

Kindergarten English Language Arts Curriculum

The Superkids Reading Program™ captivates students from the start with tales of the Superkids. These relatable characters and their ongoing adventures provide an engaging and cohesive framework for literacy success.

Superkids® is a comprehensive English language arts curriculum crafted for grades K–2 using evidence-based literacy practices and supported by a dedicated literacy team. This proven effective program follows a unique, systematic, and explicit instructional path through engaging, increasingly complex text.

Growing and learning with the Superkids by their side, all students develop the K–2 literacy skills they need to be successful in grade 3 and beyond.

To learn more about the Superkids reading program, please visit:

<https://www.zaner-bloser.com/reading/superkids-reading-program/index.php>

For a complete list of NJ State Standards that correlate to Superkids, please visit:

https://myzbportal.com/sites/digital-resources/?componentId=SK2017_GK_CCSS&activity=viewer&assetId=resourcesR_ccss-1&language=English

Meet the Superkids (Semester 1)

Grade: K	Time Frame: Unit 1 (Two weeks)
Essential Questions	What are letters and how do they symbolize sounds? How can knowing letter sounds help us become better readers?
Objectives	Students will begin to familiarize themselves with the daily routines of the Superkids program. Students will identify initial letter sounds Students will build vocabulary through tier 2 and 3 word discussions Students will listen for details in a song/poem/story to build comprehension.

Texts and Digital/Print Resources:	Key Terms & Vocabulary	Focus Standards:	Assessments
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>How Did That Get in My Lunch Box? The Story of Food</i> by Chris Butterworth - <i>Apples, Cherries, Red Raspberries: What Is In the Fruits Group?</i> By Brian Cleary - <i>Bee Bim Bop</i> by Linda Sue Park 	<ul style="list-style-type: none"> • Superkids character names • Reader (as in book) • Memory words • Unit Vocabulary words 	<p>SL.PE.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.II.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.</p> <p>SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting</p>	<ul style="list-style-type: none"> • Superkids Beginning of the Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>- <i>Minette's Feast</i> by Susanna Reich</p>		<p>and support, provide additional detail.</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>L.RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>L.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>L.RF.K.2.A. Recognize and produce rhyming words.</p> <p>L.RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p>	
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		<p>RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>RI.MF.K.6. 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). In a science unit students may look at images of the impacts humans have on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text.</p> <p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p>	
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		<p>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.VI.K.3.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.VI.K.3.C. Identify real-life connections between words and their use (e.g., note</p>	
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		<p>places at school that are colorful).</p> <p>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.</p>	
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Skills Focus			
Unit 1	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify parts of a book Identify uppercase and lowercase Cc <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial /k/ Associate picture names with initial /k/ <p>Phonics</p> <ul style="list-style-type: none"> Associate Cc with /k/ <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss foods and items found in the kitchen 	<ul style="list-style-type: none"> Listening Comprehension Listen for details in a song Identify parts of a book Recognize that words are made up of letters Discuss and understand new vocabulary words 	<ul style="list-style-type: none"> Draw and label a self-portrait

Grade: K	Time Frame: Unit 2 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p>	<ul style="list-style-type: none"> • Superkids character names • Reader (as in book) • Memory words • Unit Vocabulary words 	<p>SL.PE.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Melissa's Octopus and other Unsuitable Pets</i> by Charlotte Voake - <i>Strangest Animals</i> by Thea Feldman - <i>I See a Kookaburra</i> by Steve Jenkins - <i>Zeraffa Giraffa</i> by Dianne Hoffmyr 		<p>other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>L.RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>L.RF.K.1.d. Recognize and name all upper- and lowercase letters of the</p>	
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		<p>alphabet.</p> <p>L.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>L.RF.K.2.A. Recognize and produce rhyming words.</p> <p>L.RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>RI.MF.K.6. 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). In a science unit students may look at images of the impacts humans have</p>	
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		<p>on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text.</p> <p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and</p>	
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		<p>phrases based on kindergarten reading and content.</p> <p>L.VI.K.3.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.VI.K.3.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.</p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify uppercase and lowercase Oo <p>Phonemic Awareness</p>	<ul style="list-style-type: none"> Draw conclusions from pictures Distinguish between reality and fantasy Demonstrate comprehension after listening to a selection 	<ul style="list-style-type: none"> Illustrate to tell a story Handwriting Shared writing: make a list

	<ul style="list-style-type: none">• Identify initial /o/• Associate picture names with initial /o/ <p>Phonics</p> <ul style="list-style-type: none">• Associate Oo with /o/ <p>Vocabulary</p> <ul style="list-style-type: none">• Understand meaning of odd• Identify art supplies and animals	<ul style="list-style-type: none">• Demonstrate comprehension after participating in group read of informational text• Define and understand story vocabulary• Identify features of informational text• Recognize text structure• Recall details	
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Grade: K	Time Frame: Unit 3 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p>	<ul style="list-style-type: none"> • Superkids character names • Reader (as in book) • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Dogs</i> by Seymour Simon - <i>I'm My Own Dog</i> by David Ezra Stein - <i>Ragweed's Farm Dog Handbook</i> by Anne Vittur Kennedy - <i>Do You Really Want a Dog?</i> By Bridget Heos 		<p>of print (front cover, back cover, and title page of a book).</p> <p>W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or [book] texts (e.g., My favorite book is...)</p> <p><i>For a complete list of standards, see link at the top of document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and lowercase Gg <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify initial and final /g/ • Associate picture names with initial and final /g/ <p>Phonics</p> <ul style="list-style-type: none"> • Associate Gg with /g/ 	<ul style="list-style-type: none"> • Listen for details • Draw conclusions from pictures • Follow oral directions • Generate questions • Speak with appropriate stress • Use prior knowledge 	<ul style="list-style-type: none"> • Opinion Writing • Illustrating to tell a favorite thing • Illustrating to tell a favorite character

	Vocabulary <ul style="list-style-type: none"> • Discuss smells • Discuss zoo animals 		
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Grade: K	Time Frame: Unit 4 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p>	<ul style="list-style-type: none"> • Superkids character names • Reader (as in book) • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations

<p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Beekle</i> by Dan Santat - <i>Recess at 20 Below</i> by Cindy Lou Aillaud - <i>Flight of the Dodo</i> by Peter Brown - <i>The Original Cowgirl</i> by Heather Lang 		<p>letter group) for each phoneme.</p> <p>RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p>W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or [book] texts (e.g., My favorite book is...)</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><i>For a complete list of standards, see link at the top of document.</i></p>	<ul style="list-style-type: none"> • Letter/sound Identification • Unit assessment
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Skills Focus			
	Word Work	Reading	Writing
	Print and Book Awareness:	<ul style="list-style-type: none"> • Draw conclusions from illustrations 	<ul style="list-style-type: none"> • Opinion Writing

	<ul style="list-style-type: none"> Identify uppercase and lowercase Aa <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and medial /a/ Associate picture names with initial and medial /a/ <p>Phonics</p> <ul style="list-style-type: none"> Associate Aa with short /a/ <p>Vocabulary</p> <ul style="list-style-type: none"> Identify anteater Discuss camping supplies Discuss adventures and necessary supplies 	<ul style="list-style-type: none"> Follow oral directions Use prior knowledge Recognize text structure Understand descriptive language 	<ul style="list-style-type: none"> Shared writing: favorite places Illustrate to tell about a favorite place Adding details to drawing to tell more
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Grade: K	Time Frame: Unit 5 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p>	<ul style="list-style-type: none"> • Superkids character names • Reader (as in book) • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Who Says Women Can't be Doctors</i> by Tanya Lee Stone - <i>Rosie Revere, Engineer</i> by Andrea Beaty - <i>Dream Something Big</i> by Dianne Hutts Aston - <i>Sky Boys</i> by Deborah Hopkinson 		<p>of print (front cover, back cover, and title page of a book).</p> <p>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>RI.MF.K.6. 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). In a science unit students may look at images of the impacts humans have on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text.</p>	
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		For a complete list of standards, see link at the top of the document.	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify uppercase and lowercase Dd <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and final /d/ Associate picture names with initial and final /d/ Blend two sounds <p>Phonics</p> <ul style="list-style-type: none"> Associate Dd with /d/ <p>Vocabulary</p> <ul style="list-style-type: none"> Identify toys and tools 	<ul style="list-style-type: none"> Draw conclusions from illustrations Listen for details Follow oral directions Determine cause and effect 	<ul style="list-style-type: none"> Narrative Writing (Ouch story) Brainstorming topics Illustrating beginning of story Illustrating end of story

Grade: K	Time Frame: Unit 6 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p> <p>Students will begin to blend and segment sounds.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p>	<ul style="list-style-type: none"> • Superkids character names • Reader (as in book) • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Learning to Ski with Ms. McGee</i> by Chris Van Dusen - <i>Squirrels on Skis</i> by J. Hamilton Ray - <i>Tillie the Terrible Swede</i> by Sue Stauffacher - <i>Fall Ball</i> by Peter McCarty 		<p>cover, and title page of a book).</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.KL.K.1.C Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><i>For a complete list of standards, see link at the top of document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and lowercase Ss <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify initial and final /s/ • Associate picture names with initial and final /s/ • Blend two and three sounds <p>Phonics</p>	<ul style="list-style-type: none"> • Listening comprehension • Follow oral directions • Identify main idea and details • Identify genre • Answer and generate questions 	<ul style="list-style-type: none"> • Labeling illustrations

	<ul style="list-style-type: none">• Associate Ss with /s/ <p>Vocabulary</p> <ul style="list-style-type: none">• Identify and discuss collections• Identify and discuss words related to sports		
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Grade: K	Time Frame: Unit 7 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p> <p>Students will begin to blend and segment sounds.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>L.RF.K.1.B. Recognize that spoken words are represented in written</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Lions by Alex Kuskowski</i> - <i>A Lion in Paris by Beatrice Alemagna</i> - <i>How to Hide a Lion by Helen Stephens</i> 		<p>language by specific sequences of letters.</p> <p>L.WF.K-1.3.6. Write sentences with increasing complexity.</p> <p>RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><i>For a complete list of standards, see link at the top of document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and lowercase LI 	<ul style="list-style-type: none"> • Listening comprehension • Genre study: Nursery Rhymes • Associate pictures with words 	<ul style="list-style-type: none"> • Drawing and labeling illustrations • Drawing and labeling feelings • Drawing and illustrating personal

	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify initial, medial, and final /l/ • Associate picture names with initial, medial and final /l/ • Blend two and three sounds <p>Phonics</p> <ul style="list-style-type: none"> • Associate LI with /l/ <p>Vocabulary</p> <ul style="list-style-type: none"> • Identify and discuss words associated with homes 	<ul style="list-style-type: none"> • Draw conclusions from illustrations • Fluency 	narratives
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Grade: K	Time Frame: Unit 8 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p> <p>Students will begin to blend and segment sounds.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>L.RF.K.1.B. Recognize that spoken words are represented in written</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Hotdog on TV by Karen T. Tahna</i> - <i>Insect Detective by Steve and Charlotte Voake</i> - <i>Learning about Insects by Catherine Veitch</i> - <i>Todd's TV by James Proimos</i> 		<p>language by specific sequences of letters.</p> <p>L.WF.K-1.3.6. Write sentences with increasing complexity.</p> <p>L.WF.K-1.2.5 Attempt phonetic spelling of unknown words</p> <p>RL.MF.K.]6. 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).</p> <p>W.IW.K.2.B. Introduce a topic with at least two facts or other information or examples related to the topic, including pictures</p> <p><i>For a complete list of standards, see link at the top of document.</i></p>	
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<p>Skills Focus</p>

	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify uppercase and lowercase li <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and medial short /i/ Associate picture names with initial and media short /i/ Blend two and three sounds <p>Phonics</p> <ul style="list-style-type: none"> Associate li with short /i/ <p>Vocabulary</p> <ul style="list-style-type: none"> Identify and discuss words associated with insects 	<ul style="list-style-type: none"> Listening comprehension Genre study: Nursery Rhymes Associate pictures with words Draw conclusions from illustrations Fluency 	<ul style="list-style-type: none"> Listing facts about a topic Writing using temporary spelling

Grade: K	Time Frame: Unit 9 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p> <p>Students will begin to blend and segment sounds.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>L.RF.K.1.B. Recognize that spoken words are represented in written</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Little Melba and her Big Trombone</i> by Katheryn Russel-Brown - <i>The Loud Book</i> by Deborah Underwood - <i>What is Sound?</i> By Charlotte Guillion - <i>Nana in the City</i> by Lauren Castillo 		<p>language by specific sequences of letters.</p> <p>L.WF.K-1.3.6. Write sentences with increasing complexity.</p> <p>L.WF.K-1.2.5 Attempt phonetic spelling of unknown words</p> <p>RL.MF.K.]6. 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).</p> <p>L.KL.K.1.C Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.WF.K-1.3.4. Use end punctuation</p> <p><i>For a complete list of standards, see link at the top of document.</i></p>	
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Skills Focus

	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify uppercase and lowercase Tt <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and final /t/ Associate picture names with initial and final /t/ Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none"> Associate Tt with /t/ <p>Vocabulary</p> <ul style="list-style-type: none"> Identify and discuss words associated with music and instruments 	<ul style="list-style-type: none"> Listening comprehension Follow oral directions Drawing conclusions Monitor comprehension Answer questions Observe punctuation and apply to oral fluency 	<ul style="list-style-type: none"> Use question words to conduct an interview Tell a narrative story using words and illustrations Present information orally

Grade: K	Time Frame: Unit 10 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p> <p>Students will begin to blend and segment sounds.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>L.RF.K.1.B. Recognize that spoken words are represented in written</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Fishing in the Air</i> by Sharon Creech - <i>River Story</i> by Meredith Hooper - <i>Babies in the Bayou</i> by Jim Arnosky - <i>City Fish, Country Fish</i> by Mary M. Cerullo 		<p>language by specific sequences of letters.</p> <p>L.WF.K-1.2.5 Attempt phonetic spelling of unknown words</p> <p>L.KL.K.1.C Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.WF.K-1.3.5. Write simple sentences</p> <p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with [one-to-one correspondence to develop fluency and] sufficient decoding accuracy to support comprehension.</p> <p>SL.II.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</p>	
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		<p>clarification if something is not understood.</p> <p><i>For a complete list of standards, see link at the top of document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify uppercase and lowercase Ff <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and final /f/ Associate picture names with initial and final /f/ Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none"> Associate Ff with /f/ <p>Vocabulary</p> <ul style="list-style-type: none"> Identify and discuss words associated with bodies of water and fishing 	<ul style="list-style-type: none"> Listening comprehension Read orally with natural phrasing Compare and contrast Answer questions regarding text Summarize 	<ul style="list-style-type: none"> Brainstorming and writing a list Illustrating to show ideas Informational writing

Grade: K	Time Frame: Unit 11 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p> <p>Students will begin to blend and segment sounds.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>L.WF.K-1.2.5 Attempt phonetic spelling of unknown words</p> <p>L.KL.K.1.C Understand and use question words</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>The Apple Orchard Riddle by Margaret McNamara</i> - <i>It's an Orange Aardvark by Michael Hall</i> - <i>When Riddles Come Rumbling by Rebecca Kai Dotlich</i> - <i>The Circus Ship by Chris Van Dusen</i> 		<p>(interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.WF.K-1.3.5. Write simple sentences</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>SL.II.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.</p> <p>W.NW.K.3.B. Provide limited details of experiences, events, or characters.</p> <p><i>For a complete list of standards, see link at the top of document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	Print and Book Awareness:	<ul style="list-style-type: none"> • Listening comprehension 	<ul style="list-style-type: none"> • Using descriptive language

	<ul style="list-style-type: none"> • Identify uppercase and lowercase Ee Phonemic Awareness <ul style="list-style-type: none"> • Identify initial and medial /e/ • Associate picture names with initial and medial /e/ • Blend two and three sounds to make VC and CVC words Phonics <ul style="list-style-type: none"> • Associate Ee with short /e/ Vocabulary <ul style="list-style-type: none"> • Identify and discuss words associated with puzzles 	<ul style="list-style-type: none"> • Answer questions regarding text • Draw conclusions • Distinguish between reality and fantasy 	<ul style="list-style-type: none"> • Utilize adjectives • Using words and illustrations to describe • Orally share writing
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Grade: K	Time Frame: Unit 12 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p> <p>Students will begin to blend and segment sounds.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>L.WF.K-1.2.5 Attempt phonetic spelling of unknown words</p> <p>L.KL.K.1.C Understand and use question words</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>May Finds her Way</i> by Betty Selakovich Casey - <i>Flying Solo</i> by Julie Cummins - <i>Five Nice Mice and the Great Car Race</i> by Chisato Tashiro - <i>Bye, Bye Motobhai</i> by Kala Sambasivan 		<p>(interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.WF.K-1.3.5. Write simple sentences</p> <p>W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. (Students may draw, dictate, and compose text that explains their design solution for reducing the impact that humans have on the environment.)</p> <p>SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing

	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and lowercase Hh <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify initial /h/ • Associate picture names with initial /h/ • Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none"> • Associate Hh with /h/ <p>Vocabulary</p> <ul style="list-style-type: none"> • Memory word: the • Identify and discuss words associated with cars and transportation • Understanding idioms 	<ul style="list-style-type: none"> • Listening comprehension • Use prior knowledge • Generate questions • Draw conclusions • Determine cause and effect 	<ul style="list-style-type: none"> • Participate in shared writing • Illustrating an informational book • Writing words for an informational book • Sentence discrimination
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Grade: K	Time Frame: Unit 13 (Two weeks)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will listen for details in a song/poem/story to build comprehension.</p> <p>Students will discuss elements of fiction and non-fiction text.</p> <p>Students will begin to blend and segment sounds.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids Character Dolls</p> <p>Superkids Chart and Clings</p> <p>Superkids ice cream paper</p> <p>Library books</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.WF.K-1.1.B. Write upper and lowercase letters, with reference to a model.</p> <p>L.WF.K-1.1.G. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>L.WF.K-1.2.5 Attempt phonetic spelling of unknown words</p>	<ul style="list-style-type: none"> • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Letter/sound Identification • Unit assessment

<p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Nobody's Perfect</i> by David Elliot - <i>How to Clean a Hippopotamus</i> by Steve Jenkins - <i>My Best Friend is as Sharp as a Pencil</i> by Hanoch Piven - <i>Remy the Rhino Learns Patience</i> by Andy McGuire 		<p>L.WF.K-1.3.5. Write simple sentences</p> <p>SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).</p> <p>L.WF.K-1.3.15. Use capitals for the first word in a sentence or proper names</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and lowercase Uu <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify initial and medial short 	<ul style="list-style-type: none"> • Read with expression • Observe punctuation • Generate questions to make predictions • Describe setting 	<ul style="list-style-type: none"> • Review letter names/ letter sound-relationships • Review capital letters for names • Draw and write to tell about a topic

	<p>/u/</p> <ul style="list-style-type: none">• Associate picture names with initial and medial /u/• Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none">• Associate Uu with /u/ <p>Vocabulary</p> <ul style="list-style-type: none">• Identify and discuss position words• Understand and use the terms vowel and consonant correctly		
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Superkids Club Unit (Semester 2)

Grade: K	Time Frame: Unit 14 (One Week)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p> <p>Students will illustrate and write to share narratives, information and opinions.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>L.RF.K.3.C. Read high-frequency [and sight] words grade level irregular words with automaticity.</p>	<ul style="list-style-type: none"> • Superkids Mid Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Unit assessment

<p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Home by Carson Ellis</i> - <i>If You Lived Here by Giles Laroche</i> - <i>You Can't Build a House if You're a Hippo! By Fred Ehrlich</i> - <i>Mr. Postmouse's Rounds by Marianne Dubuc</i> 		<p>L.WF.K-1.1.C Write left to write and include spaces between words</p> <p>L.WF.K-1.3.9. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> <p>L.WF.K-1.3.5. Write simple sentences</p> <p>L.WF.K-1.3.15. Use capitals for the first word in a sentence or proper names</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and lowercase Bb <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify initial and final /b/ • Associate picture names with initial and final /b/ 	<ul style="list-style-type: none"> • Listening comprehension • Follow oral directions • Read with expression • Recall details 	<ul style="list-style-type: none"> • Parts of a declarative sentence • Mechanics for writing a declarative sentence • Making sentences complete • Illustrating an idea • Writing declarative sentences to match illustration

	<ul style="list-style-type: none">• Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none">• Associate Bb with /b/ <p>Vocabulary</p> <ul style="list-style-type: none">• Memory word: of• Identify and discuss words associated with weddings and bakeries• Understand and use the term plural		
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Grade: K	Time Frame: Unit 15 (One Week)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p> <p>Students will illustrate and write to share narratives, information and opinions.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>L.RF.K.2.A. Recognize and produce rhyming words.</p>	<ul style="list-style-type: none"> • Superkids Mid Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Unit assessment

<p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Let's Paint by Gabriel Alborozo</i> - <i>A Day with No Crayons by Elizabeth Rusch</i> - <i>The Iridescence of Birds by Patricia MacLachlan</i> - <i>Whale Shines by Fiona Robinson</i> 		<p>L.WF.K-1.1.C Write left to write and include spaces between words</p> <p>L.WF.K-1.3.9. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> <p>L.WF.K-1.3.5. Write simple sentences</p> <p>L.WF.K-1.3.15. Use capitals for the first word in a sentence or proper names</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and lowercase Rr <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Rhyming Words • Identify initial and final /r/ 	<ul style="list-style-type: none"> • Listening comprehension • Associate pictures with words • Read with expression • Recall details • Read with natural phrasing 	<ul style="list-style-type: none"> • Parts of a exclamatory sentence • Mechanics for writing a declarative sentence • Making sentences complete • Illustrating an idea • Writing declarative sentences to match

	<ul style="list-style-type: none"> • Associate picture names with initial and final /r/ • Blend two and three sounds to make VC and CVC words Phonics <ul style="list-style-type: none"> • Associate Rr with /r/ Vocabulary <ul style="list-style-type: none"> • Memory word: of • Identify and discuss words associated with cleaning and yardwork • Understand and use the term plural 		illustration
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Grade: K	Time Frame: Unit 16 (One Week)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p> <p>Students will illustrate and write to share narratives, information and opinions.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>If I Ran for President by Catherine Steir</i> - <i>King Hugo's Huge Ego by Chris Van Dusen</i> - <i>Gordon in Charge by Jill Newton</i> - <i>Smart About the Presidents by Jon Butler</i> 	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.RF.K.3.C. Read high-frequency [and sight] words grade level irregular words with automaticity.</p> <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>L.WF.K-1.3.6 Write sentences with increasing complexity</p> <p>L.WF.K-1.1.C Write left to write and include spaces between words</p> <p>L.WF.K-1.3.9. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> <p>L.WF.K-1.3.5. Write simple sentences</p> <p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g.,</p>	<ul style="list-style-type: none"> • Superkids Mid Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Unit assessment

		who, what, where, when, why, how). <i>For a complete list of standards, see link at the top of the document.</i>	
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Skills Focus			
	Word Work	Reading	Writing
	Print and Book Awareness: <ul style="list-style-type: none"> Identify uppercase and lowercase Nn Phonemic Awareness <ul style="list-style-type: none"> Rhyming Words Identify initial and final /n/ Associate picture names with initial and final /n/ Blend two and three sounds to make VC and CVC words Phonics <ul style="list-style-type: none"> Associate Nn with /n/ Vocabulary <ul style="list-style-type: none"> Memory word: no Content word: Supernoodle 	<ul style="list-style-type: none"> Listening comprehension Drawing conclusions Answer questions Monitor comprehension 	<ul style="list-style-type: none"> Participate in shared writing Parts of an interrogative sentence Planning a story Mechanics: spacing and punctuation

Grade: K	Time Frame: Unit 17 (One Week)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p> <p>Students will illustrate and write to share narratives, information and opinions.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p>	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.RF.K.3.C. Read high-frequency [and sight] words grade level irregular words with automaticity.</p> <p>L.WF.K-1.3.6 Write sentences with increasing complexity</p> <p>L.WF.K-1.3.9. Match periods, question marks, and exclamation points to statements, questions,</p>	<ul style="list-style-type: none"> • Superkids Mid Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Unit assessment

<p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Sam & Dave Dig a Hole by Mac Barnett</i> - <i>Follow that Map! By Scot Ritchie</i> - <i>Treasure by Suzanne Bloom</i> - <i>My Map Book by Sara Fanelli</i> 		<p>commands, and exclamations.</p> <p>L.WF.K-1.3.5. Write simple sentences</p> <p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and lowercase Mm <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify initial and final /m/ • Associate picture names with initial and final /m/ • Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none"> • Associate Mm with /m/ 	<ul style="list-style-type: none"> • Listening comprehension • Determine important ideas • Generate questions to make predictions • Monitor comprehension 	<ul style="list-style-type: none"> • Participate in shared writing • Parts of an interrogative sentence • Writing and replying to notes • Writing an email • Mechanics: spacing and punctuation

	Vocabulary <ul style="list-style-type: none"> Discuss vocabulary associated with scavenger hunts Memory words: no, of, I 		
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Grade: K	Time Frame: Unit 18 (4 days)
Essential Questions	What are letters and how do they symbolize sounds? How can knowing letter sounds help us become better readers? How do graphemes relate to phonemes? How can writers use pictures and words to tell a story?
Objectives	Students will identify initial, medial and final letter sounds Students will build vocabulary through tier 2 and 3 word discussions Students will decode and encode CVC words. Students will discuss elements of texts. Students will illustrate and write to share narratives, information and opinions.

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
Superkids Online Fun Superkids Teacher Portal Superkids workbooks	<ul style="list-style-type: none"> Superkids character names Memory words Unit Vocabulary words 	L.RF.K.3.C. Read high-frequency [and sight] words grade level irregular words with automaticity.	<ul style="list-style-type: none"> Superkids Mid Year Assessment Participation in Daily Routine Completed classwork Writing assignments Teacher observations

<p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Swallows in the Birdhouse</i> by Stephen R. Swinburne - <i>Wild</i> by Emily Hughes - <i>Where does Kitty go in the Rain?</i> By Harriet Ziefert - <i>Sleep Like a Tiger</i> by Mary Logue 		<p>L.WF.K-1.3.6 Write sentences with increasing complexity</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	<ul style="list-style-type: none"> • Unit assessment
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and lowercase Pp <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify initial and final /p/ • Associate picture names with 	<ul style="list-style-type: none"> • Listening comprehension • Use prior knowledge • Summarize • Observe punctuation while orally reading • Monitor comprehension 	<ul style="list-style-type: none"> • Participate in shared writing • Writing informational text • Sequencing steps for how-to writing

	<p>initial and final /p/</p> <ul style="list-style-type: none"> Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none"> Associate Pp with /p/ <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss vocabulary associated with food, especially those starting with the /p/ sound Memory words: put 		
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Grade: K	Time Frame: Unit 19 (4 days)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p> <p>Students will illustrate and write to share narratives, information and opinions.</p>

Texts and Digital/Print Resources:	Key Terms & Vocabulary	Focus Standards:	Assessments
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<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>The Lion and the Bird by Marinne Dubuc</i> - <i>The Skunk by Mac Barnett</i> - <i>The Watcher by Janette Winter</i> - <i>Veterinarians by Cari Meister</i> 	<ul style="list-style-type: none"> • Superkids character names • Memory words • Unit Vocabulary words 	<p>L.RF.K.3.C. Read high-frequency [and sight] words grade level irregular words with automaticity.</p> <p>L.WF.K-1.3.6 Write sentences with increasing complexity</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	<ul style="list-style-type: none"> • Superkids Mid Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Unit assessment
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> • Identify uppercase and 	<ul style="list-style-type: none"> • Associate pictures with sentences • Sequence story events 	<ul style="list-style-type: none"> • Participate in shared writing • Writing informational text

	<p>lowercase Vv</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and final /v/ Associate picture names with initial and final /v/ Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none"> Associate Vv with /v/ <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss vocabulary associated with veterinarians, and the abbreviation vet Discuss singular possessives Synonyms Memory word: for 	<ul style="list-style-type: none"> Visualize story details Understand characters 	<ul style="list-style-type: none"> Pre-writing activities: using a web Drawing and labeling a diagram Grammar: apostrophes
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Grade: K	Time Frame: Unit 20 (4 days)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p>

Students will illustrate and write to share narratives, information and opinions.

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>On Earth by G. Brian Karas</i> - <i>Outside by Deirdre Gill</i> - <i>Weird but True Weather by Carmen Bredeson</i> - <i>Outstanding in the Rain by Frank Viva</i> 	<ul style="list-style-type: none"> • Memory words • Unit Vocabulary words 	<p>L.RF.K.3.C. Read high-frequency [and sight] words grade level irregular words with automaticity.</p> <p>L.WF.K-1.3.6 Write sentences with increasing complexity</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>L.KL.K.1. Produce and expand complete sentences in shared language activities.</p> <p>L.WF.K-1.1. Demonstrate command of the conventions of writing.</p> <p>L.RF.K.4. Read emergent-reader texts</p>	<ul style="list-style-type: none"> • Superkids Mid Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Unit assessment

		<p>(decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify uppercase and lowercase Ww <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and final /w/ Associate picture names with initial and final /w/ Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none"> Associate Ww with /w/ <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss vocabulary associated with make believe games Discuss proper nouns Memory word: to Onomatopoeia 	<ul style="list-style-type: none"> Associate pictures with sentences Sequence story events Describe setting Distinguish between reality and fantasy 	<ul style="list-style-type: none"> Participate in shared writing Writing informational text Informational text features Drawing and labeling a diagram Giving/receiving feedback

Grade: K	Time Frame: Unit 21 (7 days)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p> <p>Students will illustrate and write to share narratives, information and opinions.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p>	<ul style="list-style-type: none"> • Memory words • Unit Vocabulary words 	<p>L.RF.K.3.C. Read high-frequency [and sight] words grade level irregular words with automaticity.</p> <p>L.WF.K-1.3.6 Write sentences with increasing complexity</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g.</p>	<ul style="list-style-type: none"> • Superkids Mid Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Unit assessment

<p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Backstage Cat by Harriet Ziefert</i> - <i>Have you Seen my Dragon? By Steve Light</i> - <i>The Most Wonderful Thing in the World by Vivian French</i> - <i>Kings and Queens by Fiona MacDonald</i> 		<p>biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>L.WF.K-1.3.4 Use end punctuation</p> <p>L.WF.K-1.1. Demonstrate command of the conventions of writing.</p> <p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension</p> <p>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	
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		For a complete list of standards, see link at the top of the document.	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify uppercase and lowercase Kk and Qq <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and final /k/ and /kw/ Associate picture names with initial and final /k/ and /kw/ Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none"> Associate Kk with /k/ and Qq with /kw/ <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss vocabulary associated with make believe games Discuss proper nouns Memory word: like Multiple meaning words: present 	<ul style="list-style-type: none"> Associate pictures with sentences Elements of a play Reading with fluency (punctuation) Make and confirm predictions 	<ul style="list-style-type: none"> Participate in shared writing Story elements: character, setting, problem/solution

Grade: K	Time Frame: Unit 22 (5 days)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p> <p>Students will illustrate and write to share narratives, information and opinions.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p>	<ul style="list-style-type: none"> • Memory words • Unit Vocabulary words 	<p>L.RF.K.3.C. Read high-frequency [and sight] words grade level irregular words with automaticity.</p> <p>L.WF.K-1.3.6 Write sentences with increasing complexity</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify</p>	<ul style="list-style-type: none"> • Superkids Mid Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Unit assessment

<p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Where Does Pepper Come From? By Brigitte Raab</i> - <i>Mirror, Mirror by Marilyn Singer</i> - <i>Beastly Verse by JooHee Yoon</i> - <i>The Barefoot Book of Riddles from Around the World by Hugh Lupton</i> 		<p>features of print (e.g., front cover, back cover, and title page of a book).</p> <p>L.WF.K-1.3.4 Use end punctuation</p> <p>L.WF.K-1.1. Demonstrate command of the conventions of writing.</p> <p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension</p> <p>W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing

	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify uppercase and lowercase Jj <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and final /j/ Associate picture names with initial and final /j/ Blend two and three sounds to make VC and CVC words <p>Phonics</p> <ul style="list-style-type: none"> Associate Jj with /j/ <p>Vocabulary</p> <ul style="list-style-type: none"> Memory word: said 	<ul style="list-style-type: none"> Listening comprehension Rhyming words to decode Understanding dialogue 	<ul style="list-style-type: none"> Participate in shared writing Opinion writing: book review Illustrate to support opinions Presenting book reviews
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Grade: K	Time Frame: Unit 23 (5 days)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p>

Students will illustrate and write to share narratives, information and opinions.

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p> <p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Not a Box</i> by Antoinette Portis - <i>One Plastic Bag</i> by Miranda Paul - <i>Uncle Andy's</i> by James Warhola - <i>Wild Ideas</i> by Elin Kelsey 	<ul style="list-style-type: none"> • Memory words • Unit Vocabulary words 	<p>L.RF.K.3.C. Read high-frequency [and sight] words grade level irregular words with automaticity.</p> <p>L.WF.K-1.3.6 Write sentences with increasing complexity</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>L.WF.K-1.3.4 Use end punctuation</p> <p>L.WF.K-1.1. Demonstrate command of the conventions of writing.</p> <p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one</p>	<ul style="list-style-type: none"> • Superkids Mid Year Assessment • Participation in Daily Routine • Completed classwork • Writing assignments • Teacher observations • Unit assessment

		<p>letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension</p> <p>SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><i>For a complete list of standards, see link at the top of the document.</i></p>	
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Skills Focus			
	Word Work	Reading	Writing
	<p>Print and Book Awareness:</p> <ul style="list-style-type: none"> Identify uppercase and lowercase Xx and Yy <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify initial and final /x/ and /y/ Associate picture names with initial and final /x/ and /y/ Blend two and three sounds to make VC and CVC words <p>Phonics</p>	<ul style="list-style-type: none"> Listening comprehension Rhyming words to decode Understanding dialogue Reread for comprehension 	<ul style="list-style-type: none"> Participate in shared writing Poetry writing Orally sharing poems Punctuation

	<ul style="list-style-type: none"> Associate Xx with /x/ and Yy with /y/ <p>Vocabulary</p> <ul style="list-style-type: none"> Memory word: you Abbreviations Pronouns 		
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Grade: K	Time Frame: Unit 24 (8 days)
Essential Questions	<p>What are letters and how do they symbolize sounds?</p> <p>How can knowing letter sounds help us become better readers?</p> <p>How do graphemes relate to phonemes?</p> <p>How can writers use pictures and words to tell a story?</p>
Objectives	<p>Students will identify initial, medial and final letter sounds</p> <p>Students will build vocabulary through tier 2 and 3 word discussions</p> <p>Students will decode and encode CVC words.</p> <p>Students will discuss elements of texts.</p> <p>Students will illustrate and write to share narratives, information and opinions.</p>

<i>Texts and Digital/Print Resources:</i>	<i>Key Terms & Vocabulary</i>	<i>Focus Standards:</i>	<i>Assessments</i>
<p>Superkids Online Fun</p> <p>Superkids Teacher Portal</p>	<ul style="list-style-type: none"> Memory words Unit Vocabulary words 	L.RF.K.3.C. Read high-frequency [and sight]	<ul style="list-style-type: none"> Superkids Mid Year Assessment Participation in Daily Routine

<p>Superkids workbooks</p> <p>Superkids ice cream paper</p> <p>Library books</p> <p>Super Smart informational digital read-aloud</p> <p><i>Superkids Suggested Teacher Read-Alouds</i></p> <ul style="list-style-type: none"> - <i>Gone Wild by David McLimans</i> - <i>Once Upon a Memory by Nina Laden</i> - <i>Previously by Allan Ahlberg</i> - <i>AlphaOops by Althea Kontis</i> 		<p>words grade level irregular words with automaticity.</p> <p>L.WF.K-1.3.6 Write sentences with increasing complexity</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>L.WF.K-1.1. Demonstrate command of the conventions of writing.</p> <p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension</p> <p>SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> ● Completed classwork ● Writing assignments ● Teacher observations ● Unit assessment
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		SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. <i>For a complete list of standards, see link at the top of the document.</i>	
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Skills Focus			
	Word Work	Reading	Writing
	Print and Book Awareness: <ul style="list-style-type: none"> Identify uppercase and lowercase Zz Phonemic Awareness <ul style="list-style-type: none"> Identify initial and final /z/ Associate picture names with initial and final /z/ Blend two and three sounds to make VC and CVC words Phonics <ul style="list-style-type: none"> Associate Zz with /z/ Vocabulary <ul style="list-style-type: none"> Memory word: was Plurals 	<ul style="list-style-type: none"> Listening comprehension Review skills covered during the program 	<ul style="list-style-type: none"> Participate in shared writing Creating a memory book Orally sharing a memory