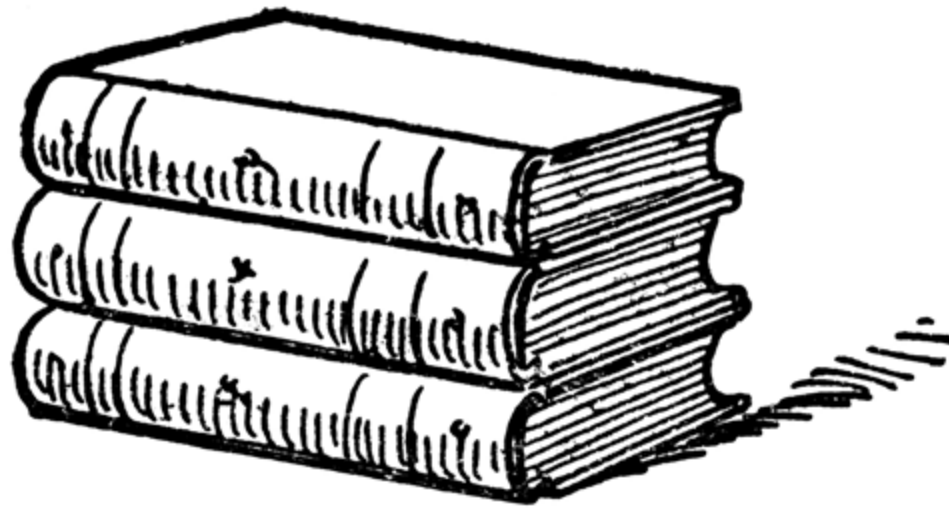


Kindergarten Reading Curriculum Guide Wonders



Mission: Engage, Empower, Inspire

District 6 provides every student with a personalized, well-rounded and excellent education in a safe, caring environment.

Student Learning and Achievement

Students will engage in a challenging, personalized, well-rounded education preparing every student to be college and career ready with the skills needed to be successful in the community and world.

Reading Curriculum Guide

Full Day - Eliminate Week 3, Day 5 (Units 1-10)

Half Day - Eliminate All Day 5's (Units 1-10)

Unit: Smart Start

Full Day: August 24 - September 14

TRE Days: 0

Half Day: A.M.: August 24 - September 20

TRE Days: 0

Half Day: P.M.: August 24 - September 16

TRE Days: 0

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: left, right, word, letter, alphabet, *syllable*, rhyme, *text*, connect*, *tale*, *fable*, *fiction*, *informational text*

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Mastering the Priority Standards: Smart Start

Foundational Skills

All priority standards in foundational skills are emphasized through the following instructional components:

Priority Standard(s) Instruction

Week 1:	Phonics: Letter recognition A-H HFW: <i>I</i> Components of Word Work Shared Reading – <u>I am Special</u> , <u>Look at Me</u>	RL.K.1 The Ugly Duckling S12: Listening Comprehension – Interactive Read Aloud
Week 2:	Phonics: Letter Recognition I-R HFW: <i>can</i> Components of Word Work Book Handling Shared Reading – <u>Family Fun</u> , <u>Fun Together</u>	RL.K.1 Tikki Tikki Tembo S36: Listening Comprehension – Interactive Read Aloud
Week 3:	Phonics: Letter Recognition S-Z HFW: <i>I, can</i> Components of Word Work Book Handling Shared Reading – <u>At School</u> , <u>What Can I Do?</u>	RL.K.1 Not emphasized: Insert instruction/practice where applicable

Reading Curriculum Guide

Unit 1: Take a New Step

Full Day: September 15 - October 6
TRE Days: 1

Half Day: A.M.: September 21 - October 11
TRE Days: 0

Half Day: P.M.: September 23 - October 13
TRE Days: 0

Assessments: DIBELS, Clipboard checks, GOLD Documentation

Optional Resources: Placement and Diagnostic Assessment Manual, Wonders Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: fantasy*, title, author, question*, upper case, lower case, details*, *illustration*, predict*, *fable*, sequence*, *label*, *poetry*, sort, rhyming, *resources*, *research*

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Mastering the Priority Standards: Unit 1

Foundational Skills

All priority standards in foundational skills are emphasized through the following instructional components:

Priority Standard(s) Instruction

Week 1:	Phonics: Introduce /m/ m High Frequency Word: <i>the</i> Components of Word Work Shared Reading – <u>I Can, Can I?</u>	RL.K1 <u>What About Bear?</u> T23: Listening Comprehension-Ask and Answer Questions RL.K2 <u>What About Bear?</u> T26: Guided Retelling
Week 2:	Phonics: /a/ a High Frequency Word: <i>we</i> Components of Word Work Shared Reading – <u>We Can, I Can, We Can</u>	RL.K1 <u>Pouch</u> T106: Listening Comprehension-Ask and Answer Questions RL.K2 <u>Pouch</u> T109: Listening Comprehension-Guided Retelling RL.K3 <u>Pouch</u> T108: Listening Comprehension-Key Details
Week 3:	Phonics: /s/ s High Frequency Word: <i>see</i> Components of Word Work Shared Reading – <u>Sam Can See, I Can See</u>	RI.K10 <u>Senses at the Seashore</u> T176: Listening Comprehension-Read the Big Book RI.K10 <u>Senses at the Seashore</u> T186: Listening Comprehension-Ask and Answer Questions RI.K.9 <u>A Feast of the Senses</u> T199: Listening Comprehension: Interactive Read Aloud

Reading Curriculum Guide

Unit 2: Let's Explore

Full Day: October 7 - October 28
TRE Days: 1

Half Day: A.M.: October 12 - November 1
TRE Days: 0

Half Day: P.M.: October 18 - November 4
TRE Days: 0

Assessments: DIBELS, Clipboard checks,
GOLD Documentation

Optional Resources: Placement and
Diagnostic Assessment Manual, Wonders
Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: cover, photographs, title, facts*, events*, predict*, *tale, fable*, heading, sentences, *poem, informational text*, bold print, *resources, research*, characters*, category*, sort, *caption*

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Mastering the Priority Standards: Unit 2

	Foundational Skills All <u>priority standards in foundational skills</u> are emphasized through the following instructional components:	Priority Standard(s) Instruction
Week 1:	Phonics: Introduce /p/ p High Frequency Word: <i>a</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Pam Can See, We Can See</u>	RI.K.10 <u>The Handiest Things in the World</u> , T12: Listening Comprehension: Read the Big Book
Week 2:	Phonics: Introduce /t/ t High Frequency Word: <i>like</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>We Like Tam, I Like Sam</u>	RI.K.10 <u>Shapes All Around Us</u> , T94: Listening Comprehension-Read the Big Book RI.K.9 <u>Kites in Flight</u> , T116-117: Listening Comprehension-Interactive Read Aloud RI.K.9 <u>Find the Shapes</u> , T126: Listening Comprehension- Read “Find the Shapes”
Week 3:	Phonics: Review /m/ m,/a/ a,/p/ p,/s/ s,/t/ t High Frequency Word: Review <i>the, a see, we, like</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Pat, Tap,Tap,Tap</u>	RI.K.2 <u>I Love Bugs</u> , T186: Listening Comprehension-Read the Big Book RI.K.10 <u>From Caterpillar to Butterfly</u> , T198: Listening Comprehension-Interactive Read Aloud

Reading Curriculum Guide

Unit 3: Going Places

Full Day: October 31 - November 18
TRE Days: 1

Half Day: A.M.: November 2 - November 22
TRE Days: 0

Half Day: P.M.: November 8 - December 1
TRE Days: 0

Assessments: DIBELS, Clipboard checks,
GOLD Documentation

Optional Resources: Placement and
Diagnostic Assessment Manual, Wonders
Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: fantasy*, author, *illustrator*, visualize*, phoneme, upper case, lower case, rhyme, action*, retell, details*, *illustrations*, predict*, events*, vocabulary, *fiction*, *fable*, *captions*, *sentence*, *period*, character*, setting*, events*, informational text* *Found in Ashlock Resources on Schoology *italicized* found in vocabulary card folder on Schoology plain font - no card needed

Mastering the Priority Standards: Unit 3

Foundational Skills

All priority standards in foundational skills are emphasized through the following instructional components:

Priority Standard(s) Instruction

Week 1:	Phonics: Introduce /i/ i High Frequency Word: <i>to</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Can I Pat It?</u> , <u>Tim Can Tip It</u>	RL.K.1 <u>How Do Dinosaurs Go to School?</u> T22: Listening Comprehension-Read the Big Book
Week 2:	Phonics: Introduce /n/ n High Frequency Word: <i>and</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Nat and Tip</u> , <u>Tim and Nan</u>	RL.K.1 <u>Clang! Clang! Beep! Beep!</u> Listen to the City T104: Listening Comprehension-Read the Big Book
Week 3:	Phonics: Introduce /c/ c High Frequency Word: <i>go</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>We Go to See Nan</u> , <u>Can We Go?</u>	RL.K.1,RL.K.3 <u>Please Take Me for a Walk</u> T186: Listening Comprehension-Read the Big Book RI.K.10 <u>Field Trips</u> T198: Listening Comprehension-Interactive Read Aloud

Reading Curriculum Guide

Unit 4: Around the Neighborhood

Full Day: November 21 - December 20
TRE Days: 4

Half Day: A.M.: November 28 - December 20
TRE Days: 2

Half Day: P.M.: December 2 - January 5
TRE Days: 0

Assessments: DIBELS, Clipboard checks, GOLD Documentation

Optional Resources: Placement and Diagnostic Assessment Manual, Wonders Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: cover, letter, predict*, *tale*, *photograph*, *labels*, *illustrations*, *fiction*, *informational text*, environmental print, *research*, internet, sequence*, blend, predict*, *fable*, characters*, plot*, *text*, *captions*

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Mastering the Priority Standards: Unit 4

Foundational Skills

All priority standards in foundational skills are emphasized through the following instructional components:

Priority Standard(s) Instruction

Week 1:	Phonics: Introduce /o/ o High Frequency Word: <i>you</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Tom on Top</u>	RI.K.10 <u>Whose Shoes</u> T12: Listening Comprehension-Read the Big Book RI.K.1 <u>Little Juan and the Cooking Pot</u> T34: Listening Comprehension-Interactive Read Aloud
Week 2:	Phonics: Introduce /d/ d High Frequency Word: <i>do</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Sid</u>	RL.K.1, RL.K.3 <u>What Can You do with a Paleta?</u> T104: Listening Comprehension-Read the Big Book RI.K.3 <u>A World Festival Pot</u> T126: Listening Comprehension-Read “A World Festival”
Week 3:	Phonics: Review /i/ i, /n/ n, /c/ c, /o/ o, /d/ d High Frequency Words: <i>and, do, go, to, you</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>I Can, You Can</u>	RI.K.10 <u>Roadwork</u> T176: Listening Comprehension-Read the Big Book

Reading Curriculum Guide

Unit 5: Wonders of Nature

Full Day: January 4 - January 25
TRE Days: 1

Half Day: A.M.: January 4 - January 25
TRE Days: 0

Half Day: P.M.: January 4 - January 24
TRE Days: 0

Priority Standard(s) Instruction

Assessments: DIBELS, Phonics Benchmark
Assessment Tasks 1 - 5a, Clipboard checks,
GOLD Documentation

Optional Resources: Placement and
Diagnostic Assessment Manual, Wonders
Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: *capital, period, rhyme, sentence, plurals, fiction, beginning, blend, informational text, fact*, fairy tale, diagram, reread*

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Mastering the Priority Standards: Unit 5

	Foundational Skills	
	All <u>priority standards in foundational skills</u> are emphasized through the following instructional components:	Priority Standard(s) Instruction
Week 1:	Phonics: Introduce /h/ h High Frequency Word: <i>my</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Hop Can Hop</u>	RI.K.3 <u>My Garden</u> T22: Listening Comprehension-Read the Big Book RI.K.10 <u>Growing Plants</u> T34: Listening Comprehension-Interactive Read Aloud
Week 2:	Phonics: Introduce /e/ e High Frequency Word: <i>are</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Ed and Ned</u>	RI.K.10 <u>A Grand Old Tree</u> T94: Listening Comprehension-Read the Big Book RI.K.2 <u>A Grand Old Tree</u> T104: Listening Comprehension-Reread the Big Book RI.K.10 <u>The Pine Tree</u> T116: Listening Comprehension-Interactive Read Aloud RI.K.2 <u>From a Seed to a Tree</u> T126: Listening Comprehension-Read “From a Seed to a Tree”
Week 3:	Phonics: Introduce /f/ f, /r/ r High Frequency Words: <i>with, he</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Ron with Red</u>	RI.K.10 <u>An Orange in January</u> T176: Listening Comprehension-Read the Big Book RI.K.9 <u>Farms Around the World</u> T198: Listening Comprehension-Interactive Read Aloud RI.K.2 <u>Farmers’ Market</u> T208: Listening Comprehension-Read “Farmers’ Market”

Reading Curriculum Guide

Unit 6: Weather for All Seasons

Full Day: January 26 - February 16
TRE Days: 1

Half Day: A.M.: January 26 - February 16
TRE Days: 0

Half Day: P.M.: January 25 - February 14
TRE Days: 0

Assessments: DIBELS, Wonders Unit 6 Assessment, Clipboard checks, GOLD Documentation

Optional Resources: Placement and Diagnostic Assessment Manual, Wonders Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: characters*, story, *informational text*, predict*, sequence*, *poetry*, rhyme, *folk tale*, *speech bubbles*, *dialogue*, inquiry, chart, purpose, *myth*, visualize*, directions

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Mastering the Priority Standards: Unit 6

	Foundational Skills	
	All <u>priority standards in foundational skills</u> are emphasized through the following instructional components:	Priority Standard(s) Instruction
Week 1:	Phonics: Introduce /b/ b, /l/ l High Frequency Words: <i>is, little</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <i>Is It Hot?</i>	RL.K.1, RL.K.2 <i>Mama is it Summer Yet?</i> T22: Listening Comprehension-Read the Big Book RI.K.10 <i>A Tour of the Seasons</i> T34: Listening Comprehension-Interactive Read Aloud
Week 2:	Phonics: Introduce /k/ k, /ck/ ck High Frequency Words: <i>she, was</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <i>Kim and Nan</i>	RL.K.1, RL.K.2 <i>Rain</i> T104: Listening Comprehension-Read the Big Book
Week 3:	Phonics: Review /e/ e, /h/ h, /f/ f, /r/ r, /v/ v, /l/ l, /k/ k High Frequency Words: <i>are, he, is, little, my, she, was, with</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <i>Mack and Ben</i>	RL.K.1 <i>Waiting Out the Storm</i> T186: Listening Comprehension-Read the Big Book

Reading Curriculum Guide

Unit 7: The Animal Kingdom

Full Day: February 17 - March 10
TRE Days: 1

Half Day: A.M.: February 21 - March 13
TRE Days: 0

Half Day: P.M.: February 15 - March 7
TRE Days: 0

Assessments: DIBELS, Wonders Unit 7 Assessment, Clipboard checks, GOLD Documentation

Optional Resources: Placement and Diagnostic Assessment Manual, Wonders Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: *informational text*, facts*, same (compare)*, different (contrast)*, predict*, sound, *poem*, *character*, rhyme, plot*, chart, *reference*, *fantasy*, events*, setting*, *tale*, glossary

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Mastering the Priority Standards: Unit 7

	Foundational Skills	
	All <u>priority standards in foundational skills</u> are emphasized through the following instructional components:	Priority Standard(s) Instruction
Week 1:	Phonics: Introduce /u/ u High Frequency Words: <i>for, have</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>A Pup and a Cub</u>	RI.K.10 <u>Zoo Borns</u> T12: Listening Comprehension-Read the Big Book RI.K.10 <u>Zoo Borns</u> T22: Listening Comprehension-Reread the Big Book RI.K.9 <u>Baby Farm Animals</u> T34: Listening Comprehension-Interactive Read Aloud
Week 2:	Phonics: Introduce /g/ g, /w/ w High Frequency Words: <i>of, they</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>I Hug Gus</u>	RL.K.1 <u>The Birthday Pet</u> T104: Listening Comprehension-Read the Big Book RI.K.10 <u>The Family Pet</u> T116: Listening Comprehension-Interactive Read Aloud RL.K.1 <u>The Perfect Pet</u> T126: Listening Comprehension-Read “The Perfect Pet”
Week 3:	Phonics: Introduce /v/, /ks/ x High Frequency Words: <i>said, want</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>A Vet in a Van</u>	RL.K.1, RL.K.2 <u>Bear Snores On</u> T186: Listening Comprehension-Read the Big Book

Reading Curriculum Guide

Unit 8: From Here to There

Full Day: March 13 - April 7
TRE Days: 1

Half Day: A.M.: March 14 - April 10
TRE Days: 0

Half Day: P.M.: March 8 - April 4
TRE Days: 0

Assessments: DIBELS, Wonders Unit 8 Assessment, Clipboard checks, GOLD Documentation

Optional Resources: Placement and Diagnostic Assessment Manual, Wonders Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: characters*, story, predict*, *tale*, blend, *headings*, *captions*, *research*, *inquiry*, *similes*

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Mastering the Priority Standards: Unit 8

	Foundational Skills All <u>priority standards in foundational skills</u> are emphasized through the following instructional components:	Priority Standard(s) Instruction
Week 1:	Phonics: Introduce /j/ j, /kw/, qu High Frequency Words: <i>here, me</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Dad Got a Job</u>	RL.K.1, RL.K.3 <u>When Daddy's Truck Picks Me Up</u> T22: Listening Comprehension-Read the Big Book
Week 2:	Phonics: Introduce /y/ y, /z/ z High Frequency Words: <i>this, what</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Pack a Bag</u>	RI.K.10 <u>Ana Goes to Washington, D.C.</u> T94: Listening Comprehension-Read the Big Book RI.K.10 <u>The Best of the West</u> T116: Listening Comprehension-Interactive Read Aloud RI.K.2 <u>See Our Country</u> T126: Listening Comprehension-Read "See Our Country"
Week 3:	Phonics: Review /u/ u, /g/ g, /w/ w, /ks/ x, /v/ v, /j/ j, /kw/ qu, /y/ y, /z/ z High Frequency Words: <i>for, have, they, of, said, want, here, me, this, what</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Up, Up, Up</u>	RL.K.1. RL.K.3 <u>Bringing Down the Moon</u> T186: Listening Comprehension-Read the Big Book RI.K.10 <u>A View From the Moon</u> T198: Listening Comprehension-Interactive Read Aloud

Reading Curriculum Guide

Unit 9: How Things Change

Full Day: April 10 - May 1
TRE Days: 1

Half Day: A.M.: April 11- May 1
TRE Days: 0

Half Day: P.M.: April 5 - April 25
TRE Days: 0

Assessments: DIBELS, Wonders Unit 9 Assessment, Clipboard checks, GOLD Documentation

Optional Resources: Placement and Diagnostic Assessment Manual, Wonders Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: *capital letter*, end marks, rhyme, setting, plot*, predict*, *informational text*, chart, events*, *fable*, *caption*, order, facts*, *information*, *tale*, *photograph*, directions

*Found in Ashlock Resources on Schoology *italicized* found in vocabulary card folder on Schoology plain font - no card needed

Mastering the Priority Standards: Unit 9

	Foundational Skills	
	All <u>priority standards in foundational skills</u> are emphasized through the following instructional components:	Priority Standard(s) Instruction
Week 1:	Phonics: Introduce /ă/, a_e High Frequency Words: <i>help, too</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Jake and Dale Help</u>	RL.K.1, RL.K.3 <u>Peter's Chair</u> T22: Listening Comprehension-Read the Big Book RI.K.10 <u>Helping Out at Home</u> T34: Listening Comprehension-Interactive Read Aloud
Week 2:	Phonics: Introduce /ī/ i_e High Frequency Words: <i>has, play</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>We Can Play</u>	RL.K.1, RL.K.3 <u>Hen Hears Gossip</u> T104: Listening Comprehension-Read the Big Book RI.K.2 <u>Team Up to Clean Up</u> T126: Listening Comprehension-Read "Team Up to Clean Up"
Week 3:	Phonics: Introduce /ō/, _o, o_e High Frequency Words: <i>where, look</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Look! A Home!</u>	RI.K.2 <u>Bread Comes to Life</u> T186: Listening Comprehension-Read the Big Book

Reading Curriculum Guide

Unit 10: Thinking Outside the Box

Full Day: May 2 - May 24
TRE Days: 2

Half Day: A.M.: May 2 - May 24
TRE Days: 2

Half Day: P.M.: April 26- May 24
TRE Days: 4

Assessments: DIBELS, Wonders Unit 10 Assessment, Phonics Benchmark Assessment Tasks 1-5c, Clipboard checks, GOLD Documentation

Optional Resources: Placement and Diagnostic Assessment Manual, Wonders Running Records Manual

Priority Standard: Foundational

All Kinder foundational skills should be mastered by the end of Kindergarten.

Priority Standards: Reading Literature

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

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

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

Priority Standards: Reading Informational

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

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).

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

Priority Standards: Language

K.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

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

Priority Standard: Speaking and Listening

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

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

Academic Vocabulary: *syllables, predict, fable, fiction, speech bubble, rhyme, antonyms, labels*

*Found in Ashlock Resources on Schoology *italicized* found in vocabulary card folder on Schoology plain font - no card needed

Mastering the Priority Standards: Unit 10

	Foundational Skills	
	All <u>priority standards in foundational skills</u> are emphasized through the following instructional components:	Priority Standard(s) Instruction
Week 1:	Phonics: Introduce /ū/, u_e High Frequency Words: <i>good, who</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>A Good Time for Luke</u>	RL.K.3 <u>What's The Big Idea, Molly?</u> T22: Listening Comprehension-Read the Big Book RL.K.3 <u>The Variety Show</u> T46: Listening Comprehension-Read "The Variety Show"
Week 2:	Phonics: Introduce /ē/, e, ee, e_e High Frequency Words: <i>come, does</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>We Come on Time!</u>	RL.K.2 <u>All Kinds of Families</u> T106: Listening Comprehension-Read the Big Book
Week 3:	Phonics: Review /ā/, a, /ī/ i, /ō/ o High Frequency Words: <i>help, too, play, has, where, look, who, good, come, does</i> Components of Word Work/Explicit Phonics Lesson Shared Reading – <u>Who Can Help?</u>	RI.K.2 <u>Panda Kindergarten</u> T188: Listening Comprehension-Read the Big Book RI.K.9 <u>Protect the Environment</u> T200: Listening Comprehension-Interactive Read Aloud

Quick Reference Pacing Guide

2016-2017

Full - Day Kindergarten

Unit	Instructional Days	Additional TRE Days	Dates
Smart Start	15	0	Aug. 24-Sept. 14
1	15	1	Sept. 15-Oct. 6
2	15	1	Oct. 7-Oct 28
3	15	1	Oct 31-Nov. 18
4	15	4	Nov. 21-Dec. 20
5	15	1	Jan. 4-Jan. 25
6	15	1	Jan. 26-Feb. 16
7	15	1	Feb. 17-Mar. 10
8	15	1	Mar. 13-April 7
9	15	1	April 10-May 1
10	15	2	May 2-May 24

*Omit Day 5 on Week 3 in Units 1-10

Half - Day Kindergarten

Unit	Instructional Days	Additional TRE Days AM/PM	AM Kindergarten Dates	PM Kindergarten Dates
Smart Start	15	0	Aug. 24-Sept. 20	Aug. 24-Sept. 16
1	12	0	Sept. 21-Oct. 11	Sept. 23-Oct. 13
2	12	0	Oct. 12-Nov. 1	Oct. 18-Nov. 4
3	12	0	Nov. 2-Nov. 22	Nov. 8-Dec. 1
4	12	2/0	Nov. 28-Dec. 20	Dec. 2-Jan. 5
5	12	0	Jan. 4-Jan. 25	Jan. 4-Jan. 24
6	12	0	Jan. 26-Feb. 16	Jan. 25-Feb. 14
7	12	0	Feb. 21-Mar. 13	Feb. 15-Mar. 7
8	12	0	Mar. 14-April 10	Mar. 8-April 4
9	12	0	April 11- May 1	April 5-April 25
10	12	2/4	May 2-May 24	April 26-May 24

*Omit Day 5 on Weeks 1, 2, 3 in Units 1-10

Common Core Priority Standards Kindergarten

Reading: Foundational Skills

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

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

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

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words
- e. 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.

- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (*e.g., the, of, to, you, she, my, is, are, do does*)
- d. 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.

Reading: Literature

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

Reading: Informational Text

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

RI K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (*e.g., in illustrations, descriptions or procedures*).

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

Speaking and Listening

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

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

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

Reading: Language

L K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on off, for, of by, with*).
- f. Produce and expand complete sentences in shared language activities.

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

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Writing: Text Types and Purposes

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 books 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.

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 which they occurred, and provide a reaction to what happened.

Writing: Production and Distribution of Writing

W K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Writing: Research to Build and Present Knowledge

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

There are research-based best instructional practices around Literacy which enables all elementary students to have access to high quality, consistent teaching.

Literacy Best Practices		Purpose
Best Practice 1: Explicit Word Analysis Instruction, Including Phonics	<p>Teachers use explicit instruction that builds word knowledge and directly teaches skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues, vocabulary)</p> <ul style="list-style-type: none"> ● Phonics Decoding Strategy (PDS) <ul style="list-style-type: none"> ○ 2-3 times per week ● Word Learning Strategies (WLS) <ul style="list-style-type: none"> ○ 2-3 times per week ● Specific Word Instruction <ul style="list-style-type: none"> ○ Daily ● Irregular Word Review / Affix Review / Reading Entire Words Routine (SIPPS) <ul style="list-style-type: none"> ○ Before any new story ● Spelling Instruction <ul style="list-style-type: none"> ○ In Targeted Instruction 	<p>Research has proven that academic growth is maximized for students who are provided explicit instruction around phonics and vocabulary. (Archer and Hughes, 2011)</p>
Best Practice 2: Building Comprehension Skills and Strategies	<p>Students are taught using the gradual release of responsibility model (I do, We do, Y'all do, You do) and given opportunities to apply the comprehension strategies for constructing meaning.</p> <ul style="list-style-type: none"> ● Toolbox <ul style="list-style-type: none"> ○ Use the Toolbox Metaphor to introduce the strategy/skill of the week ● Narrative/Informational Pathways <ul style="list-style-type: none"> ○ Use the Pathways to introduce the genre ● QAR <ul style="list-style-type: none"> ○ Embed QAR when reading text ● Close Reading 	<p>Research shows that the gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement, reading comprehension, and literacy outcomes. (Fisher, 2008)</p> <p>Scientifically based reading research shows that reading aloud to students increases achievement on standardized test scores and helps develop students' reading abilities. The Commission on Reading concluded, "the single most important activity for building the knowledge required for eventual success is reading aloud to children" (Anderson et al. 1985, 23). Reading aloud increases students' background knowledge, introduces them to various story structures,</p>

	<ul style="list-style-type: none"> ○ Embed close reading when reading complex text ● Read-Alouds ○ Spark a love of reading and model skills and strategies 	and demonstrates competent reading strategies—all of which contribute to increased reading ability and achievement on standardized tests.
Best Practice 3: Time in Text	Students have opportunities for sustained independent reading (30-40 minutes) every day to increase fluency and vocabulary.	Numerous studies have shown that increasing students' volume of reading is one of the most important levers in increasing their achievement (Million Words Campaign)
Best Practice 4: Standards- based Instruction	Teachers thoughtfully plan using the standards as a guide for instruction and the curriculum as a resource.	The Common Core State Standards represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school. (CCSS)
Best Practice 5: Reading for Purpose	Students have extensive opportunities to read for a variety of purposes and to apply what is read every day. Discussion and writing are used by students to organize their thinking and to reflect on what they read for specific purposes.	Research shows that before reading, good readers tend to set goals for their reading. They often create a mental overview or outline of the text to help them decide whether it is relevant to their goals. (Reading Rockets)
Best Practice 6: Collaborative Conversations	<p>Engage students in meaningful dialogue that allows them to use the domain-specific and academic vocabulary they are acquiring.</p> <p>Quality Student Interactions Scaffolding Tasks:</p> <ul style="list-style-type: none"> ● Think, Pair, Share ● Clarifying Bookmark ● Socratic Seminar ● Kagan Strategies ● Reciprocal Teaching 	The active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking. There is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, practice academic language, take responsibility for their own learning, become critical thinkers. (Fisher and Frey, 2013, Gokhale, 1995)
Best Practice 7: Assessment to Inform Instruction	<p>Formal and informal checks for understanding are used to guide and adjust instruction.</p> <ul style="list-style-type: none"> ● Standard Checkouts ● Exit Tickets ● Clipboard Checks ● Written Responses ● Graphic Organizers 	Asking students to demonstrate their understanding of the subject matter is critical to the learning process; it is essential to evaluate whether the educational goals and standards of the lessons are being met. (Edutopia, 2008)

The Toolbox Metaphor: Good readers have a toolbox full of strategies and skills that they take with them when they read.