

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 7-Week 1

*RL.K.10, RI.K.10 and W.K.10 are practiced regularly; therefore, they are not listed in the document below.

***For standards with lettered sub-standards, focus on those in bold.**

Smart Start Big Idea: Let's Get Started (3 Weeks) ~ What do we need to learn?

Week 1

Weekly Concept: Look At Us!

Essential Question: How is everyone special?

Focus Standards/Objectives		Resources/ Strategies	Assessments	Special Education and ELL Accommodations
Reading Literature	<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p style="color: red;">Students will work together to compare texts and find ways that the characters are special in the different texts</p>	<p>Smart Start Reading Writing Workshop: p.18-23 "Look at Me!"</p> <p>Interactive Read Aloud Cards: "The Ugly Duckling"</p>	DIBELS	<p>How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.</p>
Reading Informational Text				

<p>Reading Foundations</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. <i>Students will be introduced to tracking from left to right through teacher modeling by pointing and tracking during read alouds.</i></p> <p><i>Once initially introduced, use questions and prompts such as:</i> <i>-Show me where to begin reading.</i> <i>-Which way to go from here?</i></p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters c. Understand that words are separated by spaces in print</p> <p>d. Recognize and name all upper- lowercase letters of the alphabet. <i>Students will be exposed to a wide variety of literacy experiences that focus on upper and lower case letters Aa-Hh of the alphabet</i></p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. <i>With guidance and support, students will recognize and produce rhyming words. Through multiple exposures, students will gain an understanding of “same” and “different”, and students will know that rhyming words end with the same sounds.</i></p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of</p>	<p>Literature Big Book: “Animals in the Park: An ABC Book” by Bob Barner</p> <p>Big Book of Rhymes: -p.4-5, 6-7, 8-9, 10-11, 12-13</p> <p>Smart Start Reading Writing Workshop: p.12-17 “I Am Special” and p.18-23 “Look at Me!”</p> <p>“The Alphabet” Teaching Poster</p> <p>Word Building Cards: A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h</p>		
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- the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.4 Read emergent-reader texts with purpose and understanding.

With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book concluding with an understanding of what the story was about.

<p>Writing</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic. <i>Students will write the word "I" followed by a picture of an action word and then a period to write a sentence informing the reader of what the student does.</i></p>	<p>High-Frequency Word Card: I</p>		
<p>Speaking & Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <i>Students will be given the opportunity to learn about and discuss with their peers each others' names along with other things that make them special.</i></p> <p>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>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <i>Students will confirm their understanding of different texts read aloud to them by responding to questions posed during and after the text is read. Responses can be oral or may be a hand signal such a thumbs up, thumbs down or raised hand.</i></p>	<p>Interactive Read Aloud Cards: "The Ugly Duckling"</p> <p>Day 4 Week 1 p.S22 of Teacher's Manual: "The Three Sisters"</p>		
<p>Language</p>	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Print upper- and lowercase letters. <i>Students will have opportunities to practice printing the word "I" and capital- and lowercase letters Aa-Hh on various form of media such as dry erase boards or paper that has a top line, bottom line and middle dotted line.</i></p> <p>b. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>High-Frequency Word Card: I</p>		

Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 7-Week 2

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Smart Start Big Idea: Let's Get Started (3 Weeks) ~ What do we need to learn?

Week 2

Weekly Concept: Family Times

Essential Question: Who is in your family?

Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations
			How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.

<p>Reading Literature</p>	<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <i>Students will be work together to compare texts and find ways that the families in the stories are different.</i></p>	<p>Smart Start Reading Writing Workshop: p.36-41 "Fun Together!" Big Book of Rhymes: "Chook, Chook, Chook" p.20-21</p>	<p>DIBELS</p>	
<p>Reading Informational Text</p>				
<p>Reading Foundations</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. <i>Students will be reminded how to hold the book right side up. They will continue to learn about left to right directionality through teacher modeling by pointing and tracking during read alouds.</i></p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters <i>With prompting and support, students will recognize that spoken words can be written, spoken, and read. Students will know the difference between letters and words and will recognize that letters go together to make words. Students will identify words in text.</i></p> <p>c. Understand that words are separated by spaces in print <i>With prompting and support, students will engage in a wide variety of literacy experiences involving writing that focuses on spaces in print. Students will know the difference between a letter and a word. Students will recognize that letters build words and words build sentences. Students will recognize that printed words are separated by spaces.</i></p> <p>d. Recognize and name all upper- lowercase letters of the alphabet. <i>Students will be exposed to a wide variety of literacy experiences that focus on upper and lower case letters li- Rr of the alphabet</i></p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Literature Big Book: "Animals in the Park: An ABC Book" by Bob Barner</p> <p>Big Book of Rhymes: p 14-15, 16-17, 18-19, 20-21.</p> <p>Smart Start Reading Writing Workshop: p.30-35 "Family Fun!" and p.36-41 "Fun Together!"</p> <p>"The Alphabet" Teaching Poster</p> <p>Word Building Cards: l, i, J, j, K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r</p>		

	<p>a. Recognize and produce rhyming words. <i>With guidance and support, students will recognize and produce rhyming words. Through multiple exposures, students will gain an understanding of “same” and “different”, and students will know that rhyming words end with the same sounds.</i></p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). <i>Students will read the high-frequency word “can”. Students will begin to form sentences using the high frequency word card and picture cards.</i></p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding. <i>With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book concluding with an understanding of what the story was about.</i></p>			
<p>Writing</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic. <i>Students will build sentences in a pocket chart using the</i></p>	<p>High-Frequency Word Card: can</p>		

	<p>High Frequency Words “I” and “can” followed by a picture of an action word and then a period. Students can then write and and illustrate these sentences.</p>			
<p>Speaking & Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <i>Students will be given the opportunity to learn about and discuss with their peers who is in their family and how they may be similar or different.</i></p> <p>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>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <i>Students will confirm their understanding of different texts read aloud to them by responding to questions posed during and after the text is read. Responses can be oral or may be a hand signal such a thumbs up, thumbs down or raised hand.</i></p>	<p>Interactive Read Aloud Cards: “Tikki Tikki Tembo”</p> <p>Day 4 Week 2 p.S45 of Teacher’s Manual: “Teddy’s Week”</p>		
<p>Language</p>	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Print upper- and lowercase letters. <i>Students will have opportunities to practice printing the word “can” and capital- and lowercase letters li-Rr on various form of media such as dry erase boards or paper that has a top line, bottom line and middle dotted line.</i></p> <p>b. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>High-Frequency Word Card: can</p>		

	e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. f. Write numbers 0–20			
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Webster Public Schools ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 7-Week 3

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Smart Start Big Idea: Let's Get Started (3 Weeks) ~ What do we need to learn?
<u>Week 3</u> <i>Weekly Concept:</i> I Can Do It! <i>Essential Question:</i> What can you do?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	RL.K.9 Compare and contrast the adventures and experiences of characters in familiar stories. <i>Students will work together to compare things the characters can do in different texts.</i>	Smart Start Reading/Writing Workshop: p.53-58	DIBELS	

<p>Reading Informational Text</p>	<p>RI.K.1 With prompting and support, ask and answer question about key details in a text. <i>Students will recall and summarize main events of the story using key details from the text.</i></p>	<p>Interactive Read Aloud Cards: "Kindergarteners Can!"</p>		
<p>Reading Foundations</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. <i>Students will be introduced to tracking from left to right through teacher modeling by pointing and tracking during read alouds.</i></p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters. <i>With prompting and support, students will recognize that spoken words can be written, spoken, and read. Students will know the difference between letters and words and will recognize that letters go together to make words. Students will identify words in text.</i></p> <p>c. Understand that words are separated by spaces in print. <i>With prompting and support, students will engage in a wide variety of literacy experiences involving writing that focuses on spaces in print. Students will know the difference between a letter and a word. Students will recognize that letters build words and words build sentences. Students will recognize that printed words are separated by spaces.</i></p> <p>d. Recognize and name all upper and lowercase letters of the alphabet. <i>Students will be exposed to a wide variety of literacy experiences that focus on upper and lower case letters Ss-Zz of the alphabet.</i></p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. <i>Students will determine how many syllables are in a word by clapping each syllable.</i></p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>Smart Start Reading/Writing Workshop: p. 42-43 "I Can Do It!", p. 47-52 "At School", p.53-58 "What Can I Do?"</p> <p>Literature Big Book: "Animals in the Park: An ABC Book" by Bob Barner</p> <p>Big Book of Rhymes: p. 24-25, 26-27, 28-29, 30-31, 32-33</p> <p>"The Alphabet" Teaching Poster</p> <p>Word Building Cards: S, s, T, t, U, u, V, v, W, w, X, x, Y, y, Z, z</p>		

	<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). <i>Students will review the high-frequency words “I” and “can.” Students will begin to form sentences with the high frequency word cards and picture cards.</i></p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read early-emergent-reader texts with purpose and understanding. <i>With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book concluding with an understanding of what the story was about.</i></p>			
Writing	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic. <i>Students will build sentences in a pocket chart using the High Frequency Words “I” and “can” followed by a picture of an action word and then a period. Students can then write and illustrate these sentences.</i></p>	High-Frequency Word Cards: I, can		
Speaking & Listening	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and <i>texts</i> with peers and adults in small and larger groups.</p>	Smart Start Reading/Writing Workshop Big Book: I Can Do It! P. 42-43		

	<p>Students will be given the opportunity to learn about and discuss with their peers about different activities they are able to do now that they could not do when they were younger.</p> <p>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>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>Students will confirm their understanding of different texts read aloud to them by responding to questions posed during and after the text is read. Responses can be oral or may be a hand signal such a thumbs up, thumbs down or raised hand.</p>	<p>Interactive Read Aloud Cards: "Kindergarteners Can!"</p> <p>Day 4 Week 3 p. S70 of Teacher's Manual: "We Can Help"</p>		
<p>Language</p>	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Print upper- and lowercase letters. Students will have opportunities to practice printing the words "I" and "can," and capital- and lowercase letters Ss-Zz on various form of media such as dry erase boards or paper that has a top line, bottom line and middle dotted line.</p> <p>b. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Write a letters or letters for most consonant and short-vowel sounds (phonemes).</p> <p>e. Spell simple words phonetically, drawing on</p>	<p>High-Frequency Word Cards: I, can</p>		

	knowledge of sound-letter relationships. f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).			
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