

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 8-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 8 Big Idea: From Here to There (3 Weeks) ~ Where can you go that is near and far?

Week 1

Weekly Concept: On the Move

Essential Question: What can help you go from here to there?

	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 their reading comprehension and illustrations in a familiar leveled reader to retell the main events of the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story. 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>Strategy: Make Predictions</p> <p>Literature Big Book: "When Daddy's Truck Picks Me Up" by Jana Novothy Hunter</p> <p>Retelling Cards: "When Daddy's Truck Picks Me Up"</p> <p>Interactive Read Aloud Cards: "The King of the Winds"</p> <p>Leveled Readers: <u>Approaching level-</u> "I Go Places"</p> <p><u>On Level-</u> "Run, Quinn!"</p> <p><u>Beyond Level-</u> "Going to Gran's House"</p> <p><u>English Language Learners-</u> "Run, Quinn!"</p>	DIBELS	

	<p>RL.K.6 With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. Students will know the author is the person who wrote the story, and will know the illustrator is the person who made or drew the pictures for the story. Students will know how to find this information on the cover and title page of a book.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Students will work together to compare Literature Big Book and the Interactive Read Aloud, and find ways that the texts tell about ways to go from here to there.</p>			
<p>Reading Informational Text</p>	<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Students will be able to compare types of transportation from today with transportation from long ago that were presented in the same text.</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 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>Literature Big Book: “When Daddy’s Truck Picks Me Up” paired read p.33-36 “From Here to There”</p>		
<p>Reading Foundations</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. Students will be able to identify the beginning sounds of a single syllable word followed by the rime (or rest of the word). Example: down; /d/ /own/</p> <p>d. Isolate and pronounce the initial, medial vowel, and</p>	<p>Sound-Spelling Card: Jj, Qq</p> <p>Word-Building Cards: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x</p> <p>Photo cards: With letters j or q at the beginning and end (and other various photo cards)</p> <p>Dog Puppet</p> <p>Visual Vocabulary Card: here, me</p> <p>High-Frequency Word Cards: my,</p>		

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 /j/ and /kw/ sounds of words that have the letters j and q at the beginning or end. Teachers will also model segmenting CVC words and guide students to blend the sounds to form words.

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

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

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, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w and x 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.

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 "here" and "me". 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, of, they, here, me 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: quick, quack - They both have qu and ck, but the middle letters are different.

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

you, to, do, I, like, we, see, the, a, can, and, go, are, with, he, is, little, she, was, for, have, of, they, here, me

Unit 8 Reading/ Writing Workshop:
p. 8-15, "Dad Got a Job"

Leveled Readers: Approaching level-
"I Go Places"

On Level- "Run, Quinn!"

Beyond Level- "Going to Gran's House"

English Language Learners- "Run, Quinn!"

	<p>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>			
<p>Writing</p>	<p>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. Students will use a combination of introduced high frequency words and phonetic spelling to produce a narrative writing piece telling about a trip, big or small, that they have been on.</p> <p>a. For poems, use rhyming words to create structure.</p>			
<p>Speaking & Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges. Students will be able to hold a proper conversation during a Turn and Talk. They will be able to look at and listen to their partners speak, then take their turn to speak, and continue this back and forth multiple times.</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. This is also a great opportunity to use the Turn and Talk strategy.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. Students will be able to speak to both teachers and</p>			

	<p>peers in a volume that is loud enough to be heard and understood. They will also be able to clearly express their feelings and ideas that they are trying to convey without adult prompting and assistance.</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</p> <p>Students will understand that a preposition is word that tells where or how something happens. They will be able to identify prepositions in a sentence and add prepositions to sentences to complete them.</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.</p> <p>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>Students will have opportunities to practice printing the words “here” and “me”, and capital- and lowercase letters Jj and Qq 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.</p> <p>c. Recognize and name end punctuation.</p> <p>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</p>	<p>Grammar Lessons: Prepositions p.T23, T33, T41, T51, T57</p> <p>Vocabulary Strategy: Context clues p.25, 43</p> <p>Visual Vocabulary Cards: transportation, vehicle, journey, fierce, wide</p>		

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 **letters Jj or Qq** when told the **short sound /j/ or /kw/** and when told to write the letter that they hear at the beginning or end of a word with the letters j or q 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.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Students will be able to use context clues from text and illustrations to identify the meaning of words or phrases that may be unfamiliar.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

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 **vehicles**. They will be able to compare vehicles and identify how different vehicles are alike and how they are different.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
Students will learn the new vocabulary words **transportation, vehicle, journey, fierce** and **wide** following the Define/Example/Ask Routine.

	<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.</p> <p>Students will use vehicle words in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</p>			
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Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 8-Week 2

Unit 8 Big Idea: From Here to There (3 Weeks) ~ Where can you go that is near and far?

Week 2

Weekly Concept: My U.S.A.

Essential Question: What do you know about our country?

Focus Standards/Objectives		Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature			DIBELS	
Reading Informational Text	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers. They will understand that a reader can gain information by reading words and examining photographs, and that sometimes photographs include information not found in the text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text. Using think alouds, teachers will model finding and retelling key details from the leveled readers. Students can then take turns retelling the story. Teachers will also do a guided retelling of the literature big book using the retelling cards. Students can then practice retelling the story using the retelling cards as a reference.</p> <p>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 the text. Students will be able to identify that an author</p>	<p>Strategy: Reread</p> <p>Literature Big Book: "Ana Goes to Washington, D.C." by René Colato Illustrated by Angela Dominquiz</p> <p>Retelling Cards: "Ana Goes to Washington, D.C."</p> <p>Interactive Read Aloud Cards: "The Best of the West"</p> <p>Literature Big Book: "Ana Goes to Washington, D.C." paired read p.26-28: "See Our Country"</p> <p>Leveled Readers: <u>Approaching level-</u> "See This!"</p> <p><u>On Level-</u> "Places to See"</p> <p><u>Beyond Level-</u> "My Trip to Yellowstone"</p> <p><u>English Language Learners-</u> "Places to See"</p>		

	<p>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>Reading Foundations</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 have the same end sound. They will recognize if two words rhyme with each other or not. Challenge children to name as many rhyming words as they can for words such as wave, pat, make, bit and tie.</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 /y/ and /z/ sound of words that begin with the letter Yy and Zz. Teachers will also model and guide students in blending CVC words with the /y/ and /z/ sound. Students will review the sounds /j/ and /kw/.</p> <p>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 from T.E. Say: bite. Change /t/ to /k/. What word do you have? (bike)</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. Students will practice blending, segmenting and writing two and three letter words using the letters a-z</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 generate the sounds for the</p>	<p>Sound-Spelling Cards: Yy, Xx</p> <p>Word-Building Cards: a-z</p> <p>Photo cards: With letter y and z at the beginning and other various photo cards</p> <p>Dog Puppet</p> <p>High-Frequency Word Cards: this, what</p> <p>Unit 7 Reading/ Writing Workshop: p. 22-29, "Pack a Bag!"</p> <p>Leveled Readers: <u>Approaching level</u>- "See This!"</p> <p><u>On Level</u>- "Places to See"</p> <p><u>Beyond Level</u>- "My Trip to Yellowstone"</p> <p><u>English Language Learners</u>- "Places to See"</p>		

	<p>letters a-z when the letters are presented both orally and visually.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Students will read the high-frequency words “this” and “what”. They will begin to form sentences with the high frequency word cards <i>here, me, want, said, they, of, for, have</i> and word building cards. If appropriate, expose higher level learners to the Build Your Word Bank Words or and each.</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>zip, zap</i>- They both have the letters z and p. One has the letter i and other has the letter a in the middle.</p> <p>RF.K.4 Read early-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 with a focus on foundational skills, comprehension, and fluency.</p>			
<p>Writing</p>	<p>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. Students will use a combination of introduced high frequency words and phonetic spelling to produce a narrative writing piece telling about a place in your neighborhood or country that you would like to visit.</p> <p>a. For poems, use rhyming words to create structure.</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</p>			

	<p>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 Turn and Talk strategy.</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. <i>Students will understand that a sentence needs to tell a complete thought and has a naming part and a telling part. Review that a sentence can have words such as in, out, on, off, by and with that tell where or how something happens.</i></p> <p>b. Form questions that seek additional information, rather than a simple <i>yes/no</i> 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.</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). <i>Students will write the letter y or z when told the sounds /y/ or /z/ or when told to write the letter that they hear at the beginning word such as yo-yo or zebra.</i></p> <p>e. Spell simple words phonetically, drawing on</p>	<p>Grammar Lessons: Prepositions p.T105, T115, T123, T133, T139</p> <p>Vocabulary Strategy: Synonyms</p> <p>Visual Vocabulary Cards: country, travel, careful, purpose, and connect</p>		

	<p>knowledge of sound-letter relationships.</p> <p>f. Write numbers 0–20</p> <p>L.K.5 Explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>Students will learn the new vocabulary words country, travel, careful, purpose, and connect 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.</p> <p>Students will use Patriotic words in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</p>			
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Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 8-Week 3

Unit 8 Big Idea: From Here to There (3 Weeks) ~ Where can you go that is near and far?

Week 3

Weekly Concept: Look to the Sky

Essential Question: What do you see in the sky?

Focus Standards/Objectives		Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details. Students will use the illustrations in a familiar leveled reader to retell the book. Teachers will also do a guided retelling of the literature big book using the retelling cards. Students can then practice retelling the story using the retelling cards as a reference.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story. As students read a leveled reader, the teacher will guide students to help them identify key details or events in the story.</p> <p>RL.K.6 With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. Students will know the author is the person who wrote the story, and will know the illustrator is the person who made or drew the pictures for the story. Students will know how to find this information on the cover and title page of a book.</p>	<p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Literature Big Book: "Bringing Down the Moon" by Jonathan Emmett</p> <p>Retelling Cards: "Bringing Down the Moon"</p> <p>Leveled Readers: <u>Approaching level-</u> "Going Up" <u>On Level-</u> "In the Clouds" <u>Beyond Level-</u> "How Sun and Moon Found Home" <u>English Language Learners-</u> "In the Clouds"</p>	DIBELS	
Reading Informational Text	<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Use the photographs and text within the story to have students compare the differences between the day and night sky.</p>	<p>Literature Big Book: "Bringing Down the Moon" paired read p.29-32 "Day and Night Sky"</p> <p>Interactive Read Aloud Cards: "A View from the Moon"</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>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.</p> <p>Students will be introduced to tracking from left to right through teacher modeling by pointing and tracking during read alouds.</p> <p>Once initially introduced, use questions and prompts such as:</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.</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 orally presented with the onset and rime of a single-syllable word and will blend the sounds together to form a familiar word.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Students will be able to identify the initial, medial, and final sounds of words that contain the letters Uu, Gg, Ww, Xx, Vv, Jj, Qq, and Zz (as well as other</p>	<p>Sound-Spelling Card: Uu, Gg, Ww, Xx, Vv, Jj, Qq, and Zz</p> <p>Word-Building Cards: Uu, Gg, Ww, Xx, Vv, Jj, Qq, and Zz (and other word building cards of letters previously learned)</p> <p>Photo cards: Beginning and ending with letters Uu, Gg, Ww, Xx, Vv, Jj, Qq, and Zz (and other various photo cards)</p> <p>Dog Puppet</p> <p>High-Frequency Word Cards: for, have, they, of, said, want, here, me, this, what.</p> <p>Visual Vocabulary Card: for, have, they, of, said, want, here, me, this, what.</p> <p>Unit 8 Reading/Writing Workshop: p. 36-43 "Up! Up! Up!"</p> <p>Leveled Readers: <u>Approaching level-</u> "Going Up" <u>On Level-</u> "In the Clouds" <u>Beyond Level-</u> "How Sun and Moon Found Home" <u>English Language Learners-</u> "In the Clouds"</p>		

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?) Students will also 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*?)

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 Uu, Gg, Ww, Xx, Vv, Jj, Qq, and Zz 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 **Uu, Gg, Ww, Xx, Vv, Jj, Qq, and Zz** 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 **for, have, they, of, said, want, here, me, this, what**. 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, review words previously

	<p>learned.</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.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. Students will use a combination of introduced high frequency words and phonetic spelling to produce a narrative writing piece about what they see when they look in the sky.</p> <p>a. For poems, use rhyming words to create structure.</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. This is also a great opportunity to use the Turn and Talk strategy.</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.</p>	<p>Unit 8 Reading/Writing Workshop p.34-35, 36-43</p>		

	<p>During presentations: Students will explain their ideas clearly and tell how their drawings include additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. Students will add detailed illustrations to match their verbal or written sentences.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. This standard can be monitored during student presentations.</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). 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.</p> <p>Students will understand that prepositions are special words that tell where or how something happens, such as <i>at, in, into, around, over, and under</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. Students will properly capitalize words, attend to punctuation marks, and spell all sight words correctly</p>	<p>Visual Vocabulary Cards: distance, recognize, space, challenge, surface</p> <p>Grammar Lessons: Sentences with Prepositions p.T187, T197, T205, T215, T221</p> <p>Vocabulary Strategy: Figurative Language: Similes</p>		

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 **Uu, Gg, Ww, Xx, Vv, Jj, Qq, and Zz** 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.
- 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.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
Students will learn the new vocabulary words **distance, recognize, space, challenge, and surface** following the Define/Example/Ask Routine.
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

Students discuss and produce **opposites** in conversations with teachers and peers. Teacher lead

	activities and think alouds will also be used to model the author's use of figurative language and similes .			
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