## **Roswell Independent School District** ELA Curriculum Map 2013-2014

Kindergarten ~ Unit 5

March 10-14, 2014

Unit 5: Going Places

**Essential Ouestion:** What are different ways of going places?

	Essential Question: What are different ways of going places?				
Week 1: <u>Max Takes the Train</u>					
Common Core Standards	Activity	Assessment	Resources		
Phonemic Awareness:	Phonemic Awareness:	Include Children's	Week 1:		
Domain: Foundational Skills (RF)	Students will discriminate initial /j/ and /w/	Brogross (according to	Decodable Readers		
Standard:	using picture cards.	Progress (according to	<u>On a Jet</u>		
2. Demonstrate understanding of spoken words, syllables, and		the district testing	Concept Literacy Reader		
sounds (phonemes).	Phonics:	window).	There It Goes!		
d. Isolate and pronounce the initial, medial vowel, and final	Students will discriminate /j/ spelled Jj and	windowj.	Listen to Me Reader		
sounds (phonemes) in three phoneme (CVC) words. (This does	/w/ spelled Ww using activity in Reader's	Depart Card testing	<u>The Jet</u>		
not include CVCs ending with /l/, /r/, or /x/.)	and Writer's Notebook.	Report Card testing	Kindergarten Student Reader		
e. Add or substitute individual sounds (phonemes) in simple,			Jan and Jem Win!		
one-syllable words to make new words.	Sight Words:	Writing:	Independent Reader		
	Students will read the words below using	Refer to writing rubric.	The Bus Ride		
Phonics:	their decodable books.				
Domain: Foundational Skills (RF)	Reading Street Words:		Time for Kids Nonfiction Reader		
Standard:	yellow blue green		<u>On the Go</u>		
3. Know and apply grade-level phonics and word analysis skills	Quarter 3 Assessment Words:				
in decoding words.	Review Quarters 1, 2 words and:		iOpeners Nonfiction Reader		
a. Demonstrate basic knowledge of one-to-one letter-sound	of, they, you, are, that, do, one, two,		Planes, Trains, and More		
correspondences by producing the primary or many of the	three, four, here, go, from				
most frequent sounds for each consonant.			www.starfall.com		
	Comprehension:		(Word Activities)		
Sight Words:	Realism and Fantasy: Students will find				
Domain: Foundational Skills (RF)	picture clues from common types of text in		Additional activities that correlate		
Standard:	the classroom library, and sort them by real		with the Reading Street Curriculum		
3. Know and apply grade-level phonics and word analysis skills	and fantasy.		are found at Shelby Kove.		
in decoding words.			http://www.scsk12.org/SCS/subject		
c. Read common high-frequency words by sight (e.g., the, of,	Listening and Speaking:				
to, you, she, my, is, are, do, does).	Ask and Answer Questions: Students will		Kove/Welcome.html		
	take turns asking questions to a partner		For suggested activities, click on the		
Comprehension:	using the words who, what, when, where,		following tags on the given site.		
Domain: Literature (RL)	and why.		<ul> <li>Word, Build, and Write</li> </ul>		
Standard:			<ul> <li>Roll the Word</li> </ul>		
1. With prompting and support, ask and answer questions	Writing:		<ul> <li>Letter Ww</li> </ul>		
about key details in a text.	Caption: Students will draw and label a		<ul> <li>Letter Jj</li> </ul>		
5. Recognize common types of texts (e.g., storybooks, poems).	picture using Reader's and Writer's		<ul> <li>Read, Build, and Write</li> </ul>		
<ul> <li>in decoding words.</li> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>Sight Words: <ul> <li>Domain: Foundational Skills (RF)</li> <li>Standard:</li> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> </ul> </li> <li>Comprehension: <ul> <li>Domain: Literature (RL)</li> <li>Standard:</li> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> </ul> </li> </ul>	Review Quarters 1, 2 words and:of, they, you, are, that, do, one, two,three, four, here, go, fromComprehension: Realism and Fantasy: Students will find picture clues from common types of text in the classroom library, and sort them by real and fantasy.Listening and Speaking: Ask and Answer Questions: Students will take turns asking questions to a partner using the words who, what, when, where, and why.Writing: Caption: Students will draw and label a		Planes, Trains, and More         www.starfall.com         (Word Activities)         Additional activities that correlate         with the Reading Street Curriculum         are found at Shelby Kove.         http://www.scsk12.org/SCS/subject         -areas/Kindergarten-         Kove/Welcome.html         For suggested activities, click on the         following tags on the given site.         Word, Build, and Write         Roll the Word         Letter Ww         Letter Jj		

10. Actively engage in group reading activities with purpose	Notebook pg. 330.	■ I Spy
and understanding.		
	Quarterly Formal Writing:	* Reference to the Reading Street
Listening and Speaking:	Use writing portfolios and assessment. See	Curriculum for additional activities.
Domain: Speaking/Listening (SL)	attached narrative, opinion, informative,	
Standard:	author study activities and rubrics.	
1. Participate in collaborative conversations with diverse		
partners about kindergarten topics and texts with peers and	Conventions:	
adults in small and larger groups.	Questions: Students will identify a statement	
a. Follow agreed-upon rules for discussions (e.g., listening to	and a question using sentences provided by	
others and taking turns speaking about the topics and texts	the teacher.	
under discussion).		
b. Continue a conversation through multiple exchanges.		
Writing:		
Domain: Writing (W)		
Standard:		
2. Use a combination of drawing, dictating, and writing to		
compose informative/explanatory texts in which they name		
what they are writing about and supply some information		
about the topic.		
Conventions:		
Domain: Language (L)		
Standard:		
2. Demonstrate command of the conventions of standard		
English capitalization, punctuation, and spelling when writing.		
b. Recognize and name end punctuation.		
Quarter 2 and March 19		

Quarter 3 ends March 18.

Essential Question: What kinds of transportation help us in an emergency?

Week 2: Mayday! Mayday!

Common Core Standards	Activity	Assessment	Resources
Phonemic Awareness:	Phonemic Awareness:	Weekly Fluency and	Week 2:
Domain: Foundational Skills (RF)	Students will discriminate final /ks/ using	Comprehension Assessments	Decodable Readers
Standard:	picture cards.		Fox Can Fix It!
2. Demonstrate understanding of spoken words, syllables, and		Writing:	Concept Literacy Reader
sounds (phonemes).	Phonics:	Refer to writing rubric.	We Help
c. Blend and segment onsets and rimes of single-syllable	Students will discriminate /ks/ spelled Xx		Listen to Me Reader
spoken words.	using activity in Reader's and Writer's		<u>A Box For Rex</u>
d. Isolate and pronounce the initial, medial vowel, and final	Notebook.		Kindergarten Student Reader
sounds (phonemes) in three phoneme (CVC) words.			<u>Our Boat</u>
e. Add or substitute individual sounds (phonemes) in simple,	Sight Words:		Independent Reader
one-syllable words to make new words.	Students will read the words below using		The Boat Ride
	their decodable books.		
Phonics:	Reading Street Words:		Time for Kids Nonfiction Reader
Domain: Foundational Skills (RF)	yellow blue green		<u>Workers</u>
Standard:	Quarter 4 Assessment Words:		
3. Know and apply grade-level phonics and word analysis skills	Review Quarters 1, 2, 3 words and:		www.starfall.com
in decoding words.	what, said, was, where, come, <b>get</b> ,		(Word Activities)
a. Demonstrate basic knowledge of one-to-one letter-sound	man, has, an, him, did, her, on		
correspondences by producing the primary or many of the			Additional activities that correlate
most frequent sounds for each consonant.	Comprehension:		with the Reading Street Curriculum
	Cause and Effect: Students will listen to the		are found at Shelby Kove.
Sight Words:	Read Aloud "Firefighting" and answer cause		http://www.scsk12.org/SCS/subject
Domain: Foundational Skills (RF)	and effect questions. Refer to pg. 125 of		<u>-areas/Kindergarten-</u>
Standard:	Reading Street for samples.		Kove/Welcome.html
3. Know and apply grade-level phonics and word analysis skills			For suggested activities, click on the
in decoding words.	Listening and Speaking:		following tags on the given site.
c. Read common high-frequency words by sight (e.g., the, of,	Drama—Respond to CCSS Literature:		<ul> <li>Word, Build, and Write</li> </ul>
to, you, she, my, is, are, do, does).	Students will practice responding to		<ul> <li>Roll the Word</li> </ul>
	literature by reenacting the events from		<ul> <li>Letter Xx</li> </ul>
Comprehension:	Goldilocks and the Three Bears.		<ul> <li>Read, Build, and Write</li> </ul>
Domain: Informational Text (RI)			<ul> <li>I Spy</li> </ul>
Standard:	Writing:		
1. With prompting and support, ask and answer questions	Rhyme: Students will write a rhyme using		* Reference to the Reading Street
about key details in a text.	rhyming words "save" and "wave" from the		Curriculum for additional activities.
8. With prompting and support, identify the reasons an author	Reader's and Writer's Notebook pg. 342.		
gives to support points in a text.			
Listenia and Constitute	Quarterly Formal Writing:		
Listening and Speaking:	Use writing portfolios and assessment. See		
Domain: Speaking/Listening (SL)	attached narrative, opinion, informative,		

Standard:	author study activities and rubrics.
1. Participate in collaborative conversations with diverse	
partners about kindergarten topics and texts with peers and	Conventions:
adults in small and larger groups.	Question Marks and Capital Letters:
b. Continue a conversation through multiple exchanges.	Students will participate in identifying the
	capital letter and punctuation of a sentence
Writing:	by jumping for capital letters and drawing
Domain: Foundational Skills (RF)	punctuation in the air with their finger.
Standard:	
2. Demonstrate understanding of spoken words, syllable, and	
sounds (phonemes).	
a. Recognize and produce rhyming words.	
e. Add or substitute individual sounds (phonemes) in simple,	
one-syllable words to make new words.	
Domain: Writing (W)	
Standard:	
2. Use a combination of drawing, dictating, and writing to	
compose informative/explanatory texts in which they name	
what they are writing about and supply some information	
about the topic.	
Conventions:	
Domain: Language (L)	
Standard:	
2. Demonstrate command of the conventions of standard	
English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	
b. Recognize and name end punctuation.	
5. With guidance and support from adults, explore word	
relationships and nuances in word meanings.	
c. Identify real-life connections between words and their use	
(e.g., note places at school that are <i>colorful</i> ).	

1. With prompting and support, ask and answer questions

about key details in a text.

**Resources** 

Essential Question: What kinds of transportation help people do their jobs? Week 3: Trucks Roll! **Common Core Standards** Activity Assessment **Weekly Fluency and Phonemic Awareness: Phonemic Awareness:** Week 3: Students will discriminate initial and medial Decodable Readers **Domain:** Foundational Skills (RF) **Comprehension Assessments** Standard: /u/ using picture cards. for Progress Monitoring Fun For Bud 2. Demonstrate understanding of spoken words, syllables, and **Concept Literacy Reader** What Carries Loads? sounds (phonemes). **Phonics:** Tip the Top Decodable Reader # c. Blend and segment onsets and rimes of single-syllable Students will discriminate /u/ spelled Uu 18 Listen to Me Reader spoken words. using activity in Reader's and Writer's The Mud Bug Notebook. Kindergarten Student Reader d. Isolate and pronounce the initial, medial vowel, and final Writing: sounds (phonemes) in three-phoneme CVC words. (This does Refer to writing rubric. Our Pup Bud not include CVCs ending with /l/, /r/, or /x/). Independent Reader Sight Words: Students will read the words below using Ming on the Job their decodable books. **Phonics: Domain:** Foundational Skills (RF) **Reading Street Words:** Time for Kids Nonfiction Reader what said was Standard: Places to Go 3. Know and apply grade-level phonics and word analysis skills **Quarter 4 Assessment Words:** in decoding words. Review Quarters 1, 2, 3 words and: **iOpeners Nonfiction Reader** what, said, was, where, come, get, What Makes It Go? Sight Words: man, has, an, him, did, her, on **Domain:** Foundational Skills (RF) www.starfall.com Standard: (Word Activities) **Comprehension:** 3. Know and apply grade-level phonics and word analysis skills Compare and Contrast: Students will in decoding words. compare and contrast two objects from the Additional activities that correlate c. Read common high-frequency words by sight (e.g., the, of, with the Reading Street Curriculum Read Aloud "Two Vans." to, you, she, my, is, are, do, does). are found at Shelby Kove. http://www.scsk12.org/SCS/subject Listening and Speaking: -areas/Kindergarten-**Domain:** Informational Text (RI) Discuss CCSS Literature: Students will ask Standard: Kove/Welcome.html and answer key details from My Lucky Day. For suggested activities, click on the 1. With prompting and support, ask and answer questions about key details in a text. following tags on the given site. Writing: 3. With prompting and support, describe the connection Poem: Students will identify words that between two individuals, events, ideas, or pieces of rhyme in the poem "Mary Had a Little Lamb" information in a text. and draw a picture connecting to the poem. Listening and Speaking: **Quarterly Formal Writing: Domain:** Literature (RL) Use writing portfolios and assessment. See Standard: attached narrative, opinion, informative,

author study activities and rubrics.

**Conventions:** 

\* Reference to the Reading Street Curriculum for additional activities.

Popcorn Words

Roll the Words

Read, Build, and Write

Letter Uu

I Spy

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Domain: Speaking/Listening (SL)	Prepositions: Students will describe an	
Standard:	object's position in relation to something	
2. Confirm understanding of a text read aloud or information	else using prepositions.	
presented orally or through media by asking and answering		
questions about key details and requesting clarification if		
something is not understood.		
Writing:		
Domain: Foundational Skills (RF)		
Standard:		
2. Demonstrate understanding of spoken words, syllables, and		
sounds (phonemes).		
a. Recognize and produce rhyming words.		
Domain: Writing (W)		
Standard:		
3. Use a combination of drawing, dictating, and writing to		
narrate a single event or several loosely linked events, tell		
about the events in the order in which they occurred, and		
provide a reaction to what happened.		
Conventions:		
Domain: Language (L)		
Standard:		
1. Demonstrate command of the conventions of standard		
English grammar and usage when writing or speaking.		
e. Use the most frequently occurring prepositions (e.g., to,		
from, in, out, on, off, for, of, by, with).		

## Unit 5: Going Places

Essential Question: What kind of work do trains do?

Week 4: The Little Engine That Could

Common Core Standards	Activity	Assessment	Resources
Phonemic Awareness:	Phonemic Awareness:	Weekly Fluency and	Week 4:
Domain: Foundational Skills (RF)	Students will discriminate initial and medial	Comprehension Assessments	Decodable Readers
Standard:	/u/ using picture cards.		Jan At the Fair
2. Demonstrate understanding of spoken words, syllables, and		Writing:	Concept Literacy Reader
sounds (phonemes).	Phonics:	Refer to writing rubric.	Trains Work Hard
d. Isolate and pronounce the initial, medial vowel, and final	Students will discriminate /u/ spelled Uu		Listen to Me Reader
sounds (phonemes) in three phoneme (CVC) words.	using activity in Reader's and Writer's		Six Cubs
	Notebook.		Kindergarten Student Reader
Phonics:			Bud Likes Mud
Domain: Foundational Skills (RF)	Sight Words:		Independent Reader
Standard:	Students will read the words below using		The Big Train
3. Know and apply grade-level phonics and word analysis skills	their decodable books.		
in decoding words.	Reading Street Words:		iOpeners Nonfiction Reader
b. Associate the long and short sounds with the common	what said was		Planes, Trains, and More
spellings (graphemes) for the five major vowels.	Quarter 4 Assessment Words:		<u>·····································</u>
	Review Quarters 1, 2, 3 words and:		www.starfall.com
Sight Words:	what, said, was, where, come, <b>get</b> ,		(Word Activities)
Domain: Foundational Skills (RF)	man, has, an, him, did, her, on		(
Standard:	man, nas, an, nim, aia, ner, on		Additional activities that correlate
3. Know and apply grade-level phonics and word analysis skills	Comprehension:		with the Reading Street Curriculum
in decoding words.	Sequence: Students will make a chart from		are found at Shelby Kove.
c. Read common high-frequency words by sight (e.g., the, of,	My Skills Buddy pg. 87 for the beginning,		http://www.scsk12.org/SCS/subject
to, you, she, my, is, are, do, does).	middle, and end of a story.		-areas/Kindergarten-
to, you, she, my, is, are, uo, uoesj.			Kove/Welcome.html
Comprehension:	Listening and Speaking:		For suggested activities, click on the
Domain: Literature (RL)	Sequence: Students will listen to a short		following tags on the given site.
Standard:	story and retell the sequence of events.		<ul> <li>Word, Build, and Write</li> </ul>
2. With prompting and support, retell familiar stories,	story and reten the sequence of events.		<ul> <li>Roll the Word</li> </ul>
including key details.	Writing:		<ul> <li>Read, Build, and Write</li> </ul>
3. With prompting and support, identify characters, settings,			<ul> <li>I Spy</li> </ul>
and major events in a story.	Formal Letter: Students will suggest ideas to		1.263
ana major evento in a story.	help write a class formal letter using		* Reference to the Reading Street
Listening and Speaking:	Reader's and Writer's Notebook pg. 366.		Curriculum for additional activities.
Domain: Speaking/Listening (SL)	Questerly Formel Muiting		
Standard:	Quarterly Formal Writing:		
1. Participate in collaborative conversations with diverse partners	Use writing portfolios and assessment. See		
about kindergarten topics texts with peers and adults in small and	attached narrative, opinion, informative,		
larger groups.	author study activities and rubrics.		
a. Follow agreed-upon rules for discussions (e.g., listening to others	Conventioner		
and taking turns speaking about the topics and texts under	Conventions:	1	

		<u>г</u>
discussion).	Nouns: Students will identify the nouns on pg. 4-5	
	of <u>The Little Engine That Could.</u>	
Writing:		
Domain: Writing (W)		
Standard:		
2. Use a combination of drawing, dictating, and writing to		
compose informative/explanatory texts in which they name		
what they are writing about and supply some information		
about the topic.		
3. Use a combination of drawing, dictating, and writing to		
narrate a single event or several loosely linked events, tell		
about the events in the order in which they occurred, and		
provide a reaction to what happened.		
Conventions:		
Domain: Language (L)		
Standard:		
1. Demonstrate command of the conventions of standard		
English grammar and usage when writing or speaking.		
b. Use frequently occurring nouns and verbs.		
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g.,		
dog, dogs; wish, wishes).		
e. Use the most frequently occurring prepositions (e.g., to,		
from, in, out, on, off, for, of, by, with).		

Essential Question: How do people in different parts of the world travel?

Week 5: On the Move **Common Core Standards** Activity Assessment **Resources Weekly Fluency and** Week 5: **Phonemic Awareness: Phonemic Awareness:** Domain: Foundational Skills (RF) Students will discriminate initial and final /v/ Decodable Readers **Comprehension Assessments** Standard: and /z/ using picture cards. for Progress Monitoring Zip Up, Val! 2. Demonstrate understanding of spoken words, syllables, and **Concept Literacy Reader** sounds (phonemes). **Phonics:** Writing: We Travel Refer to writing rubric. a. Recognize and produce rhyming words. Students will discriminate /v/ spelled Vv and Listen to Me Reader d. Isolate and pronounce the initial, medial vowel, and final /z/ spelled Zz using activity in Reader's and Bev and Vin sounds (phonemes) in three phoneme (CVC) words. Writer's Notebook. Kindergarten Student Reader e. Add or substitute individual sounds (phonemes) in simple, The Big Jazz Band one-syllable words to make new words. Independent Reader Sight Words: Students will read the words below using Get On the Bus! Phonics: their decodable books. **Domain:** Foundational Skills (RF) **Reading Street Words: iOpeners Nonfiction Reader** Standard: **Encyclopedia of Places** where come 2. Demonstrate understanding of spoken words, syllables, and **Quarter 4 Assessment Words:** sounds (phonemes). Review Quarters 1, 2, 3 words and: www.starfall.com d. Isolate and pronounce the initial, medial vowel, and final what, said, was, where, come, get, (Word Activities) sounds (phonemes) in three phoneme (CVC) words. man, has, an, him, did, her, on 3. Know and apply grade-level phonics and word analysis skills Additional activities that correlate in decoding words. with the Reading Street Curriculum **Comprehension:** a. Demonstrate basic knowledge of one-to-one letter-sound are found at Shelby Kove. Main Idea: Student will identify the main correspondences by producing the primary or many of the http://www.scsk12.org/SCS/subject idea of the Read Aloud "Man on the Moon." most frequent sound for each consonant. -areas/Kindergarten-Kove/Welcome.html Listening and Speaking: Sight Words: For suggested activities, click on the **Oral Presentation – Description: Students Domain:** Foundational Skills (RF) will look at two pictures of different animals following tags on the given site. Standard: • Popcorn Words and orally describe one of the animals. 3. Know and apply grade-level phonics and word analysis skills Roll the Word . in decoding words. Letter Vv . Writing: c. Read common high-frequency words by sight (e.g., the, of, Letter Zz Invitation: Students will write an invitation to, you, she, my, is, are, do, does). Read, Build, and Write using Reader's and Writer's Notebooks pg. I Spy 378. Comprehension: **Domain:** Informational Text (RI) \* Reference to the Reading Street **Quarterly Formal Writing:** Standard: Curriculum for additional activities. Use writing portfolios and assessment. See 1. With prompting and support, ask and answer questions attached narrative, opinion, informative, about key details in a text. author study activities and rubrics. 2. With prompting and support, identify the main topic and retell key details of a text. **Conventions:** 

		1	
	Nouns and Sentences: Students will		
Listening and Speaking:	complete a sentence by adding a noun and		
Domain: Speaking/Listening (SL)	using the Reader's and Writer's Notebook		
Standard:	pg. 374.		
1. Participate in collaborative conversations with diverse			
partners about kindergarten topics and texts with peers and			
adults in small and larger groups.			
a. Follow agreed-upon rules for discussions (e.g., listening to			
others and taking turns speaking about the topics and texts			
under discussion).			
Writing:			
Domain: Writing (W)			
Standard:			
2. Use a combination of drawing, dictating, and writing to			
compose informative/explanatory texts in which they name			
what they are writing about and supply some information			
about the topic.			
<u>Conventions:</u>			
Domain: Language (L)			
Standard:			
1. Demonstrate command of the conventions of standard			
English grammar and usage when writing or speaking.			
b. Use frequently occurring nouns and verbs.			
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g.,			
dog, dogs; wish, wishes).			
f. Produce and expand complete sentences in shared language			
activities.			

Essential Question: How do children around the world get to school?

Week 6: This is the Way We Go to School

Common Core Standards	Activity	Assessment	Resources
Phonemic Awareness:	Phonemic Awareness:	Unit 5 Assessment	Week 6:
Domain: Foundational Skills (RF)	Students will discriminate initial /y/ and		Decodable Readers
Standard:	/kw/ using picture cards.	Writing:	The Quiz
2. Demonstrate understanding of spoken words, syllables, and		Refer to writing rubric.	Concept Literacy Reader
sounds (phonemes).	Phonics:		I Go to School
c. Blend and segment onsets and rimes of single-syllable	Students will discriminate /y/ spelled Yy and		Listen to Me Reader
spoken words.	/kw/ spelled Qu using activity in Reader's		Quinn
d. Isolate and pronounce the initial, medial vowel, and final	and Writer's Notebook.		Kindergarten Student Reader
sounds (phonemes) in three phoneme (CVC) words.			Quinn Can Do It!
	Sight Words:		Independent Reader
Phonics:	Students will read the words below using		Catch the Ball!
Domain: Foundational Skills (RF)	their decodable books.		
Standard:	Reading Street Words:		iOpeners Nonfiction Reader
3. Know and apply grade-level phonics and word analysis skills	where come		Encyclopedia of Places, Planes,
in decoding words.	Quarter 4 Assessment Words:		Trains, and More
a. Demonstrate basic knowledge of one-to-one letter-sound	Review Quarters 1, 2, 3 words and:		
correspondences by producing the primary or many of th most	what, said, was, where, come, <b>get</b> ,		www.starfall.com
frequent sound for each consonant.	man, has, an, him, did, her, on		(Word Activities)
Sight Words:	Comprehension:		Additional activities that correlate
Domain: Foundational Skills (RF)	Draw Conclusions: Students will draw		with the Reading Street Curriculum
Standard:	conclusions from the illustration in "This is		are found at Shelby Kove.
3. Know and apply grade-level phonics and word analysis skills	the Way We Go to School" using Reader's		http://www.scsk12.org/SCS/subject
in decoding words.	and Writer's Notebook pg. 392.		<u>-areas/Kindergarten-</u>
c. Read common high-frequency words by sight (e.g., the, of,			Kove/Welcome.html
to, you, she, my, is, are, do, does).	Listening and Speaking:		For suggested activities, click on the
	Discuss Literary Features—Plot: Students		following tags on the given site.
Comprehension:	will have a discussion about the plot of a		<ul> <li>Word, Build, and Write</li> </ul>
Domain: Literature (RL)	decodable story, decodable reader, and		<ul> <li>Roll the Word</li> </ul>
Standard:	student reader.		<ul> <li>Letter Yy</li> </ul>
1. With prompting and support, ask and answer questions			<ul> <li>Letter Qq</li> </ul>
about key details in a text.	Writing:		<ul> <li>Read, Build, and Write</li> </ul>
	How-to-Report: Students will use the writing		<ul> <li>I Spy</li> </ul>
Domain: Informational Text (RI)	process and publish a report on a self-		
Standard:	selected topic.		* Reference to the Reading Street
1. With prompting and support, ask and answer questions			Curriculum for additional activities.
about key details in a text.	Quarterly Formal Writing:		
3. With prompting and support, describe the connection	Use writing portfolios and assessment. See		
between two individuals, events, ideas, or pieces of	attached narrative, opinion, informative,		

information in a text.	author study activities and rubrics.	
Listening and Speaking:	Conventions:	
Domain: Literature (RL)	Verbs: Students will complete a sentence by	
Standard:	adding a verb using Reader' and Writer's	
3. With prompting and support, identify characters, settings,	Notebook pg. 388.	
and major events in a story.		
Domain: Language (L)		
Standard:		
6. Use words and phrases acquired through conversations,		
reading, and being read to, and responding to text.		
Writing:		
Domain: Writing (W)		
Standard:		
2. Use a combination of drawing, dictating, and writing to		
compose informative/explanatory texts in which they name		
what they are writing about and supply some information		
about the topic.		
5. With guidance and support from adults, respond to		
questions and suggestions from peers and add details to		
strengthen writing as needed.		
7. Participate in shared research and writing projects (e.g.,		
explore a number of books by a favorite author and express		
opinions about them).		
Domain: Language (L)		
Standard:		
2. Demonstrate command of the conventions of standard		
English capitalization, punctuation, and spelling when writing.		
c. Write a letter or letters for most consonant and short vowel		
sounds (phonemes).		
d. Spell simple words phonemically, drawing on knowledge of		
sound-letter relationships.		
Conventions:		
Domain: Language (L)		
Standard:		
1. Demonstrate command of the conventions of standard		
English grammar and usage when writing or speaking.		
b. Use frequently occurring nouns and verbs.		
f. Produce and expand complete sentences in shared language		
activities.		