

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 4-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 4 Big Idea: Around the Neighborhood (3 Weeks) ~ What so you know about the people and places in your neighborhood?

Week 1

Weekly Concept: Time for Work

Essential Question: What do people use to do their jobs?

Focus Standards/Objectives		Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	RL.K.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.	Interactive Read Aloud Cards: "Little Juan and the Cooking Pot"	DIBELS	
Reading Informational Text	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. 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.	Strategy: Ask and Answer Questions Skill: Key Details Literature Big Book: "Whose Shoes?" by Stephen R. Swinburne Retelling Cards: "Whose Shoes" Literature Big Book: "Whose Shoes" paired read p.32-36 "Workers and Their Tools" Leveled Readers: <u>Approaching level</u> - "You Cook" <u>On Level</u> - "On the Job" <u>Beyond Level</u> - "The Neighborhood" <u>English Language Learners-</u> "On the Job"		

	<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>R.I.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or 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>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 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 a 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</p>	<p>Sound-Spelling Card: Oo</p> <p>Word-Building Cards: a, c, i, m, n, o, p, s, t</p> <p>Photo cards: With letters o at the beginning and in the middle (and other various photo cards)</p> <p>Dog Puppet</p> <p>Visual Vocabulary Card: you</p> <p>High-Frequency Word Cards: you, to, I, like, we, see, the, a, can, and, go</p> <p>Unit 4 Reading/ Writing Workshop: p. 8-15, "Tom on Top!"</p> <p>Leveled Readers: <u>Approaching level</u> - "You Cook" <u>On Level</u> - "On the Job" <u>Beyond Level</u> - "The Neighborhood" English Language Learners-</p>		

	<p>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 able to identify the beginning sounds of a single syllable word followed by the rime (or rest of the word). Example: get; /g/ /et/</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 medial /o/ sound of words that have the letter o at the beginning or in the middle. 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 a, c, i, m, n, o, p, s, and t.</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 generate the sounds for the letters a, c, i, m, n, o, p, s, and t when the letters are presented both orally and visually.</i></p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <i>Students will identify the short vowel sound for the vowel o. Students will be able to sort words/picture cards by the medial sounds /o/, /i/ and /a/</i></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>“On the Job”</p>		
--	--	---------------------	--	--

	<p>Students will read the high-frequency word “you”. They will begin to form sentences with the high frequency word cards <i>I, see, we, like, the, to</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. Students will be able to compare two CVC words and identify which letters are the same and which letters are different. For example: display <i>tot, not</i> and <i>cot</i>. Students should be able to identify that all three words have “ot” at the end.</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.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 what they think the best job is to do when they grow up.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Students will be able to expand their sentences by adding adjectives suggested by their peers. For example, cut and grow activity: Students cut sentences written on a sentence strip in front of a noun. Students choose a suggestion from peers of an adjective that describes that noun and add it to the sentence where it was cut.</p> <p>a. (Begins in grade 3)</p> <p>b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).</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</p>			

	<p>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 written, 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</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 Students will understand that an adjective is a describing word that tells more about a noun. They will identify adjectives in sentences and practice adding them to sentences to make the sentences more descriptive.</p> <p>b. Form questions that seek additional information, rather than a simple yes/no answer.</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 word “you” and capital- and lowercase letters Oo 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. c. Recognize and name end punctuation.</p> <p>d. Write a letter or letters for most consonant and short-</p>	<p>Visual Vocabulary Cards: equipment, uniform, utensils, expect, remained</p> <p>Grammar Lessons: Adjectives p.T23, T33, T41, T51, T57</p>		

	<p>vowel sounds (phonemes). Students will write the letter o when told the short /o/ sound or when told to write the letter that they hear at the beginning or middle of a word with the letter o at the beginning or middle.</p> <p>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.</p> <p>f. Write numbers 0–20</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. Students will be able to identify different types of jobs that people do for work, as well as, clothing, tools and equipment associated with each job.</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 also learn the new vocabulary words equipment, uniform, utensils, expect and remained 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 job words in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</p>			
--	---	--	--	--

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 4-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 4 Big Idea: Around the Neighborhood (3 Weeks) ~ What so you know about the people and places in your neighborhood?

Week 2

Weekly Concept: Meet Your Neighbors
Essential Question: Who are your neighbors?

	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>As students read a leveled reader, the teacher will guide students to help them identify key details or events in the story.</i></p> <p>RL.K.4 Ask and answer questions about unknown words in a text. <i>As students read a leveled reader, the teacher will model how to ask questions when they come to an unknown word while reading a text.</i></p>	<p>Skill: Character, Setting, Events</p> <p>Interactive Read Aloud Cards: “Cultural Festivals”</p> <p>Literature Big Book: “What Can You Do with Paleta?” paired read p.33-36 “A World Festival”</p> <p>Leveled Readers: <u>Approaching level</u> - “My Neighbors” <u>On Level</u> - “Neighborhood Party” <u>Beyond Level</u> - “Parade Day” <u>English Language Learners</u> - “Neighborhood Party”</p>	DIBELS	
Reading Informational Text				
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. <i>Students will be introduced to tracking from left to right through teacher modeling by pointing and tracking</i></p>	<p>Literature Big Book: “What Can You Do With a Paleta?” by Carmen Tafolia Illustrated by Magaly Morales</p> <p>Retelling Cards: “What Can You Do With a Paleta?”</p> <p>Sound-Spelling Card: Dd</p> <p>Word-Building Cards: d, i, p, a, m,</p>		

	<p>during read alouds.</p> <p>Once initially introduced, use questions and prompts such as:</p> <ul style="list-style-type: none"> -Show me where to begin reading. -Which way to go from here? <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Students will break a sentence into its words. Have students listen as you say the sentence and clap for each part of the sentence.</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 able to identify the beginning sounds of a single syllable word followed by the rime (or rest of the word). Example: get; /g/ /et/</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, medial, and final sounds of words that contain the letters d, a, i, m, p, s, and t, in the beginning, middle, or end. 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.</p> <p>Students will practice blending, segmenting and writing two and three letter words with short a, i and t, p and n.</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. Students will be able to orally produce the /d/ sound</p>	<p>o, t (and various other letter cards that were previously introduced).</p> <p>Photo cards: With letter d, a, i, and o, at the beginning and in the middle (and other various photo cards)</p> <p>Dog Puppet</p> <p>Visual Vocabulary Card: do</p> <p>High-Frequency Word Cards: a, and, go, like, see, the, to, we, you, do</p> <p>Unit 4 Reading/Writing Workshop: p. 22-29, "Sid</p> <p>Leveled Readers: <u>Approaching level-</u> "My Neighbors"</p> <p><u>On Level-</u> "Neighborhood Party"</p> <p><u>Beyond Level-</u> Parade Dayt"</p> <p><u>English Language Learners-</u> "Neighborhood Party"</p>		
--	---	--	--	--

	<p>when shown the letter D or d and asked what sound it makes. Students will be able to write or point to the letter D or d when asked what letter makes the /d/ sound.</p> <p>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/</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 “do” as well as review words, to, like, a. Mix the words and have children chorally say each one.</p> <p>Students will begin to form sentences with the high frequency word cards and, I, like, to, can, the see, we, to, and various picture cards. If appropriate, expose higher level learners to the Build Your Word Bank words. This week, introduce “day” and “long.”</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 what they think is the best Paleta flavor.</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>SL.K.4 Describe familiar people, places, things, and events and provide additional detail. During the introduction of the new essential question give students the opportunity to talk about their experiences of what good neighbors do.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. This standard can be monitored during student presentations.</p>	<p>Visual Vocabulary Cards: cultures, appreciate, proud, tradition, prefer</p>		
<p>Language</p>	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Print upper- and lowercase letters. Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Students will write the letter D or d when told the sound /d/ or when told to write the letter that makes the /d/ sound. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Write numbers 0–20 <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p>Strategy: Ask and Answer Questions</p> <p>Visual Vocabulary Cards: cultures, appreciate, proud, tradition, prefer</p> <p>Grammar Lessons: Sentences p.T105, T115, T123, T133, T139</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 food words. Explain that food words name things we eat. Explain to children that the food words in the story are Spanish food words. Ask groups to sort food from other objects. Gather small food items such as a piece of fruit, health bars and nuts, as well as small classroom items such as crayons, paint brushes, books, etc.</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 cultures, appreciate, proud, tradition, and prefer 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 food words in discussions with teachers and peers that were acquired through conversations and teacher lead activities. For example, ask students to identify food words that are part of a sandwich.</p>			
--	--	--	--	--

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 4-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 4 Big Idea: Around the Neighborhood (3 Weeks) ~ What so you know about the people and places in your neighborhood?

Week 3

Weekly Concept: Pitch in

Essential Question: How can people help to make your community better?

	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.4 Ask and answer questions about unknown words in a text. As students read a leveled reader, the teacher will model how to ask questions when they come to an unknown word while reading a text.</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</p>	<p>Interactive Read Aloud Cards: "The Bundle of Sticks"</p> <p>Leveled Reader: <u>Beyond Level</u> - "Helping Mom"</p>	DIBELS	

	<p>page of a book.</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 the texts “Roadwork” and “The Bundle of Sticks” and find ways that both selections show how people can make their communities better.</p>			
<p>Reading Informational Text</p>	<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.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 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 understand that they can learn many things in informational texts by reading the words the author wrote and by looking at the illustrations or photographs for additional detail.</p>	<p>Strategy: Ask and Answer Questions</p> <p>Literature Big Book: “Roadwork” by Sally Sutton</p> <p>Retelling Cards: “Roadwork”</p> <p>Literature Big Book: “Roadwork” paired read p.33-36 “A Community Garden”</p> <p>Leveled Readers: <u>Approaching level</u> - “We Clean!” <u>On Level</u> - “Can You Fix It?” <u>English Language Learners</u> - “Can You Fix It?”</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 be introduced to tracking from left to right through teacher modeling by pointing and tracking during read alouds.</p> <p style="padding-left: 40px;">Once initially introduced, use questions and prompts such as:</p> <ul style="list-style-type: none"> -Show me where to begin reading. -Which way to go from here? <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.</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, medial, and final sounds of words that contain the letters li, Nn, Cc, Oo, and Dd in the beginning, middle, or end. 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>Sound-Spelling Card: li, Nn, Cc, Oo, Dd</p> <p>Word-Building Cards: i, n, c, o, d (and other word building cards of letters previously learned)</p> <p>Photo cards: Beginning and ending with letters i, n, c, o, and d (and other various photo cards)</p> <p>Dog Puppet</p> <p>High-Frequency Word Cards: and, do, go, to, you</p> <p>Visual Vocabulary Card: and, do, go, to, and you</p> <p>Unit 4 Reading/Writing Workshop: p. 36-43 "I Can, You Can"</p> <p>Leveled Readers: <u>Approaching level</u> - "We Clean!" <u>On Level</u> - "Can You Fix It?" <u>Beyond Level</u> - "Helping Mom" <u>English Language Learners</u> - "Can You Fix It?"</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, n, c, o, and d.

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 appropriate sounds when shown any of the letters already taught and asked what sound it makes. Students will be able to write, or point to, the letters when asked what letter makes a certain sound. This should be reviewed for the sounds of the letters o, d, c, n, i, t, p, m, a and s.

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 vowels i, a, and o. Students will be able to sort words/picture cards by the medial sounds /i/, /a/, and /o/

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 “**and**,” “**do**,” “**go**,” “**to**,” and “**you**”. They will begin to form sentences with the high frequency word cards and various picture cards. If appropriate, expose higher level learners to the Build Your Word Bank words. This week, review words taught.

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>). Students will use a combination of introduced high frequency words and phonetic spelling to produce an opinion writing piece about what they think is the best way to improve their community.</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 through this week's readings to produce an opinion writing piece about improving their community.</p>	<p>Teacher's Edition: P T217 for suggested sentence frame</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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. When they come across information they do not understand, students will be able to seek answers and help from peers and teachers.</p> <p>SL.K.4 Describe familiar people, places, things, and events and provide additional detail. During presentations: Students will explain their ideas clearly and tell how their drawings include additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. This standard can be monitored during student presentations.</p>	<p>Unit 4 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 with a noun and a verb. It tells someone or something doing an action. Students will work to turn phrases into complete sentences.</i></p> <p><i>Students will understand that adjectives are describing words and will begin to recognize and use them in sentences.</i></p> <p>b. Form questions that seek additional information, rather than a simple <i>yes/no</i> 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 high-frequency words previously taught and capital- and lowercase letters previously taught on various form of media such as dry erase boards or paper that has a top line, bottom line and middle dotted line.</i></p> <p>b. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes). <i>Students will write the letters previously taught when told the sounds or when told to write the letter that they hear at the beginning or end of a word with those letters at the beginning, middle, or end.</i></p>	<p>Visual Vocabulary Cards: community, improve, harvest, quarrel, confused</p> <p>Grammar Lessons: Adjectives p.T187, T197, T205, T215, T221</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 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.</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 community, improve, harvest, quarrel and confused 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 position words in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</p>			
--	---	--	--	--