

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 10-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.**

Unit 10 Big Idea: Thinking Outside the Box (3 Weeks) ~ How can new ideas help us?

Week 1

Weekly Concept: Teamwork!

Essential Question: What can happen when we work together?

	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	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text. <i>Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</i></p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story. <i>Students will understand that characters are the people or animals that the story is about. They will be able to name the characters in a familiar story when prompted. Students will understand that the setting is the time and place of the story. They will be able to identify the setting of a familiar story when prompted. Students will understand the the event are what happen in the story. They will be able to list the major events of familiar stories when prompted.</i></p> <p>RL.K.4 Ask and answer questions about unknown words in a text. <i>Students will be able to ask questions about unknown words in texts that are read aloud to them, as well as, in leveled readers that they read themselves. They will also be able to ask other questions that they may have about a text before, during and after reading the text.</i></p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Literature Big Book: “What’s the Big Idea, Molly” by Valeri Gorbachev</p> <p>Retelling Cards: “What’s the Big Idea, Molly”</p> <p>Interactive Read Aloud Cards: “The Elves and the Shoemaker”</p> <p>Leveled Readers: <u>Approaching level-</u> “Animal Band” <u>On Level-</u> “We Want Honey” <u>Beyond Level-</u> “A Good Idea” <u>English Language Learners-</u> “We Want Honey”</p>	DIBELS	

	<p>RL.K.6 With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. Students will know the author is the person who wrote the story, and will know the illustrator is the person who made or drew the pictures for the story. Students will know how to find this information on the cover and title page of a book.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). Students will be able to look at an illustration that goes along with a text read aloud them and identify how the illustration matches the text. Students will also be able to identify what the illustration shows that text does not, and how this helps us to better understand the text.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Students will work together to compare Literature Big Book and the Interactive Read Aloud, and find ways that the texts show what can happen when people work together.</p>			
Reading Informational Text				
Reading Foundations	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print. Students will be able to track and read the text in a leveled reader accurately using their knowledge of text organization and words.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</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</p>	<p>Sound-Spelling Card: Cube (Long u) u_e</p> <p>Word-Building Cards: a-z</p> <p>Dog Puppet</p> <p>Visual Vocabulary Card: good, who</p> <p>High-Frequency Word Cards: my, you, to, do, I, like, we, see, the, a, can, and, go, are, with, he, is, little, she, was, for, have, of, they, here, me, this, what, help, too, has, play, where, look, good, who</p> <p>Unit 10 Reading/ Writing Workshop: p. 8-15, "A Good Time for Luke!"</p>		

	<p>spoken words. Students will be able to clap the syllables/parts of a word. They will be able to count and identify how many syllables a word has. (Example: showing - show / ing, two parts)</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/.) Students will be able to identify the beginning, medial and ending long /u/ sound of words that have the long vowel u in them. Students will be guided to find words with the spelling , u_e and say the long a sound</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Student will be able to substitute given phonemes from a word and produce the new word. Example: Say <i>fun</i>. Change the /u/ to /a/ (fan)</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. Students will practice blending, segmenting and writing two and three letter words using all letters of the alphabet. They will also be able to read/decode long vowel words with the u_e spelling pattern.</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. Students will be able to identify the short sound for the letter u, as well as, the long sound for u. They will be able to read CVC words using the short vowel sound for u, and read CVCE words using the long vowel sound for the letter u.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Students will read the high-frequency words “good” and “who”. They will begin to form sentences with the high frequency word cards <i>my, you, to, do, I, like, we, see, the, a, can, and, go, are, with, he, is, little, she, was, for, have, of, they, here, me, this, what, help, too, has, play, where, look, good, who</i> and word building cards. If appropriate, expose higher level learners to the Build Your Word Bank Words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Leveled Readers:</p> <p><u>Approaching level</u>- “Animal Band”</p> <p><u>On Level</u>- “We Want Honey”</p> <p><u>Beyond Level</u>- “A Good Idea”</p> <p><u>English Language Learners</u>- “We Want Honey”</p>		
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	<p>Students will be able to compare words, and identify how they are the same and how they are different. Example: <i>Luke, Duke</i> - all have -uke, the first letter of each word is different.</p> <p>RF.K.4 Read early-emergent-reader texts with purpose and understanding. With assistance from the teacher as necessary, students will decode and discuss a text from the Reading/Writing Workshop Book and Leveled Readers concluding with an understanding of what the story was about.</p>			
Writing	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>) Students will use a combination of introduced high frequency words and phonetic spelling to produce an opinion writing piece about why it is important to work together.</p>			
Speaking & Listening	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</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. Students will converse with each other back and forth. They will take turn speaking and listening to sentences that contain pronouns.</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. 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. This is also a great opportunity to use the Turn and Talk strategy.</p>			
Language	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><i>Sentence Structure and Meaning</i></p> <p>a. Demonstrate the ability to produce and expand complete</p>	<p>Grammar Lessons: Pronouns p.T25, T35, T43, T53, T59</p> <p>Vocabulary Strategy: Sentence Clues p.27, 45</p>		

	<p>sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100</p> <p>Students will understand that a pronoun is a word that take the place of a noun or a naming word. They will be able to identify pronouns in a sentence and change nouns in a sentence to the proper pronoun.</p> <p>b. Form questions that seek additional information, rather than a simple yes/no answer. Students will be able to use question words to ask questions seeking more information about a subject/topic. Students should be able to form those questions using the words who, what, where, when, how and why.</p> <p>Word Usage</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Students will properly capitalize words, attend to punctuation marks, and spell all sight words correctly in their writing.</p> <p>a. Print upper- and lowercase letters. Students will have opportunities to practice printing the words "good" and "who", and word with the u-consonant-e spelling pattern 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.</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. Students will begin to write simple CVC and CVCE words. Students will orally segment the sounds in the word and write the letters that make those sounds.</p> <p>f. Write numbers 0–20</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Students will be able to use context clues from text and</p>	<p>Visual Vocabulary Cards: decide, opinion, marvel, ragged, grateful</p>		
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	<p>illustrations to identify the meaning of words or phrases that may be unfamiliar.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.5 Explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Students will be able to identify question words. They will understand that we use question words to find out information about something. Students will be able to identify question words that are on the word wall.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Students will learn the new vocabulary words decide, opinion, marvel, ragged, and grateful following the Define/Example/Ask Routine.</p> <p>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. Students will use question words in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</p>			
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Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 10-Week 2

*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.**

Unit 10 Big Idea: Thinking Outside the Box (3 Weeks) ~ How can new ideas help us?

Week 2

Weekly Concept: A Place for Everything

Essential Question: In what ways are things alike? How are they different?

	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	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details. Students will use the illustrations in a familiar leveled reader to retell the book. Teachers will also do a guided retelling of the literature big book using the retelling cards. Students can then practice retelling the story using the retelling cards as a reference.</p> <p>RL.K.5 Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems). Review Genre: Fiction is a made-up story with characters, events, and settings.</p> <p>RL.K.6 With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. Students will know the author is the person who wrote the story, and will know the illustrator is the person who made or drew the pictures for the story. Students will know how to find this information on the cover and title page of a book.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts). Students will use the text and the illustrations to find key details in the story. They will understand that the illustrations depict the</p>	<p>Literature Big Book: "All Kinds of Families!" by: Mary Ann Hoberman</p> <p>Retelling Cards: "All Kinds of Families!"</p> <p>Interactive Read Aloud Cards: "The Perfect Color"</p> <p>Leveled Readers: <u>Approaching level-</u> "My Box" <u>On Level -</u> "Let's Make a Band" <u>Beyond Level-</u> "Going Camping" <u>English Language Learners-</u> "Let's Make a Band"</p>	DIBELS	

	events written in the text.			
Reading Informational Text	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers. They will understand that a reader can gain information by reading words and examining photographs, and that sometimes photographs include information not found in the text.</p>	<p>Literature Big Book: “All Kinds of Families!” by: Mary Ann Hoberman paired read p.34-36 “Good for You”</p>		
Reading Foundations	<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.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. Students will be able to blend the onset and rime sounds you make to make a word for example: /w/ /uz/, was or /dr/ /ink/, drink.</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/.) Students will be able to identify the medial and ending long /ē/ sound of words that have the letter e in the middle or at the end of words. Students will be guided to find words with the spelling e, e_e, ee and say /ē/.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Student will be able to substitute the medial phoneme from a word to produce a new word. Example: change the /e/ in fed to /ē/. What word do you get?</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. Students will practice blending, segmenting and writing words with long e and d, f, m, s, t.</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>Sound-Spelling Card: tree: /ē/, e_e, ee, e</p> <p>Word-Building Cards: a-z</p> <p>Dog Puppet</p> <p>Visual Vocabulary Cards: come, does</p> <p>Visual Vocabulary Card: sort, similar, perfect, endless, and experiment</p> <p>Unit 10 Reading/ Writing Workshop: p. 22-29, “We Come on Time!”</p>		

	<p>Students will identify the long and short vowel sound for the vowel e. Students will be able to sort words/picture cards by the medial sound /ē/ and /e/. They will review /ā/.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Students will read the high-frequency word “come” and “does”. They will review and read the high frequency word cards who, good, where, look, play, has, help, too. If appropriate, expose higher level learners to the Build Your Word Bank Words “first”, “sound” and “their”.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Students will blend and read words with long e, d, f, m, s, and t. They will notice which letter sounds are the same and which are different.</p> <p>RF.K.4 Read early-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 and Leveled Readers with a focus on foundational skills, comprehension, and fluency: intonation.</p>			
Writing	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. Students will use a combination of introduced high frequency words and phonetic spelling to produce a narrative writing piece telling about a time when they thought about something in a new way/ how their feelings changed about that topic.</p>			
Speaking & Listening	<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. 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. This is also a great opportunity to use the Turn and Talk strategy.</p>			
Language	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p>	<p>Grammar Lessons: Pronouns p.T107, T115, T123, T133, T139</p>		

Sentence Structure and Meaning

- a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100
Students will understand that a pronoun is a word that takes the place of a noun in a sentence. They will identify pronouns in sentences and practice changing nouns in sentences to pronouns.
- b. Form questions that seek additional information, rather than a simple yes/no answer.

Word Usage

- c. Form regular plural nouns orally by adding /s/ or /es/.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters.
- b. Capitalize the first word in a sentence and the pronoun I.
Students will understand that sentences always begin with a capital letter and that the rest of the letters in the sentence are lowercase letters.
- c. Recognize and name end punctuation.
- d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Students will begin to write simple long e words that they have been practicing blending, reading and manipulating during the week. Students will orally segment the sounds in the word and write the letters that make those sounds.

- f. Write numbers 0-20

L.K.5 Explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Model to students that opposite words are also called antonyms. Use the Big Book All Kinds of Families! to model identifying antonyms such as daughter is a girl and son is a boy. Daughter and son, as well as girl and boy are antonyms.

Vocabulary Strategy:
Word Categories/ Prepositions

Visual Vocabulary Cards:
sort, similar, perfect, endless, and experiment

Interactive Read Aloud Cards:
“The Perfect Color”

	<p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Students will learn the new vocabulary words sort, similar, perfect, endless, and experiment following the Define/Example/Ask Routine.</p> <p>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. Students will discuss ways things can be alike and different. Through these conversations they will discuss words that are opposites and antonyms and identify these items in the big book read aloud, "All Kinds of Families"</p>			
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Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 10-Week 3

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

Unit 10 Big Idea: Thinking Outside the Box (3 Weeks) ~ How can new ideas help us?

Week 3

Weekly Concept: Protect Our Earth

Essential Question: What ideas can you suggest to protect the environment?

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			DIBELS	
Reading Informational Text	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers. They will understand that a reader can gain information by reading words and examining photographs, and that sometimes photographs include information not found in the text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text. Using think alouds, teachers will model finding and retelling key details from the leveled readers. Students can then take turns retelling the story. Teachers will also do a guided retelling of the literature big book using the retelling cards. Students can then practice retelling the story using the retelling cards as a reference.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. Students will ask questions about things that they don't understand while reading. They will also answer text dependent questions following a reading of a leveled reader.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book. When asked, students will be able to find the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or</p>	<p>Strategy: Reread</p> <p>Literature Big Book: "Panda Kindergarten" by: Joanne Ryder paired read p.34-36 "Save Big Blue"</p> <p>Retelling Cards: "Panda Kindergarten"</p> <p>Interactive Read Aloud Cards: "Protect the Environment!"</p> <p>Leveled Readers: <u>Approaching level I</u> - "Help Clean Up" <u>On Level</u> - "Let's Save the Earth" <u>Beyond Level</u> - "Babysitters for Seals"</p> <p><u>English Language Learners-</u> "Let's Save the Earth"</p>		

	<p>information in the text. Students will be able to identify that an author writes the words of a text and that an illustrator creates the pictures. Sometimes the author and illustrator of a text are the same person and sometimes they are different people. Students will also know how to find this information on the cover and title page of a book.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). Students will understand that sometimes photographs in a story give information that is not in the author's words.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. Students understand that informational texts sometime give extra information in the form of a list that help to support the key details of the text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Students will work together to compare the similarities and differences of the Literature Big Book and the Interactive Read Aloud to find the ways both selections show ideas about how to help protect the environment.</p>			
<p>Reading Foundations</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Students will be reminded that some words start with the same sound. This is known as alliteration. Students will listen for and name the two words in a list of words that have the same beginning sound.</p> <p>a. Recognize and produce rhyming words.</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/.) Students will be able to identify the medial and ending long a, e, i, o, and u vowel sounds in words. Students will be guided to find words with the long vowel spelling patterns previously learned for each vowel.</p>	<p>Sound-Spelling Card: sound-spelling cards for long vowels: a, i, o, e, and u</p> <p>Word-Building Cards: a-z</p> <p>Photo cards: various photo cards</p> <p>Dog Puppet</p> <p>High-Frequency Word Cards: help, too, play, has, where, look, who, good, come, does</p> <p>Visual Vocabulary Card: help, too, play, has, where, look, who, good, come, does</p> <p>Unit 10 Reading/ Writing Workshop: p. 36-43, "Who Can Help?"</p> <p>Leveled Readers:</p>		

	<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Student will be able to substitute the medial phoneme from a word to produce a new word. Example: change the /e/ in fed to /ē/. What word do you get?</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. Students will practice blending, segmenting and writing words with long a, e, i, o,u, and consonants.</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. Students will identify the long and short vowel sound for the vowels. Students will be able to sort words/picture cards containing long and short vowel sounds. Review all long vowel sounds.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Students will read the high-frequency words help, too, play, has, where, look, who, good, come, does. They will review and read these high frequency word cards. If appropriate, expose higher level learners to the Build Your Word Bank Words. This week, review words previously learned.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Students will blend and read words with long vowels and consonants They will notice which letter sounds are the same and which are different.</p> <p>RF.K.4 Read early-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 and Leveled Readers with a focus on foundational skills, comprehension, and fluency.</p>	<p><u>Approaching level-</u> “Help Clean Up”</p> <p><u>On Level -</u> “Let’s Save the Earth”</p> <p><u>Beyond Level-</u> “Babysitters for Seals”</p> <p><u>English Language Learners-</u> “Let’s Save the Earth”</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. Students will use a combination of introduced high frequency words and phonetic spelling to produce an informative writing piece listing ways that they can help protect the environment.</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 pronouns with their peers and how they are used in a sentence.</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). <i>Students will engage collaborative conversations with partners about texts read in class.</i></p> <p>b. Continue a conversation through multiple exchanges. <i>Students will engage collaborative conversations with partners about texts read in class. Students will actively build upon peer comments and responses.</i></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. This is also a great opportunity to use the Turn and Talk strategy.</i></p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. <i>Students will add detailed illustrations to match their verbal or written sentences.</i></p>	<p>Unit 9 Reading/Writing Workshop p.34-35, 36-43</p>		
<p>Language</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><i>Sentence Structure and Meaning</i></p> <p>a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality). <i>Students will understand that a sentence needs to tell a complete thought and has a naming part and a telling part. Review that a sentence can have pronouns, or words that can take the place of naming words.</i></p>	<p>Grammar Lessons: Pronouns p.T187, T197, T205, T215, T221</p> <p>Vocabulary Strategy: Word Parts</p> <p>Visual Vocabulary Cards: environment, protect, recycle, wisely, and encourage</p> <p>Unit 10 Reading/Writing Workshop: pgs 44-45</p>		

	<p>b. Form questions that seek additional information, rather than a simple <i>yes/no</i> answer. <i>Word Usage</i></p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</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.</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. <i>Students will begin to write simple long e words that they have been practicing blending, reading and manipulating during the week. Students will orally segment the sounds in the word and write the letters that make those sounds.</i></p> <p>f. Write numbers 0-20 (see kindergarten mathematics standards for Counting and Cardinality).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <i>Students will be able to identify baby animals. They will be able to compare baby animals and identify the parent animals they belong to.</i></p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). <i>Students will learn the new vocabulary words environment, protect, recycle, wisely, and encourage following the Define/Example/Ask Routine.</i></p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through</p>			
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	<p>conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</p> <p>Students will use the story "Panda Kindergarten" to discuss baby animals. Through conversation, students will also review the names of the parent animal and the baby animals. Teacher lead activities and think alouds will also be used to model the use of word parts.</p>			
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