

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 3-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 3 Big Idea: Going Places (3 Weeks) ~ What can you learn by going to different places?

Week 1

Weekly Concept: Rules to Go By

Essential Question: What rules do we follow in different places?

	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.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>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Literature Big Book: "How Do Dinosaurs Go to School" by Jane Yolen and Mark Teague</p> <p>Retelling Cards: "How Do Dinosaurs Go to School"</p> <p>Interactive Read Aloud Cards: "The Boy Who Cried Wolf"</p> <p>Leveled Readers: <u>Approaching level</u> - "We Run" <u>On Level</u> - "Go, Nat!" <u>Beyond Level</u> - "The Birdhouse"</p> <p><u>English Language Learners</u> - "Go Nat!"</p>	DIBELS	

	<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 characters in the different texts cooperate with one another.</p>			
Reading Informational Text	<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>Literature Big Book: “How Do Dinosaurs Go to School” paired read p.34-36 “Be Safe”</p>		
Reading Foundations	<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 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. Students will understand that word is made up of letters that go in a special order. They will learn that some words can be sounded out by saying the letter sounds and that other words cannot be sounded out and, therefore, just need to memorized.</p> <p>c. Understand that words are separated by spaces in print. Students will understand that there is always a space between each written word.</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. Students will know that rhyming words end with the same sounds. They will recognize if two words rhyme with each other or not.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-</p>	<p>Sound-Spelling Card: li</p> <p>Word-Building Cards: i, a, s, p, t</p> <p>Photo cards: With letters i and a at the beginning and in the middle (and other various photo cards)</p> <p>Dog Puppet</p> <p>Visual Vocabulary Card: to</p> <p>High-Frequency Word Cards: to, I, like, we</p> <p>Unit 3 Reading/ Writing Workshop: p. 6-7, p. 8-13 “Can I Pat It?”, p. 14-19 “Tim Can Tip It”</p> <p>Leveled Readers: Approaching level - “We Run”</p> <p><u>On Level-</u> “Go, Nat!”</p> <p><u>Beyond Level -</u> “The Birdhouse”</p> <p><u>English Language Learners -</u> “Go Nat!””</p>		

syllable spoken words.

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 initial and medial short /i/ sound of words that have the letter i at the beginning or in the middle. Teachers will also model segmenting CVC words and guide students to blend the sounds to form words.

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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, t and s.

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.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
Students will identify the short vowel sound for the vowel i. Students will be able to sort words/picture cards by the medial sounds /i/ and /a/

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 "to". They will begin to form sentences with the high frequency word cards I, see, we, like, the and a and various picture cards. If appropriate, expose higher level learners to the Build Your Word Bank Words.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Students will be able to compare two CVC words and identify which letters are the same and which letters are different. For example: tip and tap (They both have t and p. One has the letter i and the other has the letter a)

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 key details of the text.			
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>)</p> <p>Students will use a combination of introduced high frequency words and pictures and phonetic spelling to produce an opinion writing piece about why you think rules are important or not.</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.</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 written, oral or may be a hand signal such a thumbs up, thumbs down or raised hand.</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 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 sentence needs to tell a complete thought with a noun and a verb. It tells someone or something doing an action. Students will work to turn phrases into complete sentences.</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</p>	<p>Visual Vocabulary Cards: rule, cooperate, guard, prank, responsible</p> <p>Grammar Lessons: Sentences p.T23, T33, T41, T51, T57</p>		

spelling when writing.

Students will properly capitalize words, attend to punctuation marks, and spell all sight words correctly in their writing

a. Print upper- and lowercase letters.

Students will have opportunities to practice printing the word "to" and capital- and lowercase letters li 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.

Students will understand that sentences always begin with a capital letter and that the rest of the letters in the sentence are lowercase letters. They will also know that the word "I" is an exception to that rule. It is always a capital letter no matter where it falls in a sentence.

c. Recognize and name end punctuation.

Students will be able to name a period and question mark when they see one at the end of a sentence. They will understand that periods come at the end of telling sentences and question marks come at the end of asking sentences.

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

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

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

Students will begin to write simple CVC words composed of the letters of the alphabet that they have been taught. 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).

	<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 rule, cooperate, guard, prank and responsible 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 action 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 3-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 3 Big Idea: Going Places (3 Weeks) ~ What can you learn by going to different places?

Week 2

Weekly Concept: Sounds Around Us

Essential Question: What are the different sounds we hear?

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.2 With prompting and support, retell familiar stories, including key details. <i>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.</i></p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <i>Students will work together to compare texts and discuss the ways both stories describe different sounds we hear as we go from place to place.</i></p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Literature Big Book: “Clang! Clang! Beep! Beep! Listen to the City” by Robert Burleigh Illustrated by Beppe Giacobbe</p> <p>Retelling Cards: “Clang! Clang! Beep! Beep! Listen to the City”</p> <p>Interactive Read Aloud Cards: “The Turtle and the Flute”</p> <p>Leveled Readers: <u>Approaching level</u> - “City Sounds” <u>On Level</u> - “Farm Sounds” <u>Beyond Level</u> - “A Noisy Night” <u>English Language Learners</u> - “Farm Sounds”</p>	DIBELS	
Reading Informational Text	<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). <i>Students will understand that sometimes photographs in a story give information that is not in the author’s words. Use academic language visualize and captions.</i></p>	<p>Literature Big Book: “Clang! Clang! Beep! Beep! Listen to the City” paired read p.34-39 “Sounds are Everywhere”</p>		
Reading Foundations	<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</p>	<p>Sound-Spelling Card: Nn</p> <p>Word-Building Cards: a, i, n, p, s, t</p>		

	<p>page by page. Students will be introduced to tracking from left to right through teacher modeling by pointing and tracking during read alouds.</p> <p>Once initially introduced, use questions and prompts such 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. Students will know that rhyming words end with the same sounds. They will recognize if two words rhyme with each other or not.</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 orally presented with the onset and rime of a single-syllable word and will blend the sounds together to form a familiar word.</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 initial and final /n/ sound of words that begin and end with the letter N or n. Teachers will also model and guide students in blending CVC words with the /n? Sound.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 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 with short a, i and t, p and n.</p>	<p>Photo cards: With letter n and a at the beginning and in the middle (and other various photo cards)</p> <p>Dog Puppet</p> <p>High-Frequency Word Cards: I, and, like, to, can, the see, we, to</p> <p>Visual Vocabulary Card: and</p> <p>Unit 3 Reading/Writing Workshop: p. 24-25, p. 26-31 “Nat and Tip” p. 30-31, p.32-37 “Tim and Nan”</p> <p>Leveled Readers: <u>Approaching level</u> - “City Sounds” <u>On Level</u> - “Farm Sounds” <u>Beyond Level</u> - “A Noisy Night”</p> <p><u>English Language Learners</u> - “Farm Sounds”</p>		
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	<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. Students will be able to orally produce the /n/ sound when shown the letter N or n and asked what sound it makes. Students will be able to write or point to the letter N or n when asked what letter makes the /n/ 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 read the high-frequency word “and” as well as review words, to, like, a. Mix the words and have children chorally say each one. Students will begin to form sentences with the high frequency word cards <i>and, I, like, to, can, the see, we, to,</i> and various picture cards. If appropriate, expose higher level learners to the Build Your Word Bank Cards. This week, introduce “then” and “new.”</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Students will be able to compare two CVC words and identify which letters are the same and which letters are different. For example: nap, nip and tan, tin. (They both have t and p. One has the letter i and the other has the letter a)</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 key details of the text.</p>			
<p>Writing</p>	<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</p>			

	<p>frequency words and phonetic spelling to produce an opinion writing piece about sounds. For example, "Which do you like more- city sounds or country sounds? Why?"</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.</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>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.</p> <p>b. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>Students will understand that sentences always begin with a capital letter and that the rest of the letters in the sentence are lowercase letters. They will also know that the word "I" is an exception to that rule. It is always a capital letter no matter where it falls in a sentence.</p> <p>c. Recognize and name end punctuation.</p> <p>Students will be able to name a period and question mark when they see one at the end of a sentence. They will understand that periods come at the end of telling sentences and question marks come at the end of asking sentences.</p> <p>d. Write a letter or letters for most consonant and</p>	<p>Visual Vocabulary Cards: listen, volume, exclaimed, chat, familiar</p> <p>Grammar Lessons: Sentences p.T105, T115, T123, T133, T139</p>		

	<p>short-vowel sounds (phonemes). Students will write the letter N or n when told the sound /n/ or when told to write the letter that makes the /n/ sound.</p> <p>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).</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.</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>listen, volume, exclaimed, chat</i> and <i>familiar</i> following the Define/Example/Ask Routine. Prompt children to use the words in sentences.</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>sound words</i> 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 3-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 3 Big Idea: Going Places (3 Weeks) ~ What can you learn by going to different places?

Week 3

Weekly Concept: The Places We Go

Essential Question: What places do you go to during the week?

	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.3 With prompting and support, identify characters, settings, and major events in a story. As students read a leveled reader, the teacher will guide students to help them identify key details or events in the story.</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>Strategy: Visualize</p> <p>Literature Big Book: "How Do Dinosaurs Go to School" by Jane Yolen and Mark Teague</p> <p>Retelling Cards: "How Do Dinosaurs Go to School"</p> <p>Interactive Read Aloud Cards: "The Boy Who Cried Wolf"</p> <p>Literature Big Book: "Please Take Me for a Walk" by Susan Gal</p> <p>Retelling Cards for "Please Take Me for a Walk"</p> <p>Leveled Readers: <u>Approaching level</u> - "We Can Go" <u>On Level</u> - "Going by Cab" <u>Beyond Level</u> - "Cal's Busy Week" <u>English Language Learners</u> - "Going by Cab"</p>	DIBELS	

<p>Reading Informational Text</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). <i>Students will understand that sometimes photographs in a story give information that is not in the author's words.</i></p>	<p>Interactive Read Aloud Cards: "Field Trips" Literature Big Book: "Please Take Me for a Walk" paired read p.36-40 "A Neighborhood"</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. <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 /k/ sound of words that begin and end with the letter c. 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 c, i, n, t, p, m, a 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 /k/ sound when shown the letter c and asked what sound it makes. Students will be able to write or point to the letter c when asked what letter makes the /k/ sound. This should also be reviewed for the sounds of the letters n, i, t, p, m, a and s.</i></p> <p>b. Associate the long and short sounds with common</p>	<p>Sound-Spelling Card: Cc</p> <p>Word-Building Cards: c, n, i, t, p, m, a, s</p> <p>Photo cards: Beginning with letter c and ending with the sound /k/ represented with the letters ck (and other various photo cards)</p> <p>Dog Puppet</p> <p>High-Frequency Word Cards: go, the, can</p> <p>Visual Vocabulary Card: go</p> <p>Unit 3 Reading/Writing Workshop: p. 44-49 "We Go to See Nan", p. 50-55 "Can We Go?"</p> <p>Leveled Readers: <u>Approaching level-</u> "We Can Go" <u>On Level-</u> "Going by Cab" <u>Beyond Level-</u> "Cal's Busy Week" <u>English Language Learners-</u> "Going by Cab"</p>		

	<p>spellings (graphemes) for the five major vowels. Students will identify the short vowel sound for the vowel i. Students will be able to sort words/picture cards by the medial sounds /i/ and /a/</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 word “go”. They will begin to form sentences with the high frequency word cards <i>the, can, go</i>, and various picture cards. If appropriate, expose higher level learners to the Build Your Word Bank Cards. This week, introduce “could” and “place.”</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Students will be able to compare two CVC words and identify which letters are the same and which letters are different. For example: tip and tap (They both have t and p. One has the letter i and the other has the letter a)</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 key details of the text.</p>			
<p>Writing</p>	<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 their favorite place to go.</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 sequence words and how they use sequence words to describe a process one uses to complete an activity.</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</p>	<p>Unit 3 Reading/Writing Workshop p.42-43</p>		

	<p>partners about texts read in class.</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.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>When they come across information they do not understand, students will be able to seek answers and help from peers and teachers.</i></p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <i>During presentations: Students will explain their ideas clearly and tell how their drawings include additional detail.</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,</p>	<p>Visual Vocabulary Cards: routine, neighborhood, local, intelligent, volunteer</p> <p>Grammar Lessons: Sentences p.T187, T197, T205, T215, T221</p>		

pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).

Students will understand that a sentence needs to tell a complete thought with a noun and a verb. It tells someone or something doing an action. Students will work to turn phrases into complete 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 words “go,” and capital- and lowercase letters **Cc** 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*.

Students will understand that sentences always begin with a capital letter and that the rest of the letters in the sentence are lowercase letters. They will also know that the word “I” is an exception to that rule. It is always a capital letter no matter where it falls in a sentence.

c. Recognize and name end punctuation.

Students will be able to name a period and question mark when they see one at the end of a sentence. They will understand that periods come at the end of telling sentences and question marks come at the end of asking sentences.

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

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

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 **routine, neighborhood, local, intelligent** and **volunteer** 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.

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 **sequence words** in discussions with teachers and peers that were acquired through conversations and teacher lead activities.