

Alignment to the Maryland Common Core State Standards for English Language Arts & Literacy for PreK

The following references are examples of components and teaching in The InvestiGator Club® Early Childhood with STEAM Learning System that align to Maryland Common Core State Standards for English Language Arts and Literacy. The correlation is intended to illustrate the system's approach to these standards, not the comprehensiveness of the program.

English Language Arts & Literacy STANDARDS FOR READING LITERATURE (RL)

Cluster: Key Ideas and Details	
RL1 CCR Anchor Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL1 With modeling and prompting, answer questions about details in a text.	The InvestiGator Club Teacher Guide (TG)
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> listen to a wide variety of literary texts (fiction, non-fiction, fables, folktales, realistic fiction, historical fiction, poems, plays, etc.) from a wide variety of cultures related to personal interests develop awareness of strategies that are used to monitor understanding before, during, and after reading, viewing, or listening to literary text before reading use prior knowledge and experiences to make connections to literary text before reading make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs and/or text during interactive Read Alouds of literary text listen, ask and answer questions as appropriate after reading engage in conversations to facilitate recall of details in order to answer questions about the text after reading respond to text, recalling details 	<p>The following activities are considered foundational for prekindergarten students to comprehend and apply knowledge of the concept in kindergarten and beyond.</p> <p>Each investigation is launched with an Investigation Flapboard story (see TG pp. 52-53). Each week also contains an explicit lesson in which text is read aloud and discussed. (see TG pp. 66-67, 82-83, 102-103, 126-127). In addition:</p> <ol style="list-style-type: none"> Splash and Dig, Whole Group, Literacy, pp. 66-67. [Summary: Children listen to several poems about creatures in the sea.] Finny, Feathery, Furry Friends, Small Group, Math: Number Concepts, pp. 86-87. [Summary: Children make predictions before listening to a literary text.] Watch It Grow, Whole Group, Literacy, pp. 66-67. [Summary: Children use their prior knowledge and experiences to connect to a literary text that they will listen to.] Finny, Feathery, Furry Friends, Whole Group, Literacy: Story Time Read Aloud, pp. 66-67. [Summary: Children reread a familiar story and, with guidance and support, answer

<p>through discussions, dramatizing, drawing and/or writing.</p>	<p>questions about the details.]</p> <p>5. Let's Investigate! Opening Circle Time, Oral Language, pp. 168–169. [Summary: Children listen to a Lapbook and, with guidance and support, ask and answer questions about the key details.]</p> <p>6. Splash and Dig, Whole Group, Math, pp. 86-87. [Summary: Children listen to a literary text and, with guidance and support, ask and answer questions about the key details.</p> <p>7. Watch It Grow, Whole Group, Literacy, p. 67. [Summary: After reading, children recall details in the text through drawing and naming objects.]</p>
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<p>Cluster: Key Ideas and Details</p>	
<p>RL2 CCR Anchor Standard Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>RL2 With modeling and support, retell familiar stories/poems.</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> listen to and discuss a wide variety of complex literary texts (narrative text structure, both fiction and non-fiction including plays, stories and poems) representing diverse cultures, perspectives and ethnicities determine the important ideas and messages in literary texts identify the beginning, middle and end of text retell the text or part of the text in an appropriate sequence 	<p>Each Investigation includes lessons in which children identify important ideas in literary texts and retell and act out familiar stories in sequence with props, puppets, and other materials. For example:</p> <ol style="list-style-type: none"> Health You, Whole Group, Literacy: Retell a Classic, p. 129. [Summary: With guidance and support, children retell a classic story.] Healthy You, Whole Group, Literacy: Important Ideas, pp.66-67. [Summary: With guidance and support, children identify important ideas in the text.] Watch It Grow, Whole Group, Literacy: Beginning, Middle, End, p. 69. [Summary: With guidance and support, children revisit a story and tell about events using sequence words.] Let's Investigate! Small Group, Literacy: Sequence of Events, p. 223. [Summary: Children revisit the “Gone Investigation” Flapboards and arrange them in order of events. With guidance and support, they retell the story.]

<p>Cluster: Key Ideas and Details</p>	
<p>RL3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of text.</p>	
<p>RL3 With modeling and support, Identify characters, settings, and major events in a story.</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> understand the terms: character and setting 	<p>Each Investigation includes lessons in which children discuss characters, settings, and events in stories, with support and guidance. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Small Group, Literacy:

<p>2. identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, writing, drawing, etc.</p>	<p>Favorite Books, p. 112. [Summary: With guidance and support, children discuss their favorite books, including topics, characters, or plots.]</p> <p>2. Let’s Investigate! Small Group, Literacy: Sequence of Events, p. 223. [Summary: Children revisit the “Gone Investigating” Flapboards and arrange them in order of events. With guidance and support, they identify major events in the story.]</p>
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Cluster: Craft and Structure	
RL4 CCR Anchor Standard Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
RL4 With modeling and support, answer questions about unknown words in stories and poems.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> activate prior knowledge and experiences to determine the meaning of unknown words use text and illustrations to identify meaning of unknown words 	<p>Each investigation provides children with many opportunities to identify unknown words in literary texts and answer questions about them. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Whole Group, Math, pp. 86-87. [Summary: With guidance and support, children figure out the meanings of new words in a story in rhyme.] Weather Watchers, Whole Group, Social and Emotional, pp. 106-107. [Summary: Children revisit a story and discuss words that express feelings.]

Cluster: Craft and Structure	
RL5 CCR Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL5 Gain exposure to common types of literary texts (e.g., storybooks, poems).	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> explore/discuss different types/genres of literary text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction) representing diverse cultures, perspectives and ethnicities compare different versions of the same story, rhyme, or traditional tale 	<p>Each investigation provides children with opportunities to listen to many different types of texts, such as storybooks, classic tales, Flapboards, and poetry. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Small Group, Literacy: Favorite Books, p. 112. [Summary: With guidance and support, children discuss their favorite storybooks, including topics, characters, or plots.] Under Construction, Whole Group, Literacy: Storytelling Classics, pp126-127. [Summary: Children listen to the classic tale “The Three Little Pigs,” and then write their own version of the tale, with guidance and support.]

Cluster: Craft and Structure	
RL6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a text.	
RL6 With modeling and support, identify the role of author and illustrator.	The InvestiGator Club Teacher Guide (TG)
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <p>1. Identify the role of (and use the terms) authors and illustrators.</p>	<p>Each investigation provides children with opportunities to name the author and illustrator of literary texts. For example:</p> <p>1. Let's Investigate! Opening Circle Time, Oral Language, pp. 102-103. [Summary: Children listen to the Dilly and Great Auntie Lapbook and briefly discuss the roles of author and illustrator.]</p>

Cluster: Integration of Knowledge and Ideas	
RL7 CCR Anchor Standard Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	
RL7 With modeling and support, tell how the illustrations support the story.	The InvestiGator Club Teacher Guide (TG)
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <p>1. describe the illustrations in a story</p> <p>2. participate in discussions about the information derived from details in the illustrations in a story and how the details contribute to the understanding of a story</p>	<p>Each investigation provides many opportunities for children to describe story illustrations and discuss how the details in the illustrations contribute to their understanding of the story. For example:</p> <p>1. Weather Watchers. Whole Group, Literacy, pp. 66-67. [Summary: Children use the illustrations to point out details and discuss the character's actions.]</p> <p>2. Let's Investigate! Opening Circle Time, Oral Language, pp. 124-125. [Summary: Children listen to the story <i>Dilly and Rosalita Sausalita</i>, discuss the illustrations and make predictions. They look for details that reveal characters' feelings.]</p>

Cluster: Integration of Knowledge and Ideas	
RL8 CCR Anchor Standard (not applicable to literature)	
RL8 (not applicable to literature)	The InvestiGator Club Teacher Guide (TG)
RL8 (Not applicable to literature)	

Cluster: Integration of Knowledge and Ideas	
RL9 CCR Anchor Standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL9 With modeling and support, compare adventures and experiences of characters in familiar stories.	The InvestiGator Club Teacher Guide (TG)
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. explore/discuss story elements, including characters and events 2. discuss what characters do and say in a familiar story 3. recognize that characters have unique adventures and experiences 4. compare characters, including their experiences and actions 	<p>Each Investigation provides opportunities to compare characters and events in familiar stories. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Opening Circle Time, Oral Language, pp. 190-191. [Summary: Children discuss the characters' actions and the events in <i>Dilly and Bruno Buzzbee</i>. Bruno gives Dilly some seeds to plant, and the events tell about what each character does to help the flowers grow.] 2. Watch It Grow, Whole Group, Social and Emotional, pp. 106-107. [Summary: Children listen to <i>Dilly and Bruno Buzzbee</i> again and discuss what the characters say and do.] 3. Watch It Grow, Whole Group, Storytelling Classics, pp. 126-127. [Summary: Children listen to the classic tale of <i>Johnny Appleseed</i> and recognize that the character John Chapman is having a very unusual adventure.] 4. Watch It Grow, Whole Group, Math, pp. 86-87. [Summary: Children listen to Apple Farmer Annie and discuss how food goes from farm to table. Children consider that it all started with seeds, like those Johnny Appleseed planted.]

Cluster: Integration of Knowledge and Ideas	
RL10 CCR Anchor Standard Read and comprehend complex literary and informational texts independently and proficiently.	
RL10 Actively engages in group reading activities with purpose and understanding.	The InvestiGator Club Teacher Guide (TG)
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. develop comprehension skills by listening to a variety of appropriate increasingly complex literary texts (self selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods (fiction and non-fiction) from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales, fantasy, etc.) 2. use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases 	<p>Each Investigation provides opportunities for children to listen to a variety of texts at different levels of complexity. For example:</p> <ol style="list-style-type: none"> 1. Splash and Dig, Whole Group, Literacy, pp. 66-67, <i>Commotion in the Ocean</i> (a collection of poems about sea creatures); Whole Group, Math, pp. 86-87, <i>One-Dog Canoe</i> (Literature—a patterned text in rhyme with onomatopoeic sound effects); Small Group, Science, pp. 122-123, <i>Mud Pies</i> (an informational text--how to make mud pies step-by-step); Whole Group, Storytelling Classic, pp. 126-127, <i>How the Fly Saved the River</i> (a legend from the Ojibwa). [Summary: Children listen to a collection of

<ol style="list-style-type: none"> 3. apply before, during and after reading strategies for a variety of literary texts 4. participate in collaborative conversations with peers about grade level complex literary text 	<p>texts representing a variety of genre at varying levels of complexity.]</p> <ol style="list-style-type: none"> 2. Splash and Dig, Whole Group, Literacy, pp. 66-67, <i>Commotion in the Ocean</i>. [Summary: Children use picture and word clues to determine the meanings of words.] 3. Finny, Feathery, Furry Friends, Whole Group, Literacy, pp. 66-67. [Summary: Children listen to <i>Pretend You're a Cat</i>. They make predictions, act out action verbs describing animal movements, and compare and contrast events and experiences.] 4. Healthy You, Whole Group, Literacy, pp. 66-67. [Summary: Children listen to <i>Good Thing You're Not an Octopus!</i> and discuss why they'd rather be themselves.]
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STANDARDS FOR READING INFORMATIONAL TEXT (RI)

Cluster: Key Ideas and Details	
RI1 CCR Anchor Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RI1 Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. listen to a wide variety of increasingly complex informational texts (a wide variety including expository and narrative structures and types, e.g., trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures) 2. develop awareness of strategies that are used to monitor understanding before, during, and after reading, viewing, or listening to informational text 3. before reading use prior knowledge and experiences to make connections to informational text 4. before reading make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text features/graphic aides 5. during Interactive Read Alouds of informational text, listen, ask and answer questions as appropriate 6. after reading engage in conversations to facilitate 	<p>Each Investigation includes Bruno's Buzz Nonfiction Science Reader lessons in which children listen to, interact with, and respond to informational texts. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Whole Group, Math, pp. 86-87, <i>The Shape of Things</i>. [Summary: Children listen to a book on shapes and how objects are composed of shapes.] 2. Under Construction, Whole Group, Literacy: pp. 66-67, 69, <i>I Love Trucks</i>. [Summary: Children make predictions, use pictures to identify important details, and use a picture glossary to name trucks and identify what they do.] 3. Finny, Feathery, Furry Friends, Small Group, Science, pp. 122-123, <i>The Fish Tank</i>. [Summary: Children listen to the text and use experiences to make connections to the text.] 4. Watch It Grow, Small Group, Science, pp. 122-123, <i>The Shopping List</i>. [Summary: Children make predictions based on title and cover illustration and then look at the photos as the teacher flips the pages of the book.] 5. Under Construction, Small Group, Science, pp. 122-123, <i>Build a Doghouse</i>. [Summary:

<p>recall of details in order to answer questions about the text</p> <p>7. after reading respond to text through discussions, dramatizing, drawing and/or developmentally appropriate writing including the use of technology</p>	<p>Children ask and answer questions about the steps you need to follow to build a doghouse.]</p> <p>6. Weather Watchers, Small Group, Science, pp. 122-123, 125. <i>What's the Weather?</i> [Summary: Children revisit the text and photos, create a weather words chart, and dramatize being a weather reporter.]</p> <p>7. Healthy You, Small Group, Science, pp. 122-123, <i>My Five Senses</i>. [Summary: Children discuss the five senses and recall the ingredients the boy used to make a healthy snack.]</p>
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Cluster: Key Ideas and Details	
RI2 CCR Anchor Standard	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RI2 With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	The InvestiGator Club Teacher Guide (TG)
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> listen to a wide variety of complex informational texts use text and graphic features as sources to identify the main topic participate in discussion about the main topic in order to recall one or more detail(s) from the text and to respond to questions about the topic and details 	<p>Each Investigation provides children with opportunities to identify the main topic and key details of informational texts. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Learning Centers, Reading, p. 40. [Summary: The Reading Center is stocked with a variety of informational texts the teacher has read aloud. Children revisit the texts, read them aloud to peers, and talk about the details using words and pictures.] Splash and Dig, Small Group, Science, pp. 122-123, <i>Mud Pies</i>. [Summary: Children listen to the informational text, and with prompting and support, discuss the main topic.] Under Construction, Whole Group, Math, pp. 86-87, <i>The Shape of Things</i>. [Summary: Children listen to the text and then discuss the main topic and the shapes that make up each object.

Cluster: Key Ideas and Details	
RI3 CCR Anchor Standard	
Analyze how and why individuals, events, and ideas develop and interact over the course of text.	
RI3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	The InvestiGator Club Teacher Guide (TG)
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> access prior knowledge and experiences in order to identify and discuss how personal experiences, 	<p>Each Investigation provides children with opportunities to make connections to informational texts. For example:</p> <ol style="list-style-type: none"> Watch It Grow, Small Group, Science, pp. 122-123, <i>The Shopping List</i>. [Summary: Children relate personal experiences that are

<p>events and individuals in their own lives are similar and different from the text</p> <ol style="list-style-type: none"> begin to demonstrate an understanding of sequential order determine and retell important ideas and messages in informational text explain how someone might use the text 	<p>similar to or different from the text.]</p> <ol style="list-style-type: none"> Under Construction, Small Group, Science, pp. 122-123, <i>Build a Doghouse</i>. [Summary: Children listen to an informational text about steps you follow to build a doghouse.] Finny, Feathery, Furry Friends, Small Group, Science, pp. 122-123, <i>The Fish Tank</i>. [Summary: Children listen to the text and retell important ideas.] Under Construction, Whole Group, Math, pp. 86-87, <i>The Shape of Things</i>. [Summary: Children identify the patterns they see in the art in the book and look for patterns around the classroom.]
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Cluster: Craft and Structure	
RI4 CCR Anchor Standard Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
RI4 With modeling and support, answer questions about unknown words in a text.	The InvestiGator Club Teacher Guide (TG)
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> activate prior knowledge and experiences to determine the meaning of unknown words use text, illustrations, graphic aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words 	<p>Each Investigation provides opportunities to identify unknown words using prior knowledge, text, illustrations, and graphic aides. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Small Group, Science, pp. 122-123, 125. <i>What's the Weather?</i> [Summary: Children revisit the text and use prior experiences to determine word meanings.] Under Construction, Whole Group, Literacy: pp. 66-67, 69, <i>I Love Trucks</i>. [Summary: Children use a picture glossary to name trucks and identify what they do.]

Cluster: Craft and Structure	
RI5 CCR Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI5 With modeling and support, identify the front cover, and back cover of a book.	The InvestiGator Club Teacher Guide (TG)
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> identify information appropriate for the front cover and back cover of a book demonstrate the proper use of a book (See MD PK CCSS RF1.a.) 	<p>Each Investigation provides children with opportunities to identify the front and back cover of a book. For example:</p> <ol style="list-style-type: none"> Under Construction, Whole Group, Literacy: pp. 66-67, 69, <i>I Love Trucks</i>. [Summary: Children discuss the words and illustrations on the front and back covers of the book.] Finny, Feathery, Furry Friends, Small Group, Literacy: Book Knowledge, p. 65. [Summary:

	<p>Children demonstrate how to read or view a book.]</p> <p>3. Let's Investigate! Whole Group, Literacy: Teach Manny to Read, p. 161. [Summary: With modeling and support, children identify how to read or view a book.]</p>
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Cluster: Craft and Structure	
RI6 CCR Anchor Standard	
Assess how point of view or purpose shapes the content and style of a text.	
	The InvestiGator Club Teacher Guide (TG)
RI6 With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <p>1. identify the role of (and use the terms) authors and illustrators/photographers.</p>	<p>Each Investigation provides children with opportunities to define the role of the author and the illustrator in a text. For example:</p> <p>1. Weather Watchers, Whole Group, Math, pp. 86-87, <i>Millions of Snowflakes</i>. [Summary: Children identify the role of authors and illustrators.]</p>

Cluster: Integration of Knowledge and Ideas	
RI7 CCR Anchor Standard	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	
	The InvestiGator Club Teacher Guide (TG)
RI7 With modeling and support, tell how the illustrations/photographs support the text.	
<p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <p>1. describe the illustrations/photographs in an informational text</p> <p>2. participate in discussions about the information derived from details in the illustrations/photographs in an informational text</p> <p>3. participate in discussions about how these details contribute to the understanding of informational text</p>	<p>Each Investigation provides children with opportunities to describe how the details in the illustrations contribute to an understanding of the text. For example:</p> <p>1. Watch It Grow, Small Group, Science, pp. 122-123, <i>The Shopping List</i>. [Summary: Children describe the illustrations in a text.]</p> <p>2. Splash and Dig, Small Group, Science, pp. 122-123, <i>Mud Pies</i>. [Summary: Children discuss the information that is derived details in the illustrations.]</p> <p>3. Under Construction, Small Group, Science, pp. 122-123, <i>Build a Doghouse</i>. [Summary: Children discuss how details from the text contribute to their understanding of the text.]</p>

Cluster: Integration of Knowledge and Ideas	
RI8 CCR Anchor Standard	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	

R18 With modeling and support, identify the reasons an author gives to support points in a text.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. recall details from a text 2. identify details that support a point in the text 3. answer questions about details in a text 	<p>Each Investigation provides opportunities to recall details from a text and identify details that support points in a text. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Whole Group, Literacy, pp. 66-67, <i>I Love Trucks</i>. [Summary: Children recall details from the text using both words and pictures.] 2. Weather Watchers, Small Group, Science, pp. 122-123, <i>What's the Weather?</i> [Summary: Children identify details that support a point in the text.] 3. Healthy You, Small Group, Science, pp. 122-123, <i>My Five Senses</i>. [Summary: Children answer questions about details in the text.]

Cluster: Integration of Knowledge and Ideas	
R19 CCR Anchor Standard Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
R19 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. listen to and discuss a variety of texts 2. identify the topic of a text 3. recognize texts that have the same topic 4. participate in discussions to identify the similarities and differences between two texts on the same topic 	<p>Each Investigation provides opportunities to listen to and discuss texts on the same topic. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Whole Group Literacy, pp. 66-67, <i>I Love Trucks</i>; Small Group, Science, pp.122-123, <i>Build a Doghouse</i>. [Summary: Children listen to and discuss texts on what you need to build a structure.] 2. Under Construction, Whole Group Literacy, pp. 66-67, <i>I Love Trucks</i>; Small Group, Science, pp.122-123, <i>Build a Doghouse</i>. [Summary: Children identify the topic of each book.] 3. Weather Watchers, Small Group, Science, pp. 122-123, <i>What's the Weather?</i>; Whole Group, Math, pp. 86-87, 89, <i>Millions of Snowflakes</i>. [Summary: Children recognize that two texts have the same topic on weather.] 4. Weather Watchers, Learning Centers, p. 40. [Summary: Children explore the similarities and differences between two or more texts on weather and the seasons.]

Cluster: Range of Reading and Level of Text Complexity	
RI10 CCR Anchor Standard Read and comprehend complex literary and informational texts independently and proficiently.	

RI10 Actively engages in group reading activities with purpose and understanding.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> develop comprehension skills by listening to a variety of appropriate increasingly complex informational texts (self selected and assigned) representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (expository and narrative: trade books, magazines, multimedia resources, functional texts such as recipes and labels, etc.) use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases apply before, during and after reading strategies for a variety of informational texts. participate in collaborative conversations with peers about grade-level complex informational text 	<p>Each Investigation provides opportunities for children to listen to a variety of texts at different levels of complexity. For example:</p> <ol style="list-style-type: none"> Watch It Grow, Learning Centers, p. 40. [Summary: Children listen to and read a variety of picture books about plants at increasing levels of complexity.] Healthy You, Whole Group, Math pp. 86-87, <i>More, Fewer, Less</i>. [Summary: Children use picture and word clues to determine the meanings of unknown words.] Finny, Feathery, Furry Friends, Small Group, Science, pp. 122-123, <i>The Fish Tank</i>. [Summary: Children make predictions, look for details in illustrations, and make connections to what all living things need.] Watch It Grow, Small Group, Science, pp. 122-123, <i>The Shopping List</i>. [Summary: Children discuss with peers where foods come from.]

STANDARDS FOR READING FOUNDATIONAL SKILLS (RF)

Cluster: Print Concepts	
RF1 Demonstrate understanding of basic features of print.	The InvestiGator Club Teacher Guide (TG)
<p>RF1.a Demonstrate an awareness that words are read from left to right, top to bottom and page-by-page.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> demonstrate interest/attention to print demonstrate proper orientation of book demonstrate proper handling of a book recognize that a book has a front and back cover follow words from left to right (and return sweep), top to bottom, front to back and page by page 	<p>Each Investigation provides children with opportunities to demonstrate an awareness of how a text is read. For example:</p> <ol style="list-style-type: none"> Watch It Grow, Whole Group, Math, pp. 86-87, <i>Apple Farmer Annie</i>. [Summary: Children demonstrate an interest in print.] Let's Investigate! Whole Group, Literacy: Teach Manny to Read, p. 161. [Summary: Teacher demonstrates orientation and book handling.] Finny, Feathery, Furry Friends, Whole Group, Literacy, pp. 66-67, 69, <i>Pretend You're a Cat</i>. [Summary: The teacher demonstrates proper handling of the book; children recognize the front and back covers and discuss the illustrations on each cover.] Let's Investigate! Opening Circle Time, Oral Language, pp. 124-125, <i>Dilly and Rosalita Sausalito</i>. [Summary: Children follow words as the teacher reads aloud, tracking print.] Finny, Feathery, Furry Friends, Whole Group, Social and Emotional, pp. 106-107 <i>Dilly and JT Gator</i>. [Summary: Children follow words from left to right, top to bottom as the teacher tracks the print.]

Cluster: Print Concepts	
RF1 Demonstrate understanding of basic features of print.	The InvestiGator Club Teacher Guide (TG)
<p>RF1.b Recognize that spoken words can be written and read.</p> <p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> engage in a variety of literacy experiences (e.g. shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g. a variety of structures and/or genres representing a wide variety of cultures) understand that speech can be written and read understand that print conveys meaning 	<p>Each Investigation provides children with opportunities to recognize that spoken words can be written down. For example:</p> <ol style="list-style-type: none"> Under Construction, Learning Centers, Reading: Let's Read! p. 40; Small Group: Early Writing, pp. 62-63; Whole Group, Literacy, pp. 66-67, <i>I Love Trucks</i>; Whole Group, Social and Emotional, pp. 106-107, <i>Dilly and Chuck Wood</i>. [Summary: Children engage in a wide variety of literacy experiences.] Let's Investigate! Whole Group, Literacy: Tracking Print, p. 205 [Summary: Children understand that words can be written down and read.] Under Construction, Whole Group, Math, pp. 86-87, <i>The Shape of Things</i>. [Summary:

Cluster: Print Concepts	
RF1 Demonstrate understanding of basic features of print.	The InvestiGator Club Teacher Guide (TG)
<p>RF1.c Understand that words are separated by spaces in print.</p> <p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> engage in a variety of literacy experiences which focus on spaces in print (e.g. shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g. a variety of structures and/or genres representing a wide variety of cultures) 	<p>The InvestiGator Club provides children with a solid foundation in recognizing words as separate units of print. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Small Group, Literacy: Find a Word, p. 179; Follow That Print, p. 201; Under Construction, Closing Circle Time, Shared Writing, pp. 110-111. [Summary: Children understand that words are separated by spaces.]

Cluster: Print Concepts	
RF1 Demonstrate understanding of basic features of print.	The InvestiGator Club Teacher Guide (TG)
<p>RF1.d Recognize and name some uppercase and lowercase letters of the alphabet.</p> <p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> apply visual discrimination of shapes and orientation differentiate between pictures, shapes, letters, and 	<p>Let's Investigate! provides in-depth lessons on Alphabet Knowledge. Each investigation also includes daily Alphabet Knowledge lessons that focus on different letters. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Everyday Literacy, Alphabet Knowledge, pp. 218-219, Alphabet Poster, Alphabet Flapboard. [Summary: Children recognize the letters of the alphabet.] Watch It Grow, Whole Group, Math, pp. 86-87,

<p>numerals</p> <ol style="list-style-type: none"> 3. attend to print in order to discriminate between letters and numbers in order to recognize that letters and numbers represent different concepts 4. attend to print in order to learn letter names 	<p>89, <i>Apple Farmer Annie</i>. Finny, Feathery, Furry Friends, Alphabet Knowledge, Letters and Numbers, p. 61. [Summary: Children differentiate between pictures, numbers, letters, and words.]</p> <ol style="list-style-type: none"> 3. Watch It Grow, Closing Circle Time, Shared Writing, pp. 90-91. [Summary: Children attend to and differentiate between letters and numbers in a shared writing experience.] 4. Let's Investigate! Everyday Literacy, Alphabet Knowledge, pp. 130-131, Alphabet Flapboard. [Summary: Children learn the names of the letters of the alphabet.]
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Cluster: Phonological Awareness	
RF2 Demonstrate understanding of spoken words and sounds (phonemes)	The InvestiGator Club Teacher Guide (TG)
<p>RF2.a Recognize rhyming words in spoken language.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. identify and differentiate environmental sounds 2. begin to demonstrate auditory discrimination of rimes/same ending sounds 3. identify rhymes in poems and stories read aloud 	<p>The InvestiGator Club provides children with a solid early foundation in phonological awareness. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 58-59. [Summary: Children identify environmental sounds in and around the house and classroom.] 2. Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 128-129; Closing Circle Time, Literacy: The Rhyme in You, pp. 165. [Summary: Children are introduced to recognizing rhymes.] 3. Under Construction, Small Group, Literacy, pp. 82-83, "At the Museum" (Literacy Flap Fillers) [Summary: Children think about rhyming words to figure out what happens next in the story.]

Cluster: Phonological Awareness	
RF2 Demonstrate understanding of spoken words and sounds (phonemes)	The InvestiGator Club Teacher Guide (TG)
<p>RF2.b Identify and isolate individual words in a spoken sentence.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. identify and differentiate individual words in spoken language 	<p>The InvestiGator Club provides children with a solid early foundation in phonological awareness. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Everyday Literacy, Phonological Awareness, pp. 120. [Summary: Children identify individual words in spoken sentences.]

Cluster: Phonological Awareness	
RF2 Demonstrate understanding of spoken words and	The InvestiGator Club Teacher Guide (TG)

sounds (phonemes)	
RF2.c Count, pronounce, blend, and segment syllables in spoken words.	The InvestiGator Club provides children with a solid early foundation in phonological awareness. For example:
Essential Skills and Knowledge	
With modeling and support,	
<ol style="list-style-type: none"> 1. identify and isolate spoken words in a sentence 2. identify whether isolated sounds are same or different 3. orally blend word parts (onsets and rimes) 	<ol style="list-style-type: none"> 1. Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 106-107. [Summary: Children are just beginning to discriminate and identify sounds in spoken language.] 2. Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 150-151; Healthy You, Everyday Literacy, Phonological Awareness, p. 80. [Summary: Children are just beginning to match beginning sounds in words.] 3. Watch It Grow, Everyday Literacy, Phonological Awareness, p. 100; p. 120. [Summary: Children put together beginning and ending sounds to say a word.]

Cluster: Phonological Awareness	
RF2 Demonstrate understanding of spoken words and sounds (phonemes)	The InvestiGator Club Teacher Guide (TG)
RF2.d Blend and segment onsets and rimes of single-syllable spoken words.	The InvestiGator Club provides children with a solid early foundation in phonological awareness. For example:
Essential Skills and Knowledge	
With modeling and support,	
<ol style="list-style-type: none"> 1. identify initial and final sounds in a word 2. categorize words as same or different by initial or final sound 3. orally blend word parts (onsets and rimes) 	<ol style="list-style-type: none"> 1. Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 172-173; pp. 194-195; Healthy You, Everyday Literacy, Phonological Awareness, p. 120. [Summary: Children begin to show awareness of beginning and ending sounds.] 2. Finny, Feathery, Furry Friends, Daily Routines, Phonological Awareness, p. 35; Everyday Literacy, Phonological Awareness, Listen for the Beginning Sound, p. 100. [Summary: Children increase their phonological awareness with these activities that focus on categorizing words by initial or final sound.] 3. Watch It Grow, Everyday Literacy, Phonological Awareness, p. 100; p. 120. [Summary: Children put together beginning and ending sounds to say a word.]

Cluster: Phonological Awareness	
RF2 Demonstrate understanding of spoken words and sounds (phonemes)	The InvestiGator Club Teacher Guide (TG)
RF2.e Isolate and pronounce the initial sound in spoken words.	The InvestiGator Club provides children with a solid early foundation in phonological awareness. For example:
Essential Skills and Knowledge	
	<ol style="list-style-type: none"> 1. Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 150-151. [Summary: Children begin to show awareness

<p>With modeling and support,</p> <ol style="list-style-type: none"> 1. recognize similarities and differences in the initial sound of words 2. begin to demonstrate understanding the concept of first, middle, and last 	<p>of initial sounds in words that are the same.]</p> <ol style="list-style-type: none"> 2. Weather Watchers, Everyday Literacy, Phonological Awareness, p. 60. [Summary: Children show awareness that words can be segmented into beginning middle, and final sounds.]
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Cluster: Phonological Awareness	
	The InvestiGator Club Teacher Guide (TG)
<p>RF2 Demonstrate understanding of spoken words and sounds (phonemes)</p> <p>RF2.f Orally blend and segment individual phonemes in two-to-three phoneme words.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. orally blend individual phonemes to form words (e.g. /c/ /a/ /t/ = cat) 2. orally segment a word into individual phonemes (e.g., cat = /c/ /a/ /t/ 	<p>The InvestiGator Club provides children with a solid early foundation in phonological awareness. For example:</p> <ol style="list-style-type: none"> 1. Weather Watchers, Everyday Literacy, Phonological Awareness, p. 80. [Summary: Children begin to blend individual sounds to form words.] 2. Weather Watchers, Everyday Literacy, Phonological Awareness, p. 60, 120. [Summary: Children begin to segment a word into individual sounds.

Cluster: Phonics and Word Recognition	
	The InvestiGator Club Teacher Guide (TG)
<p>RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF3.a Recognize that words are made up of letters and their sounds.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. engage in language activities focusing on the alphabetic principle 2. begin to associate names of letters with their shapes 3. begin to notice the beginning letter in familiar words 4. begin to associate names of letters with their sounds 	<p>The InvestiGator Club provides children with explicit lessons on recognizing and identifying letters and the sounds that stand for them through activities, in books, and in the environment. Each Investigation includes letter activities in Daily Routines, Quick Minutes (see TG p.32) as well as Phonological Awareness and Alphabet Knowledge lessons (see TG p. 61). For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 172-173. [Summary: Children engage in activities that address the alphabetic principle--words are composed of letters that represent sounds.] 2. Healthy You, Everyday Literacy, Alphabet Knowledge, The Letter Nn p. 61; The Letter Aa, p. 81; The Letter Dd, p. 101; The Letter Vv, p. 121. [Summary: Children associate letter names with their shapes.] 3. Let's Investigate! Everyday Literacy, Phonological Awareness, p. 150-151. [Summary: Children begin to match beginning sounds in familiar words.] 4. Under Construction, Everyday Literacy, Alphabet Knowledge: The Letter Mm, p.61; The Letter Ff, p. 81; The Letter Ss, p. 101; The Letter P, 121 [Summary: With guidance and support, children understand that the letters M, F, S and P stand for the sounds /m/, /f/, /s/, /p/

respectively.]

Cluster: Phonics and Word Recognition	
RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	The InvestiGator Club Teacher Guide (TG)
RF3.b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants. Essential Skills and Knowledge With modeling and support, 1. begin to match the name and sound of some uppercase and lowercase consonants letters in the alphabet.	The InvestiGator Club provides children with explicit lessons in uppercase and lowercase letters and the sounds they represent. For example: 1. Weather Watchers , Everyday Literacy, Alphabet Knowledge, The Letter Ww, p. 61; Letter Time; The Letter Uu, p. 81; The Letter Gg, p. 101; The Letters Kk and Xx, p. 121. Finny, Feathery, Furry, Friends , Everyday Literacy, Alphabet Knowledge, p. 121. [Summary: Children begin to understand one-to-one letter sound correspondence.]

Cluster: Phonics and Word Recognition	
RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	The InvestiGator Club Teacher Guide (TG)
RF3.c Recognize name in print as well as some environmental print (symbols/words) Essential Skills and Knowledge With modeling and support, 1. recognize and read name in isolation with increased automaticity 2. identify and name the letters in first name 3. recognize a few words in environmental print	The InvestiGator Club provides children with daily opportunities to recognize their names in print as well as some environmental print. For example: 1. Finny, Feathery, Furry Friends , Daily Routines, Attendance, p; 31; Watch It Grow , Daily Routines, Attendance, p. 31. [Summary: Children recognize and read their name in isolation.] 2. Weather Watchers , Everyday Literacy, Alphabet Knowledge, p. 61. [Summary: Children identify the letters in their first name.] 3. Healthy You , Small Group, Literacy: Safety Signs, p. 125; Under Construction , Daily Routines, Stop Signs, p. 36. [Summary: Children recognize safety signs including the symbol for poison.]

Cluster: Fluency	
RF4 Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.	The InvestiGator Club Teacher Guide (TG)
Essential Skills and Knowledge With modeling and support, 1. engage in a variety of literacy experiences (e.g., shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a	The InvestiGator Club provides children with a variety of literacy experiences through shared reading and writing, Interactive Read Alouds, language experience stories, and songs, rhymes, and finger plays. For example: 1. The InvestiGator Club Backpack Books (online component): <i>Outside My Window</i> ,

<p>wide selection of texts (e.g., a variety of structures and/or genres representing a wide variety of cultures)</p> <ol style="list-style-type: none"> 2. use illustrations to support understanding of the text 3. recite nursery rhymes, poems, and finger plays from a wide variety of genres with expression 4. engage in imitative reading with prosody 5. use strategies to prepare for reading (before, during, and after reading) 	<p><i>Water and Sand, Watch It Grow, Ready for Rain!, Healthy Me, Maggie Investigates, Matt's Toolbox.</i> [Summary: Children read a variety of texts representing a variety of genres.]</p> <ol style="list-style-type: none"> 2. Weather Watchers, Whole Group, Literacy, pp. 66-67, <i>The Snowy Day</i>. [Summary: Children use illustrations to support understanding of story events and details.] 3. Splash and Dig, Opening Circle Time, Oral Language: "A Sailor Went to Sea," p. 59; Oral Language: Ocean Shell, p. 78; Oral Language: "Seven Minnows," p. 99 [Summary: Children listen to and recite rhymes, poems, and finger plays.] 4. Weather Watchers, Learning Centers, Reading: Read and Talk, p. 40 [Summary: Children engage in pretend reading and point out important details in the text.] 5. Healthy You, Whole Group, Literacy, pp. 66-67, <i>Good Thing You're Not an Octopus</i>. [Summary: Children make predictions, use details in the illustrations to support understanding, and revisit the text for details.]
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STANDARDS FOR WRITING (W)

Cluster: Text Types and Purposes	
W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	The InvestiGator Club Teacher Guide (TG)
<p>Share the topic or name the book.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. establish and build upon a personal schema related to a topic or book via attending to a learning experience (e.g., reading of text and hands on experience) in order to gain a deeper level of knowledge about a topic or book 2. recognize that thoughts and ideas can be represented in drawing and writing 3. recognize that writing conveys meaning 4. after discussion, apply the prewriting and planning stages of the writing process to an opinion piece 5. identify the topic or book 6. develop and represent a simple sentence that states 	<p>The InvestiGator Club provides numerous opportunities for children to explore different forms of writing, whether through Shared Writing ("sharing the pen") or through Early Writing activities in which they use a combination of drawing, dictating, and writing. In addition children participate in Writing Learning Centers in which they explore early writing skills.</p> <p>For example:</p> <p>Finny, Feathery, Furry Friends, Small Group, Early Writing, pp. 62-63</p> <ol style="list-style-type: none"> 1. Children retell the Flapboard story: "To Be a Bee" and discuss why Bruno doesn't want to be a bee anymore. 2. Children use drawing and writing to represent their ideas. 3. Children understand that informational texts

<p>the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing</p>	<p>convey meaning about a topic.</p> <ol style="list-style-type: none"> 4. Children use simple props and role-play Bruno, Manny, or Rosalita as they investigate what it is like to be other animals. 5. If you could be an animal, what would you be? 6. Children draw a picture of an animal they might like to be.
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<p>Share an opinion on a topic or book.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. participate in a discussion about the learning experience that stimulates and guides thinking to express an opinion 2. generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas 3. after discussion, express an opinion by completing a cloze sentence orally, with a drawing, dictation or developmentally appropriate writing 	<p>For example:</p> <p>Finny, Feathery, Furry Friends, Small Group, Early Writing, pp. 62-63</p> <p>Topic: If you could be an animal, what would you be?</p> <ol style="list-style-type: none"> 1. With simple props role-play what it's like to be other animals. Ask each child: <i>If you could be any animal, what would you be?</i> 2. With modeling and support, children draw and decorate a picture of an animal they might want to be. 3. With guidance, the teacher helps children express an opinion about their animal and respond to the question: <i>What makes you think that being this animal would be interesting or fun?</i>
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Cluster: Text Types and Purposes	
W2 CCR Anchor Standard	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W2 Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.	The InvestiGator Club Teacher Guide (TG)
<p>Name the topic.</p> <p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. recognize that writing conveys meaning 2. after discussion apply the prewriting and planning stages of the writing process to an informative piece 3. establish and build upon a personal schema related to a topic or book via attending to a learning experience (e.g., reading of text and hands on experience) in order to gain a deeper level of knowledge about a topic or book 4. after discussion name the topic 	<p>The InvestiGator Club provides numerous opportunities for children to explore different forms of writing, whether through Shared Writing (“sharing the pen”) or through Early Writing activities in which they use a combination of drawing, dictating, and writing. In addition children participate in Writing Learning Centers in which they explore early writing skills.</p> <p>For example:</p> <p>Splash and Dig, Closing Circle Time, Shared Writing, pp. 70-71</p> <ol style="list-style-type: none"> 1. Children recall the information they learned about water from previous literacy experiences. 2. Children draw to show a water activity of something they would like to do in a stream, a river, or the ocean. 3. Through various texts, children have gained more information about bodies of water and animals that live near and in the water: Flapboards story “Out to Sea,” Literary text, <i>Commotion in the Ocean</i>, Poem “Water, Water, Everywhere.” 4. A book about water

<p>Supply some facts about the topic.</p> <p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. participate in discussion to gather and communicate information related to the topic/text (MD SLM PK-12A1.a) 2. express orally or via drawing, dictation or developmentally appropriate writing several facts that are all related to the topic 3. generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas. 	<p>For example:</p> <p>Splash and Dig, Closing Circle Time, Shared Writing, pp. 70-71</p> <ol style="list-style-type: none"> 1. Each child thinks about and discusses one idea he or she knows about water. 2. Each child draws a picture and writes about his or her idea that is related to the topic. 3. Children write or dictate one fact on their paper using a variety of writing tools, including the computer. Children’s pages are compiled into a class book.
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Cluster: Text Types and Purposes	
W3 CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W3 With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.	The InvestiGator Club Teacher Guide (TG)
<p>Tell a single event.</p> <p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. recognize that writing conveys meaning 2. after discussion apply the prewriting and planning stages of the writing process to a narrative piece 3. listen to and discuss a wide variety of narrative text (a variety of genres, fiction and non-fiction) to use as models to generate personal oral narratives 4. express an opening sentence that sets up the telling of the event orally or through drawings, dictation or developmentally appropriate writing 	<p>The InvestiGator Club provides numerous opportunities for children to explore different forms of writing, whether through Shared Writing (“sharing the pen”) or through Early Writing activities in which they use a combination of drawing, dictating, and writing. In addition children participate in Writing Learning Centers in which they explore early writing skills.</p> <p>For example:</p> <p>Healthy You, Closing Circle Time, Shared Writing: <i>A Comic Strip about Taking Turns</i>, pp. 110-111</p> <ol style="list-style-type: none"> 1. Children understand that a comic strip tells a story using both pictures and words. 2. Children listen to the teacher read aloud other comic strips that are developmentally appropriate. They listen to the words and look at the pictures to find out what’s happening. 3. Through various texts and literacy experiences, children have learned to give a personal narrative. (a personal narrative on what they can do now that they couldn’t do when they were young; a song: “The I Can Song;” <i>Dilly and Manny Salamander</i>—problem solving) 4. Children express what the person might be saying in the first panel of the comic strip.

<p>Tell about the details of the event in a meaningful sequence.</p> <p>Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of story structure (e.g., beginning, middle, end) 2. represent events in a meaningful sequence orally or via drawing, dictation or developmentally appropriate writing 3. compose oral and visual presentations that express personal ideas <ul style="list-style-type: none"> • contribute orally to a shared writing experience or topic of interest • use drawings, letters, or symbols to express personal ideas 	<p>For example:</p> <p>Healthy You, Closing Circle Time, Shared Writing: <i>A Comic Strip about Taking Turns</i>, pp. 110-111</p> <ol style="list-style-type: none"> 1. Children tell their narrative in four panels. In panel 1, the first sentence begins with <i>I</i>. 2. Children draw a picture in each panel. 3. Children compose orally what the people in each panel say. Children use letters or symbols or dictation to express personal ideas. 4. Children review/act out the comic strip that they created. (Is the narrative told in the correct order? What happened first, next, then, and last? Is there another way the personal narrative could end? How?)
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<p>4. identify how language choices in speaking and writing affect thoughts and feelings</p> <ul style="list-style-type: none"> • acquire and use new vocabulary • identify and use words to communicate feelings 	
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Cluster: Production and Distribution of Writing	
W4 CCR Anchor Standard Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.	
(Begins in grade 3.)	

Cluster: Production and Distribution of Writing	
W5 CCR Anchor Standard Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
W5 With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>See W1, W2, W3, and W7 of CCSC Framework for specific application.</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. With modeling and support after drawing, dictation or developmentally appropriate writing, <ol style="list-style-type: none"> a. Demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing b. Respond appropriately to others and answer questions about drawing, dictation and/or writing c. Start to produce writing that is legible, including the conventional formation of some uppercase and lowercase manuscript letter 	<p>Shared Writing activities in each Investigation encourage children with opportunities to share their ideas and discuss how they will write them.</p> <p>1a. Finny, Feathery, Furry Friends, Closing Circle Time, Shared Writing, pp.. 130-131. [Summary: With guidance and support, children work together to write riddles about different animals.]</p> <p>1b. Weather Watchers, Small Group, Early Writing, pp. 62-63. [Summary: Children draw a picture of their favorite season and write or dictate a sentence about their drawing. They learn to respond appropriately to others who have different ideas and opinions.]</p> <p>1c. Watch It Grow, Closing Circle Time, Shared Writing, pp. 70-71. [Summary: Children copy the names of plants on garden stakes for their real or imaginary garden.]</p>

Cluster: Production and Distribution of Writing	
W6 CCR Anchor Standard Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
W6 With prompting and support from adults, explore a variety of digital tools to express ideas.	The InvestiGator Club Teacher Guide (TG)

<p>Essential Skills and Knowledge</p> <p>See W1, W2, W3, and W7 of CCSC Framework for specific application.</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. With modeling and support, explore print, online, or multimedia sources in order to experience and interact with digital tools to express ideas. 	<p>The InvestiGator Club provides children with opportunities to explore digital tools, such as the Technology Learning Center. In addition:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Opening Circle Time, Technology: The "Techie" in You, p. 127; Closing Circle Time, Shared Writing: Type a Class Letter, pp. 140-141. 2. Summary: With prompting and support, children explore using a computer as a digital tool.]
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<p>Cluster: Research to Build and Present Knowledge</p>	
<p>W7 CCR Anchor Standard</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>W7 Participate in shared research and shared writing projects.</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. identify an assigned or personal information need (MD SLM PK-1 1B1.3) 2. select print, online, and multimedia sources (MD SLM PK-1 1B1.d) 3. contribute to a learning community (MD SLM PK-1 6B1.d) 	<p>The InvestiGator Club provides children with numerous opportunities for shared research projects. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Closing Circle Time, Shared Writing: Write a Letter, p. 90-91. [Summary: With guidance and support, children write a letter to Auntie Lu, sharing ideas for how to stay healthy.] 2. Splash and Dig, Closing Circle Time, Shared Writing, pp. 70-71. [Summary: With guidance and support, children work together to write a book about water, using a variety of writing tools such as a computer.] 3. Under Construction, Closing Circle Time, Shared Writing, pp. 70-71. [Summary: With guidance and support, children write about their experiences with constructing something.]

<p>Cluster: Research to Build and Present Knowledge</p>	
<p>W8 CCR Anchor Standard</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>W8 With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support via discussion,</p> <ol style="list-style-type: none"> 1. use prior knowledge or information from provided sources to answer a question. 	<p>The InvestiGator Club provides children with opportunities to recall information or gather information to answer a question with guidance and support. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Closing Circle Time, Shared Writing, pp. 90-91. [Summary: Children engage in written exploration with teacher support on the topic of healthy habits, using their own experiences and knowledge from the Investigation.

Cluster: Research to Build and Present Knowledge	
W9 CCR Anchor Standard Draws evidence from literary or informational texts to support analysis, reflection, and research.	
(Begins in grade 4)	

Cluster: Research to Build and Present Knowledge	
W10 CCR Anchor Standard Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
(Begins in grade 3)	

STANDARDS FOR SPEAKING AND LISTENING (SL)

Cluster: Comprehension and Collaboration	
SL1 CCR Anchor Standard Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
SL1 Participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts with peers and adults in small and larger groups.</i>	The InvestiGator Club Teacher Guide (TG)
<p>SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support via discussion,</p> <ol style="list-style-type: none"> participate in a variety of group activities, large and small group (e.g. morning meetings, center time) follow basic rules for group discussions (e.g. raise hand, take turns, remain on topic, answer questions) learn about different cultural communication styles (including those represented in the classroom and school community) 	<p>Each Investigation includes opportunities for children to follow rules for discussions with teacher guidance and support. In addition, each week's Closing Circle Time includes opportunities for children to take turns sharing their ideas in the Sharing Chair. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Small Group, Literacy, pp. 154-155. [Summary: With prompting and support, children listen to and discuss a story about following directions (listen carefully; talking slowly)] Let's Investigate! Opening Circle Time, Oral Language, pp. 54-55. Healthy You, Opening Circle Time, Oral Language: Nutritious Food, p. 78. [Summary: Children share their ideas and take turns listening and speaking.] Healthy You, Small Group, Social Studies: Food Around the World, p. 84. [Summary: Children share their ethnic food dishes and discuss where the food originated. Family members participate in the discussion.]

<p>SL1.b During scaffolded conversations, continue a conversation through multiple exchanges.</p> <p style="text-align: center;">Essential Skills and Knowledge</p>	<p>The InvestiGator Club provides children with opportunities to practice oral language skills through extended conversations with both peers and adults. For example:</p> <ol style="list-style-type: none"> Under Construction, Whole Group, Social and Emotional, pp. 106-107, <i>Dilly and Chuck Wood</i>.
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<p>With modeling and support via discussion,</p> <ol style="list-style-type: none"> 1. participate in conversations with adults and peers 2. stay on topic through multiple exchanges 3. add appropriate ideas to support or extend the conversation 4. contribute to a learning community (MD SLM PK-1 5A2.a) 5. follow two- or three-step directions 	<p>[Summary: Children listen to and participate in a conversation about a story.]</p> <ol style="list-style-type: none"> 2. Under Construction, Whole Group, Storytelling Classics, pp. 126-127, <i>The Three Little Pigs</i>. [Summary: Children engage in extended conversations about a classic tale.] 3. Finny, Feathery, Furry Friends, Whole Group, Social and Emotional, pp. 106-107, <i>Dilly and JT Gator</i>. [Summary: Children engage in extend conversations as they relate story events to their own experiences.] 4. Finny, Feathery, Furry Friends, Opening Circle Time, Oral Language: Classroom Nature Walk, p. 119. [Summary: Children share their experiences with bugs on a nature walk. 5. Let's Investigate! Opening Circle Time, Back to School: Fire Safety, p. 170. [Summary: Children learn a song "Get Low and Go Slow" to focus attention on fire safety.]
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Cluster: Comprehension and Collaboration	
SL2 CCR Anchor Standard Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support via discussion,</p> <ol style="list-style-type: none"> 1. ask and answer questions (who, what, where) 2. keep questions and responses on task/topic 3. become aware of Media Literacy 	<p>Each Investigation provides children with numerous activities in which text is read aloud and discussed. For example:</p> <ol style="list-style-type: none"> 1. Weather Watchers, Opening Circle time, Oral Language, pp. 116-117. [Summary: Children answer questions embedded in the poem on seasons. The teacher encourages them to ask questions and posts them on chart paper to be answered as they learn more about the seasons.] 2. Splash and Dig, Closing Circle Time, Shared Writing, pp. 110-111. [Summary: Children discuss the importance of listening and paying attention to what others say.] 3. Watch It Grow, Learning Centers, Technology, p. 46. [Summary: Children listen to interactive stories in English or Spanish and discuss the plants on screen.]

Cluster: Comprehension and Collaboration	
SL3 CCR Anchor Standard Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	The InvestiGator Club Teacher Guide (TG)

<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support via discussion,</p> <ol style="list-style-type: none"> 1. connect prior knowledge to new learning 2. demonstrate ability to formulate questions targeted to specific need 3. demonstrate ability to take risks during discussions 	<p>The InvestiGator Club provides children with opportunities to ask and answer questions about various kinds of texts. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Small Group, Science, pp. 198-199. [Summary: Children ask and answer questions in order to get information about ants' food preferences.] 2. Let's Investigate! Whole Group, Fine Art: Art of Today, p. 160. [Summary: Children ask questions about works of art.] 3. Under Construction, Small Group, Science, pp. 122-123, <i>Build a Doghouse</i>. [Summary: Children take risks in a discussion by asking and answering questions about how the doghouse changes as it gets built.]
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Cluster: Comprehension and Collaboration	
SL4 CCR Anchor Standard	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, style, are appropriate to task, purpose, and audience.	
SL4 Describe familiar people, places, things, and events with modeling and support.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support via discussion,</p> <ol style="list-style-type: none"> 1. connect to personal/prior knowledge and experiences 2. speak clearly enough to be heard and understood 3. share multiple ideas on a single familiar topic 4. organize information in order to express themselves succinctly and filter what is appropriate to share with others (MD SLM PK-1 3) 	<p>The InvestiGator Club provides children with opportunities to use language to describe people, places, things, and events. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Small Group, Social Studies, pp. 176-177. [Summary: Children work as a group to create a representation of their neighborhood with blocks, and then each child describes his or her contribution to the neighborhood.] 2. Weather Watchers, Opening Circle Time, Oral Language, pp. 96-97; Oral Language: Windy Words, p. 99, Oral Language: A Windy-Day Story, p. 99. [Summary: Children speak clearly and with expression when reciting a poem and saying weather words.] 3. Finny, Feathery, Furry Friends, Whole Group, Literacy, pp. 66-67, <i>Pretend You're a Cat</i>. [Summary: Children describe a variety of animals—how they move, how they find food, how they eat.] 4. Weather Watchers, Investigation Station, pp. 54-55. [Summary: Children share their experiences as weather watchers and observations about weather. They draw real-world conclusions from their observations and data.]

Cluster: Comprehension and Collaboration
SL5 CCR Anchor Standard
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support via discussion,</p> <ol style="list-style-type: none"> 1. choose appropriate visuals to match oral presentations 2. use available technology appropriately to display ideas 3. organize information for oral delivery (MD SLM PK-1 3) 	<p>Each Investigation includes opportunities for children to add details to their descriptions using drawings or other visual displays. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Opening Circle Time, Oral Language, pp. 56-57. [Summary: Children record their ideas about the features of different types of trees on a web in the shape of a tree.] 2. Let's Investigate! Closing Circle Time, Shared Writing, pp. 140-141. [Summary: Children use available technology to write a letter to Rosalita.] 3. Watch It Grow, Opening Circle Time, Oral Language, pp. 76-77. [Summary: Children create a flow chart to show the steps the farmer follows to grow crops. They too can follow the steps to grow their own fruits and vegetables.]

Cluster: Comprehension and Collaboration	
SL6 CCR Anchor Standard Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
SL6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support via discussion,</p> <ol style="list-style-type: none"> 1. speak clearly enough to be heard and understood in a variety of settings 2. communicate effectively in a variety of situations with different audiences, purposes, and formats 3. use props in situations, such as show-and-tell 4. produce and expand complete sentences in shared language activities 	<p>Each Dilly and Friends Lapbook explores a specific social and emotional skill necessary for Pre-K children to achieve success in the classroom and beyond. Explicit lessons in which these books are read aloud also provide children with opportunities to express their own thoughts, feelings, and ideas clearly and appropriately. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Whole Group, Social and Emotional pp. 106-107. [Summary: Children speak clearly when talking about their experiences with sharing.] 2. Under Construction, Small Group, Social and Emotional, p. 124 [Summary: Children express their feelings, needs, and opinions productively while learning about manners.] 3. Weather Watchers, Opening Circle Time, Oral Language: "Boom, Bang!", p. 98. [Summary: Children create sound effects to accompany a poem using props.] 4. Weather Watchers, Opening Circle Time, Oral Language, pp. 96-97. [Summary: Children use complete sentences to describe the wind. They generate questions about what they would like to know about wind.]

STANDARDS FOR LANGUAGE (L)

Cluster: Conventions of Standard English	
L1 CCR Anchor Standard Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).	The InvestiGator Club Teacher Guide (TG)
<p>L1.a Print uppercase and lowercase letters in first name.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. explicitly and sequentially develop and strengthen fine motor skills which support letter formation using a variety of activities 2. recognize that names begin with a capital letter 3. recognize that space is used to separate words 4. correctly form upper and lowercase letters in first name 5. practice writing name on various sizes and styles of paper, and other mediums in a developmentally appropriate manner 	<p>Shared Writing activities in each Investigation encourage children to print both uppercase and lowercase letters with teacher support. In addition, Early Writing and Learning Center Writing activities in each Investigation provide children with numerous opportunities to practice writing all letters of the alphabet. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Closing Circle Time, Shared Writing, pp.70-71. [Summary: Children use writing and drawing tools to strengthen fine motor skills.] 2. Healthy You, Closing Circle Time, Shared Writing, pp.130-131. [Summary: Children recognize that names begin with a capital letter.] 3. Splash and Dig, Closing Circle Time, Shared Writing, pp. 110-111. [Summary: Children work in pairs and tell each other something they can do. As the teacher writes what they say, children notice the spaces between words.] 4. Watch It Grow, Learning Centers, Writing: Alphabet Book, p. 41. [Summary: Children use Alphabet Cards as models for forming letters.] 5. Under Construction, Closing Circle Time, Shared Writing, pp. 110-111; Finny, Feathery, Furry Friends, Closing Circle Time, Shared Writing, pp. 90-91. [Summary: Children are encouraged to write their own names on written work.]
L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).	The InvestiGator Club Teacher Guide (TG)

<p>L1.b Use frequently occurring nouns and verbs.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. Demonstrate the use of frequently occurring nouns and verbs when speaking 2. Demonstrate subject/verb agreement when speaking 3. Demonstrate correct verb tense when speaking 4. Demonstrate noun/pronoun agreement when speaking 	<p>Explicit lessons in every Investigation include vocabulary words that are integrated into the activity. For example:</p> <ol style="list-style-type: none"> 1. Weather Watchers, Closing Circle Time, Shared Writing, pp. 130-131. [Summary: Children work together to create oral and written sentences about seasons, using the common verb <i>is</i>.] Splash and Dig, Opening Circle Time, Oral Language, pp. 76-77. [Summary: Children learn a cluster of nouns to identify plants and animals in a meadow.] 2. Watch It Grow, Opening Circle Time, Oral Language: Who's Got the Seed? p. 78. [Summary: Children respond to questions using complete sentences.] 3. Weather Watchers, Closing Circle Time, Oral Language: A Windy-Day Story, p. 99. [Summary: Starting with a teacher-created story opener, each child adds a complete sentence to create an oral story.] 4. Weather Watchers, Closing Circle Time, Oral Language: If I Could, p. 93. [Summary: With modeling and support, children answer questions about the weather using correct verb tense.]
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<p>L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).</p>	<p style="text-align: center;">The InvestiGator Club Teacher Guide (TG)</p>
<p>L1.c Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. understand concept of singular and plural (e.g., multiple objects) 2. apply understanding of singular and plural nouns when speaking 	<p>The InvestiGator Club provides numerous lessons in which children use plural nouns in speech and in writing. For example:</p> <ol style="list-style-type: none"> 1. Finny, Feathery, Furry Friends, Closing Circle Time, Shared Writing, pp. 70-71. [Summary: With guidance and support, children orally create a list of animal facts that the teacher records; each animal is a plural noun.] 2. Watch It Grow, Closing Circle Time, Shared Writing, pp. 130-131. [Summary: Children create oral sentences for each topic using a singular noun; (e.g., A tree has a trunk); the teacher records each child's sentence.]

<p>L1 Demonstrate beginning understanding of the</p>	<p style="text-align: center;">The InvestiGator Club Teacher Guide (TG)</p>
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<p>conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).</p>	
<p>L1.d Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. identify and define question words in texts presented in a variety of formats 2. practice and apply the use of question words when speaking 3. participate in oral language activities that foster questioning skills 	<p>As an inquiry-based program, The InvestiGator Club, includes science- and literacy-based lessons in which children are encouraged to ask and answer questions. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Small Group, Science: Observe and Compare, p. 64. [Summary: Children answer <i>what, where, how and how many</i> questions.] 2. Healthy You, Whole, Group, Social and Emotional, pp. 106-107/. [Summary: Children ask and answer questions about Dilly and Manny Salamander and comment on information and events from the story.] 3. Splash and Dig, Small Group, Literacy: Reread “How Many?” [Summary: Children count to answer each question in the story.]

<p>L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>L1.e Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. demonstrate understanding of prepositions by using prepositions correctly when speaking. 	<p>The InvestiGator Club provides children with opportunities to understand and use positional words when speaking. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Small Group, Readiness: Opposites, p. 178. [Summary: Children use position words to talk about their experiences crawling through a tunnel.]

<p>L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>L1.f Produce complete sentences in shared language activities.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. use standard English in language activities 	<p>The InvestiGator Club provides children with opportunities to produce and expand sentences. For example:</p> <ol style="list-style-type: none"> 1. Finny, Feathery, Furry Friends, Whole Group, Literacy: Reread a Story, p. 69. [Summary: Children answer questions about pet safety in complete sentences.] 2. Finny, Feathery, Furry Friends, Opening

2. use complete sentences in conversations, in response to questions and during language experience activities	Circle Time, Oral Language: In the Garden, p. 119. [Summary: Children respond to questions about garden insects in complete sentences.]
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Cluster: Conventions of Standard English	
L2 CCR Anchor Standard	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	The InvestiGator Club Teacher Guide (TG)
<p>L2.a Recognize that their name begins with a capital letter.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> recognize that space is used to separate words recognize the difference between uppercase and lowercase letters recognize names (proper nouns) begin with a capital letter 	<p>Each Investigation provides children with numerous opportunities to develop alphabetic knowledge. For example:</p> <ol style="list-style-type: none"> Splash and Dig, Closing Circle Time, Shared Writing, pp. 110-111; Watch It Grow, Whole Group, Literacy: Reread a Soup Story, p. 69. [Summary: Children work in pairs and tell each other something they can do. As the teacher writes what they say, children notice the spaces between words.] Weather Watchers, Everyday Literacy, Alphabet Knowledge, pp. 61, 81, 101, 121. [Summary: Children recognize the difference between uppercase and lowercase letters.] Healthy You, Closing Circle Time, Shared Writing, pp.130-131. [Summary: Children recognize that names begin with a capital letter.]

L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	The InvestiGator Club Teacher Guide (TG)
<p>L2.b Demonstrate awareness of name and function of end punctuation. (e.g., period, question mark and exclamation point).</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> with direct instruction and modeling, identify end punctuation presented in a variety of texts with modeling and support, practice skill in developmentally appropriate writing 	<p>Shared writing activities in each Investigation provide children with opportunities to write, using the conventions of standard English capitalization, punctuation, and spelling. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Opening Circle Time, Oral Language, pp. 116-116. [Summary: With guidance and support, children perform the chant “The Seasons,” and answer the questions in the chant.] Let’s Investigate! Closing Circle Time, Shared Writing, pp. 228-229. [Summary: With modeling and guidance, children write a message to the Investigators and pay special attention to the mark at the end of each sentence.]

	<p>2. Finny, Feathery, Furry Friends, Closing Circle Time, Shared Writing, pp. 70-71; Watch It Grow, Small Group, Early Writing, pp. 62-63. [Summary: Children work together to write a list of facts, beginning sentences with capital letters and ending with punctuation.]</p>
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L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	The InvestiGator Club Teacher Guide (TG)
<p>L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> demonstrate an awareness of the relationship between spoken words and written text understand the use of space between words in text presented in a variety of formats practice making letter-like shapes, symbols, letters, and words practice and apply use of space between words correctly in developmentally appropriate writing 	<p>Early Writing and Shared Writing activities in each Investigation demonstrate the relationship between spoken words and written text. Children have daily opportunities to practice writing words. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Closing Circle Time, Shared Writing, pp. 70-71, 97, 119, 163. [Summary: Children learn that writing is a way of communicating for a variety of purposes.] Let's Investigate! Closing Circle Time, Shared Writing, pp. 228-229. [Summary: Children understand that when you write you leave a space between words.] Let's Investigate! Closing Circle Time, Shared Writing, pp. 96-97. [Summary: With guidance and support, children begin to write one or more letters of a word that describes their picture.] Under Construction, Closing Circle Time, Shared Writing, p. 110-111. [Summary: With guidance and support, children write with spaces between words.]

L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	The InvestiGator Club Teacher Guide (TG)
<p>L2.d Develop fine motor skills necessary to control and sustain handwriting.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> write with dominant hand hold pencil efficiently during writing activities write first name with conventionally formed letters 	<p>Writing activities in each Investigation model and guide children to hold their pencil efficiently during writing activities. For example:</p> <ol style="list-style-type: none"> Under Construction, Everyday Literacy, Alphabet Knowledge, p.121. [Summary: With guidance and support, children write letters and words with their dominant hand.] Under Construction, Small Group, Early Writing, pp. 62-63. [Summary: With guidance and support, children hold their pencils correctly when they write.] Finny, Feathery, Furry Friends, Closing Circle Time, Shared Writing, pp. 90-91. [Summary: With

	guidance and support, children write their first name, tracing, copying, and writing letters.
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Cluster: Knowledge of Language	
L3 CCR Anchor Standard	
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L3 (Begins in grade 2.)	

Cluster: Vocabulary Acquisition and Use	
L4 CCR Anchor Standard	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
L4 Determine or clarify the meaning of unknown words and phrases based on <i>pre-kindergarten reading and content</i>.	
The InvestiGator Club Teacher Guide (TG)	
Essential Skills and Knowledge	In every Investigation, children learn new words based on the investigation topic, Interactive Read Alouds, and activities across all domains of learning. For example:
With modeling and support,	
<ol style="list-style-type: none"> access prior knowledge and experiences to determine the meaning of words and phrases discuss words and phrases and their meanings as they are encountered in texts, instruction, and conversations 	<ol style="list-style-type: none"> Let's Investigate! Opening Circle Time, Literacy: The Curiosity in You, p. 215; Whole Group, Readiness: Investigating Shapes, pp. 224-225. [Summary: Children access prior knowledge and experiences to learn the meanings of words.] Let's Investigate! Opening Circle Time, Oral Language, p. 54-55, Dilly and the InvestiGator Club. [Summary: Children use vocabulary words to talk about what's happening in the text and respond to questions.] Healthy You, Whole Group, Literacy, pp. 66-67, <i>Good Thing You're Not an Octopus!</i> [Summary: Children use illustrations to discuss words meanings encountered in a read aloud.]

Cluster: Vocabulary Acquisition and Use	
L5 CCR Anchor Standard	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L5 With modeling and support from adults, explore word relationships and nuances in word meanings.	
The InvestiGator Club Teacher Guide (TG)	
Essential Skills and Knowledge	The InvestiGator Club provides children with numerous opportunities to sort objects into categories. For example:
L5a. With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<ol style="list-style-type: none"> Watch It Grow, Learning Centers, Math: Sorting Seeds, p. 42; Small Group, Math, pp.

<p>With modeling and support,</p> <ol style="list-style-type: none"> 1. identify and sort objects and/or pictures of common words into basic categories 2. discuss commonalities differences among groups of words 	<p>102-103, 105. [Summary: Children sort classroom objects by size, shape, and color.]</p> <ol style="list-style-type: none"> 2. Let's Investigate! Whole Group, Readiness: Alike and Different, pp. 202-203. [Summary: Children sort objects into five groups that represent the five senses.]
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<p>L5 With modeling and support from adults, explore word relationships and nuances in word meanings.</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>L5b. With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. discuss the meaning of frequently occurring verbs and adjectives and their opposites 	<p>The InvestiGator Club provides children with opportunities to use frequently occurring verbs and adjectives as well as their opposites. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Small Group, Science: Loud and Quiet Sounds, p. 179; Small Group, Math: Long and Short, p. 200. [Summary: Children demonstrate understanding of adjectives that are opposites.] <p>Under Construction, Whole Group, Social and Emotional, pp. 106-107; Let's Investigate! Small Group, Math, pp. 220-221. [Summary: Children learn the meanings of some common verbs—<i>glued, hammered, sawed, measured; count, knock, listen.</i>]</p>

<p>L5 With modeling and support from adults, explore word relationships and nuances in word meanings.</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>L5c. Identify real-life connections between words and their use (e.g., note objects in classroom that are <i>small</i>).</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> 1. access prior knowledge and experiences to identify connections between words and their application to real life 2. develop prior knowledge and vocabulary through hands-on experiences and by exposure to a variety of literary and informational narrative and expository texts reflecting a wide range of cultures 	<p>The InvestiGator Club provides children with many opportunities to make connections between words and their use in everyday experiences. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Small Group, Math, pp. 132-133; Whole Group, Math: Match a Snack, p. 139. [Summary: With guidance and support, children identify pairs of things, such as shoes, socks, mittens, and matching things.] 2. Let's Investigate! Small Group, Social Studies, pp. 176-177. [Summary: Children listen to the story <i>Dilly and Chuck Wood</i> and discuss his home and neighborhood. Then they compare Dilly's neighborhood to their own.] <p>Splash and Dig, Small Group, Science, pp. 122-123. [Summary: Children develop prior knowledge and vocabulary (<i>dirt, rocks, sand, water</i>) by listening to the text <i>Mud Pies</i> and through the hands-on experience of making a mud pie.]</p>

Cluster: Vocabulary Acquisition and Use	
L6 CCR Anchor Standard	
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gather vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
L6 Use words and phrases acquired through conversation, being read to, and responding to text.	The InvestiGator Club Teacher Guide (TG)
<p style="text-align: center;">Essential Skills and Knowledge</p> <p>With modeling and support,</p> <ol style="list-style-type: none"> develop rich oral language through exposure to a wide variety of texts and hands-on experiences participate in collaborative conversations with diverse peers about topics and text read aloud, written, or presented in other multimedia formats 	<p>The InvestiGator Club is committed to developing young children’s oral language through a variety of experiences. It might be through a hands-on science investigation, an Interactive Read Aloud, a Learning Center activity, or other activities that engage children in meaningful learning in each Investigation. For example:</p> <ol style="list-style-type: none"> Splash and Dig: Children listen to a variety of texts, both literary (<i>Commotion in the Ocean</i>, <i>One-Dog Day</i>) and informational (<i>Mud Pies</i>) and engage in various hands-on experiences. [Summary: There are numerous opportunities to develop oral language and vocabulary about lakes and shores, oceans and beaches, and rivers and wetlands.] Splash and Dig, Whole Group, Storytelling Classics, pp. 126-127, 129. [Summary: Children engage in conversation about the text “How the Fly Saved the River,” a legend from the Ojibwa.]