

# Webster Public Schools

## ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 7-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 7 Big Idea:** The Animal Kingdom (3 Weeks) ~ What are different kinds of animals?

### Week 1

*Weekly Concept:* Baby Animals

*Essential Question:* How are some animals alike and how are they different?

Focus Standards/Objectives		Resources/ Strategies	Assessments	Special Education and ELL Accommodations
Reading Literature	<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 alliteration (many words that begin with the same sound)</i></p>	<p><b>Literature Big Book:</b>            "Zoo Borns!"  <b>paired read p.34-36</b>            Poems:            "Mischievous Goat",            "Over in the Meadow",            "Kitty Caught a Caterpillar"</p>	DIBELS	<p>How will curriculum instruction and/or assessments be accommodated to meet the needs of each student?            Select one unit and provide examples.</p>
Reading Informational Text	<p><b>RI.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. They will understand that a reader can gain information by reading words and examining photographs, and that sometimes photographs include information not found in the text.</i></p> <p><b>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>  <i>Students will be able to compare two different people, animals or places within a text and identify how they are the same and different to help them better understand what they are reading.</i></p>	<p><b>Strategy:</b> Reread</p> <p><b>Literature Big Book:</b> "Zoo Borns!" by Andrew Bleiman</p> <p><b>Retelling Cards:</b> "Zoo Borns!"</p> <p><b>Interactive Read Aloud Cards:</b> "Baby Farm Animals"</p> <p><b>Leveled Readers:</b> <u>Approaching level-</u> "Two Cubs"  <u>On Level-</u> "Animal Bodies"  <u>Beyond Level-</u> "Two Kinds of Bears"  <u>English Language Learners-</u> "Animal Bodies"</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 the text.</b>  <i>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.</i></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>  <i>Students will work together to compare the similarities and differences of the Literature Big Book and the Interactive Read Aloud to find the ways animals in both selections are alike and how they are different</i></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.  <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: pigs; /p/ /igz/</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 short /u/ sound of words that have the letter u 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.  <i>Student will be able to eliminate given phonemes from a word and produce the new word. Example: Say sat without /s/ (at)</i></p> <p><b>RF.K.3 Know and apply grade-level phonics and word</b></p>	<p><b>Sound-Spelling Card:</b> Uu</p> <p><b>Word-Building Cards:</b> a, b, c, d, e, f, h, i, k, l, m, n, o, p, r, s, t, u</p> <p><b>Photo cards:</b> With letter u at the beginning and in the middle (and other various photo cards)</p> <p><b>Dog Puppet</b></p> <p><b>Visual Vocabulary Cards:</b> for, have</p> <p><b>High-Frequency Word Cards:</b> my, you, to, do, I, like, we, see, the, a, can, and, go, are, with, he, is, little, she, was, for, have</p> <p><b>Unit 7 Reading/ Writing Workshop:</b> p. 8-15, "A Pup and a Cub"</p> <p><b>Leveled Readers:</b> <u>Approaching level-</u> "Two Cubs"</p> <p><u>On Level-</u> "Animal Bodies"</p> <p><u>Beyond Level-</u> "Two Kinds of Bears"</p> <p><u>English Language Learners-</u> "Animal Bodies"</p>		

**analysis skills in decoding words.**

Students will practice blending, segmenting and writing two and three letter words using the letters *a, b, c, d, e, f, h, i, k, l, m, n, o, p, r, s, t* and *u*

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 generate the sounds for the letters *a, b, c, d, e, f, h, i, k, l, m, n, o, p, r, s, t* and *u* when the letters are presented both orally and visually.

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 *u*. Students will be able to sort words/picture cards by the medial sounds */u/, /o/, /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 words “**for**” and “**have**”. They will begin to form sentences with the high frequency word cards *my, you, to, do, I, like, we, see, the, a, can, and, go, are, with, he, is, little, she, was, for, have* and word building 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 words, and identify how they are the same and how they are different. Example: *bat, but, bit* - They all have the letters *b* and *t*, but the middle letters are different.

**RF.K.4 Read early-emergent-reader texts with purpose and understanding.**

With assistance from the teacher as necessary, students will decode and discuss a text from the Reading/Writing Workshop Book and Leveled Readers concluding with an understanding of what the story was about.

<p><b>Writing</b></p>	<p><b>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.</b>  <i>Students will use a combination of introduced high frequency words and phonetic spelling to produce an <b>informational</b> writing piece giving facts about an animal.</i></p>			
<p><b>Speaking &amp; Listening</b></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.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><i>Sentence Structure and Meaning</i></b>  <i>Students will understand that sometimes two words can be put together to make a new word which is called a compound word. That word will have a new meaning than the meaning of the two words when they are separated.</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  <i>Students will understand that a <b>verb</b> is an action word. They will know that action words end in -s when they tell about one noun (or naming word), such as a girl. However, when the noun is I, the verb does not end in -s.</i></p> <p>b. Form questions that seek additional information, rather than a simple yes/no answer.</p> <p><b><i>Word Usage</i></b></p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.  <i>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: <b>weed</b> means 1; <b>weeds</b> means more than 1</i></p>	<p><b>Grammar Lessons:</b> Verbs (Adding -s)  p.T23, T33, T41, T51, T57</p> <p><b>Vocabulary Strategy:</b> Compound Words p.25, 43</p> <p><b>Visual Vocabulary Cards:</b>  appearance, behavior, exercise, wander, plenty</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.

a. Print upper- and lowercase letters.

Students will have opportunities to practice printing the words “**for**” and “**have**”, and capital- and lowercase letters **Uu** 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.

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

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

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

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.

Students will be able to identify **animal parts**. They will be able to compare animals and identify the parts that are

	<p><i>alike and different.</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>).</p> <p>Students will learn the new vocabulary words <b>appearance, behavior, exercise, wander</b> and <b>plenty</b> following the Define/Example/Ask Routine.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) 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></p> <p>Students will use <b>animal parts</b> 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: Grade 1 - Unit 7-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 7 Big Idea:** The Animal Kingdom (3 Weeks) ~ What are different kinds of animals?

### Week 2

*Weekly Concept:* Pet Pals

*Essential Question:* How so you take care of different kinds of pets?

	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. Strategy: Make, Confirm, and Revise Predictions. How would you take care of the pet?</p> <p><b>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</b> 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.</p>	<p><b>Literature Big Book:</b> “The Birthday Pet” by:Ellen Javernick</p> <p><b>Retelling Cards:</b> “The Birthday Pet”</p> <p><b>Interactive Read Aloud Cards:</b> “The Family Pet”</p> <p><b>Literature Big Book:</b> “The Birthday Pet” paired read p.33-36 “The Perfect Pet”</p> <p><b>Leveled Readers:</b> <u>Approaching level-</u> “My Cats”</p> <p><u>On Level-</u> “Their Pets”</p> <p><u>Beyond Level-</u> “Will’s Pet”</p> <p><u>English Language Learners-</u> “Their Pets”</p>	DIBELS	

	<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>  Review Genre: Fiction is a made-up story with characters, events, and settings.</p> <p><b>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</b>  Students will work together to compare the settings of the texts and “The Family Pet” and “The Birthday Pet” to discuss what both selections tell about how to take care of pets.</p>			
<p><b>Reading Informational Text</b></p>				
<p><b>Reading Foundations</b></p>	<p><b>RF.K.1 Demonstrate understanding of the organization and basic features of print.</b>  Have students point to the sentence on page ____.  Say: <i>This is a sentence. It begins with a capital letter and ends with a period. Point to each word.</i>  Say: <i>There are ____ words in this sentence.</i></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.  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><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>Literature Big Book:</b> “The Birthday Pet” by:Ellen Javernick</p> <p><b>Retelling Cards:</b>“The Birthday Pet”</p> <p><b>Literature Big Book:</b> “The Birthday Pet”  <b>paired read p.33-36</b> “The Perfect Pet”</p> <p><b>Sound-Spelling Cards:</b> Gg, Ww</p> <p><b>Word-Building Cards:</b> a, b, c, d, e, f, h, i, k, l, m, n, o, p, r, s, t, u</p> <p><b>Photo cards:</b> With letter g and w at the beginning and end (and other various photo cards)</p> <p><b>Dog Puppet</b></p> <p><b>Visual Vocabulary Cards:</b> of, they</p> <p><b>Unit 7 Reading/ Writing Workshop:</b> p. 22-29, “I Hug Gus!”</p> <p><b>Leveled Readers:</b> <u>Approaching level</u>- “My Cats”  <u>On Level</u>- “Their Pets”  <u>Beyond Level</u>- “Will’s Pet”  <u>English Language Learners</u>- “Their Pets”</p>		



Students will know that rhyming words end with the same sounds. They will recognize if two words rhyme with each other or not. Challenge children to name a rhyming word for words such as: **bat, tip, rack, and pet.**

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-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 final /g/ and /w/ sound** of words that begin and end with the **letter Gg or Ww**. Teachers will also model and guide students in blending CVC words with the **/g/ and /w/ sound**.

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

Student will be able to eliminate given phonemes from a word and produce the new word. Example: Listen to this word: *get*. Change the /g/ to /n/. What word do you have now?

**RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Students will practice blending, segmenting and writing words with short a, e and w, g, b, 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.

Students will be able to generate the sounds for the letters **Gg** and **Ww** when the letters are presented both orally and visually.

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 **a, i, u, and e**. Students will be able to sort words/picture cards by the medial sounds **/a/, /i/, /u/, and /e/**.

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

	<p>Students will read the high-frequency word “<b>of</b>” and “<b>they</b>”. They will review, begin to form sentences with, and read the high frequency word cards <b>of, for, have, can, see, they</b> and various picture cards. If appropriate, expose higher level learners to the Build Your Word Bank Words “<b>many</b>” and “<b>then</b>”.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Students will be able to compare words, and identify how they are the same and how they are different. Example: <i>wet, bet, get, set</i> - They all have the letters e and t at the end. The letters w, b, g, and s at the beginning are different.</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 with a focus on foundational skills, comprehension, and fluency.</p>			
Writing	<p><b>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.</b></p> <p>Students will use a combination of introduced high frequency words and phonetic spelling to produce an <b>informational</b> writing piece by choosing a pet and telling how you would take care of it.</p>			
Speaking & Listening	<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></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. This is also a great opportunity to use the <b>Turn and Talk</b> strategy.</p>	<p><b>Literature Big Book:</b> “The Birthday Pet” by:Ellen Javernick</p> <p><b>Visual Vocabulary Cards:</b> responsibility, train, depend, compared, social</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><b>Grammar Lessons:</b> Verbs (Adding -ed) p.T105, T115, T123, T133, T139</p> <p><b>Vocabulary Strategy:</b> Word Categories/ Prepositions</p> <p><b>Visual Vocabulary Cards:</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</p> <p>Students will understand that a <b>verb</b> is an action word that tells what is happening in a sentence. They will learn that action words ending in <b>-ed</b> show that an action happened in the past.</p> <p>b. Form questions that seek additional information, rather than a simple yes/no answer.</p> <p><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></p> <p>a. Print upper- and lowercase letters.</p> <p>b. Capitalize the first word in a sentence and the pronoun I.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Students will write the <b>letter Gg</b> or <b>Ww</b> when told the <b>sound /g/</b> or <b>/w/</b> and when told to write the letter that they hear at the beginning or end of a word with the letter g or w at the beginning or end.</p> <p>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>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><b>L.K.5 Explore word relationships and nuances in word meanings.</b></p>	<p>responsibility, train, depend, compared, social</p> <p><b>Interactive Read Aloud Cards:</b> “The Family Pet”</p>		
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	<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 pet words. Explain that pets are animals that live in your home and care for. Discuss the pets from each illustration in the Big Book "The Birthday Pet".</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 <b>responsibility, train, depend, compared,</b> and <b>social</b> following the Define/Example/Ask Routine.</i></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 use <b>pet words</b> in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</i></p>			
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**Webster Public Schools**  
**ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 1 - Unit 7-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 7 Big Idea:** The Animal Kingdom (3 Weeks) ~ What are different kinds of animals?

**Week 3**

*Weekly Concept:* Animal Habitats

*Essential Question:* Where do animals live?

	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 With prompting and support, 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>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</b> As students read a leveled reader, the teacher will guide students to help them identify key details or events in the story.</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> 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.</p> <p><b>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</b> Students will work together to compare the settings of the texts <i>Bear Snores On</i> and <i>Anasi: An African Tale</i></p>	<p><b>Strategy:</b> Make, Confirm, and Revise Predictions</p> <p><b>Literature Big Book:</b> “Bear Snores On” by Karma Wilson</p> <p><b>Retelling Cards:</b> “Bear Snores On”</p> <p><b>Interactive Read Aloud Cards:</b> “Anansi: An African Tale”</p> <p><b>Leveled Readers:</b> <u>Approaching level-</u> “We Want Water” <u>On Level-</u> “A New Home” <u>Beyond Level-</u> “Bird’s New Home” <u>English Language Learners-</u> “A New Home”</p>	DIBELS	

	to see where the animals live.			
<b>Reading Informational Text</b>	<p><b>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b> Use the photographs and text within the story to have students compare the animal habitats they are seeing on one page versus another.</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>Literature Big Book:</b> "Bear Snores On" paired read p.35-40 "Animal Homes"</p>		
<b>Reading Foundations</b>	<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 be introduced to tracking from left to right through teacher modeling by pointing and tracking during read alouds. 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><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. Students will be orally presented with the <b>onset and rime</b> of a single-syllable word and will blend the sounds</p>	<p><b>Sound-Spelling Card:</b> Vv, Xx</p> <p><b>Word-Building Cards:</b> v, x (and other word building cards of letters previously learned)</p> <p><b>Photo cards:</b> Beginning and ending with letters v and x (and other various photo cards)</p> <p><b>Dog Puppet</b></p> <p><b>High-Frequency Word Cards:</b> said, want</p> <p><b>Visual Vocabulary Card:</b> said, want</p> <p><b>Unit 7 Reading/Writing Workshop:</b> p. 36-43 "A Vet in a Van"</p> <p><b>Leveled Readers:</b> <u>Approaching level</u>- "We Want Water" <u>On Level</u>- "A New Home" <u>Beyond Level</u>- "Bird's New Home" <u>English Language Learners</u>- "A New Home"</p>		

together to form a familiar word.

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 Vv and Xx** (as well as other consonants and Short i, a, o, 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.

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

Students will be able to change the beginning sound in a word to make a new word. (eg. Say vine. Change the /v/ to /l/. What new word do you have?)

**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 v, x, and other letters previously learned.

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 the letters **Vv and Xx** 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 previously learned.

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

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 **“said”** and **“want”**. 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

	<p>Your Word Bank Cards. This week, introduce <b>people</b> and <b>work</b>.</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><b>RF.K.4 Read 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 key details of the text.</p>			
<p><b>Writing</b></p>	<p><b>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.</b> Students will use a combination of introduced high frequency words and phonetic spelling to produce an <b>informative</b> writing piece by choosing an animal and describing its habitat.</p> <p><b>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b> With teacher support, students will gather information about an animal and the habitat it lives in. They will produce an informational writing piece using the information they gathered.</p>	<p><b>Teacher's Edition:</b> p. T217 for suggested writing prompts</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>verbs</b> with their peers and how they are used in a 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>Unit 7 Reading/Writing Workshop</b> p.34-35, 36-43</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. This is also a great opportunity to use the <b>Turn and Talk</b> strategy.</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>  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>			
<p><b>Language</b></p>	<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><i>Sentence Structure and Meaning</i></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</p>	<p><b>Visual Vocabulary Cards:</b> habitat, wild, complain, join, stubborn</p> <p><b>Grammar Lessons:</b> Verbs p.T187, T197, T205, T215, T221</p> <p><b>Vocabulary Strategy:</b> Figurative Language/Shades of Meaning</p>		

someone or something doing an action. Students will work to turn phrases into complete sentences.

Students will understand that **verbs** are action words and will begin to recognize and use verbs in sentences to tell that an action is going to happen.

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.**

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

a. Print upper- and lowercase letters.

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

c. Recognize and name end punctuation.

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

Students will write the **letters Vv and Xx** 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 or end.

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

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

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

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

	<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 <b>habitat, wild, complain, join, and stubborn</b> 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><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> Students discuss <b>animal homes</b> in conversations with teachers and peers. Teacher lead activities and think alouds will also be used to model the author's use of <b>figurative language</b> or <b>shades of meaning</b>.</p>			
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