

English Language Arts

Stonington Public Schools



Grade Kindergarten

Stonington Public Schools

English Language Arts

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Subject philosophy

In Stonington, K-2 English Language Arts instruction is rooted in the evidence-based approach known as the Science of Reading (SOR). SOR represents the comprehensive body of research on how reading develops, the skills essential for reading success, and best practices for effective reading instruction, as established through the scientific method. This approach emphasizes five key components critical to literacy development: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

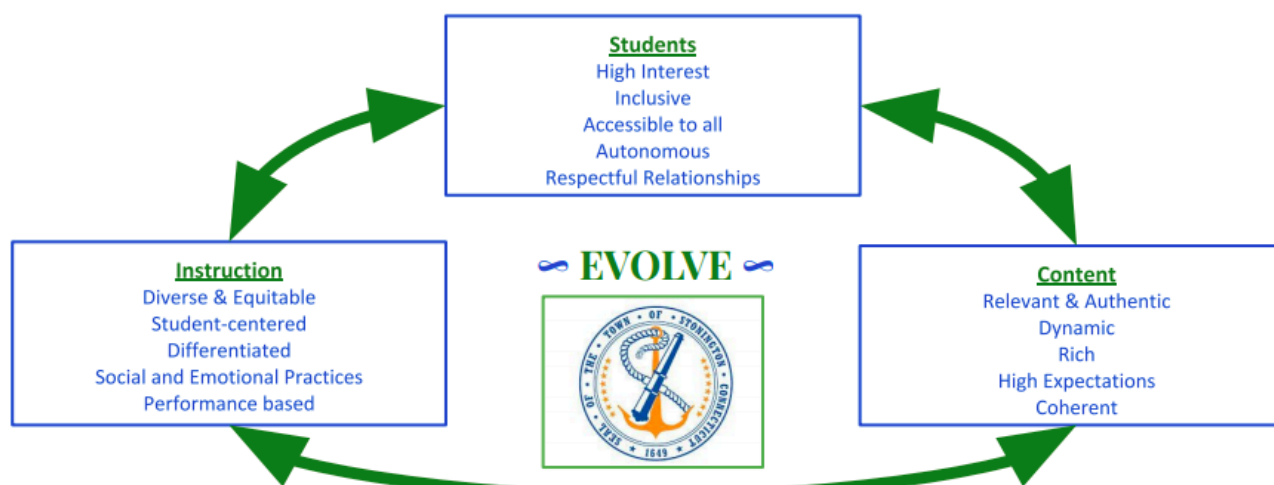
K-2 students spend the majority of their ELA instruction on foundational skills. Foundational skills refer to the basic building blocks of reading ability, including phonemic awareness, phonics, alphabet knowledge, word recognition, and fluency, which are essential for decoding words and understanding text. These skills lay the groundwork for more complex reading comprehension later on, enabling students to connect meaning to the text they decode.

Comprehension, a cornerstone of literacy development, is prioritized across all grades, beginning in Kindergarten. Instruction includes strategies that help students actively engage with text, make predictions, ask and answer questions, and draw connections to their own experiences. These practices support students in developing a deep understanding of texts, fostering critical thinking and the ability to infer meaning beyond the words on the page.

Stonington also recognizes the critical role of oral language development in literacy acquisition, and our instruction integrates rich opportunities for listening, speaking, and meaningful dialogue. Students engage in discussions, storytelling, and collaborative conversations that build their ability to use language expressively and comprehensively, while also fostering oral vocabulary development. These activities help students acquire and use new words in context, enhancing their understanding and communication skills and laying a strong foundation for reading and writing success.

Kindergarten ELA units are thoughtfully designed around big ideas and organized into three-week cycles. Each week is guided by essential questions that inspire curiosity, build knowledge, and expand vocabulary. This approach ensures that learning is purposeful, engaging, and aligned with the developmental needs of young learners. Additionally, play-based learning activities are woven into the curriculum, fostering creativity, exploration, and social interaction. These hands-on experiences not only support the development of language and literacy skills but also nurture curiosity, problem-solving abilities, and a love for learning. Through this holistic approach, students develop the foundational skills, comprehension strategies, and confidence needed for lifelong literacy success.

District Curriculum Philosophy



Curriculum Philosophy from a Student Perspective

Students in Stonington Public Schools will experience and engage with an inclusive curriculum. The curriculum will encompass a variety of experiences and will be accessible to all students while providing a strong foundation for students to have a voice and make a positive impact in the modern world. The curriculum will be a living entity, ever evolving to meet the students' needs in a changing society.

Curriculum Philosophy from an Instructional Perspective

Instruction in Stonington Public Schools will be responsive and students will feel represented through culturally, socially, and emotionally conscious practices. It will be meaningful to students by incorporating multifaceted pedagogical approaches including inquiry, collaboration, and reflection. Instruction will provide all students opportunities to respond, equitable assessments, and positive feedback. Teachers will engage in dynamic and reflective practices to advance their craft.

Curriculum Philosophy from a Content Perspective

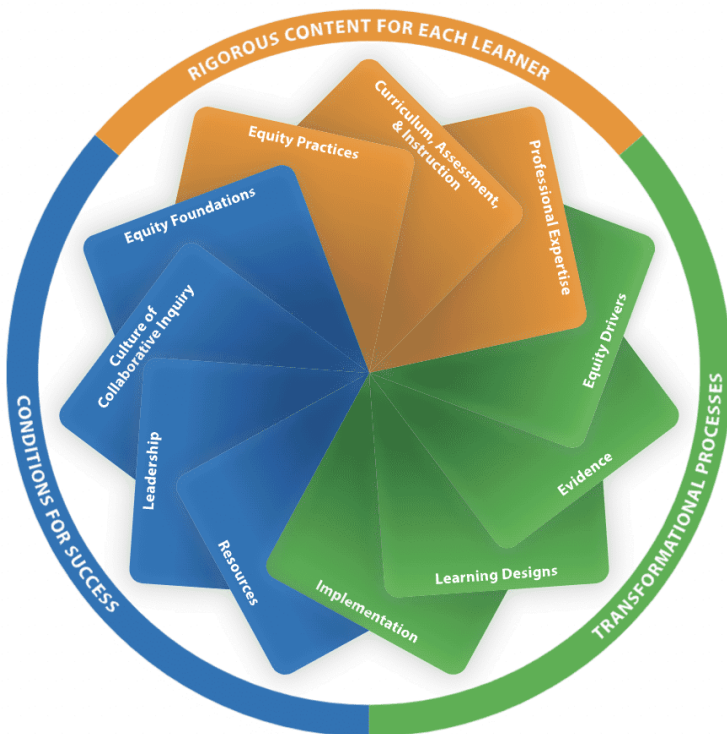
Content in Stonington Public Schools will be constantly adapting to reflect current and relevant information along with the state and national standards for each discipline. Through a rich, authentic, and coherent curriculum, students will learn that the past informs the future. The curriculum will be complex and will provide optimum challenges for all students with the goal of preparing knowledgeable, problem solving, productive citizens who are career and college ready and prepared for the diverse global community.

We Believe In You

Curriculum Equity Statement

Board of Education Goal 2: Future-Focused Teaching and Learning

Stonington Public Schools will prepare every student for their own educational journey by implementing forward-thinking practices that foster equity and inclusion to allow all students access to educational programming. (2023-2034)



Learning results in equitable and excellent outcomes for all students when educators...

- Prioritize high-quality curriculum and instructional materials, assess student learning, and understand curriculum and its implementation through instruction.
- Understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.
- Establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all students and staff.
- Prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

([“Standards for Professional Learning - Standards 2022”](#))

Grade Kindergarten English Language Arts

Critical Areas of Focus

K-2 English Language Arts instruction is built upon five key components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. At the heart of the K-2 curriculum is a strong emphasis on foundational skills, which serve as the building blocks for lifelong reading success. These skills are taught using a

research-based core curriculum—McGraw Hill Reading Wonders 2020—that integrates high-quality literature with explicit, systematic instruction aligned with the Science of Reading principles. To further enhance foundational reading development, we incorporate the Heggerty Phonemic Awareness Program (K-1) and Enhanced Core Reading Instruction (K-2) as supplemental instructional routines. These resources provide additional opportunities for students to master critical early literacy skills through sequential, intensive, and well-organized lessons. Together with Reading Wonders 2020, they support all elements of [Scarborough's Reading Rope](#) by systematically addressing both the word recognition (foundational) and language comprehension strands. In grades K-2, particular focus is placed on phonemic awareness and phonics—helping students develop the ability to recognize and manipulate sounds in spoken words and connect them to written text. These foundational skills are continuously reinforced through engaging, intentional practice that builds fluency and lays the groundwork for comprehension and vocabulary development. This comprehensive, evidence-based approach ensures that every student has the tools needed to grow as confident, proficient readers.

Pacing Guide (Year Course)										
Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
I am a Reader	Take a New Step	Let's Explore	Going Places	Around the Neighborhood	Wonders of Nature	Weather for all Seasons	The Animal Kingdom	From Here to There	Things Change	Thinking Outside the Box
15 classes/ 125 minutes each	15 classes/ 125 minutes each	15 classes/ 125 minutes each	15 classes/ 125 minutes each	15 classes/ 125 minutes each	15 classes/ 125 minutes each	15 classes/ 125 minutes each	15classes/ 125 minutes each	15 classes/ 125 minutes each	15 classes/ 125 minutes each	15 classes/ 125 minutes each

Unit 0

<u>Name of Unit: Start Smart: “I Am a Reader”</u>	<u>Length of unit:</u> 15 classes / 125 minutes per meeting
Content Standards Addressed in the Unit:	
<p>Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page</p> <p>RF.K.2a Recognize and produce rhyming words;</p> <p>RF.K.2b Count, pronounce, blend, and segment syllable</p> <p>RF.K.3c Read common high-frequency words by sight</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
<p><u>Big Ideas:</u> Develop a love of reading and writing.</p> <ul style="list-style-type: none"> • The alphabet is a sequence of letters that we use to form words, and knowing the letters helps us begin to read and write. • Some words appear frequently in books and writing, and knowing them helps us read and write more easily. 	<p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • Week 1: How is everyone special? • Week 2: Who is in your family? • Week 3: What can you do?
<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • Oral Vocabulary: Names, Numbers, Days of the Week • Phonological Awareness: Sentence Segmentation, Recognize Rhyme, Recognize Syllables, Blend Syllables • Phonics/Spelling/Handwriting: Alphabetic Principle • Concepts of Print: Book Handling, Parts of a book 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Identify concepts of print (cover, words, picture). • Begin to recognize and produce rhyming words. • Begin to recognize (blend / segment) syllables. • Demonstrate understanding of the organization and basic features of print.

<ul style="list-style-type: none">● High Frequency Words: I, can● Comprehension:<ul style="list-style-type: none">○ Skills: Details○ Genres: Nursery Rhymes, nonfiction● The routines and expectations for the structure of the reading / literacy block● They are a unique and valued member of the classroom and school community	<ul style="list-style-type: none">● Follow words from left to right, top to bottom, and page by page● Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).● Recognize and name some upper and lowercase letters of the alphabet.● Participate in shared writing activities.● Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.● Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.● With prompting and support, retell familiar stories.● Speak audibly and express thoughts, feelings, and ideas clearly
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Significant tasks:

Significant Task 1: I Am Special

Timeline: 15 lessons

Resources:

Reading, Writing Companion Text: We are All Readers, I Am Special, Look At Me, Family Fun, Fun Together, At School, What Can I Do

Interactive Read Aloud Cards: The Ugly Duckling; Mama Mouse and El Gato, Kindergartener's Can

Class Word Webs: How We Look, What We Like, What We Can Do, Family Activities, Places We Go, and Things We Can Do At School

Task/Skills: Through a variety of reading passages, story exploration, real world connections, and idea webs, students will learn that they are special and unique and that there are similarities and differences among peers that should be celebrated. Students will see themselves as a learner and as a valued member of the classroom community. Students will draw a self portrait that closely resembles themselves. They will share their portrait with the class and use "I am" statements to share their name and one special feature or fact about themselves.

Significant Task 2: Alphabetic Principle

Timeline: 15 lessons

Resources: Letter Recognition and letter sound correspondence with Animals in the Park and ABC Book- Big Book; sentence segmentation and word awareness with Big Book of Rhymes (Jack and Jill, Mary Wore Her Red Dress, Wee Willie Winkie, Twinkle Little Star, 1,2, Buckle My Shoe,) The alphabet teaching poster, large letter / sound cards, Rhyme Recognition with Big Book of Rhymes (Little Miss Muffet, Humpty Dumpty, Mix a Pancake, Once I Caught a Fish Alive) Recognizing and Blending Syllables with The Big Book of Rhymes (Sing a Song of Sixpence, Pat a Cake, Hickory Dickory Dock, Hey Diddle Diddle).

Task/ Skills: Throughout the SMART START Unit 0, students will identify the difference between a letter, a word, and a sentence. They will begin to understand simple sentence structure and recognize the difference between a letter and a numeral. Students will understand that a letter is a symbol that stands for a sound and when strung together, can make meaning.

Common Learning Experiences:

- Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill's Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions. In units 0 and 1, routines are introduced in an uniform way across the grade level.

Key vocabulary: [Vocabulary Instructional Routines and Extension Activities](#)

High Frequency Words:

Week 1- Category Words: Names

Week 2 - Category Words: Numbers

Week 3 - Category Words: Days of the Week

Evidence of Understanding - Common Assessments

- District Assessment - DIBELS using mClass
- PAST - Phonological Awareness Skills Test
- Wonders Phonological Awareness Subtests as needed
- [Wonders Letter Identification Check](#) (U0W3D5)
- Wonders Concepts of Print Check (U0W2D5)
- Optional - District Powerpoint to establish letter identification and letter sound correspondence

Teacher notes:

- Resources:
 - [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - [Wonders Instructional Routines](#)
 - [ECRI Routines](#)
 - ECRI [U1 Tier 1](#)
 - **Digital Practice:** Reading Eggs; Amplify: Boost Reading
 - **Phonemic/Phonological Awareness** [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Big Books**

- Animals in the Park: An ABC Book;
- Big Book of Rhymes: “Jack and Jill” “Mary Wore Her Red Dress” “Wee Willie Winkie” “Little Miss Muffet” “Humpty Dumpty” “Twinkle, Twinkle Little Star” “1, 2, Buckle My Shoe” “Mix a Pancake” “Chook, Chook, Chook” “1, 2, 3, 4, 5” “Sing a Song of Sixpence” “Pat-a-Cake” “Hickory, Dickory, Dock” “Hey, Diddle, Diddle” “As I Was Going to St. Ives”
- **Shared Reading**
 - “I Am Special” “Look at Me!” “Family Fun!” “Fun Together!” At School” “What Can I Do?”
- **Interactive Read Aloud:** “The Ugly Duckling”; “Mama Mouse and El Gato”; “Kindergartners Can!”
- **Read Aloud**
 - “The Three Sisters”, “Teddy’s Week”, “We Can Help”
- Anticipated Student Misconceptions:
 - Rhyming words sound the same at the end.
 - Identifying the difference between a word and a letter
 - Identifying the difference between a letter and a number.
- Differentiation Strategies: There is limited differentiation in the Start Smart unit as teachers assess students and teach the routines of the class
- Prior Knowledge: Anticipate none at beginning of year
- Interdisciplinary Connections:
 - Social Studies - All About Me/Family Connections

Unit 1

Name of Unit: Take a New Step

Length of unit: 15 classes /125 minutes per class

Content Standards Addressed in the Unit:

Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3c Read common high-frequency words by sight.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

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

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.3c Read common high-frequency words by sight.

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

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

L.K.1b Use frequently occurring nouns.

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

<p><u>Big Ideas:</u> Building a Community of Learners</p> <ul style="list-style-type: none"> • People read to enjoy a story, to learn about something, to learn how to do something, or to find out what other people think. • People write to share their ideas with other people using pictures and words. Writers tell stories or teach other people new things. Writers can tell what they think. • Words are grouped into categories to help us organize and describe the world around us. • Letters represent sounds, and knowing letter-sound relationships helps us read and write. • Some words appear frequently in books and writing, and knowing them helps us read and write more easily. 	<p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How can we get along with new friends? • How do baby animals move? • How can your senses help you learn?
<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • Oral Vocabulary: Category Words- feelings, family, senses • Phonological Awareness: sentence segmentation, recognize rhyme, onset/rime blending • Phonemic Awareness: Isolation, identify, blending, categorization • Phonics/Spelling/Handwriting: m, a, s • High Frequency Words: the, we, see • Comprehension: <ul style="list-style-type: none"> ○ Strategies: Ask and Answer questions ○ Skills: Key Details, ○ Genres: Fiction, Informational Text, Fabel, Poetry, Fantasy, Nonfiction • Writing: Write about the Text • Grammar: Nouns 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Identify and write the letter ‘m’ and the corresponding sound /m/ • Identify and write the vowel ‘a’ and the corresponding sounds /a/ • Identify and write the letter ‘s’ and the corresponding sound /s/ • Recognize and read sights words, ‘the’ ‘we’ and ‘see’ • Identify the individual words in a spoken sentence • Identify and blend sounds in words • Recognize and Blend onset and rime

Significant tasks:

Significant Task 1: How to Be a Good Friend

Timeline: 5 class periods

Resources: SEL Sesame Street Connection: Come and Play, Big Book (What About Bear), Non Fiction Text Connection- How to Be a Friend, Vocabulary words (friend, problem), Interactive Read Aloud Cards - The Lion and The Mouse

Task/ Skills: Children will begin to explore what it means to be a good friend. They will read and research several fiction and nonfiction texts to construct meaning about how to make friends and how to be a good friend to others. Children will create a poster with drawings or words that symbolize friendship and being a good friend. Children will share their creations out to the class.

Significant Task 2: Blending Phonemes to read simple words

Timeline: 15 class periods

Resources: Spelling songs, phonics songs, letter sound cards for m,a, and s, decodable readers I Can, Can I, We Can, I Can We Can, Sam Can See, I Can See,

Task/ Skill: After 15 class periods, students will begin to identify letter sounds and blend sounds together to read simple two and three letter words such as am and Sam. Students will also be able to read and write sentences with sight words “I am” and “I can” or “We can.”

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill’s Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions. In units 0 and 1, routines are introduced in an uniform way across the grade level.

Key vocabulary:

[Vocabulary Instructional Routines and Extension Activities](#)

Week 1

Oral Vocabulary Words: friend, problem, grasped, escape, rescue

Category Words: Feeling Words

Week 2

Oral Vocabulary Words: adventure, movement, exhausted, exciting, arrived

Category Words: Family Words

Week 3

Oral Vocabulary Words: senses, explore, feast, kneads, finished

Category Words: Sensory Words

Evidence of Understanding - Common Assessments

- Wonders [Unit 1](#) Assessment
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Record](#)
- mClass DIBELS - Progress Monitoring
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources:
 - [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - [Wonders Instructional Routines](#)
 - [ECRI Routines](#)
 - ECRI [U1 Tier 1](#)
 - **Digital Practice:** Reading Eggs; Amplify: Boost Reading
 - **Phonemic/Phonological Awareness** [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Anchor Texts**
 - What About Bear? Text Companion: How to Be a Friend?; Pouch! Text Companion: Baby Animals on the Move; Senses at the Seashore Text Companion: I Smell Springtime
 - **Decodable Readers**
 - I Can; Can I?; We Can; I Can, We Can; Sam Can See; I Can See
 - **Interactive Read Aloud:**
 - Lion and the Mouse; The Tortoise and the Hare; A Feast of the Senses
 - **Write About the Text**
 - Reading/Writing Companion Workbook Unit 1
 - What About Bear - Draw/Write 1 Key Detail p.70
 - Pouch! - Draw/Write 1 Key Detail p. 96
 - Senses at the Seashore - Draw/Write 1 Key Detail p. 122
- Anticipated Student Misconceptions:
Concepts of print -
 - print relays a message
 - book orientation and directionality of print
 - book handling (e.g. holding a book right way up, turning pages)
 - letters of the alphabet - names and sounds
 - print awareness - letter, word, sentence

- **Differentiation Strategies:** Differentiation strategies are designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. Teachers use diagnostic assessments, unit assessments, and benchmark assessments to determine student needs. Teachers use this information to differentiate content, process and/or product for students. To differentiate the process, content, and product teachers use tiered assignments, compacting, centers, flexible grouping, and small group projects and research. Below are listed some differentiated resources that support this process.
 - [Phonemic Awareness](#)
 - [Phonics](#)
 - [Fluency-](#)
 - [Comprehension](#)
 - [Vocabulary](#)
 - [ECRI Tier 2- Unit 1 &2](#)
 - Differentiated Text Sets: Leveled Readers (A= Approaching Level, O= On Level, E= ELL, B= Beyond Level)
 - Week 1: A: The Tree House O: The Mouse and the Moose B: Come and Play!
 - Week 2: A, O, and B: Hop!
 - Week 3: A: The Beach O: At School B: See It Grow!
- **Safety Considerations:** N/A
- **Prior Knowledge:** In the Start Smart unit students developed oral language in common nursery rhymes, names, numbers, and days of the week. They learned about the alphabetic principle and orally began to segment sentences, recognize rhyme and syllables and began to blend syllables. When looking at books, they began to develop concepts of print like book handling and the parts of a book. They began to learn high frequency words I and can. They also were exposed to the routines and expectations of the literacy block.
- **Interdisciplinary Connections:**
 - SEL - Getting along with friends.
 - Science - Observing patterns in how baby animals move.
 - Science - What are the 5 senses and how do they help us discover our world?

Unit 2

Name of Unit: Let's Explore

Length of unit: 15 classes /125 minutes per class

Content Standards Addressed in the Unit:

Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

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

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

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

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

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 depict

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)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Big Ideas: What can you find out when you explore?

- Readers can help each other find good books to read. They can help each other with tricky parts. They can talk together about their books and what they like and don't like.
- Writers help each other with ideas of what to write about. They share ways to make their writing better. They can help each other draw and write. They can let other people read what they wrote.
- When we read, we can come across words that we don't know. We can ask others what the words mean. We can figure out what they mean from the context or visuals provided in the book. We can think of ways that the word is used in our lives to help us remember the word. Sometimes words have a meaning that is almost the same, but just a little bit different.
- Letters represent sounds, and knowing letter-sound relationships helps us read and write.

Essential Question(s):

- How do tools help us explore?
- What shapes do you see around you?
- What kind of bugs do you know about?

<ul style="list-style-type: none"> Some words appear frequently in books and writing, and knowing them helps us read and write more easily. 	
<p><u>Students will know:</u></p> <ul style="list-style-type: none"> Oral Vocabulary: Tools, Shapes, Bugs, colors, texture words Phonological Awareness: Recognize Alliteration, Onset and Rime Blending, Count and Pronounce Syllables, Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Blending (Initial/Final), Phoneme Segmentation Phonics/Spelling/Handwriting: p,t High Frequency Words: a, like Comprehension: evaluate key details <ul style="list-style-type: none"> Strategies: Ask and Answer questions, Skills: Key details Genres: Folktale, Poetry, Informational Text, fiction Writing: Write about informational text, write about poetry, students plan, draft, revise, edit and proofread Grammar: Verbs 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> Recognize spoken alliteration in groups of words Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes. Blend onset and rime to form words. Identify, write, and blend with letter ‘p’ and sound /p/ , letter ‘t’ and sound /t/. Recognize, read and write high frequency words ‘a’ and ‘like’. Hold a book right side up and turn the pages correctly. Understand that text moves from left to right. Recognize that sentences are composed of words. Apply foundational skills in connected text. Recognize word boundaries and individual words within sentences. Make connections to personal experiences with adult assistance. Follow oral directions that involve a short, related sequence of actions. Retell texts in ways that maintain meaning. Develop handwriting by accurately forming uppercase and lowercase letters using appropriate directionality. Write a sentence using newly acquired basic vocabulary. Plan by generating ideas for writing through class discussions. Develop drafts in oral, pictorial, or written form by organizing ideas.

Significant tasks:

Significant Task 1: [The Shapes of Tools We Use](#)

Timeline: 15 class periods

Resources:

Week 1 - Literature Big Book “The Handiest Things in the World”, Shared Read “Pam Can See”, Paired Selection “Discover with Tools”, Interactive Read Aloud “Timimoto”, Leveled Reader - Approaching: We Need Tools, On level: A Trip, Beyond: What Can You See?; Additional Suggested Reading: Little Bear, How a House is Built, Genre Read Aloud - Look and Learn

Week Anchor Text: “Shapes All Around” Genre: Informational Text Paired Selection: “Find the Shapes” Genre: Informational Text, shared reading: “We Like Tam!” Genre: Fiction “I Like Sam” Genre: Fiction interactive read aloud Title: “Kites in Flight” Leveled readers: Shapes!, Play with Shapes!, Play with Shapes!,

and Use a Shape!

Task/ Skills:

1. Week 1 - Children will begin to explore what tools people use to discover new things. They will read several selections over the week to learn about different tools used to explore. Have children draw a tool that they found interesting from one of the selections they read. Model for them how to find text evidence in a selection to support their drawing. You may wish to share the selections on the Wonders Digital site or at various tables around the room to give them an opportunity to look closely at the pages. Then have children write the page number in the text evidence box. Help children make connections between the text and their community by talking with a partner about the different tools people use. Then tell them to draw one of these tools and show how people use the tool on p. 10 of the Reading/Writing Companion Book. Have children write the name of the tool on the line provided. Ask them to share their work with the class.
2. Week 2- Children will learn about shapes and explore how objects in our community are made up of shapes. Students will use various shapes and their response on page 10 in the readers and writer's book to create a tool. This can be done with premade shapes or recyclables. Discuss with students the difference between 2-D and 3-D shapes as they explore this provocation.
3. Week 3 - Students design a tool to help with an every day task or job.

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill's Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions.

Key vocabulary:

[Vocabulary Instructional Routines and Extension Activities](#)

Week 1

Oral Vocabulary Words: defeated, discover, rumble, fetch, tool

Category Words: colors

Week 2

Oral Vocabulary Words: decorations, games, materials, nature, world

Category Words: shapes

Week 3

Oral Vocabulary Words: attach, curious, observe, process, slender

Category Words: texture words

Evidence of Understanding - Common Assessments

- Stonington Wonders [Unit 2](#) Assessment
- mClass DIBELS - Progress Monitoring
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Teacher Record](#)
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - **Phonemic/Phonological Awareness** [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Digital Practice:** Reading Eggs; Amplify: Boost Reading
 - **Phonics:** [ECRI Unit 2](#)
 - **Anchor Texts**
 - The Handiest Things in the World Text Companion: Discover with Tools; Shapes All Around Text Companion: Find the Shapes; I Love Bugs! Text Companion: Bugs All Around
 - **Decodable Readers**
 - “Pam Can See”; “We Can See!”; “We Like Tam!”; “I Like Sam” ; “Pat”; “Tap! Tap! Tap!”
 - **Interactive Read Aloud**
 - “Timimoto” ; “Kites in Flight”; From Caterpillar to Butterfly”
 - **Write About the Text**
 - Reading/Writing Companion Workbook Unit 2
 - The Handiest Things in the World - Draw/Write about a tool. p. 10
 - Shapes All Around - Reread the captions - Draw/Write about a key detail from a caption p. 38
 - I Love Bugs! - Draw an interest bug from the poem p. 62
- Anticipated Student Misconceptions:
 - letters p, b, q, b
 - Concepts of print:
 - understanding that print relays a message
 - knowledge about book orientation and directionality of print
 - book handling (e.g. holding a book right way up, turning pages)
 - letters of the alphabet - names and sounds
 - awareness of books, pages, words and letters.

- Differentiation strategies are designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. Teachers use diagnostic assessments, unit assessments, and benchmark assessments to determine student needs. Teachers use this information to differentiate content, process and/or product for students. To differentiate the process, content, and product teachers use tiered assignments, compacting, centers, flexible grouping, and small group projects and research. Below are listed some differentiated resources that support this process.
 - [Phonemic Awareness](#)
 - [Phonics](#)
 - [Fluency-](#)
 - [Comprehension](#)
 - [Vocabulary](#)
 - [ECRI Tier 2- Unit 1 &2](#)
 - **Differentiated Text Sets:** Leveled Readers (A= Approaching Level, O= On Level, E= ELL, B= Beyond Level)
 - Week 1: A: We Need Tools O: A Trip B: What Can
 - Week 2: A: Shapes! O: Play with Shapes! B: Use a Shape!
 - Week 3: A: We Like Bugs! O: The Bugs RunB: I See a Bug!
- Safety Considerations: N/A
- Prior Knowledge: In Unit 1 students continued to develop an oral vocabulary with words related to feelings, family, and senses. Students continued phonological awareness with sentence segmentation, recognizing rhyme, and onset/rime blending. In phonemic awareness students practiced isolation, identifying, blending, and categorization. They have learned to identify, write, and spell words with letters m, a, and s. They learned to recognize High Frequency Words: the, we, see. In comprehension teachers modeled how to ask and answer questions and identify key details in nonfiction text. They read Fables, Poetry, Fantasy , and nonfiction texts. They also began using pictures and letters to write about things they read. In grammar, they learned about nouns. These skills and strategies will all be important prior knowledge in Unit 2 as students learn about exploration.

Unit 3

<u>Name of Unit:</u> Going Places	<u>Length of unit:</u> 15 classes /125 minutes per class
Content Standards Addressed in the Unit:	
Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards L.K.2a Capitalize the first word in a sentence and the pronoun I. L.K.2b Recognize and name end punctuation.	

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

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

RF.K.1d Recognize and name upper- and lowercase letters of the alphabet.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight.

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

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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.

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).

SL.K.1b Continue a conversation through multiple exchanges.

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

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.7 Participate in shared research and writing projects.

Big Ideas: What can you learn from books?

- Books have words to tell ideas. They have covers, title pages, and authors. Some also have illustrations in addition to words. Some books tell stories, some books share poems and rhymes, and some books give us information.
- Authors use words to express their ideas. They use letters and form words to write down their ideas. Illustrators draw pictures to show their ideas. In kindergarten, we can draw pictures to tell others our ideas. We can label our pictures using letters.
- Words are grouped into categories to help us organize and describe the world around us.
- When we read, we can come across words that we don't know. We can ask others what the words mean. We can figure out what they mean from the context or visuals provided in the book. We can think of ways that the word is used in our lives to help us

Essential Question(s):

- What rules do we follow in different places?
- What are the different sounds we hear?
- What places do you go to during the week?

<p>remember the word. Sometimes words have a meaning that is almost the same, but just a little bit different.</p> <ul style="list-style-type: none"> • Letters represent sounds, and knowing letter-sound relationships helps us read and write. • Some words appear frequently in books and writing, and knowing them helps us read and write more easily. 	
<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • Oral Vocabulary Category Words: action words, sound words, sequence words. • Phonological Awareness: Recognize rhyme, onset and rime blending, count and pronounce syllables • Phonemic Awareness: Phoneme Isolation (initial/ medial), Phoneme Blending, Phoneme Identity, Phoneme Categorization Phoneme Segmentation • Phonics/Spelling/Handwriting: l, n, c (/k/) • High Frequency Words: to, and, go • Fluency: Accuracy and rate • Comprehension: Visualize <ul style="list-style-type: none"> ○ Strategies: Visualize ○ Skills: Key details ○ Genres: Fiction • Writing: Write about fiction; play plans • Grammar: Sentences 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Share ideas by speaking audibly and clearly using the conventions of language. • Listen actively and ask questions. • Work collaboratively with others by following agreed-upon rules for discussion, including taking turns. • Demonstrate phonological awareness by recognizing alliteration, identifying and producing rhyming words, blending spoken phonemes to form one syllable words. • Demonstrate phonological awareness by recognizing alliteration, identifying and producing rhyming words, blending spoken phonemes to form one syllable words. • Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent. • Demonstrate print awareness by identifying uppercase and lowercase letters. • Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode VC and CVC words. • Develop basic sight vocabulary used routinely in written classroom materials. • Identify the characteristics of a sentence: always begins with a capital letter, ends with an end mark, and tells a complete idea. • Create mental images to deepen understanding with adult assistance. • Describe the setting. • Identify the main character(s). • Retell texts in ways that maintain meaning. • Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

- Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Significant tasks:

Significant Task 1: School Rules

Timeline: 5 days

Resources: Students will read and listen to several fiction and nonfiction selections about the rules we follow in different places. These books and stories include: Big Book Anchor Text: How Do Dinosaurs Go to School? Shared Readings: “Be Safe!” “Can I Pat It?” & “Tim Can Tip It”, Interactive Read Aloud: “The Boy Who Cried Wolf”; Leveled Readers: A: We Run O: Go, Nat! ELL: Go Nat! B: The Birdhouse, and additional reads “The Relative Came” and “I read Signs”, and Genre Read Aloud selection: Beep follows the Rules & Lady Bird Cleans Up.

Tasks/Skills:

Students will research rules for safety at different places in the school or at home. The class generates a list of various places around school that have rules (ex. gym, playground, cafeteria, library, STEM room, art, music, classroom, buses, hallways, stairs, etc). Students develop questions about each place at school that follows the question stem - What rules are needed at school in the _____ to make it safe? Students work in partners or small groups to develop safety rules for the location of their choice. Special guests (principal, PE teacher, recess monitor, custodian, lunch room monitor, bus driver) are invited into the classroom from the school community so that the class can interview them to find out the rules that are needed. Groups draw pictures for each rule needed in that place at school. Groups present these ideas to the class or at a school assembly

Significant Task 2: [Sounds All Around](#)

Timeline: 5 Days

Resources: Students will read and listen to several fiction and nonfiction selections that include sound words. These books and stories include: Big Book Anchor Text: Clang! Clang! Beep! Beep! Listen to the City Genre: Fiction Paired Selection: “Sounds Are Everywhere!”; shared reading: “Nat and Tip” & “Tim and Nan”, Interactive Read Aloud: “The Turtle and the Flute”, Leveled Text - A: City Sounds, O: Farm Sounds A: Noisy Night, and Genre Read Aloud Selection: The Night Talks.

Tasks/Skills: Provocation: What sounds can I make using different recycled materials?

The project is to research sounds students can make with objects. Students work in partners to discuss different objects that might make interesting sounds. To find the answer to the question, students do some research in which they use various bottles, boxes, and other containers and fill them with different things. Then they shake the bottles, listen, and try to capture the sound with letters. Each partner draws and label each container they created. They demonstrate the “instruments” they made with the class by shaking it for all to hear and then passing it around so others can try.

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill’s Wonders

scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions.

Key vocabulary:

[Vocabulary Instructional Routines and Extension Activities](#)

[Tier 2 Vocabulary Materials](#)

Week 1

Oral Vocabulary Words: rule cooperate guard prank responsible

Category Words: Action Words

Week 2

Oral Vocabulary Words: listen volume exclaimed chat familiar

Category Words: Sound Words

Week 3

Oral Vocabulary Words: routine neighborhood local intelligent volunteer

Category Words: Sequence Words

Evidence of Understanding - Common Assessments

- Stonington Wonders [Unit 3](#) Assessment
- mClass DIBELS - Progress Monitoring
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Teacher Record](#)
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources:
 - [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - [Wonders Instructional Routines](#)
 - [ECRI Routines](#)
 - **Digital Practice:** Reading Eggs; Amplify: Boost Reading
 - **Phonemic/Phonological Awareness** [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Phonics:** [ECRI Unit 3](#)
 - **Anchor Texts**
 - How Do Dinosaurs Go to School?; Paired Selection: “Be Safe!”; Clang! Clang! Beep! Beep! Listen to the City; Paired Selection: “Sounds Are Everywhere!” ; Please Take Me for a Walk; Paired Selection: “A Neighborhood”

- **Decodable Readers**
 - “Can I Pat It?”; “Tim Can Tip It”; “Nat and Tip”; “Tim and Nan” ; “We Go to See Nan”; “Can We Go?”
- **Interactive Read Aloud**
 - “The Boy Who Cried Wolf ”; “The Turtle and the Flute”; “Field Trips”
- **Write About the Text**
 - Reading/Writing Companion Workbook Unit 3
 - How Do Dinosaurs Go to School?: Draw/write one way Dinosaurs Act - p. 11
 - Clang! Clang! Beep! Beep! Listen to the City: Draw/write 2 Key Details - p. 38
 - Please Take Me for a Walk: The setting of the story is/ interesting place dog goes - p. 62
- **Anticipated Student Misconceptions:**
 - Each vowel makes more than one sound
 - Events in a story have a particular order
 - Letters make up words, words make up sentences
 - There are spaces between words to help us read writing
 - Stop and continuous sounds can be confused when blending sounds to read words.
- Differentiation strategies are designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. Teachers use diagnostic assessments, unit assessments, and benchmark assessments to determine student needs. Teachers use this information to differentiate content, process and/or product for students. To differentiate the process, content, and product teachers use tiered assignments, compacting, centers, flexible grouping, and small group projects and research. Below are listed some differentiated resources that support this process.
 - [Phonemic Awareness](#)
 - [Phonics](#)
 - [Fluency-](#)
 - [Comprehension](#)
 - [Vocabulary](#)
 - [ECRI T2- Unit 3&4](#)
 - Leveled Readers A=Approaching, O=On-level, B=Beyond
 - Week 1 Leveled Reader:A: We Run; O: Go, Nat!; B: The Birdhouse
 - Week 2 Leveled Reader: A: City Sounds O: Farm Sounds B: A Noisy Night
 - Week 3 Leveled Reader: A: We Can Go; O: Going by Cab; B: Cal’s Busy Week
- **Safety Considerations:** NA
- **Prior Knowledge:** In Unit 2 students continued to develop an oral vocabulary with category words: colors, shapes, and textures. Students continued phonological awareness with alliteration, onset/rime blending, and count/pronounce syllables. In phonemic awareness students practiced phoneme - isolation, categorization, blending, identity, and segmentation. They reviewed m, a, s. They learned to identify, write, and spell words

with previously learned letters and new letters: p, t. They began developing long a awareness. They learned to recognize High Frequency Words: a, like . In comprehension teachers modeled asking and answering questions, identifying key details, and the text features: headings, bold print, and captions. They read informational text, fiction text, and poetry. They continued using pictures and letters to write about things they read. In grammar, they learned about verbs. These skills and strategies will all be important prior knowledge in Unit 3 as students learn about rules to follow.

- Interdisciplinary Connections:
 - Social Studies: Identify rules that provide order, security, and safety in the home and school.
 - Science: Use the senses to explore different forms of energy such as light, thermal, and sound. Science
 - Social Studies: Identify jobs in the home, school, and community.

Unit 4

Name of Unit: Around the Neighborhood

Length of unit:15 classes /125 minutes per class

Content Standards Addressed in the Unit:

Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards

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

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

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

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

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

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

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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

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).

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.

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

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).

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

<p>Big Ideas: What do you know about the people and the places in your neighborhood?</p> <ul style="list-style-type: none"> • Readers make sure that they understand and remember what they read. They listen to the words and accurately reread any words that don't make sense as they are reading. They visualize to help them see what the words mean. They think about and remember the characters, setting, and important events in order. • Authors and illustrators use words and pictures together, to tell a story. Authors of fiction always include characters (who), settings (where and when), and important events (what). Sometimes, events make things get worse, and sometimes get better. The pictures in the book can show us things about the story that are not in the words. • Words are made of individual sounds. Readers can blend these sounds to read words. Writers can listen for sounds in words and write the letters to spell words. • Words are grouped into categories to help us organize and describe the world around us. • When we read, we can come across words that we don't know. We can ask others what the words mean. We can figure out what they mean from the context or visuals provided in the book. We can think of ways that the word is used in our lives to help us remember the word. Sometimes words have a meaning that is almost the same, but just a little bit different. • Some words appear frequently in books and writing, and knowing them helps us read and write more easily. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What do people use to do their jobs? • Who are your neighbors? • How can people help to make your community better?
<p>Students will know:</p> <ul style="list-style-type: none"> • Oral Vocabulary Category Words: job words, food words, position words • Phonological Awareness: Onset and rime segmentation, sentence segmentation, recognize rhyme. • Phonemic Awareness: Phoneme Isolation (initial/ medial), Phoneme Blending, Phoneme Categorization Phoneme Segmentation, Phoneme Identity • Phonics/Spelling/Handwriting: o, d, s blends (sn, sp, st) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Engage in collaborative discussions • Identify individual words in a spoken sentence • Segment/blend onset/rime in spoken words • Segment words into individual sounds • Recognize spoken alliteration in groups of words • Identify and blend sounds in words • Introduce/review and blend with /o/o, /d/d • Introduce/review and blend with s-blends

<ul style="list-style-type: none"> ● High Frequency Words: you, do ● Comprehension: evaluate key details <ul style="list-style-type: none"> ○ Strategies: Ask and Answer questions, ○ Skills: Key details, character/setting/events, text sequence ○ Genres: Informational Text, Realistic Fiction ● Writing: Write a personal narratives, students plan, draft, revise, edit, proofread, publish, present, evaluate; respond to text ● Grammar: describing words - adjectives 	<ul style="list-style-type: none"> ● Write Oo, Dd ● Write sentences with c, d, i, n, o ● Recognize high frequency words: and, do, go, to, you ● Understand directionality, return sweep ● Recognize words in sentences, word boundaries ● Cite relevant evidence from text ● Describe character, setting, and events ● Ask and answer questions about text ● Understand the aspects of informational text ● Recognize sequence text structure ● Use adjectives to describe people, places, and things ● Write, revise, and share a personal narrative
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Significant tasks:

Significant Task 1: Your Neighborhood; My Neighborhood

Timeline: 3 Days

Resources: **Anchor Text:** What do you do with a Paletta? **Retelling Story Cards:** What do you do with a Paletta? **Anchor Chart:** Realistic Fiction, **Anchor Chart:** Character/Setting

Tasks/Skills: The students are familiar with the anchor text: What Can you do with a Paleta?. Tell children that you will now reread the Literature Big Book What Can You Do with a Paleta? Remind children that this story is realistic fiction. Display the Realistic Fiction Anchor Chart and review the characteristics of realistic fiction that you have listed on the realistic fiction anchor chart. Add details as needed. Remind children that fiction stories have characters, a setting, and events. Characters are the people or animals in a story. The setting is where and when the story takes place. The events are what happens to the characters. Review the character, setting, and events anchor chart, adding details as needed. Think Aloud “This story is about what happens in a barrio, a special kind of neighborhood. The barrio is the setting. The characters are the people who live or work in the barrio. They include the girl, her brother, their mother, the lady who sells fruit, and the man who sells paletas. In this story, the events are the different things you can do with a paleta.” Direct children to pages 34–35 of the Reading/Writing Companion. Have them listen as you read pages 4–6 of the Big Book. Point out the characters (the girl, her mother, and her brother) in the art. Have children talk about the characters and the setting. What does the barrio look like? What sounds and smells does the author describe? Tell children to write about the characters and draw a picture of the setting. Then have children complete the sentence starter on page 35.

Background Knowledge Sept 2023 Scholastic: [I Love my Neighborhood](#); Relate the story to the students’ own neighborhoods, what they do in their neighborhood, the places they visit in their neighborhood.

Personal Narrative Prompt: Draw and tell about something fun you did in your neighborhood!

It could be:

- Playing at a friend's house
- Going to the park

- Walking your dog
- Riding your bike
- Visiting a neighbor

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill's Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions.

Key vocabulary: [Vocabulary Instructional Routines and Extension Activities](#)
[Tier 2 Vocabulary Materials](#)

Week 1

Oral Vocabulary Words: equipment, uniform, utensils, expect, remained

Category Words: Job Words

Week 2

Oral Vocabulary Words: cultures, appreciate, proud, tradition, prefer

Category Words: Food Words

Week 3

Oral Vocabulary Words: community, improve, harvest, quarrel, confused

Category Words: Position Words

Evidence of Understanding - Common Assessments

- Stonington Wonders [Unit 4](#) Assessment
- mClass DIBELS - Progress Monitoring
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Teacher Record](#)
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources:
 - [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - [Wonders Instructional Routines](#)
 - **Digital Practice:** Reading Eggs; Amplify: Boost Reading
 - **Phonemic/Phonological Awareness** - [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)

- **Phonics** - [ECRI Routines](#) & [ECRI Unit 4](#)
- **Anchor Texts**
 - Whose Shoes? A Shoe for Every Job/Workers and Their Tools
 - What Can You Do with a Paleta? /My Great Neighborhood!
 - Roadwork (Informational Text)/ A Community Garden
- **Shared Reading:** Tom on Top!; Sid; I Can, You Can!
- **Decodable Readers**
 - “Tom Can” “Mom and Nan”; “Did Dan?” “Did Sid See Don?”; “Tip It” “Stop the Top!”
- **Interactive Read Aloud:**
 - “Little Juan and the Cooking Pot”; “Cultural Festivals”; “The Bundle of Sticks” (Fable)
- **Write About the Text**
 - Reading/Writing Companion Workbook
 - Week 1 Whose Shoes? A Shoe for Every Job - p. 11 Students draw a worker in their community wearing his or her special clothing and write what the worker wears on the line.
 - Week 2 What Can You Do with a Paleta? - p. 32 A paleta is good because... Draw a picture and write words. Write page number for text evidence.
 - Week 3 Roadwork - p. 54 Have children write an interesting fact from Roadwork. Model for them how to find text evidence in the Big Book to support their response and how to record the page number.
- **Anticipated Student Misconceptions:**
 - Realistic fiction and informational text both are real, but realistic fiction is a made up story about realistic people and places
 - The letters p, b, d, and q are often confused.
 - There are spaces between words to help us read writing
 - Stop and continuous sounds can be confused when blending sounds to read words.
- Differentiation strategies are designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. Teachers use diagnostic assessments, unit assessments, and benchmark assessments to determine student needs. Teachers use this information to differentiate content, process and/or product for students. To differentiate the process, content, and product teachers use tiered assignments, compacting, centers, flexible grouping, and small group projects and research. Below are listed some differentiated resources that support this process.
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 - [Phonics](#)
 - [Fluency-](#)
 - [Comprehension](#)
 - [Vocabulary](#)
 - [ECRI T2- Unit 3&4](#)
 - Leveled Reader Selections: A =Approaching O= On-level: B =Beyond

- Week 1
- Week 2
- Week 3

- Safety Considerations: N/A
- Prior Knowledge: In Unit 3 students continued to build their independence in the classroom and build their knowledge of letters and blending sounds to read words. Their oral vocabulary continued to develop as they categorized action words, sound words, and sequence words. The sequence words will help them with retelling familiar stories in this unit. The classroom continues to be a place filled with work games that build these skills: Recognize rhyme, onset and rime blending, count and pronounce syllables, Phoneme Isolation (initial/ medial), Phoneme Blending, Phoneme Identity, Phoneme Categorization and Phoneme Segmentation. They continued to build their letter awareness with practice writing, spelling, reading, and blending words with the letters l, n, c (/k/). They mastered reading and writing the words: to, and, go. Students were read to during circle time and practiced making pictures of the story in their minds in order to better understand. They learned that there are many details in stories. They used prompts in their Reading and writing companion to respond and write about fiction they are reading. They continue to identify letters, words and sentences in their reading and writing. These skills and strategies will all be important prior knowledge in Unit 4 as students learn about community.
- Interdisciplinary Connections:
 - Social Studies: K.Civ.2.a. Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed upon rules, advocacy, volunteering, voting, public service).
 - Science: K.4.a. Humans select both natural and man-made materials to build shelters based on local climate conditions, properties of the materials, and their availability in the environment.

Unit 5

Name of Unit: Wonders of Nature

Length of unit: 15 classes /125 minutes per class

Content Standards Addressed in the Unit:

Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards

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.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

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

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
 RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g.,).
 RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
 RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
 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).
 SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
 SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
 W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
 W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
 W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<p><u>Big Ideas:</u> What kinds of things can you find growing in nature?</p> <ul style="list-style-type: none"> ● Fiction books tell a story and have common elements, such as characters, settings, problems/solutions, and events. The illustrations give us clues to understanding these stories. ● Nonfiction books give real information and illustrations that help us learn about the world. ● Reading a word list is different from reading words in a story. The letters and the context clues help readers read and understand unknown words in books and stories. ● Words are grouped into categories to help us organize and describe the world around us. ● Letters represent sounds, and knowing letter-sound relationships helps us read and write. ● Some words appear frequently in books and writing, and knowing them helps us read and write more easily. 	<p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> ● What do living things need to grow? ● How do living things change as they grow? ● What kinds of things grow on a farm?
<p><u>Students will know:</u></p> <ul style="list-style-type: none"> ● Oral Vocabulary Category Words: size words, tree parts, food words ● Phonological Awareness: Count and blend syllables, onset and rime blending, recognize rhyme ● Phonemic Awareness: Phoneme Isolation (initial, both letters), 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Engage in collaborative discussions ● Develop oral vocabulary ● Master identifying letter and sound: h, f, r, & e ● Read High-Frequency Words: my, when, which, many, them ● Decode words in a list

<p>Phoneme blending (medial), phoneme categorization, phoneme segmentation, phoneme addition</p> <ul style="list-style-type: none"> ● Phonics/Spelling/Handwriting: h, e, f, r ● High Frequency Words: my, are, with, he ● Comprehension: Reread <ul style="list-style-type: none"> ○ Strategies: reread ○ Skills: character/setting/events, main topic and key details ○ Genres: Realistic Fiction, informational text, ● Writing: Write about facts learned in reading and research ● Grammar: pronouns 	<ul style="list-style-type: none"> ● Read decodable words in context ● Use context clues to understand unknown words ● Cite relevant evidence from text ● Identify characters, settings, and events ● Retell fiction and nonfiction text ● Identify main topic and key details ● Conduct and present short research project ● Use pronouns correctly in writing
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Significant tasks:

Significant Task 1: What Plants Need

Timeline: 10 Days

Resources: Over two weeks students will read and listen to several nonfiction selections and poems about what plants need to grow and how they survive. These books and stories include: “My Garden”, “Growing Plants”, A Grand Old Tree, “From a Seed to a Tree”, “Ed and Ned”, : The Tree, Many Trees, Our Apple Tree.

Tasks/Skills: Tell students that they will do a research project with a partner to create a “greenhouse” or a “garden” that helps others learn about what a plant needs to grow. Review the steps in the research process below.

STEP 1 Show children pictures of plants and point out their names. Guide partners to decide which plant they want to research.

STEP 2 Provide resources for student partners about their plant and direct children to use this week’s selections, books on plants, and websites as resources. If possible, have students plant seeds and have them observe and draw pictures of the seeds growing. Have children use the Research Process Checklist on ConnectEd online site

STEP 3 Have children list their plant ideas on a research sheet or on pg. in the reading/writing companion p. and create a “museum” of artifacts by cutting pictures from magazines, drawing pictures, building items from recyclables, building items with classroom building materials, and writing words. Children should also note in words at least one thing that the plant needs to grow.

Project Requirements:

- Students “Greenhouse” or “garden” that gives information about plants and what they need to grow.
- Explain that each display will have sentences that tell what the plant is and what it needs to grow. Provide these sentence frames: This is a _____. It needs _____.
- Explain that each pair will create a display about the plant and what it needs. They will also write sentences about the plant. Encourage children who can generate more writing to do so.
- Prompt children to include details in their illustrations that reflect their investigations into what their plant needs to grow.

- Invite another class to visit the “greenhouse” or “garden” to find out about what a plant needs.

Extension: [Farmer’s Market Learning Scenario](#)

Significant Task 2: Picture This - How do illustrations support comprehension?

Timeline: 15 Days

Resources: Over the course of the unit, students will read fiction and nonfiction text and be prompted several times to discuss and respond to questions about how the pictures support learning (nonfiction) and understand characters/settings/events (fiction). The following texts and pages in the reading/writing companion are examples of this significant learning that will assist in establishing this enduring understanding.

Tasks/Skills:

Text 1: My Garden: What things are real and not real in the garden? (Look at the pictures for evidence) p. 49.

Text 2: From Tree To Seed Response: What can you learn about apple seeds from the picture? (p.55); What can you learn from the photo and caption (p. 56)

Text 3: An Orange in January Response: How does the picture tell me what the trip was like? p. 57; What other things in the picture are bursting with the season? p. 58

Text 4: Farmer’s Market: How do the pictures tell you about how close or far farmers sell their foods? Circle clues in the picture. p. 59

Follow up: Students draw a detailed picture and write words to tell about a personal experience.

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill’s Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions.

Key vocabulary:

[Vocabulary Instructional Routines and Extension Activities](#)

[Tier 2 Vocabulary Materials](#)

Week 1

Oral Vocabulary Words: require plant harmful soak crowd

Category Words: Size Words

Week 2

Oral Vocabulary Words: develop amazing enormous imagine content

Category Words: Tree Parts

Week 3

Oral Vocabulary Words: fresh delicious beneath raise special

Category Words: Food Words

Evidence of Understanding - Common Assessments

- Stonington Wonders [Unit 5](#) Assessment
- mClass DIBELS - Progress Monitoring
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Teacher Record](#)
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources:
 - [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - [Wonders Instructional Routines](#)
 - **Digital Practice:** Reading Eggs; Amplify: Boost Reading
 - **Phonemic/Phonological Awareness** [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Phonics** - [ECRI Routines](#) & [ECRI Unit 5](#)
 - **Anchor Texts**
 - “My Garden”; Poetry: “Tommy,” “Maytime Magic,” “The Seed,” “Garden” Genre: Poetry; “A Grand Old Tree” & “From a Seed to a Tree”; “An Orange in January” and “Farmers’ Market”
 - **Decodable Readers**
 - “Hip Hop” “Hap Hid the Ham”; “Not a Pet” “Ed and Ted Can Go On”; “Red and Ron” “Ron Ram”
 - **Interactive Read Aloud:**
 - “Growing Plants”; “The Pine Tree”; “Farms Around the World”
 - **Write About the Text**
 - Reading/Writing Companion Workbook
 - Week 1: “My Garden” - p. 10 Draw and write about one thing from the garden that is make believe in the story continue to identify letters, words and sentences in their reading and writing. These skills and strategies will all be important prior knowledge in Unit 5.
 - Week 2: “A Grand Old Tree” - p. 32-33 Write about an important fact about a tree from the text. Draw a picture of a tree you know.
 - Week 3: “An Orange in January” - p. 54-55 Write an important fact they learned from the selection and write about an interesting part of the selection. Have partners discuss foods found in their neighborhood store that come from farms. Have them draw one of these foods on page 55. Encourage children to add labels to their drawings.

- Interdisciplinary Connections:
 - Science:
 - Explore what plants need to survive: Week 2 “Grand Old Tree” - pp. 32-33 Students draw and write one fact they learned, and an interesting fact they learned. Week 3 “An Orange in January” - pp. 54-55 Students draw and write one fact they learned, and an interesting fact they learned. They identify text evidence and the page.
- Anticipated Student Misconceptions:
 - Narrative nonfiction is a story that tells facts.
 - The letters r, h, f can be confused.
 - Stop and continuous sounds can be confused when blending sounds to read words.
 - The vowel e can make more than one sound
 - There are spaces between words to help us read writing
 - Stop and continuous sounds can be confused when blending sounds to read words.
- Differentiation strategies are designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. Teachers use diagnostic assessments, unit assessments, and benchmark assessments to determine student needs. Teachers use this information to differentiate content, process and/or product for students. To differentiate the process, content, and product teachers use tiered assignments, compacting, centers, flexible grouping, and small group projects and research. Below are listed some differentiated resources that support this process.
 - [Phonemic Awareness](#)
 - [Phonics](#)
 - [Fluency-](#)
 - [Comprehension](#)
 - [Vocabulary](#)
 - [ECRI T2- Unit 5&6](#)
 - Leveled Readers: A=Approaching O= On-level B=Beyond:
 - Week 1 Leveled Reader: A: My Garden, O: My Garden Grows, B: The Mystery Seeds
 - Week 2 Leveled Reader: A: The Tree, O: Many Trees, B: Our Apple Tree
 - Week 3 Leveled Reader: A: The Farmer, O: Let’s Make a Salad!, B: Farm Fresh Finn
- Safety Considerations: N/A
- Prior Knowledge: In Unit 4, kindergarteners explored the people in their world. The essential questions in the unit were: What do people use to do their jobs? Who are your neighbors? How can people help to make your community better? They read books and stories, learned vocabulary, and wrote about what they learned in order to build knowledge and language about people in their world. They continued to build foundational skills key to becoming proficient readers. In phonological awareness they practiced onset and rime, sentence segmentation, recognize rhyme, and segmentation. In Phonemic Awareness they learned isolation, blending, segmentation, categorization, and identity. Word work included reading and writing words with s-Blends and the letters

c, d, i, n, o plus other letters previously introduced. They learned and reviewed the high-frequency Words: you, and, do, to, you. When reading they were prompted to ask and answer questions, identify key details, and retell both fiction and nonfiction in sequence. They used prompts in their Reading and Writing companion to respond and write about fiction and nonfiction text. They

Unit 6

Name of Unit: Weather for all Seasons

Length of unit: 15 classes /125 minutes per class

Content Standards Addressed in the Unit:

Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards

L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

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

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

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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

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).

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

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

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Big Ideas:

- The people, places, things, or ideas in the fiction text are also shown in the illustrations.

Essential Question(s):

- How are the seasons different?
- What happens in different kinds of weather?
- How can you stay safe in bad weather?

<ul style="list-style-type: none"> • Nonfiction authors and illustrators use text, photos, diagrams, and other illustrations to share information about the world. • Authors tell stories in the order that the activities or events happened (beginning, middle, and end). They use common elements that are part of narrative texts, including characters, settings, and problems/solutions. • Words are grouped into categories to help us organize and describe the world around us. • When we read, we can come across words that we don't know. We can ask others what the words mean. We can figure out what they mean from the context or visuals provided in the book. We can think of ways that the word is used in our lives to help us remember the word. Sometimes words have a meaning that is almost the same, but just a little bit different. • Letters represent sounds, and knowing letter-sound relationships helps us read and write. • Some words appear frequently in books and writing, and knowing them helps us read and write more easily. 	
<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • Oral Vocabulary Category Words: Seasons, Weather Words, Question Words • Phonological Awareness: Onset and Rime, Segmentation, Recognize Rhyme, Recognize Alliteration • Phonemic Awareness: Isolation, Blending, Segmentation, Identity, Addition • Phonics/Spelling/Handwriting: b, l, k, ck, l-Blends • High Frequency Words: <ul style="list-style-type: none"> ○ Introduce: is, little, she, was ○ Review: are, he, my, with • Comprehension: <ul style="list-style-type: none"> ○ Skills: Plot: Sequence ○ Strategies: Visualize • Writing: drawing, dictating, and writing to compose informative and opinion texts about weather and seasons • Grammar: singular and plural nouns 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Engage in collaborative discussions • Visualize to deepen understanding • Segment and blend onset and rime in spoken words • Recognize spoken alliteration in groups of words • Identify and blend sounds in words • Add sounds to words to make new words • Segment words into individual sounds • Identify rhyming words • Recognize spoken alliteration in groups of words • Identify the symbols and sounds for /b/b, /l/l, /k/k, ck • Blend words with /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, ck • Write sentences with h, e, f, r, b, l, k, ck • Recognize words: is, little, she, was • Understand the aspects of realistic fiction and fantasy text • Visualize to deepen understanding 7 • Describe plot development in sequence

- **Genres:** Realistic Fiction, Fantasy
- **Vocabulary Strategy:** Context Clues

- Recognize text features
- Identify question words
- Apply foundational skills in connected text
- Reread text for understanding
- Literary elements
- Use singular and plural nouns

Significant tasks:

Significant Task 1: Narrative Writing: Favorite Season

Timeline: 2-3 days

Resources: Reading/Writing companion p. 48-49 book about the four seasons, paper, pencils, computers

Tasks/Skills: Have students choose one season they like and what they like to do when that season. Students will work in small groups, each focusing on the same season. Encourage collaboration and sharing of ideas. Students will use classroom books and selected websites to gather information about their season. After conducting their research, students will write and draw about a personal experience they had in the season they researched. These personal narratives can be compiled into a class book, displayed on posters, or presented in a slideshow format. Once all groups have completed their stories, students can share their projects with the class.

Significant Task 2: Opinion Writing: Favorite Weather

Timeline: 2 or 3 days

Resources: Reading/Writing companion p. 70-71, books about weather, paper, pencils, computers

Tasks/Skills:

To begin, the student should think about a type of weather they would like to learn more about. This can be done individually in partners or in groups. For example, if their favorite season is winter, they might choose to focus on researching snow. Next, the student should decide on a specific question they want to answer about their chosen topic. For instance, they may want to learn about the temperature needed for snow to fall, leading to a question like: "What temperature does it need to be for it to snow?" Now it's time for the student to gather information. They can conduct research by looking in books and using weather websites on the Internet to find answers to their questions. Once the student has gathered information, they can draw a picture to illustrate what they've learned. They might also include a picture of a thermometer to show the temperature required for snow to fall. They then tell what their opinion is of the weather they research and add at least one reason why using their research. Finally, the student will decide how to share what they've learned and their opinion with the class. They could create a poster showing activities people can do when it snows, using the information and illustrations they gathered.

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill's Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions.

Key vocabulary:

[Vocabulary Instructional Routines and Extension Activities](#)

[Tier 2 Vocabulary Materials](#)

Week 1 Oral Vocabulary: weather, seasons, migrate, active, spot

Week 2 Oral Vocabulary: predict, temperature, drought, clever, storm

Week 3 Oral Vocabulary: safe, prepare, notice, celebration, enough

Evidence of Understanding - Common Assessments

- Stonington Wonders [Unit 6](#) Assessment
- mClass DIBELS - Progress Monitoring
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Teacher Record](#)
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources:
 - [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - [Wonders Instructional Routines](#)
 - Reading Eggs Digital Practice
 - **Phonemic/Phonological Awareness** - [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Phonics** - [ECRI Routines](#) & [ECRI Unit 6](#)
 - **Anchor Texts**
 - Mama, Is It Summer Yet?; Rain; Waiting Out the Storm
 - **Shared Readers**
 - "Is It Hot?"; "Kim and Nan"; "Mack and Ben"
 - **Decodable Readers**
 - "Bob and Ben" "Ben, Deb, Lin", "Pack It Kim", "Kick It Nick", "Rock Ken", "Flip, Flop, Flip!"

■ **Interactive Read Aloud:**

- “A Tour of the Seasons”; “The Battle of Wind and Rain”; “The Storm that Shook the Signs”

■ **Write About the Text**

- Week 1 - “Mama Is It Summer Yet?”- p. 10 -11 Students retell the story. Students draw and write one way that they can tell summer is coming.
- Week 2 - “Rain”- pp. 31–32 In what order did the animals in the story notice that the rain was coming? What did the animals enjoy doing after the rain?
- Week 3 - “Waiting Out the Storm” - p.54 -55 What stormy weather have you seen? Draw a picture, write words.

● **Anticipated Student Misconceptions:**

- Students may not understand when to use ck, k or c when writing words.
- Alliteration words sound the same at the beginning and rhyme words sound the same at the end.
- Fantasy and Realistic Fiction are made up stories, but fantasy contains characters and events that cannot be real and realistic fiction contains characters and events that could happen in real life.

- Differentiation strategies are designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. Teachers use diagnostic assessments, unit assessments, and benchmark assessments to determine student needs. Teachers use this information to differentiate content, process and/or product for students. To differentiate the process, content, and product teachers use tiered assignments, compacting, centers, flexible grouping, and small group projects and research. Below are listed some differentiated resources that support this process.

- [Phonemic Awareness](#)
- [Phonics](#)
- [Fluency-](#)
- [Comprehension](#)
- [Vocabulary](#)
- [ECRI T2- Unit 5&6](#)
- Leveled Reader Selections: A =Approaching O= On-level: B =Beyond
 - Week 1- A: It Is Hot! O: Little Bear 300L B: Ant and Grasshopper
 - Week 2 - A: The Rain O: Weather Is Fun B: Kate and Tuck
 - Week 3 - A: Bad Weather O: Getting Ready B: The Storm

- Prior Knowledge: In Unit 5, kindergarteners explored the wonders of nature. The essential questions in the unit were: What do living things need to grow? How do living things change as they grow? & What kinds of things grow on a farm? They read books and stories, learned vocabulary, and wrote about what they learned in order to build knowledge and language about plants and animals. They continued to build foundational skills key to becoming proficient readers. In phonological awareness they practiced Count and blend syllables, onset and rime blending, and recognize rhyme. In Phonemic Awareness they learned Phoneme Isolation (initial, both letters), Phoneme blending (medial), phoneme categorization, phoneme segmentation, phoneme addition . Word work included reading and writing words with letters h, e, f, r - plus other letters previously introduced.

They learned and reviewed the high-frequency Words: my, are, with, he. When reading they were prompted to reread and identify characters, settings and key information in text. They used prompts in their Reading and Writing companion to respond and write about fiction and nonfiction text. They continue to identify letters, words and sentences in their reading and writing. They wrote facts about a topic they were reading. These skills and strategies will all be important prior knowledge in Unit 6 as students learn about weather and seasons.

- Interdisciplinary Connections: Science
 - Observe and describe weather changes over seasons
 - Identify events that have repeating patterns, including seasons of the year
 - Observe and describe weather changes from day to day and over seasons
 - Observe, describe, and illustrate objects in the sky

Unit 7

Name of Unit: The Animal Kingdom

Length of unit: 15 classes /125 minutes per class

Content Standards Addressed in the Unit:

Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards

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

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

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

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

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

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

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.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic- pets.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). .

<p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> • The key events in a story unfold in a specific sequence, which helps readers retell the story clearly and in a way that makes sense to others. • Authors explain their main topic by including key details in the text. They use precise vocabulary related to their topic. Authors use text and visuals such as photographs, illustrations, diagrams, charts, and maps to teach about their topic. • Words are grouped into categories to help us organize and describe the world around us. • When we read, we can come across words that we don't know. We can ask others what the words mean. We can figure out what they mean from the context or visuals provided in the book. We can think of ways that the word is used in our lives to help us remember the word. Sometimes words have a meaning that is almost the same, but just a little bit different. • Letters represent sounds, and knowing letter-sound relationships helps us read and write. • Some words appear frequently in books and writing, and knowing them helps us read and write more easily. 	<p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How are some animals alike and how are they different? • How do you take care of different kinds of pets? • Where do animals live?
<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • Oral Vocabulary Category Words: Animal Parts, Pets, Animal Homes • Phonological Awareness: Recognize and Generate Rhyme, Isolation, Blending, Substitution, Onset and Rime Blending • Phonemic Awareness: Isolation, Blending, Deletion • Phonics/Spelling/Handwriting: /u/u /g/g, /w/w, /ks/x, /v/v • High Frequency Words: <ul style="list-style-type: none"> ○ for, have, of, they, said, want • Comprehension: 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Engage in collaborative discussions • Present writing and research • Blend spoken onsets and rimes into words • Recognize spoken alliteration in groups of words • Identify and produce rhyming words • Change sounds in words to make new words • Identify and blend sounds in words • Take away sounds from words to make new words • Introduce/review and blend with /u/u /g/g, /w/w, /ks/x, /v/v • Spell words with: Uu Gg Ww Xx and Vv and previously taught letters • Read and write high frequency words: for, have, of, they, said, want

<ul style="list-style-type: none"> ○ Skills: Text Structure: Compare and Contrast, Plot: Problem and Solution, Plot: Cause and Effect ○ Strategies: Reread, Make and Confirm Predictions ● Writing: Responding to text, writing facts about what pets need ● Grammar: Verbs ● Genres: Informational text, Realistic Fiction, Fantasy ● Vocabulary Strategy: Compound Words 	<ul style="list-style-type: none"> ● Apply foundational skills in connected text ● Make and confirm predictions to deepen comprehension ● Describe plot including problem and solution ● Identify cause and effect in plot development ● Reread to monitor comprehension ● Understand the aspects of fiction and nonfiction text ● Identify and understand text feature: photographs, illustrations, diagrams, charts, and maps ● Recognize that sentences are made of words ● Recognize word and sentence boundaries ● Understand directionality, return sweep ● Identify and use verbs ● Write sentences to respond to text ● Conduct research on caring for a pet
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Significant tasks:

Significant Task 1: Caring for a Pet

Timeline: 2-3 Days

Resources:

Unit 7 Week 2 Selections: Anchor Text: The Birthday Pet Genre: Realistic Fiction Paired Selection: “Lola and Bella” , “Wet Gus” “See a Bug?”, “The Family Pet”

Week 2 Leveled Reader: A: My Cats L O: Their Pets B: Will’s Pet

Reading/Writing Companion. pp.48-49

Tasks/Skills:

Choose a Topic: Students choose a pet to research.

Write A Question: How do people take good care of pets?

Find Information: Students conduct research by looking at books or using the Internet.

Draw/Write: Students draw a picture showing information about taking care of a pet. They write about the research

Present: Students share their information about taking care of a pet.

Extension: Veterinarian Play Based Learning Scenario

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill’s Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through

systematic teaching routines and targeted small group interventions.

Key vocabulary:

[Vocabulary Instructional Routines and Extension Activities](#)

[Tier 2 Vocabulary Materials](#)

Week 1 Oral Vocabulary: appearance, behavior, exercise, wander, plenty

Week 2 Oral Vocabulary: responsibility, train, depend, compared, social

Week 3 Oral Vocabulary: habitat, wild, complain, join, stubborn

Evidence of Understanding - Common Assessments

- Stonington Wonders [Unit 7](#) Assessment
- mClass DIBELS - Progress Monitoring
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Teacher Record](#)
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources:
 - [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - [Wonders Instructional Routines](#)
 - Reading Eggs Digital Practice
 - **Phonemic/Phonological Awareness** [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Phonics** - [ECRI Routines](#) & [ECRI Unit 7](#)
 - **Anchor Texts**
 - Anchor Text: ZooBorns! Genre: Informational Text Paired Selection: “Mischievous Goat,” “Over in the Meadow,” “Kitty Caught a Caterpillar” Genre: Poetry Anchor Text: The Birthday Pet Genre: Realistic Fiction Paired Selection: “Lola and Bella” Genre: Personal Narrative Anchor Text: Bear Snores On Genre: Fantasy Paired Selection: “Animal Homes” Genre: Informational Text
 - **Shared Reading**
 - “A Pup and a Cub”, “I Hug Gus!”, “I Hug Gus!”
 - **Decodable Readers**
 - Sun Fun”; “Pup and Cub”; “Wet Gus”; “See a Bug?”; “Rex the Vet”; “Fox Had a Big Box”
 - **Interactive Read Aloud:**
 - “Baby Farm Animals”; “The Family Pet”; “Aunt Nancy and the Turtle”
 - **Write About the Text**

- Reading/Writing Companion Workbook
 - Week 1 P. 10-11 “ZooBorns!” - Tell about a baby animal you know
 - Week 2 pp. 34-34 “The Birthday Pet”- Identify Problem and Solution
 - Week 3 p. 54 “Bear Snores On” - Retell a Fantasy Story
- Anticipated Student Misconceptions:
 - for, of are frequently confused high frequency words
 - Fantasy and Realistic Fiction are made up stories, but fantasy contains characters and events that cannot be real and realistic fiction contains characters and events that could happen in real life.
 - Phoneme deletion is challenging for students because it's an advanced skill that requires students to use only auditory information and manipulate sounds.
 - Differentiation strategies are designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. Teachers use diagnostic assessments, unit assessments, and benchmark assessments to determine student needs. Teachers use this information to differentiate content, process and/or product for students. To differentiate the process, content, and product teachers use tiered assignments, compacting, centers, flexible grouping, and small group projects and research. Below are listed some differentiated resources that support this process.
 - [Phonemic Awareness](#)
 - [Phonics](#)
 - [Fluency](#)
 - [Comprehension](#)
 - [Vocabulary](#)
 - [ECRI- Unit 7 & 8](#)
 - Leveled Reader - A= Approaching O= On-level B= Beyond
 - Week 1 Leveled Reader: A: Two Cubs O: Animal Bodies B: Two Kinds of Bears
 - Week 2 Leveled Reader: A: My Cats L O: Their Pets B: Will's Pet
 - Week 3 Leveled Reader: A: We Want Water O: A New Home B: Bird's New Home
- Safety Considerations: N/A
- Prior Knowledge: In Unit 6, kindergarteners explored weather and the four seasons. The essential questions in the unit were: How are the seasons different? What happens in different kinds of weather? How can you stay safe in bad weather? They read both fiction and nonfiction selections to build knowledge about weather and seasons. They continued to build foundational skills key to becoming proficient readers. In phonological awareness they played games to build skills in: Onset and Rime, Segmentation, Recognize Rhyme, Recognize Alliteration. In Phonemic Awareness they became experts at phoneme isolation, blending, segmentation, identity, and addition. Students continued to develop foundational skills with daily Word work including reading and writing words with letters b, l, k, ck, l-Blends - plus other letters previously introduced. They learned and reviewed the high-frequency Words: is, little, she, was, are, he, my, with. When reading they were prompted to reread and follow the plot in the correct sequence. They began visualizing text to help them recall key details. They used prompts in their Reading and Writing companion to respond and write about the seasons and weather. They continue to identify letters, words and sentences in their reading and writing. They wrote

facts about seasons and weather to create a research project. These skills and strategies will all be important prior knowledge in Unit 7 as they learn about animals.

- Interdisciplinary Connections:
 - Sort animals into groups based on physical characteristics such as color, size, or body covering
 - Examine evidence that living organisms have basic needs such as food, water, and shelter for animals

Unit 8

Name of Unit: From Here to There

Length of unit: 15 classes / 125 minutes per class

Content Standards Addressed in the Unit:

Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards

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

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

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

RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

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

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

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

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

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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)

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.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> • Stories allow us to learn what characters experience and feel. Sometimes the experiences and feelings are the same and sometimes they are different. Some characters have experiences and feelings that are like ours, and sometimes they are different. • When we read, we can come across words that we don't know. We can ask others what the words mean. We can figure out what they mean from the context or visuals provided in the book. We can think of ways that the word is used in our lives to help us remember the word. Sometimes words have a meaning that is almost the same, but just a little bit different. • Words are grouped into categories to help us organize and describe the world around us. • Letters represent sounds, and knowing letter-sound relationships helps us read and write. • Some words appear frequently in books and writing, and knowing them helps us read and write more easily. 	<p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • What can help you go from here to there? • What do you know about our country? • What do you see in the sky?
<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • Oral Vocabulary Category Words: Vehicles, Locations, Opposites • Phonological Awareness: Syllable Addition, Generate Rhyme, Syllable Deletion • Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution, Phoneme Identity, Phoneme Categorization, Phoneme Addition • Phonics/Spelling/Handwriting: /u/u, /g/g, w/w, /ks/x, /v/v, /j/j, /kw/qu, /y/y, /z/z, and r Blends (br, cr, dr, gr, tr) • High Frequency Words: <ul style="list-style-type: none"> ○ or, have, they, of, said, want, here, me, this, what • Comprehension: <ul style="list-style-type: none"> ○ Skills: Character, Setting, Plot, Main Idea and Key Details, Plot: Problem and Solution ○ Strategies: Make and Confirm Predictions, Reread • Writing: Write about text: Fiction and Informational; Research transportation • Grammar: Sentences with Prepositions 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Engage in collaborative discussions • Manipulate syllables within a multisyllabic word • Recognize spoken alliteration in groups of words • Produce rhyming words • Identify and blend sounds in words • Segment words into individual sounds • Change sounds in words to make new words • Understand directionality, return sweep • Recognize word boundaries • Apply foundational skills in connected text • Blend, write, spell words with /j/j, /kw/qu, /y/y, /z/z • Read, write, and spell High-Frequency Words: for, have, they, of, said, want, here, me, this, what • Spell words with r-blends, it pattern • Cite relevant evidence from text • Make and confirm predictions to deepen understanding • Describe plot development in sequence

<ul style="list-style-type: none"> ● Genres: Realistic Fiction, : Informational Text ● Vocabulary Strategy: Fantasy 	<ul style="list-style-type: none"> ● Understand the aspects of realistic fiction ● Identify main idea and key details ● Understand the aspects of informational text ● Use text evidence to respond to text ● Conduct research and present learning on a topic ● Use text evidence to respond to text ● Use sentences with prepositions
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Significant task: Unit 8 Significant Task: What can help you go from here to there? **Provocation**

Resources: Unit 8 Week 1 Selections: When Daddy’s Truck Picks Me Up; “From Here to There” “Dad Got a Job”; “Get It Quick!”; “Jen Is Quick!”; “The King of the Winds” and other transportation related fiction and nonfiction selections

Retell: After reading “When Daddy’s Truck Pick Me Up” - Have children retell the story using the Retelling Cards and the retelling routine to review the main events of the story. After rereading and retelling, talk about vehicles that people use on land, water, and air. Generate a list and discuss how the vehicle moves from one place to the other. Students create a play plan in order to plan out a vehicle they will build using play based materials. After they develop an initial play plan they will research how it moves from here to there and important features of their vehicle using books and internet resources. They will add any new key details to their play plan. Once they have researched how their vehicle moves and operates and its important features, they will create a model of a vehicle using play based materials with the support of using their research and play plan.

Follow up: Written Response - p. 27 of the Reading / writing companion.

Timeline: 1 Week

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill’s Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions.

Key vocabulary: [Vocabulary Instructional Routines and Extension Activities](#)
[Tier 2 Vocabulary Materials](#)

Week 1 Oral Vocabulary: transportation, vehicle, journey, fierce, wide

Week 2 Oral Vocabulary: country, travel, careful, purpose, connect

Week 3 Oral Vocabulary: distance, recognize, space, challenge, surface

Evidence of Understanding - Common Assessments

- Stonington Wonders [Unit 8](#) Assessment
- mClass DIBELS - Progress Monitoring
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Teacher Record](#)
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources:
 - [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - [Wonders Instructional Routines](#)
 - Reading Eggs Digital Practice
 - **Phonemic/Phonological Awareness** [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Phonics** - [ECRI Routines](#) & [ECRI Unit 8](#)
 - **Anchor Texts:** When Daddy's Truck Picks Me Up, Ana Goes to Washington, D.C., : Bringing Down the Moon
 - **Decodable Readers:** Week 1: "Get It Quick!" "Jen Is Quick!"; Week 2: Yes, Zack Can Go!" "Rex, Kim, and Zig"; Week 3: "Zig-Zag Jet" "A Big Trip for Gram"
 - **Interactive Read Aloud:** "The King of the Winds"; "The Best of the West"; "A View from the Moon"
 - **Write About the Text:** Reading/Writing Companion Workbook
 - Week 1 Respond to: "When Daddy's Truck Picks Me Up" pp. 10-11 -Retelling realistic fiction- Character, Plot, including supporting evidence
 - Week 2 Respond to "Ana Goes to Washington", D.C. pp. 32-33 - Recognize characteristics of informational text, including supporting evidence.
 - Week 3 Respond to "Bringing Down the Moon" pp. 54-55 Retell fantasy texts in ways that maintain meaning, including supporting evidence.
- Anticipated Student Misconceptions:
 - Opposites: Associating unrelated pairs as opposites or using personal preferences to determine opposites.
 - Rhyming: Believing all words rhyme if they sound similar.
 - R- blends: Confusing letters with similar sounds (e.g.,/ dr/ - often sounds like /jr/ and /gr/, /vr/. Also students often omit one sound in blends (e.g., saying "bat" for "brat").
 - Plot: Problem Solution - Thinking the problem in a story is any challenge, not the central one.
- Differentiation strategies are designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. Teachers use diagnostic assessments, unit assessments, and benchmark assessments to determine student needs. Teachers use this information to differentiate content, process and/or product for students. To differentiate the process, content, and product teachers use tiered

assignments, compacting, centers, flexible grouping, and small group projects and research. Below are listed some differentiated resources that support this process.

- [Phonemic Awareness](#)
- [Phonics](#)
- [Fluency-](#)
- [Comprehension](#)
- [Vocabulary](#)
- [ECRI- Unit 7 & 8](#)
- Leveled Reader Selections: A =Approaching O= On-level: B =Beyond
 - Week 1 A: I Go Places; O: Run, Quinn!; B: Going to Gran's House
 - Week 2 A: See This!; O: Places to See; B: My Trip to Yellowstone
 - Week 3 A: Going Up; O: In the Clouds; B: How Sun and Moon Found Home
- Safety Considerations: N/A
- Prior Knowledge: In Unit 7, kindergarteners explored animals . The essential questions in the unit were: How are some animals alike and how are they different? How do you take care of different kinds of pets? and Where do animals live? They read both fiction and nonfiction selections to build knowledge about animals. They continued to build foundational skills key to becoming proficient readers. In phonological awareness they practiced these skills: recognize and generate rhyme, isolation, blending, substitution, onset and rime blending. In Phonemic Awareness they learned phoneme isolation, blending, and deletion. Students continued to develop foundational skills with daily word work including reading and writing words with letters /u/u /g/g, /w/w, /ks/x, /v/v - plus other letters previously introduced. They learned and reviewed the high-frequency Words: for, have, of, they, said, want. When reading they were prompted to. In reading comprehensions they practiced identifying text structure: compare and contrast, Plot: problem and solution & Cause and Effect. They also learned that good readers reread and make and confirm predictions. They used prompts in their Reading and Writing companion to respond and write about the animals, their habitats, and how to take care of pets. They continue to identify letters, words and sentences in their reading and writing. They wrote facts about animals. These skills and strategies will all be important prior knowledge in Unit 8 as they learn about special places and how we get there.
- Interdisciplinary Connections:
 - Identify jobs in the home, school, and community.
 - Explain why people have jobs.
 - Describe how technology helps accomplish specific tasks and meet people's needs.
 - Identify contributions of historical figures
 - Identify contributions of patriots and good citizens who have shaped the community

Unit 9

Name of Unit: How Things Change

Length of unit: 15 classes /125 minutes per class

Content Standards Addressed in the Unit:

Standard Key: RF = Reading Standards: Foundational Skills RL= Reading Standards for Literature RI = Reading Standards for Informational Text W = Writing Standards SL = Speaking and Listening Standards L = Language Standards

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

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

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

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

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

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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

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.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas:

- Reading is a way to learn, ask questions, and discover new ideas.
- Stories can be real or imagined, and understanding the difference helps us know what to expect from a text.
- Words are grouped into categories to help us organize and describe the world around us.
- When we read, we can come across words that we don't know. We can ask others what the words mean. We can figure out what they mean from the context or visuals provided in the book. We can think of ways that the word is used in our lives to help us remember the word. Sometimes words have a meaning that is almost the same, but just a little bit different.
- Letters represent sounds, and knowing letter-sound relationships helps us read and write.
- Some words appear frequently in books and writing, and

Essential Question(s):

- How can you help out at home?
- What do good citizens do?
- How can things in nature be used to make new things?

<p>knowing them helps us read and write more easily.</p>	
<p><u>Students will know:</u></p> <ul style="list-style-type: none"> ● Oral Vocabulary Category Words: Household Furniture, Farm Animals, Foods Made from Grain ● Phonological Awareness: Syllable Segmentation Phoneme Deletion, Generate Rhyme, Count and Blend Syllables Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Deletion, Phoneme Substitution ● Phonics/Handwriting: Consonant and vowel review, long a: a_e, long i: i_e, long o: o_e ● Spelling: Words with long a: a_e; Words with long i: i_e; oke pattern ● High Frequency Words: help, too, has, play, where, look ● Comprehension: <ul style="list-style-type: none"> ○ Skills: Plot: Cause and Effect; Text Structure: Sequence ○ Strategies: Ask and Answer Questions, reread ● Writing: Respond to text; Research good citizens ● Grammar: Adjectives ● Genres: Realistic Fiction, Fantasy, Informational Text ● Text Feature: captions, photographs 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Engage in collaborative discussions ● Produce rhyming words ● Recognize spoken alliteration in groups of words ● Identify and blend sounds in words ● Delete sounds from words to make new words ● Change sounds in words to make new words ● Introduce/review and blend with long a: a_e; long i: i_e; ● Spell words with a_e, i_e, o_e, ch, sh ● Extend knowledge of digraph ch, sh ● High-Frequency Words: help, too, play, has, where, look ● Apply foundational skills reading connected text ● Make inferences to support understanding ● Reread to monitor comprehension ● Understand the aspects of realistic fiction, fantasy, and informational text ● Ask and answer questions to deepen understanding ● Reread to gain understanding of text ● Determine cause and effect in plot development ● Cite relevant evidence from text ● Conduct research

Significant tasks:

Unit 9 Significant Task: Ways to Be a Good Citizen

Resources: Reading/Writing Companion (pages 48–49), Chart paper or whiteboard, Markers or pens, Clipboards or paper for note-taking during interviews, Sample interview question cards (optional)

Task: After reading “Hen Hears Gossip” play a game of telephone around the circle. Ask students what they notice and how this is like what happened in the story. Ask students: “Who can tell me something a good citizen does? Why is it important to be a good citizen?” Explain: “Today, we are going to learn more about how we can be good citizens by doing research!” “We’ll choose a topic, ask questions, find information, and then share what we learn.”

STEP 1: Choose a Topic- Say: “The project is to learn about ways to be a good citizen. Let’s start by talking to a partner about what good citizens do.”

Turn and Talk: Have students discuss examples of good citizenship (e.g., helping others, cleaning up, sharing). Share ideas as a group and write them on chart paper or the board.

STEP 2: Write Your Question Model how to write questions using the examples: “What can children do to help their school?” “How can they help their community?” Guide students to create their own simple question about being a good citizen.

STEP 3: Find Information Discuss who they could interview (e.g., teacher, older student, staff, principal) to find out ways students could help at school. Have students vote on who they would like to interview. Have the class generate a list of questions they would like to ask the person the class will interview. Bring in the special guest so that the class can investigate this question.

STEP 4: Draw/Write What You Learned Have students complete page 49 of their Reading/Writing Companion. They will write the name(s) of the person (people) they interviewed and the answers they received. Encourage students to draw pictures of their interviews and what they learned.

STEP 5: Choose a Way to Present Your Work Give students options of ways to present their work - whole group, partners, with parents, etc.

Class Sharing: Invite a few students to share their findings with the class.

Wrap-Up: Ask: “Why is it important to know how to be a good citizen? How can we use what we learned today?” Celebrate students’ efforts and contributions.

Timeline: 5 days

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill’s Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions.

Key vocabulary: [Vocabulary Instructional Routines and Extension Activities](#)

[Tier 2 Vocabulary Materials](#)

Week 1 Oral Vocabulary: chores, contribute, member, organize, accomplish

Week 2 Oral Vocabulary: citizen, respect, tidy, necessary, hauled

Week 3 Oral Vocabulary: natural resources, create, designs, weave, knowledge

Evidence of Understanding - Common Assessments

- Stonington Wonders [Unit 9](#) Assessment
- mClass DIBELS - Progress Monitoring
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Teacher Record](#)
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources:
 - [WVSS Wonders Weekly Planner](#) [DMS Wonders Weekly Planner](#)
 - [Wonders Instructional Routines](#)
 - Reading Eggs Digital Practice
 - **Phonemic/Phonological Awareness** - [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Phonics** - [ECRI Routines](#) & [ECRI Unit 9 & 10](#)
 - **Anchor Texts**
 - Peter's Chair; Hen Hears Gossip; : Bread Comes to Life
 - **Decodable Readers**
 - Jake Made Cake"; "We Help Make It"; "Lake Time Fun"; "Pike Lane"; "Jo Made It at Home"; "Joke Note"
 - **Interactive Read Aloud:** "Helping Out at Home"; "The Little Red Hen"; "Nature's Art Fair"
 - **Write About the Text - Reading/Writing Companion Units 9 & 10**
 - Reading/Writing Companion Workbook
 - Week 1 Respond to Text: "Peter's Chair" - pp.10-11 Describe the elements of plot, including the main events for texts read aloud
 - Week 2 Respond to Text: "Hen Hears Gossip" - pp. 32-33 Use visual and contextual support to enhance and confirm understanding.
 - Week 3 Respond to Text: "Bread Comes to Life" - pp. 55-56 Make connections to personal experiences with adult assistance
- Anticipated Student Misconceptions:
 - Confusing long vowels with short vowels due to inconsistent practice or similar words (e.g., "can" vs. "cane").
 - Forgetting silent e in words with vowel-consonant-e patterns when spelling these words(e.g., "cane" → "can").
 - Confusing the order of events in a story.
- Differentiation Strategies: Leveled Reader Selections: A =Approaching O= On-level: B =Beyond
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 - Week 1 A: Let Me Help You; O: How Can Jane Help?; B: I Used to Help Too
 - Week 2 A: Mike Helps Out; O: Clive and His Friend; B: Farmer White's Best Friend
 - Week 3 A: Look Where It Is From; O: What's for Breakfast?; B: Nature at the Craft Fair
- Safety Considerations: N/A
- Prior Knowledge: In Unit 8, kindergarteners explored travel, the USA, and the sky . The essential questions in the unit were: What can help you go from here to there? What do you know about our country? What do you see in the sky? They read both fiction and nonfiction selections to build knowledge about these topics. They continued to build foundational skills key to becoming proficient readers. In phonological awareness they played games to build skills in: syllable addition, generate rhyme, syllable deletion. In phonemic awareness they learned about phoneme isolation,

phoneme blending, phoneme segmentation, phoneme substitution, phoneme identity, phoneme categorization, and phoneme addition. Students continued to develop foundational skills with daily word work including reading and writing words with letters /u/u, /g/g, w/w, /ks/x, /v/v, /j/j, /kw/qu, /y/y, /z/z, and r Blends (br, cr, dr, gr, tr) - plus other letters previously introduced. They learned and reviewed the high-frequency Words: or, have, they, of, said, want, here, me, this, & what. When reading they were prompted to make and confirm predictions, and reread. They continued to practice identifying elements of fiction and nonfiction like character, setting, plot, main idea and key details, problem and solution. They used prompts in their Reading and Writing companion to respond and write about the transportation, our country, and the sky. They continue to identify letters, words and sentences in their reading and writing. They wrote facts about the sky. These skills and strategies will all be important prior knowledge in Unit 8 as they learn about how things change.

- Interdisciplinary Connections:
 - Identify jobs in the home, school, and community
 - Create and interpret visuals, including pictures and maps

Unit 10

Name of Unit: Thinking Outside the Box

Length of unit:15 classes /125 minutes per class

Content Standards Addressed in the Unit:

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

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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

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.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).

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.

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

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

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

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Big Ideas:

- Understanding the plot, main idea, and key details helps us make sense of what we read. Rereading the text helps us notice details might have been missed and deepens comprehension. Monitoring comprehension by asking and answering questions while reading, ensures we can clarify misunderstandings and make connections as we read.
- Reading with accuracy and appropriate pace helps a reader understand and enjoy texts. Developing fluency allows us to focus on meaning instead of decoding each word.
- Letters represent sounds, and knowing letter-sound relationships helps us read and write.
- Some words appear frequently in books and writing, and knowing them helps us read and write more easily.

Essential Question(s):

- What can happen when we work together?
- In what ways are things alike and different?
- What ideas can you suggest to protect the environment?

Students will know:

- **Oral Vocabulary Category Words:** Direction Words, Opposites, Baby Animals
- **Phonological Awareness:** Syllable Segmentation, Syllable Substitution, Generate Alliteration
- **Phonemic Awareness:** : Identity, Blending, Substitution, Segmentation
- **Phonics/Handwriting/ Spelling:** Long u: u_e, Long e: e, ee, e_e, Final Blends st, nd, nk
- **High Frequency Words:** good, who, come, does
- **Comprehension:**
 - Skills: Plot, Key Details, Main Idea and Key Details
 - Strategies: Make and Confirm Predictions, Ask and Answer Questions, Reread

Students will be able to:

- Engage in collaborative discussions
- Segment words into individual syllables
- Recognize spoken alliteration in groups of words
- Identify and blend sounds in words
- Change sounds in words to make new words
- Blend, read and spell words with: Long u: u_e, Long e: e, ee, e_e, Final Blends st, nd, nk
- Read and write words with long a, i, o, u, e
- Read high frequency words: help, too, play, has, where, look, who, good, come, does
- Apply foundational skills in connected text
- Read connected text and word lists with appropriate accuracy and rate
- Make and confirm predictions to deepen understanding
- Ask and answer questions to monitor comprehension

<ul style="list-style-type: none"> ● Writing: Respond to text; research project ● Grammar: Pronouns ● Genres: Fantasy, Poetry, Informational Text 	<ul style="list-style-type: none"> ● Identify main idea and key details ● Describe plot development ● Reread for understanding ● Recognize text features ● Understand the aspects of fantasy ● Understand the aspects of nonfiction texts ● Use text evidence to respond to text ● Plan and draft writing ideas ● Use pronouns in speaking and writing ● Conduct research about a solution to a problem ● Present writing and research
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Significant tasks:

Significant Task: Protecting Our Planet

Timeline: 5 Days

Resources: Unit 10 Week 3 Selections: “Panda Kindergarten”, “Who Can Help”, “Protect the Environment”, “We Can Save”, “We Can Use It”, pp. 70-71

Reading/Writing Companion

Tasks/Skills: Tell children they will research ways to protect the Earth. Display pages 70–71 of the Reading/Writing Companion and model the research process. Share with students the question to explore: *What does the word reduce mean? How does reducing help the environment?* Have students reread the week’s selections, explore other books from the library, and use resources on the Internet. Students will write and draw about different ways they can change their behavior to help the environment. As a class or in small groups, they will create a poster featuring the word *reduce* and draw different ways people can reduce to protect the environment.

Common Learning Experiences: Weekly Essential Questions are linked to Literature Big Book, Shared Reading passages, Leveled Readers, Decodable books, Reading/ Writing Companion journal, Oral Vocabulary Cards, and digital activities designed to develop foundational skills, build knowledge, develop comprehension skills and strategies, and enable students to become proficient readers. [Gr. K Scope and Sequence](#); [Gr. K Foundational Scope and Sequence](#), [Instructional Routine Handbook](#). Enhanced Core Reading Instruction (ECRI) is a supplemental reading program designed to follow McGraw Hill’s Wonders scope and sequence. Teachers present key foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, through systematic teaching routines and targeted small group interventions.

Key vocabulary: [Vocabulary Instructional Routines and Extension Activities](#)

[Tier 2 Vocabulary Materials](#)

Week 1 Oral Vocabulary: decide, opinion, grateful, ragged, marvel

Week 2 Oral Vocabulary: sort, similar, perfect, endless, experiment

Week 3 Oral Vocabulary: environment, protect, recycle, wisely, encourage

Evidence of Understanding - Common Assessments

- Stonington Wonders [Unit 10](#) Assessment
- mClass DIBELS - Progress Monitoring
- Weekly Quick Check of letters, sounds, blending CVC words, high frequency words [Student Assessment](#); [Teacher Teacher Record](#)
- Tier 2 - Wonders Progress Monitoring
- Core Phonics
- PAST

Teacher notes:

- Resources:
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 - **Phonemic/Phonological Awareness** [Heggerty Scope and Sequence](#) & [Wonders Foundational Skills Scope and Sequence](#)
 - **Phonics** - [ECRI Routines](#) & [ECRI Unit 9 & 10](#)
 - **Anchor Texts** -
 - Week 1: What's the Big Idea, Molly?; Week 2: All Kinds of Families!; Week 3: Panda Kindergarten
- **Decodable Readers**
 - Week 1: "Tube Race" "The Sad Duke"; Week 2: "Pete and Eve" "Pete Can Fix It"; Week 3: "We Can Save"
- **Interactive Read Aloud:** Week 1: "The Elves and the Shoemaker"; Week 2: "The Perfect Color"; Week 3: "Protect the Environment"
- **Write About the Text**
 - Week 1 Respond to Text: "What's the Big Idea, Molly?" - pp.10-11 Retell the story and identify the main event. Identify elements of a fantasy story.
 - Week 2 Respond to Text: "All Kinds of Families!" - pp. 32-33 Use text evidence to support your opinions about the text. Make connections to personal experiences with adult assistance.
 - Week 3 Respond to Text: "Panda Kindergarten" - pp. 55-56 Recognize characteristics of informational text including central idea and supporting evidence, with adult assistance.
- Anticipated Student Misconceptions: Difficulty blending or substituting phonemes, especially in multi-syllable words, confusion of long and short vowel sounds (e.g., reading "cube" as "cub"), final blends might be omitted or mispronounced (e.g., "fast" becomes "fas"), decoding irregular words phonetically (e.g., "does" as /d/ /o/ /e/ /s/), confusion of the plot with isolated details in the story, misuse pronouns or overgeneralize (e.g., saying "him" for "he").
- Differentiation Strategies: Leveled Reader Selections: A =Approaching O= On-level: B =Beyond
Week 1 A: Animal Band O: We Want Honey B: A Good Idea
Week 2 A: My Box O: Let's Make a Band B: Going Camping

Week 3 A: Help Clean Up O: Let's Save Earth B: Babysitters for Seals

- Safety Considerations: N/A
- Prior Knowledge: Students bring a strong foundation of prior knowledge to this unit. They have practiced oral vocabulary related to category words such as household furniture, farm animals, and foods made from grain, which provides a basis for understanding new vocabulary in context. In phonological awareness, they have experience with syllable segmentation, phoneme deletion, generating rhymes, and counting and blending syllables. Students are also familiar with phonemic awareness skills, including identifying, blending, deleting, and substituting phonemes. In phonics and spelling, students have reviewed consonants and vowels and practiced long vowel patterns such as *a_e*, *i_e*, and *o_e*, as well as words following the *oke* pattern. They are adept at recognizing high-frequency words like *help*, *too*, *has*, *play*, *where*, and *look*. Comprehension skills, such as understanding cause and effect within a plot and sequencing events, are supported by strategies like asking and answering questions and rereading for clarity. Students also have experience responding to texts through writing and using adjectives to describe objects and actions. This prior knowledge equips them to engage meaningfully with the new unit's content and build on their literacy and comprehension skills.
- Interdisciplinary Connections:
 - SEL - Use problem-solving and decision-making skills, working independently and with others
 - Math - Observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture
 - Science - Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal