

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 2-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 2 Big Idea: Let's Explore (3 Weeks) ~ What can you find out when you explore?

Week 1

Weekly Concept: Tools We Use

Essential Question: How do tools help us to explore?

| 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>Literature Big Book: "The Handiest Things in the World" by Andrew Clements and paired read p. 36-40 "Discover with Tools"</p> <p>Retelling Cards: "The Handiest Things in the World"</p> <p>Interactive Read Aloud Cards: "Timimoto"</p> <p>Close Reading Companion: p. 16</p> <p>Leveled Readers: <u>Approaching level</u> - "We Need Tools" <u>On Level</u> - "A Trip" <u>Beyond Level</u> - "What Can You See?" <u>English Language Learners</u> - "A Trip"</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.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.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 Literature Big Book and the Interactive Read Aloud, and find ways that tools can help us explore in the different texts.</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. Students will learn that we read left to right and top to bottom by tracking the words while reading leveled readers and the Reading/Writing Workshop.</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>Sound-Spelling Card: Pp</p> <p>Word-Building Cards: p, m, a, s</p> <p>Photo cards: Beginning with letter p (and other various photo cards)</p> <p>Dog Puppet</p> <p>Visual Vocabulary Card: a</p> <p>High-Frequency Word Cards: a, l, see</p> <p>Unit 2 Reading/ Writing Workshop: p. 6-7, p. 8-13 "Pam Can See", p. 14-19 "We Can See!"</p> <p>Leveled Readers:</p> <p><u>Approaching level</u> - "We Need Tools"</p> <p><u>On Level</u>- "A Trip"</p> <p><u>Beyond Level</u> - "What Can You See?"</p> | | |

| | | | | |
|--|---|--|--|--|
| | <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Students will identify words in a line of a poem that have the same initial sound. They will understand that this is called alliteration. They will also generate their own alliterative phrases.</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/.)</p> <p>Students will be able to identify the initial and final /p/ sound of words that begin and end with the letter p. Teachers will also model segmenting CVC words and guide students to blend the sounds to form words.</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. Students will practice blending, segmenting and writing two and three letter words using the letters <i>p, m, a</i> and <i>s</i>.</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>Students will be able to orally produce the /p/ sound when shown the letter p and asked what sound it makes. Students will be able to write or point to the letter p when asked what letter makes the /p/ sound. This should also be reviewed for the sounds of the letters <i>m, a</i> and <i>s</i>.</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</p> | <p><u>English Language Learners</u> - "A Trip"</p> | | |
|--|---|--|--|--|

| | | | | |
|--|--|--|--|--|
| | <p>(e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Students will read the high-frequency word “a”. They will begin to form sentences with the high frequency word cards <i>I, see, we, can</i> and <i>a</i> and various picture 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>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 and Leveled Readers concluding with an understanding of what the story was about.</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 pictures or phonetic spelling to produce an informational writing piece about how tools help us.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Students will use information gathered from this week’s readings to produce an informational writing piece about how tools help us.</p> | <p>Teacher’s Edition: p T53 for sentence frame option</p> | | |
| <p>Speaking & Listening</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.</p> | | | |
| <p>Language</p> | <p>L.K.1 Demonstrate command of the conventions of standard English grammar and</p> | <p>Visual Vocabulary Cards: tools, discover, fetch, rumble, defeated</p> | | |

usage when writing or speaking; retain and further develop language skills learned previously.

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.

Students will understand that a **verb** is an action word that tells what someone or something can do. They will identify verbs and use them orally in sentences.

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.

Students will have opportunities to practice printing the word "a" and capital- and lowercase letters Pp on various form of media such as dry erase boards or paper that has a top line, bottom line and middle dotted line.

b. Capitalize the first word in a sentence and the pronoun *I*.

c. Recognize and name end punctuation.

d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Students will write the **letter p** when told the **sound /p/** or when told to write the letter that they hear at the beginning or end of a word with the letter p at the beginning or end.

e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

f. Write numbers 0–20

L.K.5 Explore word relationships and nuances

Grammar Lessons:

Verbs p.T23, T33, T41, T51, T57

| | | | | |
|--|--|--|--|--|
| | <p>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 gain an understanding of colors. They will use color words to tell the colors of different objects around the classroom and in photo cards. Students can group these objects/cards together by color.</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 <i>tools, discover, fetch, rumble</i> and <i>defeated</i> following the Define/Example/Ask Routine.</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 conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. Students will use <i>color words</i> in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</p> | | | |
|--|--|--|--|--|

*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 2 Big Idea: Let's Explore (3 Weeks) ~ What can you find out when you explore?

Week 2

Weekly Concept: Shapes All Around Us

Essential Question: What Shapes do you see around you?

| 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. 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. Lead them to understand they can use words, such as Who? What? When? Where? Or Why? To begin their questions.</p> | <p>Literature Big Book: "Shapes All Around"</p> <p>Retelling Cards: "Shapes All Around!"</p> | DIBELS | |
| Reading Informational Text | <p>RI.K.1 With prompting and support, ask and answer question about key details in a text. Students will recall and summarize main events of the story using key details from the text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Use the photographs within the story to have students compare the shapes they are seeing on one page versus another.</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).</p> | <p>Literature Big Book: "Shapes All Around"</p> <p>Literature Big Book: Paired Read: p.24-31 "Find the Shapes"</p> <p>Leveled Readers: <u>Approaching level</u> - "Shapes!" <u>On Level</u> - "Play with Shapes!" <u>Beyond Level</u> - "Use a Shape!"</p> <p>English Language Learners - "Play with Shapes!"</p> | | |

| | | | | |
|-----------------------------------|--|---|--|--|
| | <p>Students will make connections to identify something that both reading selections have in told about.</p> | | | |
| <p>Reading Foundations</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.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. <i>Students will be orally presented with the onset and rime of a single-syllable word and will blend the sounds together to form a familiar word.</i></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/.) <i>Students will be able to identify the initial and final /t/ sound of words that begin and end with the letter t. Teachers will also model segmenting CVC words and guide students to blend the sounds to form words.</i></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. <i>Students will practice blending, segmenting and writing two and three letter words using the letters p, m, a, t and s.</i></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. <i>Students will be able to orally produce the /t/ sound when shown the letter t or a photo card that starts with the letter t and, or asked what sound it makes. Students will be able to write or point to the letter t when asked what letter makes the /t/ sound. This should also be reviewed for the sounds of the letters m, a, s, and p.</i></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>).</p> | <p>Sound-Spelling Card: Tt</p> <p>Word-Building Cards: p, m, a, s, t</p> <p>Photo cards: Beginning with letter Ttt (and other various photo cards)</p> <p>Visual Vocabulary Card: like</p> <p>Dog Puppet</p> <p>High-Frequency Word Cards: a, can, I, like, see, the, we</p> <p>Reading/Writing Workshop: p.26-31 "We Like Tam!", p. 32-37 "I like Sam"</p> <p>Leveled Readers: <u>Approaching level-</u> "Shapes!" <u>On Level -</u> "Play with Shapes!" <u>Beyond Level -</u> "Use a Shape!" <u>English Language Learners -</u> "Play with Shapes!"</p> | | |

| | | | | |
|--|--|--|--|--|
| | <p>Students will read the high-frequency word “like”. They will begin to form sentences with the high frequency word cards <i>I, see, we, can, a, and like</i> including various picture cards. If appropriate, expose higher level learners to the Build Your Word Bank word: two</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Students will blend words with “ap” and “at” and identify when the beginning sound has been changed.</p> <p>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 and Leveled Readers concluding with an understanding of what the story was about.</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 pictures or phonetic spelling to produce an informational writing piece about shapes.</p> | | | |
| <p>Speaking & Listening</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.</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>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 (see kindergarten mathematics standards for Counting and Cardinality).</p> | <p>Visual Vocabulary Cards: materials, nature, world, decoration, games</p> <p>Grammar Lessons: Sentences p.T105, T115, T123, T133, 139</p> <p>Photo cards: fork, guitar, jump, kite, miz, pen, pie, sing, sock, tie, tiger, toe, top, turtle</p> | | |

Students will understand that a **verb** is an action word that tells what someone or something can do. They will make sentences for the photo cards **jump, mix,** and **sing**. They will also say a sentence to describe an action for the picture cards **fork, guitar, kite,** and **pen**.

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*.

c. Recognize and name end punctuation.

d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Students will write the **letter t** when told the **sound /t/** or when told to write the letter that they hear at the beginning or end of a word with the letter **t** at the beginning or end.

e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

f. Write numbers 0–20

L.K.5 With guidance and support from adults, 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.

Students will gain an understanding of **shapes**. Distribute triangles, squares, rectangles and circles and provide students the opportunity to sort the shapes.

| | | | | |
|--|---|--|--|--|
| | <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 materials, nature, world, decoration, and games following the Define/Example/Ask Routine or the prompts on the back of the cards.</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 conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. <i>Students will use shape words in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</i></p> | | | |
|--|---|--|--|--|

Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 2-Week 3

**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 2 Big Idea: Let's Explore (3 Weeks) ~ What can you find out when you explore? |
|---|

Week 3

Weekly Concept: World of Bugs

Essential Question: What kind of bugs do you know about?

| 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.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. 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.</i></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. <i>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.</i></p> | <p>Strategy: Ask and Answer Questions</p> <p>Literature Big Book: "I Love Bugs!" by Emma Dodd</p> <p>Retelling Cards for "I Love Bugs!"</p> <p>Leveled Readers: <u>Approaching level</u> - "We Like Bugs!" <u>On Level</u> - "The Bugs Run" <u>Beyond Level</u> - "I See a Bug!" <u>English Language Learners</u> - "The Bugs Run"</p> | DIBELS | |
| <p>Reading Informational Text</p> <p>RI.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. 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.</i></p> | <p>Interactive Read Aloud Cards: "From Caterpillar to Butterfly"</p> <p>Literature Big Book: Paired read pp. 28-32 "Bugs All Around"</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><i>Once initially introduced, use questions and prompts such</i></p> | <p>Sound-Spelling Cards: Ss, Tt, Mm, Aa, Pp</p> <p>Sound Boxes: (on back of Response Boards)</p> <p>Word-Building Cards: p, m, a, s, t</p> <p>Photo cards: Beginning with letters m, a, p, s, t</p> | | |

| | | | | |
|--|--|---|--|--|
| | <p>as: -Show me where to begin reading. -Which way to go from here?</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-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 spoken words. <i>Students will be orally presented with a word and will clap and count the syllables in the word.</i></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/.) <i>Students will be able to identify the initial and final sounds in words. (review sounds /m/, /p/, /s/, /t/) Students will also be able to identify the medial short /a/ sound in three-phoneme words. Teachers will model segmenting CVC words and guide students to blend the sounds to form words.</i></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. <i>Students will practice blending, segmenting and writing two and three letter words using the letters p, m, a,t and s.</i></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. <i>Students will be able to orally produce the /s/, /t/, /m/, /a/, and /p/ sound when shown the letters s, t, m, a, and p and asked what sounds they make. Students will be able to write</i></p> | <p>(and other various photo cards)</p> <p>Dog Puppet</p> <p>High-Frequency Word Cards: the, a, see, we, like</p> <p>Unit 2 Reading/Writing Workshop: p. 44-49 “Pat”, p. 50-55 “Tap! Tap! Tap!”</p> <p>Leveled Readers: <u>Approaching level</u> - “We Like Bugs!”</p> <p><u>On Level</u> - “The Bugs Run”</p> <p><u>Beyond Level</u> - “I See a Bug!”</p> <p><u>English Language Learners</u> - “The Bugs Run”</p> | | |
|--|--|---|--|--|

| | | | | |
|--|---|---|--|--|
| | <p>or point to the letters s, t, m, a, and p when asked what letter makes the /s/, /t/, /m/, /a/, or /p/ sound.</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>). Students will review reading the high-frequency words “the,” “a,” “see,” “we,” and “like”. They will begin to form sentences with the high frequency word cards <i>I, see, we, can, the, like</i> and <i>a</i> and various picture and punctuation cards. If appropriate, expose higher level learners to the Build Your Word Bank Cards. This week, review “out,” “down,” “will,” “there,” and “two.”</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Students will be reminded that the letter a is a vowel and that it can stand for the short and long vowel sounds.</p> <p>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 and Leveled Readers concluding with a retell and sharing of their favorite part of the story.</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 pictures and phonetic spelling to produce an informative writing piece about insects.</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. Students will be given the opportunity to learn about and discuss with their peers movement words and how they use movements to get from place to place.</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). Students will engage collaborative conversations with partners about texts read in class.</p> | <p>Unit 2 Reading/Writing Workshop p. 42-43, 56</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>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>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. <i>This standard can be monitored during student presentations.</i></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 verb is an action word that tells what someone or something can do. They will identify verbs and use them orally in sentences.</i></p> <p>b. Form questions that seek additional information, rather than a simple yes/no answer.</p> <p><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. <i>Students will have opportunities to practice printing the words “the,” “a,” “see,” “we,” “like” and capital- and lowercase letters Ss, Tt, Mm, Aa, and Pp on various form of media</i></p> | <p>Visual Vocabulary Cards: curious, observe, process, slender, attaches</p> <p>Grammar Lessons: Verbs p.T187, T197, T205, T215, T221</p> | | |

such as dry erase boards or paper that has a top line, bottom line and middle dotted line.

b. Capitalize the first word in a sentence and the pronoun *I*.

c. Recognize and name end punctuation.

d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Students will write the **letters s, t, m, a, and p** when told the **sounds /s/, /t/, /m/, /a/, and /p/** or when told to write the letter that they hear at the beginning or end of a word with the letters s, t, m, a, or p at the beginning or end.

e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

Students will be able to understand that different words can mean almost the same thing. For example: hop, jump, leap

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).

c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

Students will learn the new vocabulary words **curious, observe, process, slender** and **attaches** following the Define/Example/Ask Routine.

d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Students will act out some movement words that mean almost the same thing, but are slightly different. They will discuss how each word is the same and how it is different.

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 movement words in discussions with teachers and peers that were acquired through conversations, teacher lead activities, and listening to the Literature Big Book story "I Love Bugs!". | | | |
|--|--|--|--|--|