

# Webster Public Schools

## ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 5-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 5 Big Idea:** Wonders of Nature (3 Weeks) ~ What kinds of things can you find growing in nature?

### Week 1

*Weekly Concept: How Does Your Garden Grow?  
Essential Question: What do living things need to grow?*

	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><b>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</b> <i>Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</i></p> <p><b>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</b> <i>Students will understand that characters are the people or animals that the story is about. They will be able to name the characters in a familiar story when prompted. Students will understand that the setting is the time and place of the story. They will be able to identify the setting of a familiar story when prompted. Students will understand the the event are what happen in the story. They will be able to list the major events of familiar stories when prompted.</i></p> <p><b>RL.K.5 Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).</b> <i>Students will recognize poems when one is read aloud to them. They will understand that poems often use rhyme (words that have the same ending sounds) and repetition (the same words repeats).</i></p>	<p><b>Strategy:</b> Reread</p> <p><b>Literature Big Book:</b> “My Garden” by Kevin Henkes</p> <p><b>Retelling Cards:</b> “My Garden”</p> <p><b>Literature Big Book:</b> “My Garden ” <b>paired read p.31-36</b> Poems: “Tommy”, “Maytime Magic”, “The Seed”, “Garden”</p> <p><b>Leveled Readers:</b> <u>Approaching level-</u> “My Garden”</p> <p><u>On Level -</u> “My Garden Grows”</p> <p><u>Beyond Level -</u> “The Mystery Seeds”</p> <p><u>English Language Learners-</u> “My Garden Grows”</p>	DIBELS	

	<p><b>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.</b>  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><b>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</b>  Students will be able to look at an illustration that goes along with a text read aloud them and identify how the illustration matches the text. Students will also be able to identify what the illustration shows that text does not, and how this helps us to better understand the text.</p>			
<p><b>Reading Informational Text</b></p>	<p><b>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).</b>  Students will work together to compare the Literature Big Book and the Interactive Read Aloud to find the ways that both texts explain what plants need to grow.</p>	<p><b>Literature Big Book:</b> “My Garden” by Kevin Henkes</p> <p><b>Interactive Read Aloud Cards:</b> “Growing Plants”</p>		
<p><b>Reading Foundations</b></p>	<p><b>RF.K.1 Demonstrate understanding of the organization and basic features of print.</b></p> <p>a. Follow words from left to right, top to bottom, and page by page.  Students will understand 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.  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 be 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</p>	<p><b>Sound-Spelling Card:</b> Oo</p> <p><b>Word-Building Cards:</b> a, c, d, h, i, k, m, n, o, p, s, t</p> <p><b>Photo cards:</b> With letters h at the beginning and the end (and other various photo cards)</p> <p><b>Dog Puppet</b></p> <p><b>Visual Vocabulary Card:</b> my</p> <p><b>High-Frequency Word Cards:</b> my, you, to, do, I, like, we, see, the, a, can, and, go</p> <p><b>Unit 5 Reading/ Writing Workshop:</b> p. 8-15, “Hop Can Hop!”</p> <p><b>Leveled Readers:</b> <u>Approaching</u></p>		

	<p>of the alphabet.</p> <p><b>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.  <i>Students will be able to clap the syllables in a word, and identify how many syllables (or parts) that the word has. Students will also be able to blend syllables together to form the word. Example: garden has 2 parts /gar/ /den/</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 ending /h/ sound of words that have the letter h at the beginning or the end. 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><b>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>  <i>Students will practice blending, segmenting and writing two and three letter words using the letters a, c, d, h, i, k, 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, d, h, i, k, 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.</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><u>level-</u> “My Garden”</p> <p><u>On Level-</u> “My Garden Grows”</p> <p><u>Beyond Level-</u> “The Mystery Seeds”</p> <p><u>English Language Learners-</u> “My Garden Grows”</p>		
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	<p>Students will read the high-frequency word “<b>my</b>”. They will begin to form sentences with the high frequency word cards <i>my, you, to, do, I, like, we, see, the, a, can, and, go</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 three words and identify the one that begins with a different initial sound. Example: <i>hair, night, hat</i> - hair and hat both begin with the /h/ sound and the letter h, but night does not. Night begins with the sound /n/ and the letter n.</p> <p><b>RF.K.4 Read early-emergent-reader texts with purpose and understanding.</b> 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>			
<b>Writing</b>	<p><b>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</b> Students will use a combination of introduced high frequency words and phonetic spelling to produce a <b>narrative</b> writing piece about what they would grow in their own garden if they could.</p> <p>a. For poems, <b>use rhyming words to create structure.</b> Students will write a simple poem using rhyming words.</p>			
<b>Speaking &amp; Listening</b>	<p><b>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.</b> 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 as thumbs up, thumbs down or raised hand.</p>			
<b>Language</b>	<b>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing</b>	<b>Grammar Lessons:</b> Pronouns p.T21, T33, T41, T51, T57		

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; name and use in context numbers 0–100  
Students will understand that a **pronoun** is a word that takes the place of a noun in a sentence. They will identify pronouns in sentences and practice changing nouns in sentences to pronouns.

b. Form questions that seek additional information, rather than a simple yes/no answer.

**Word Usage**

c. Form regular plural nouns orally by adding /s/ or /es/.  
Students will know that when there is more than one of a noun you add the letter s to the end of the word to make it plural and show that that there is more than one.  
Example: **weed** means 1; **weeds** means more than 1

**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.

a. Print upper- and lowercase letters.  
Students will have opportunities to practice printing the word “**my**” and capital- and lowercase letters **Hh** 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 h** when told the **sound /h/** or when told to write the letter that they hear at the

**Vocabulary Strategy:**  
Word parts/ Plurals -s p.25, 43

**Visual Vocabulary Cards:**  
require, plant, harmful, soak, crowd

	<p>beginning or end of a word with the letter h at the beginning or end.</p> <p>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  <b>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.</b></p> <p>f. Write numbers 0–20</p> <p><b>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</b></p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  <b>Students will be able to identify different size words, and use the size words to compare different objects or items in an illustration.</b></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>).  <b>Students will also learn the new vocabulary words require, plant, harmful, soak and crowd following the Define/Example/Ask Routine.</b></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><b>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</b>  <b>Students will use size words in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</b></p>			
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**Webster Public Schools**  
**ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 5-Week 2**

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

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**Unit 5 Big Idea:** Wonders of Nature (3 Weeks) ~ What kinds of things can you find growing in nature?

**Week 2**

*Weekly Concept:* Trees

*Essential Question:* How do living things change as they grow?

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><b>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</b> Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p> <p><b>RL.K.2 Retell familiar stories, including key details.</b> 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><b>Strategy:</b> Reread</p> <p><b>Literature Big Book:</b> “A Grand Old Tree” by: Mary Newell Depalma</p> <p><b>Retelling Cards:</b> “A Grand Old Tree”</p> <p><b>Literature Big Book:</b> “A Grand Old Tree” <b>paired read p.33-36</b> “From a Seed to a Tree”</p>	DIBELS	
Reading Informational Text	<p><b>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</b> 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><b>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.</b> Students will be able to identify that an author writes the words of a text and that an illustrator creates the pictures.</p>	<p><b>Literature Big Book:</b> “A Grand Old Tree by: Mary Newell Depalma</p> <p><b>Interactive Read Aloud Cards:</b> “The Pine Tree”</p> <p><b>Leveled Readers:</b> <u>Approaching Level</u> - “The Tree”</p> <p><u>On Level</u> - “Many Trees”</p> <p><u>Beyond Level</u> - “Our Apple Tree”</p> <p><u>English Language Learners</u> - “Many Trees”</p>		

	<p>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><b>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).</b></p> <p>Students will work together to compare Literature Big Book and the Interactive Read Aloud to find the ways that both texts explain how living things change as they grow.</p>			
<p><b>Reading Foundations</b></p>	<p><b>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></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>Students will be able to identify the beginning sounds of a single syllable word followed by the rime (or rest of the word). Example: found; /f/ /ound/.</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 <b>initial and medial sounds</b> of words that contain the <b>letter Ee</b> (as well as other consonants 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><b>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></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 <b>/e/ sound</b> when shown the letter <b>E</b> or <b>e</b> and asked what sound it makes. Students will be able to write or point to the letter <b>E</b> or <b>e</b> when asked what letter makes the <b>/e/</b> sound.</p>	<p><b>Sound-Spelling Card:</b> Ee</p> <p><b>Word-Building Cards:</b> a, c, d, h, i, k, m, n, o, p, s, t</p> <p><b>Photo cards:</b> With letter e at the beginning and in the middle (and other various photo cards)</p> <p><b>Dog Puppet</b></p> <p><b>Visual Vocabulary Card:</b> are</p> <p><b>High-Frequency Word Cards:</b> and, the, to, I, my, do, you, go, and are</p> <p><b>Unit 5 Reading/ Writing Workshop:</b> p. 22-29, “Ed and Ned”</p> <p><b>Leveled Readers:</b> <u>Approaching level</u> - “The Tree” <u>On Level</u> - “Many Trees” <u>Beyond Level</u> - “Our Apple Tree” <u>English Language Learners</u> - “Many Trees”</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 e. Students will be able to sort words/picture cards by the medial sound /e/.</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>).  <i>Students will read the high-frequency word “are” as well as review words, to, like, a. Mix the words and have children chorally say each one.</i></p> <p><i>Students will begin to form sentences with the high frequency word cards <b>and, the, to, I, my, do, you, go</b>, and <b>various picture cards</b>. If appropriate, expose higher level learners to the Build Your Word Bank words. This week, introduce “<b>when</b>” and “<b>which</b>.”</i></p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  <i>Students will be able to compare two CVC words and identify which letters are the same and which letters are different. For example: pet, pit, pat pot. Ask: What letters are the same? (p, t) Which letters are different? (e, i, a, o)</i></p> <p><b>RF.K.4 Read early-emergent-reader texts with purpose and understanding.</b>  <i>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.</i></p>			
<p><b>Writing</b></p>	<p><b>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</b>  <i>Students will use a combination of introduced high frequency words and phonetic spelling to produce a <b>narrative</b> writing piece telling a story about how something changes as it grows. For example, a seed, baby, or bear cub.</i></p> <p>a. For poems, use rhyming words to create structure.</p>			
<p><b>Speaking &amp; Listening</b></p>	<p><b>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.</b></p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts)</p>			

	<p>under discussion).  <i>Students will engage collaborative conversations with partners about texts read in class.</i></p> <p>b. Continue a conversation through multiple exchanges.</p> <p><b>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.</b>  <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><b>Language</b></p>	<p><b>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Print upper- and lowercase letters.  <i>Students will have opportunities to identify the naming word or words in the sentence and the pronoun that replaced the word or words in the second sentence. Remind students that every sentence begins with a capital letter.</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 letter <b>E</b> or <b>e</b> when told the sound /e/ or when told to write the letter that makes the /e/ sound.</i></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><b>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</b></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>).</p>	<p><b>Grammar Lessons:</b>  Pronouns p.T105, T115, T123, T133, T139</p> <p><b>Vocabulary Strategy:</b> Word Parts/ Inflectional Endings - ed p. T107, T125,</p> <p><b>Visual Vocabulary Cards:</b>  develop, amazing, enormous, imagine, content</p>		

	<p>Students will learn the new vocabulary words <b>develop</b>, <b>amazing</b>, <b>enormous</b>, <b>imagine</b>, and <b>content</b> following the Define/Example/Ask Routine.</p> <p><b>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</b></p> <p>Ask students to share about times they have seen a tree change. Use the literature big book to introduce words that name tree parts.</p>			
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**Webster Public Schools**  
**ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 5-Week 3**

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<b>Unit 5 Big Idea:</b> Wonders of Nature (3 Weeks) ~ What kinds of things can you find growing in nature?
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**Week 3**

*Weekly Concept: Fresh From the Farm*

*Essential Question: What kinds of things grow on an farm?*

Focus Standards/Objectives		Resources/ Strategies	Assessments	<b>Special Education and ELL Accommodations</b> 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><b>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</b> <i>Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</i></p> <p><b>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.</b> <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><b>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts).</b> <i>Students will use the text and the illustrations to find key details in the story. They will understand that the illustrations depict the events written in the text.</i></p>	<p><b>Strategy:</b> Reread</p> <p><b>Literature Big Book:</b> "An Orange in January" by Dianna Hutts Aston</p> <p><b>Retelling Cards:</b> "An Orange in January"</p> <p><b>Leveled Reader:</b> <u>Beyond Level</u> - "Farm Fresh Finn"</p>	DIBELS	
Reading Informational Text	<p><b>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</b> <i>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.</i></p>	<p><b>Literature Big Book:</b> "An Orange in January" by Dianna Hutts Aston</p> <p><b>Retelling Cards:</b> "An Orange in January"</p> <p><b>Interactive Read Aloud Cards:</b> "Farms Around the World"</p>		

	<p><b>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</b> 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><b>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.</b> 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><b>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).</b> Students will work together to compare texts "Farms Around the World" and <i>An Orange in January</i>. Students will discuss how both selections show different kinds of foods that grow on farms.</p>	<p><b>Literature Big Book:</b> "An Orange in January" <b>paired read p.34-40</b> "Farmers' Market"</p> <p><b>Leveled Readers:</b> <u>Approaching level</u> - "The Farmer" <u>On Level</u> - "Let's Make a Salad!" <u>English Language Learners</u> - "Let's Make a Salad!"</p>		
<p><b>Reading Foundations</b></p>	<p><b>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></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 <b>initial, medial, and final sounds</b> of words that contain the <b>letters Ff and Rr</b> (as well as other consonants and Short i, a, and e vowels) 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><b>Sound-Spelling Card:</b> Ff, Rr</p> <p><b>Word-Building Cards:</b> f, r (and other word building cards of letters previously learned)</p> <p><b>Photo cards:</b> Beginning and ending with letters f and r (and other various photo cards)</p> <p><b>Dog Puppet</b></p> <p><b>High-Frequency Word Cards:</b> with, he</p> <p><b>Visual Vocabulary Card:</b> with, he</p> <p><b>Unit 5 Reading/Writing Workshop:</b> p. 36-43 "Ron With Red"</p> <p><b>Leveled Readers:</b> <u>Approaching level</u>- "The Farmer" <u>On Level</u>- "Let's Make a Salad!"</p>		

	<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  <i>Students will be able to make different words by adding an initial phoneme to an existing word. (eg. What word do you have when you add /f/ to the beginning of an?)</i></p> <p><b>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>  <i>Students will practice blending, segmenting and writing two and three letter words using the letters f, r, and other letters previously learned.</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 appropriate sounds when shown the letters <b>Ff and Rr</b> 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 h, e, o, d, c, n, i, t, p, m, a and 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 (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).  <i>Students will read the high-frequency words “with,” and “he.” 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 Cards. This week, introduce <b>many</b> and <b>them</b>.</i></p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  <i>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)</i></p> <p><b>RF.K.4 Read emergent-reader texts with purpose and understanding.</b>  <i>With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book</i></p>	<p><u>Beyond Level- “Farm Fresh Finn”</u>  <u>English Language Learners-</u>  “Let’s Make a Salad!”</p>		
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	<p>and Leveled Readers concluding with an understanding of what the key details of the text.</p>			
<p><b>Writing</b></p>	<p><b>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</b>  Students will use a combination of introduced high frequency words and phonetic spelling to produce a <b>narrative</b> writing piece about a journey they went on, like the orange in <i>"An Orange in January"</i>.</p> <p>a. For poems, use rhyming words to create structure.</p>			
<p><b>Speaking &amp; Listening</b></p>	<p><b>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.</b>  Students will be given the opportunity to learn about and discuss <b>pronouns</b> with their peers and how they are used in a sentence. Students will take turns telling a sentence and distinguishing the pronoun in that sentence.</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>b. Continue a conversation through multiple exchanges.</p> <p><b>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.</b>  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><b>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b></p>	<p><b>Unit 5 Reading/Writing Workshop</b> p.34-35, 36-43</p>		

	<p>When they come across information they do not understand, students will be able to seek answers and help from peers and teachers.</p> <p><b>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</b> Students will add detailed illustrations to match their verbal or written sentences.</p> <p><b>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</b> This standard can be monitored during student presentations.</p>			
Language	<p><b>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.</b></p> <p><b>Sentence Structure and Meaning</b></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). 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. Students will understand that <b>pronouns</b> are words that can take the place of a noun and will begin to recognize and use them in sentences. Students will also understand and use <b>context clues</b> through teacher modeling and think alouds.</p> <p>b. Form questions that seek additional information, rather than a simple <i>yes/no</i> answer. <b>Word Usage</b></p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p> <p><b>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> 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.</p> <p>b. Capitalize the first word in a sentence and the</p>	<p><b>Visual Vocabulary Cards:</b> fresh, delicious, beneath, raise, special</p> <p><b>Grammar Lessons:</b> Pronouns p.T187, T197, T205, T215, T221</p> <p><b>Vocabulary Strategy:</b> Context Clues/Sentence Clues</p>		



	<p>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 Ff and Rr 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>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><b>L.K.5 With guidance and support, explore word relationships and nuances in word meanings.</b></p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <i>Students will gain an understanding of food words. Students sort photo cards of food into groups (eg. fruits vs. vegetables).</i></p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). <i>Students will learn the new vocabulary words fresh, delicious, beneath, raise, and special following the Define/Example/Ask Routine.</i></p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p><b>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</b> <i>Students will discuss the use of context clues with teachers and peers. Teacher lead activities and think alouds will be used to model the use of sentence, or context, clues.</i></p>			
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