

Unit Summary

The purpose of this unit is to introduce students to the alphabet. They will understand the concepts of print through informational text and literature. They will make connections between spoken and written words. The beginning stages of phonemic awareness and phonics will help our students secure a foundation for reading and writing. Children will learn about all the special things they can do, all of the things friends can do together and all of the ways they help each other.

Title of Unit	Subject Area
Unit 1: People in My World	(Reading) □ KINDERGARTEN-PREP BURLEW/CIARAVINO

Common Core State Standards

Language

LK1a Print many upper- and lowercase letters. *To be assessed throughout the year*

LK1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). *To be assessed throughout the year*

LK1f Produce and expand complete sentences in shared language activities. *To be assessed throughout the year*

LK 2a Capitalize the first word in a sentence and the pronoun I. *To be assessed throughout the year*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *To be assessed throughout the year*

LK4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). *To be assessed throughout the year*

LK5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). *To be assessed after Unit 2*

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

LK5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). *To be assessed throughout the year*

LK5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *To be assessed throughout the year*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *To be assessed throughout the year*

L.K.1b Use frequently occurring nouns *To be assessed after Unit 4*

Reading Foundational

RFK1a Follow words from left to right, top to bottom, and page by page. *To be assessed after Unit 5*

RFK1b Recognize that spoken words are represented in written language by specific sequences of letters. *To be assessed throughout the year*

RFK1c Understand that words are separated by spaces in print. *To be assessed throughout the year*

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *To be assessed throughout the year*

RFK2b Count, pronounce, blend, and segment syllables in spoken words. *To be assessed after Unit 4*

RFK2c Blend and segment onsets and rimes of single-syllable spoken words. *To be assessed after Unit 3*

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

RFK3a 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. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

Reading Informational Text

RI.K.1 With prompting and support, ask and answer questions about key details in a text. *To be assessed after Unit 4*

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. *To be assessed after throughout the year*

RIK6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *To be assessed throughout the year*

RIK5 Identify the front cover, back cover, and title page of a book. *To be assessed Unit 2 and throughout the year.*

RIK4 With prompting and support, ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year.*

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). *To be assessed throughout the year.*

Reading Literature

***Anchor: RLK6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *To be assessed in Unit 1*

***Anchor RLK10** Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

RLK4 Ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RLK5 Recognize common types of texts (e.g., storybooks, poems). *To be assessed throughout the year*

Speaking & Listening

SLK1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). *To be assessed after Unit 5*

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

*Anchor Standards- will be assessed

Essential Questions–Student Targets

How are the roles (jobs) of the author and the illustrator different?
Why is it important to be able to find different parts of a book?
How does an informed (smart) reader recognize and name the letters of the alphabet?
Why are the sounds of language important?
How do we use syllables to help us read and write?
How do rhymes help us read and write words?

I Can statements

I can name the illustrator and what he/she does.
I can name the author and what he/she does.
I can find the front cover, back cover, and title page of a book..
I can find an illustration/picture in a story and tell about it.

I can follow rules when speaking
I can draw my ideas, thoughts or feelings.
I can read along as my teacher reads along.

I can speak and share my ideas.
I can share my ideas and listen to the ideas of others.
I can listen to what other students have to say about a story.
I can listen when another student reads to me.
I can talk about a story with other students.

Academic Vocabulary

Author, illustrator, illustration, title, front cover, back cover, photograph, alphabet, book, capital, conversation, discussion, drawing, end punctuation, group reading activities, high frequency words, letter, lowercase, listening, page, print, people, places, things, questions, reading activities, real, make believe, syllable, spaces, sentences, words, title page, uppercase, words, write, writing, fiction, non-fiction, big book, rhyme, period, question mark, left, right, top, bottom, predict, ABC Book, nursery rhyme

Student Vocabulary (usage)

Names (classmates),Teacher’s name, rules, taking turns, listen, share, front cover, back cover, title page, illustrator, author, ideas, feelings.
Play, clean, read, skip, stretch, stomp, wiggle, leader, imagination, polite, guitar, drum, flute, here, speak, learn, rabbit, nest, mirror.

<p>Phonics/Phonemic Awareness Introduction upper/lower letters A-Z (gestalt) Unit 1 tested: A, M, S (letter and sound) Phoneme Isolation (initial) Counting Syllables High-frequency words (I, can,) Phoneme Categorization Phoneme Blending Recognize Rhyme</p>	<p>Fluency/Grammar Capitalize and use the pronoun I Recognize and name end punctuation (period and question mark)</p> <p>Work with children to express ideas in complete sentences. Help children distinguish singular words from plural words.</p>
<p>Formative</p> <p>Common Formative Give every child a book and have them point to the front cover, back cover, title page. Have them point to the part the author contributes and what the illustrator contributes to the book.</p> <p>Have students illustrate a sentence that the teacher reads to them.</p>	<p>Summative 3 week progress report Trimester Assessments Dibels</p>

Lesson Sequence
(Attached)

Resources

Little Treasures-2007, MacMillian/McGraw-Hill
Treasures-2009, MacMillian/McGraw-Hill
Wonders, MacMillian/McGraw-Hill-2013
Land of the Letter People
Alphabet books
Nonfiction books
Fiction books

Unit Summary

The purpose of this unit is to continue the introduction the alphabet. Students will with prompting and support, describe the relationship between illustrations and the text which they appear. What person, place, thing or idea, in the text and illustration depicts. Students will be able to identify the front cover, back cover and title page of the book. Students will explore word relationships by sorting common objects into categories. (i.e. foods)

Children will learn what families do together and how they help each other. Children will learn about different kinds of foods and how food changes when you cook it.

Title of Unit	Subject Area
Unit 2: FAMILY GATHERINGS	(Reading) □
Common Core State Standards	
Language	
L.K.1b Use frequently occurring nouns and verbs.	
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
L.K.1a Print many upper- and lowercase letters. <i>To be assessed throughout the year</i>	
L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). <i>To be assessed throughout the year</i>	
L.K.1f Produce and expand complete sentences in shared language activities. <i>To be assessed throughout the year</i>	
L.K.2a Capitalize the first word in a sentence and the pronoun I. <i>To be assessed throughout the year</i>	
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). <i>To be assessed throughout the year</i>	
L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). <i>To be assessed throughout the year</i>	
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <i>To be assessed Unit 2</i>	
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). <i>To be assessed throughout the year</i>	
L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <i>To be assessed throughout the year</i>	
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <i>To be assessed throughout the year</i>	

Reading Foundational

RFK1a Follow words from left to right, top to bottom, and page by page. *To be assessed after Unit 5*

RF.K.2a Recognize and produce rhyming words

RFK2b Count, pronounce, blend, and segment syllables in spoken words. *To be assessed after Unit 4*

RFK2c Blend and segment onsets and rimes of single-syllable spoken words. *To be assessed after Unit 3*

RF.K.2d Isolate and pronounce the initial, (phonemes) in words.

RFK3a 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. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be*

RFK1b Recognize that spoken words are represented in written language by specific sequences of letters. *To be assessed throughout the year*

RFK1c Understand that words are separated by spaces in print. *To be assessed throughout the year*

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *To be assessed throughout the year*

Reading Informational Text

ANCHOR: RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). *To be assessed throughout the year.*

ANCHOR: RIK5 Identify the front cover, back cover, and title page of a book. *To be assessed throughout the year*

RI.K.1 With prompting and support, ask and answer questions about key details in a text. *To be assessed after Unit 4*

RIK6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *To be assessed throughout the year*

RIK4 With prompting and support, ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year.*

Reading Literature

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RLK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

RLK6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RLK4 Ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RLK5 Recognize common types of texts (e.g., storybooks, poems). *To be assessed throughout the year*

Speaking & Listening

ANCHOR: SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed in Unit 2*

SLK1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). *To be assessed after Unit 5*

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

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. *To be assessed in Unit 2.*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

*Anchor Standards- will be assessed

<p>Essential Questions–Student Targets</p> <p>Why are the sounds of language important? How do we use syllables to help us read and write? How do rhymes help us read and write words?</p> <p>How does an informed reader use key details to retell a story?</p>	<p>I Can statements</p> <p>I can follow rules when speaking I can tell stories with important details. I can ask and answer questions. I can put words into groups. I can actively engage in group reading with purpose and understanding. I can find the front cover, back cover and title page of a book. I can describe familiar people, places, things and events and with prompting and support provide additional detail.</p>
<p>Academic Vocabulary</p> <p>Pretend, fingerplay, skywriting, tracing, sequencing, directionality, wonderful words, rhyme, nutrition, baker, delicious, thick, enormous, alliteration, author, illustrator, illustration, title, front cover, back cover, photograph, alphabet, book, capital, conversation, discussion, drawing, end punctuation, group reading activities, high frequency words, letter, lowercase, listening, page, print, people, places, things, questions, reading activities, real, make believe, syllables, spaces, sentences, words, title page, uppercase, words, write, writing, fiction, non-fiction, big book, rhyme, period, question mark, left, right, top, bottom, predict, ABC Book, nursery rhyme</p>	<p>Student Vocabulary (usage)</p> <p>rules, taking turns, listen, share, front cover, back cover, title page, illustrator, author, ideas, feelings, key details, people, places, things, events, sort, groups, baker</p> <p>Bed, lamp, blanket, pillow, door, rug, chair, sofa, mother, father, sister, brother, baby, grandmother, grandfather, living room, bathroom, kitchen, cellar, boil, bubbling, chopped, stir, piñata, puppets, band, fork, spoon, knife, plate, oven, mixer, rolling pin, fruit, meal, peas, beans, carrots, juice, sandwich, apple.</p>

<p>Phonics/Phonemic Awareness Introduction upper/lower letters A-Z (gestalt) Unit 2 tested: P, T, I, N, C, O (letter and sound) Counting Syllables High-frequency words (The, We) Recognize Rhyme Phoneme Categorization Phoneme Blending Phoneme Isolation (initial) Phoneme Segmentation</p>	<p>Fluency/Grammar Capitalize and use the pronoun I Recognize and name end punctuation (period and question mark) Work with the children to practice using the present, past tenses and future tenses.</p>
<p>Formative</p> <p>Common Formative Give every child a book and have them point to the front cover, back cover, title page. Have them point to the part the author contributes and what the illustrator contributes to the book.</p> <p>Sort common objects into categories.</p>	<p>Summative 3 week progress report Trimester Assessments Dibels</p>

Lesson Sequence
(Attached)

Resources

Little Treasures-2007, MacMillian/McGraw-Hill
Treasures-2009, MacMillian/McGraw-Hill
Wonders-2013 MacMillian/McGraw-Hill
Land of the Letter People
Alphabet books
Nonfiction books
Fiction books

Unit Summary

Children will learn about all the people and places in neighborhood communities. Children will learn about different ways to travel in the air, on the ground and through the water and how various vehicles are alike and different. This is in addition to learning the letters of the alphabet. They will understand the concepts of print through informational text and literature. They will make connections between spoken and written words. The beginning stages of phonemic awareness and phonics will help our students secure a foundation for reading and writing.

Title of Unit	Subject Area
Unit 3: TRAVELING IN OUR NEIGHBORHOOD	(Reading) □

Common Core State Standards

Language

***L.K.1b** Use frequently occurring nouns and verbs.

***LK5b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). *To be assessed after Unit 2*

L.K.2b Recognize and name end punctuation.

LK1a Print many upper- and lowercase letters. *To be assessed throughout the year*

LK1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). *To be assessed throughout the year*

LK1f Produce and expand complete sentences in shared language activities. *To be assessed throughout the year*

LK 2a Capitalize the first word in a sentence and the pronoun I. *To be assessed throughout the year*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *To be assessed throughout the year*

LK4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). *To be assessed throughout the year*

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

LK5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). *To be assessed throughout the year*

LK5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *To be assessed throughout the year*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *To be assessed throughout the year*

Reading Foundational

RF.K.2a Recognize and produce rhyming words.

RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

RFK2c Blend and segment onsets and rimes of single-syllable spoken words. *To be assessed after Unit 3*

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

RFK3a 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. *To be assessed throughout the year*

RFK1b Recognize that spoken words are represented in written language by specific sequences of letters. *To be assessed throughout the year*

RFK1c Understand that words are separated by spaces in print. *To be assessed throughout the year*

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *To be assessed throughout the year*

RFK3a 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. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

Reading Informational Text

RIK5 Identify the front cover, back cover, and title page of a book. *To be assessed Unit 2 and throughout the year.*

RIK6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *To be assessed throughout the year*

RIK4 With prompting and support, ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year.*

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). *To be assessed throughout the year.*

Reading Literature

***RLK6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *To be assessed throughout the year*

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RLK4 Ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RLK5 Recognize common types of texts (e.g., storybooks, poems). *To be assessed throughout the year*

Speaking & Listening

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.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

*Anchor Standards- will be assessed

<p>Essential Questions–Student Targets</p> <p>How do we use syllables to help us read and write? How do we use rhyming words to help us read and write? Why is it important to blend and segment individual sounds?</p>	<p>I Can statements</p> <p>I know the difference between poems, stories, signs, and labels. I can see a letter and know the sound it makes. I can understand frequently occurring verbs and adjectives by relating them to their opposites. I can understand frequently occurring nouns and verbs.</p>
<p>Academic Vocabulary Syllables, Compound words, Retell, transportation, community worker, directionality, onset and rime, compare and contrast, fantasy, reality, Author, illustrator, illustration, title, front cover, back cover, photograph, alphabet, book, capital, conversation, discussion, drawing, end punctuation, group reading activities, high frequency words, letter, lowercase, listening, page, print, questions, reading activities, real, spaces, sentences, words, title page, uppercase, words, write, writing, fiction, non-fiction, big book, rhyme, period, question mark, left, right, top, bottom, predict, ABC Book, nursery rhyme</p>	<p>Student Vocabulary (usage) Names (classmates), Teacher’s name, rules, taking turns, vehicle, fingerplay, listen, share, front cover, back cover, title page, illustrator, author, ideas, feelings. Planes, boats, trains, cars, trucks, buses, fairytale, Poem, nursery rhyme, library, zoo, playground, bakery, school, firehouse, store, police officer, firefighter, dentist, doctor, chef, veterinarian, artist, librarian. Car, plane, boat, train, helicopter, hot air balloon, bike, bus, subway, truck.</p>
<p>Phonics/Phonemic Awareness Introduction upper/lower letters A-Z (gestalt) Unit 3 tested: F, H, D, R, E, B (letter and sound) Phoneme Isolation (initial) Counting Syllables High-frequency words (see, a) Phoneme Categorization Phoneme Blending Recognize Rhyme</p>	<p>Fluency/Grammar Help children use correct subject-verb agreement. Echo reading Help children use sentences of increasing length.</p>

<p>Formative</p> <p>Common Formative Child points to a story and points to a poem. Give a child a letter and have them match it to the correct letter. Hold up a picture and child gives letter for a given sound.</p>	<p>Summative 3 week progress report Trimester Assessments Dibels</p>
<p>Lesson Sequence (Attached)</p>	<p>Resources Little Treasures-2007, MacMillian/McGraw-Hill Treasures-2009, MacMillian/McGraw-Hill Wonders, MacMillian/McGraw-Hill-2013 Land of the Letter People Alphabet books Nonfiction books Fiction books</p>

Unit Summary

Students will learn how to take care of pets and farm animals and how they grow and change. Students will learn about the wonders of nature and how changes in the weather affect plants animals and people. In addition, the purpose of this unit is to introduce students to the alphabet. They will understand the concepts of print through informational text and literature. They will make connections between spoken and written words. The beginning stages of phonemic awareness and phonics will help our students secure a foundation for reading and writing.

Title of Unit	Subject Area
Unit 4 ANIMALS AROUND US IN NATURE	(Reading) □

Common Core State Standards

Language

L.K.1b Use frequently occurring nouns *To be assessed after Unit 4*

L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). *To be assessed in Unit 6.*

LK5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). *To be assessed after Unit 4*

LK1a Print many upper- and lowercase letters. *To be assessed throughout the year*

LK1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). *To be assessed throughout the year*

LK1f Produce and expand complete sentences in shared language activities. *To be assessed throughout the year*

LK 2a Capitalize the first word in a sentence and the pronoun I. *To be assessed throughout the year*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *To be assessed throughout the year*

LK4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). *To be assessed throughout the year*

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

LK5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). *To be assessed throughout the year*

LK5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *To be assessed throughout the year*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *To be assessed throughout the year*

Reading Foundational

RF.K.2a Recognize and produce rhyming words

RFK2b Count, pronounce, blend, and segment syllables in spoken words. *To be assessed after Unit 4*

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /t/, or /x/.)

RFK3a 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. *To be assessed throughout the year*

RFK1d Recognize and name all upper- and lowercase letters of the alphabet.

RFK1b Recognize that spoken words are represented in written language by specific sequences of letters. *To be assessed throughout the year*

RFK1c Understand that words are separated by spaces in print. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

Reading Informational Text

***RI.K.2** With prompting and support, identify the main topic and retell key details of a text. *To be assessed in Unit 4.*

RIK6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *To be assessed throughout the year*

RIK5 Identify the front cover, back cover, and title page of a book. *To be assessed Unit 2 and throughout the year.*

RIK4 With prompting and support, ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year.*

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). *To be assessed throughout the year.*

Reading Literature

***RL.K.1** With prompting and support, ask and answer questions about key details in a text. *to be assessed in Unit 4.*

***RL.K.2** With prompting and support, retell familiar stories, including key details. *To be assessed in Unit 6.*

***RLK6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *To be assessed in throughout the year.*

RLK4 Ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RLK5 Recognize common types of texts (e.g., storybooks, poems). *To be assessed throughout the year*

RLK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Speaking & Listening

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.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

<p>Essential Questions–Student Targets</p> <p>How does an informed reader recognize and name the letters of the alphabet? Why is it important to blend and segment words? How do rhymes help us read and write words? Why are the sounds of language important?</p>	<p>I Can statements</p> <p>I can ask and answer questions about what I read. I can identify characters, settings and major events in a story. I can name the author and what he or she does. I can identify rhyming words. I can blend and segment syllables in spoken words. I can isolate and pronounce the initial and final sounds. I can see a letter and know what sound it makes. I can use frequently occurring nouns and verbs. I can understand frequently occurring verbs and adjectives by relating them to their opposites.</p>
<p>Academic Vocabulary</p> <p>Count, pronounce, blend, segment, nouns and verbs, character, setting, storybook and poem, initial and final sound, consonant, vowel, opposites, author, illustrator, illustration, title, front cover, back cover, photograph, alphabet, book, capital, conversation, discussion, drawing, end punctuation, group reading activities, high frequency words, letter, lowercase, listening, page, print, people, places, things, questions, reading activities, real, make believe, syllable, spaces, sentences, words, title page, uppercase, words, write, writing, fiction, non-fiction, big book, rhyme, period, question mark, left, right, top, bottom, predict, ABC Book, nursery rhyme</p>	<p>Student Vocabulary (usage)</p> <p>Tall, taller, tallest, longer, longest, baby and adult animal, farm animal, Spring, Summer, Winter, Fall, Seasons, moon, lake, forest, weather Cow, calf, horse, foal, pony, sheep, lamb, hen, chick, pig, piglet, dog, puppy.</p>

<p>Phonics/Phonemic Awareness Introduction upper/lower letters A-Z (gestalt) Unit 4 tested: L, K, U, G, W, X, (letter and sound) Phoneme Isolation (initial) Counting Syllables High-frequency words (Like, To) Phoneme Categorization Phoneme Blending Recognize Rhyme</p>	<p>Fluency/Grammar Work with children to correctly use prepositional words and phrases. Echo reading Help students use correct subject-verb agreement.</p>
<p>Formative</p> <p>Common Formative During our picture walk children make the sound of farm animals. Take a walk through the school and point out environmental print. Match baby to adult (play concentration) Sort clothing by seasons</p>	<p>Summative 3 week progress report Trimester Assessments Dibels STAR testing</p>

Lesson Sequence
(Attached)

Resources

Little Treasures-2007, MacMillian/McGraw-Hill
Treasures-2009, MacMillian/McGraw-Hill
Wonders, MacMillian/McGraw-Hill-2013
Land of the Letter People
Alphabet books
Nonfiction books
Fiction books

Unit Summary

The purpose of this unit is to teach about wild animals that exist now and long ago, their special features and their habitat. In addition, students will learn about the alphabet. They will understand the concepts of print through informational text and literature. They will make connections between spoken and written words. The beginning stages of phonemic awareness and phonics will help our students secure a foundation for reading and writing.

Title of Unit Unit 5: WILD ANIMALS NOW AND THEN	Subject Area (Reading) □
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Common Core State Standards

Language

***L.K.2b** Recognize and name end punctuation.

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

LK1a Print many upper- and lowercase letters. *To be assessed throughout the year*

LK1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). *To be assessed throughout the year*

LK1f Produce and expand complete sentences in shared language activities. *To be assessed throughout the year*

LK 2a Capitalize the first word in a sentence and the pronoun I. *To be assessed throughout the year*

LK2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). *To be assessed throughout the year*

LK4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). *To be assessed throughout the year*

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

LK5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). *To be assessed throughout the year*

LK5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *To be assessed throughout the year*

LK6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *To be assessed throughout the year*

Reading Foundational

***RFK1c** Understand that words are separated by spaces in print. *To be assessed third trimester and ongoing.*

***RFK1a** Follow words from left to right, top to bottom, and page by page. *To be assessed after Unit 5*

RF.K.2a Recognize and produce rhyming words.

RFK2c Blend and segment onsets and rimes of single-syllable spoken words. *To be assessed after Unit 3*

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RFK1b Recognize that spoken words are represented in written language by specific sequences of letters. *To be assessed throughout the year*

RF.K.1c Understand that words are separated by spaces in print.

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *To be assessed throughout the year*

RFK3a 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. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

Reading Informational Text

***RI.K.2** With prompting and support, identify the main topic and retell key details of a text. *To be assessed third trimester*

***RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). *To be assessed throughout the year.*

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *To be assessed throughout the year*

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.5 Identify the front cover, back cover, and title page of a book. *To be assessed Unit 2 and throughout the year.*

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RI.K.10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year.*

Reading Literature

***RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *To be assessed in Unit 1*

RL.K.4 Ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). *To be assessed throughout the year*

RL.K.10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year*

Speaking & Listening

***SLK1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). *To be assessed after Unit 5*

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

*Anchor Standards- will be assessed

Essential Questions–Student Targets

Why are sounds of Language important?

Why is it important to blend and segment words?

How do rhymes help us read and write words?

I Can statements

I can read words left to right and top to bottom.

I can with identify the main topic and retell key details of a text.

I can recognize and name end punctuation. (period and question mark)

I can describe the relationship between illustrations and the story in which they appear. (i.e. what moment in a story the illustrations depicts)

I can describe the relationship between illustrations and the text in which they appear. (i.e. what person, place, thing or idea in the text an illustration depicts)

I can understand that words are separated by spaces in print.

Academic Vocabulary

Arctic, rainforest, mountain, savannah, globe, real, Munch, roar, gaze, shelter, disturb, wandering, correct, nibble, smooth, rough, fancy, plain, museums,

Author, illustrator, illustration, title, front cover, back cover, photograph, alphabet, book, capital, conversation, discussion, drawing, end punctuation, group reading activities, high frequency words, letter, lowercase, listening, page, print, people, places, things, questions, reading activities, real, make believe, syllable, spaces, sentences, words, title page, uppercase, words, write, writing, fiction, non-fiction, big book, rhyme, period, question mark, left, right, top, bottom, predict, ABC Book, nursery rhyme

Student Vocabulary (usage)

Grasslands, lake, hippo, bee, beehive, den, underwater, ocean, shell, hermit crab, ant, bumblebee, grasshopper, hummingbird, ladybug, habitat, land, water, dinosaurs,

<p>Phonics/Phonemic Awareness Introduction upper/lower letters A-Z (gestalt) Unit 5 tested: V, J, Q, Y, Z (letter and sound) Phoneme Isolation (initial) Phoneme Identity Counting Syllables High-frequency words (and, go) Phoneme Categorization Phoneme Blending Recognize Rhyme</p>	<p>Fluency/Grammar Work with children to generate appropriate questions about wild animal pictures. Echo reading</p>
<p>Formative</p> <p>Common Formative On white board say a word and children write initial sound and/or final sound. Children practice sound for V and F. Children write all the ABC and then circle the letter sounds they know. Draw your favorite wild animal and label it. Create an animal home collage. Children build words using letter cards. Children make a birthday card for Ms. Spider Children make wild animals out of playdoh.</p>	<p>Summative 3 week progress report Trimester Assessments Dibels</p>

Lesson Sequence
(Attached)

Resources

Little Treasures-2007, MacMillian/McGraw-Hill
Treasures-2009, MacMillian/McGraw-Hill
Wonders, MacMillian/McGraw-Hill-2013
Land of the Letter People
Alphabet books
Nonfiction books
Fiction books

Unit Summary

Children will learn about how our body works and what it needs to stay healthy. The purpose of this unit is to introduce students to the alphabet. They will understand the concepts of print through informational text and literature. They will make connections between spoken and written words. The beginning stages of phonemic awareness and phonics will help our students secure a foundation for reading and writing.

Title of Unit	Subject Area
Unit 6 HERE COMES A HEALTHY KINDERGARTENER	(Reading) □

Common Core State Standards

Language

***LK1a** Print many upper- and lowercase letters. *To be assessed throughout the year*

L.K.1a Print many upper- and lowercase letters.

L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L.K.1f Produce and expand complete sentences in shared language activities.

L.K.2a Capitalize the first word in a sentence and the pronoun *I*

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.4a 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.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5d 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, reading and being read to, and responding to texts.

Reading Foundational

RFK1c Understand that words are separated by spaces in print. *To be assessed throughout the year*

RFK1d Recognize and name all upper- and lowercase letters of the alphabet. *To be assessed throughout the year*

RFK1a Follow words from left to right, top to bottom, and page by page. *To be assessed after Unit 5*

RFK1b Recognize that spoken words are represented in written language by specific sequences of letters. *To be assessed throughout the year*

RFK3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). *To be assessed throughout the year*

RFK3a 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. *To be assessed throughout the year*

Reading Informational Text

***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).

RI.K.1 With prompting and support, ask and answer questions about key details in a text. *To be assessed after Unit 4*

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. *To be assessed throughout the year*

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). *To be assessed throughout the year.*

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. *To be assessed after throughout the year*

RIK6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *To be assessed throughout the year*

RIK5 Identify the front cover, back cover, and title page of a book. *To be assessed Unit 2 and throughout the year.*

RIK4 With prompting and support, ask and answer questions about unknown words in a text. *To be assessed throughout the year*

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RIK10 Actively engage in group reading activities with purpose and understanding. *To be assessed throughout the year.*

Reading Literature

***RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

***RL.K.2** With prompting and support, retell familiar stories, including key details.

***RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

***RLK6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *To be assessed in Unit 1*

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

Speaking & Listening

***SLK6** Speak audibly and express thoughts, feelings, and ideas clearly. *To be assessed throughout the year*

SLK1b Continue a conversation through multiple exchanges. *To be assessed throughout the year*

SLK4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *To be assessed throughout the year*

*Anchor Standards- will be assessed

Essential Questions–Student Targets

**How do we use syllables to help us read and write?
How do we make new words?
How do rhymes help us read and write words?**

I Can statements

I can retell a familiar stories, including key details.

I can describe relationships between the illustrations and the story in which they appear.

I can ask and answer questions about key details in a text?

I can identify the main topic and retell key details of a text.

I can follow words from left to right and top to bottom.

I can recognize that spoken words are represented in written language by a specific sequence of letters.

I can understand that words are separated by spaces and print.

I can recognize and name one half of the upper and lower case letters of the alphabet.

I can read 13 common high frequency words by sight. (half)

I can speak audibly, express thoughts, feelings and ideas clearly.

I can print legibly 26 of 52 upper and lower case letters.

<p>Academic Vocabulary Bend, arch, weak, basketball, player, athletes, Olympics, superstar, energetic, powerful, imitate, talented, improve, fetch, dunked, boast, confident, imagination, create, occupied.</p> <p>Author, illustrator, illustration, title, front cover, back cover, photograph, alphabet, book, capital, conversation, discussion, drawing, end punctuation, group reading activities, high frequency words, letter, lowercase, listening, page, print, people, places, things, questions, reading activities, real, make believe, syllable, spaces, sentences, words, title page, uppercase, words, write, writing, fiction, non-fiction, big book, rhyme, period, question mark, left, right, top, bottom, predict, ABC Book, nursery rhyme</p>	<p>Student Vocabulary (usage)</p> <p>Run, jump, kick, clap, swim, sleep, sit, helmet, soccer ball, bat, jump rope, swings, goggles, rest, healthy, exercise, yawn, wiggle, sip, chest</p>
<p>Phonics/Phonemic Awareness Introduction upper/lower letters A-Z (gestalt) Unit 6 tested: Letter Review Phoneme Isolation (initial) High-frequency words (you, do,) Phoneme Blending Phoneme substitution</p>	<p>Fluency/Grammar Display a picture from the language and literacy flip of p. 51. Ask each child to tell about the picture. Evaluate in terms of proper word choice and grammar.</p>
<p>Formative</p> <p>Common Formative Listen to as each student names the letters and sounds of the alphabet and record findings. p. 2301 Phonics section of Treasures: Listen as teacher says a word and write the initial sound for that word on paper or white board. Have children write their names and name the letters. Have student put a sticky transparent tape on the letters y and z in the poem (in group time)</p>	<p>Summative 3 week progress report Trimester Assessments Dibels</p>

Lesson Sequence
(Attached)

Resources
Little Treasures-2007, MacMillian/McGraw-Hill
Treasures-2009, MacMillian/McGraw-Hill
Wonders, MacMillian/McGraw-Hill-2013
Land of the Letter People
Alphabet books
Nonfiction books
Fiction books