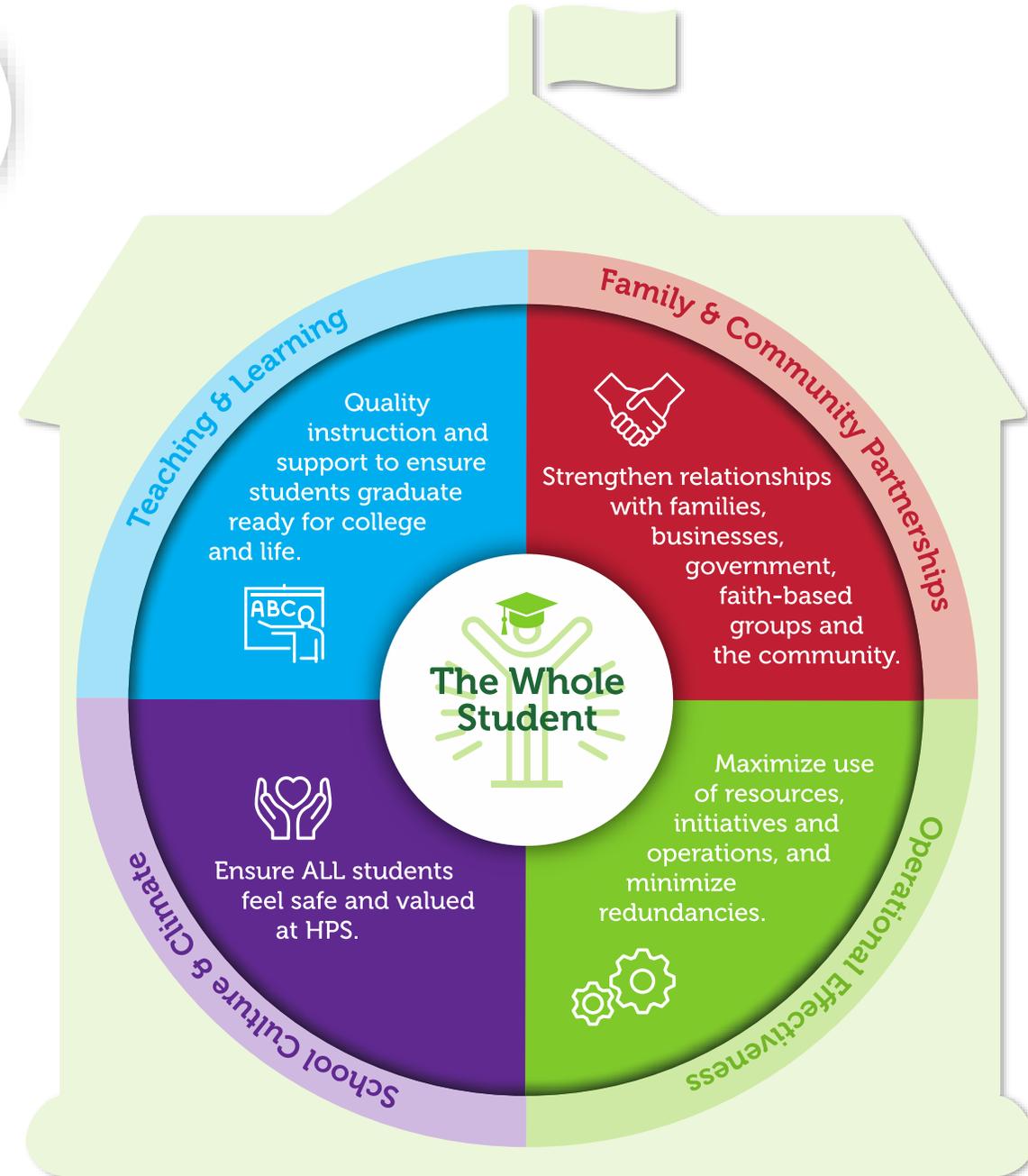
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org

We are committed to excellence and equity for all our students.



## The District Model of Excellence is our roadmap for providing every child in Hartford with access to a high-quality public school.

We are committed to **excellence** and **equity** for all our students. This means that we cannot and will not allow the pandemic to interrupt high quality instruction for our students.



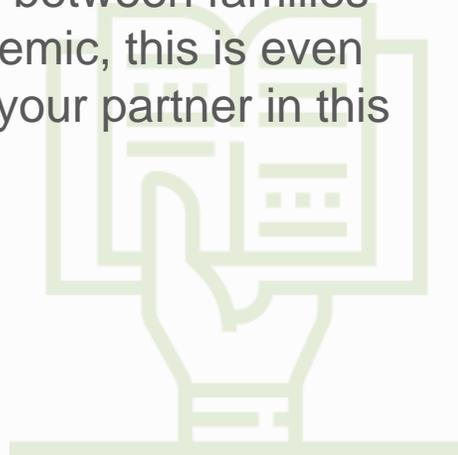
## Introducing the Family Learning Guide



### WHAT IS A FAMILY LEARNING GUIDE?

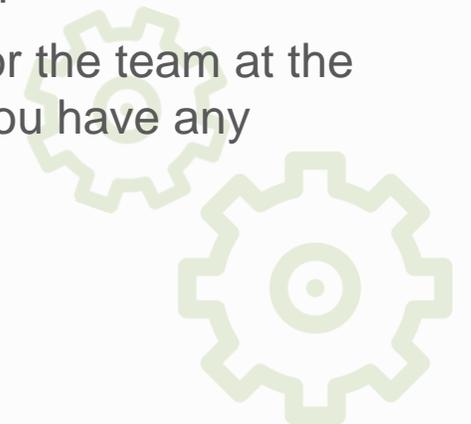
This is a resource developed by the team at Hartford Public Schools to provide you – our families – with an advance look at what your children will be learning in the coming weeks.

Learning requires partnership between families and schools. During the pandemic, this is even more true and we want to be your partner in this challenging time.



### HOW SHOULD YOU USE IT?

1. Review the sample learning objectives so that you can reinforce them at home;
2. Review the resources to support at-home learning so that you can make sure your children have the right supplies;
3. Reach out to your school or the team at the Hartford Public schools if you have any questions!





## PreK and K-5 Literacy FAMILY LEARNING GUIDE

**What are the marking period dates for this Family Learning Guide?**

11/2/2020 through 1/29/2021

**What are the specific units covered in this Family Learning Guide?**

1. K-5 Literacy



# Family Learning Guide: Kindergarten Literacy



## Fundations Unit Topics:

**Unit 1:** Lowercase letter formation and sounds for p, j, i, h, k v, w, y, z, q

**Unit 2:** Tapping to read words, read CVC words beginning with the consonants f, l, m, n, r, s, Uppercase letter formation for I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

## Read Aloud Unit Topics:

**Unit 3 Topic:** Money and Economics

**Unit 4 Topic:** Characters and the Lessons they Teach Us

## WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

### Fundations Goals

1. I can follow words from left to right, top to bottom, and page by page.
2. I can understand that words are separated by spaces in print.
3. I can recognize and name all upper- and lowercase letters of the alphabet.
4. I can demonstrate understanding of spoken words, syllables, and sounds.
5. I can recognize and produce rhyming words.
6. I can blend and segment onsets and rimes of single syllable spoken words.
7. I can associate the long and short sounds with the common spellings for the five major vowels.
8. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Read Aloud Goals

1. With prompting and support, I can ask and answer questions about unknown words in a text
2. With prompting and support, I can ask and answer questions about key details in a text.

## HOW WILL WE TEACH YOUR CHILDREN?

- Whole-group read alouds to engage students in complex text.
- Discussion about the texts, specifically around unknown words and key details in a text.
- Discussion around the lessons we can learn from characters in texts we read.
- Using the Fundations Letter Formation Guide to help students write the letters.
- Using sound cards to help students connect each letter to the sound it makes using a visual representation.
- Using the tapping strategy to isolate each sound in a spoken word and begin to read CVC words such as fan.

## WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device and internet to follow along with the class and the teacher
- Access to Google Classroom and CLEVER
- Fundations At Home Kit with Dry Erase Marker

# Family Learning Guide: Grade 1 Literacy



## Fundations Unit Topics:

Unit 4: Digraphs wh, ch, sh, th, ck

Unit 5: Glued sounds: am, an.

Unit 6: Base word and action words with the -s Suffix

## Read Aloud

Unit 3 Topic: Good and Services in the Community

Unit 4 Topic: Characters and the lessons they teach us about life

## WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can demonstrate understanding of the organization and basic features of print.
2. I can demonstrate understanding of spoken words, syllables, and sounds.
3. I can apply grade-level phonics and word analysis skills in decoding words.
4. I can read with sufficient accuracy and fluency to support comprehension.
5. I can ask and answer questions about key details in a fiction and non-fiction text.
6. I can identify words and phrases that suggest feelings or utilize our senses.
7. I can ask questions to determine the meaning of unknown words or phrases in a text.
8. I can retell a story by using key details.
9. I can demonstrate understanding of the lesson in a story.

## HOW WILL WE TEACH YOUR CHILDREN?

- Whole-group read alouds to engage students in complex text.
- Discussion about the texts, specifically around unknown words and key details in a text.
- Discussion around the lessons we can learn from characters in texts we read.
- Introducing the trick words as, has, we, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there and here
- Teacher models and supports students in tapping out words using digraphs and glued sounds and build words on take-home tile boards
- Teacher models and supports students in marking syllable patterns while building words
- Teacher dictates a word and students write the word to practice the spelling patterns

## WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to Google classrooms, Clever, epic!
- At-Home Foundations kits (letter tiles, writing board, dry erase markers, workbooks)
- Paper and pencil as needed

# Family Learning Guide:

## Grade 2 Literacy



### Fundations Unit Topics

**Unit 5 :** Vowel teams au, aw and multisyllabic words Trick words : against, knew, know, always, often, once

**Unit 6:** Vowel-consonant-e (cape), the consonant s can make an /s/ sound and /z/ sound Trick words: only, house, move, right, place together

**Unit 7:** Open syllables (go, flu, we, I), y as a vowel Trick Words: eight, large, change, city, every, family, night, carry, something

**Unit 8:** r-controlled syllable (bark, horn) Trick Words: world, answer, different

### Read Aloud Unit Topic(s):

- Responding to Injustice in our Communities: *How can individuals respond when confronted with injustice and create change in their communities?*
- Reaching New Heights

### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can describe how characters in a story respond to major events and challenges
2. I can describe the connections between a series of historical events, scientific ideas or concepts, or steps procedures in a text.
3. I can use pictures and words from the text to describe a story's character, setting and plot.
4. I can use context clues to determine the meaning of unknown words and phrases in an informational text.
5. I can explain how images help a reader make meaning from informational text.

### HOW WILL WE TEACH YOUR CHILDREN?

- Whole group teacher read-alouds of books about overcoming injustice and reaching new heights connected to learning goals
- Discussing together questions about the text such as why characters took certain actions, what events impacted characters, summarizing the achievements of characters, and what details from the book help you understand different parts of the story.
- Discussing together questions about the text such as the scientific or historical ideas presented in the text and the connections between these ideas.
- Using the CLOSE Reading Protocol to promote understanding of the text.
- Referring to anchor charts and other visual aids to engage and support learners
- Discussing together the essential question driving each unit.
- Practicing hearing and saying different sounds found in the English language and connecting that to patterns in the words we read
- Using the tapping strategy to help students say each sound in a word and put individual sounds together to form words.

### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio, microphone and internet to follow along with the class and the teacher.
- Headphones (optional)
- Paper and pencil, as needed.
- Access to the digital platforms.
- At-home Foundations kit

# Family Learning Guide: Grade 3 Literacy



## Fundations Unit Focus:

**Unit 5** Identify, read, and spell words with the schwa sound, -et spelling at end of word (jacket), dictionary skills, lowercase cursive letters m, n, v, y.

**Unit 6** Open syllable review, y as a vowel, schwa in an open syllable with e and t, open syllable exception, soft c, ce, ci, cy, soft g, ge, gi, gy, lowercase cursive letters z, x.

## Benchmark Reader's Workshop Unit Topics:

**We the People** *Why do people participate in government?*

**Different Perspectives, Different Points of View** *What makes people view the same experience differently?*

**Technological Advances** *What is the value of an innovation?*

## WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can know and apply grand level phonics and word analysis skills in decoding words.
2. I can decode multi-syllabic words.
3. I can read grade-appropriate irregularly spelled words.
4. I can use context clues to understand unknown words.
5. I can determine the main idea using textual evidence.
6. I can compare and contrast the most important points and key details presented in two texts on the same topic.
7. I can determine the author's claim using textual evidence.
8. I can distinguish my own point of view from that of the author's.
9. I can determine the author's opinion, using details from the text.
10. I can ask and answer questions to demonstrate understanding of the text.
11. I can use information gained from illustrations and the text to gain understanding.
12. I can describe the relationship between a series of scientific ideas or concepts in text.
13. I can engage effectively in a collaborative discussion with diverse partners on topics and texts.

## HOW WILL WE TEACH YOUR CHILDREN?

- Practicing hearing and saying different sounds found in the English language and connecting that to patterns in the words we read.
- Using the tapping strategy to help students say each sound in the word and put individual sounds together to form words.
- Whole group-mini-lessons connected to learning goals to help students practice new skills as they read.
- Use CLOSE Reading Protocol to promote understanding, inferential meanings, and evaluation of the text.
- Refer to anchor charts and other visual aids to engage and support learners
- Discussing together the essential question driving each unit.

## WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Device with audio and microphone.
- Headphones (optional)
- Paper and pencil, as needed.
- Access to the digital platforms: Google Classroom, CLEVER, Benchmark Universe
- At-home Foundations kit

# Family Learning Guide: Grade 4 Literacy



## Benchmark Reader's Workshop Unit Topics:

**Your Government at Work** *How can government influence the way we live?*

**Through the Storyteller's Eyes** *What do we learn when we look at the world through the eyes of others?*

**Robot Revolution** *How do we make decisions about developing new technology?*

## WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can use context clues to understand unknown words.
2. I can determine the main idea using textual evidence.
3. I can compare and contrast the most important points and key details presented in two texts on the same topic.
4. I can determine the key evidence to support the speaker's claim or point of view in the text.
5. I can distinguish my own point of view from that of the author's.
6. I can determine the author's opinion, using details from the text.
7. I can describe the structural elements of a poem, including verse, rhyme, and tone.
8. I can explain the use of figurative language in poetry.
9. I can identify conflicts in the text and how characters respond.
10. I can compare and contrast points of view of the narrator, using two texts.
11. I can infer the meaning or message of poetry, using textual evidence, to support my understanding.
12. I can infer the theme of a story.
13. I can draw inferences about characters using textual evidence.
14. I can describe the overall structure, i.e. cause and effect, of events, ideas, concepts, or information in a text.
15. I can compare and contrast first- and second-hand account of the same event or topic across texts.
16. I can engage effectively in a collaborative discussion with diverse partners on topics and texts

## HOW WILL WE TEACH YOUR CHILDREN?

- Whole group-mini-lessons connected to learning goals to help students practice new skills as they read.
- Use CLOSE Reading Protocol to promote understanding, inferential meaning, and evaluation of the text.
- Refer to anchor charts and other visual aids to engage and support learners
- Discussing together the essential question driving each unit.

## WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Device with audio and microphone.
- Headphones (optional)
- Paper and pencil, as needed.
- Access to the digital platforms: Google Classroom, CLEVER, Benchmark Universe

# Family Learning Guide: Grade 5 Literacy



## Benchmark Reader's Workshop Unit Topics:

**Unit 3: Our Changing Constitution** *Why do laws continue to evolve?*

**Unit 4: Distinct Voices, Diverse Perspective** *How can other perspectives help us evaluate the world?*

**Unit 5: Innovation in a Changing World** *What value does technology bring to people's lives?*

### WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can identify the main ideas presented in the text.
2. I can use textual evidence to make a claim and explain my understanding.
3. I can infer how the setting can influence the plot using textual evidence.
4. I can determine the meaning of figurative language.
5. I can use context clues in the text to determine the meaning of unknown words.
6. I can explain how the narrator's point of view affects the story's events.
7. I can compare and contrast differences in narrations.
8. I can analyze the elements of a drama to explore setting, character, and conflict to understand how and why a writer organizes a place into different scenes or acts.
9. I can use evidence from the text to draw inferences about the character's thoughts, actions and feelings.
10. I can describe a character by analyzing their point of view.
11. I can determine the author's message of the text.
12. I can engage effectively in a collaborative discussion with diverse partners on topics and texts.
13. I can use information gained from illustrations and the text to gain understanding.

### HOW WILL WE TEACH YOUR CHILDREN?

- Whole group-mini-lessons connected to learning goals to help students practice new skills as they read.
- Use CLOSE Reading Protocol to promote understanding, inferential meaning, and evaluation of the text.
- Refer to anchor charts and other visual aids to engage and support learners
- Discussing together the essential question driving each unit.
- Use Discussion Protocol to promote student to student discourse.

### WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Device with audio and microphone.
- Headphones (optional)
- Paper and pencil, as needed.
- Access to the digital platforms: Google Classroom, CLEVER, Benchmark Universe