**Blackwater Community School**

**Curriculum Map 2016-2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kindergarten Quarter 2 (46 days)**  **Approximately 40 Instructional Days: October 7th – December 21st** | | | | | |
| **Reading and Foundational Standards** | | | | | |
| **Students will:** | | | |  | | --- | | * Participate in group discussions and identify elements in a story including character, setting, and events * Participate in guided reading groups and lessons * Compare and contrast literary elements across stories including plots, setting, and character * Listen to and respond to stories, poems, and non-fiction * Retell or re-enact a story placing the events in the correct sequence * Identify and answer questions on the topic of expository text heard or read * Identify the main idea, supporting details, and locate facts in expository text * Participate when predictably patterned selections of fiction and poetry are read aloud | | | |
| **Vocabulary** | | | Retell, details, relationship, predict, fiction, non-fiction, poetry, informational text, history, space, left, right, word, upper/lower case, fact, consonant, vowel, main idea, supporting details, rhyme, alliteration, syllable | | |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **RL** | **1** | With prompting and support, ask and answer questions about key details in a text. | * Teachers provide a bubble map (each bubble will represent an element; who, what, where, when, why, and how). * Teachers provide examples (e.g., “Who was in the story?”, “Where did the story take place?”, “How did the story end?”) for students to rehearse with a partner. For example, in the story “Birthday Soup” from the *Little Bear series* by Maurice Sendak: the teacher asks, “Why did Little Bear start making soup?” Teachers then prompt students to ask questions, “Turn to your elbow buddy and ask each other, ‘What went into the soup and who put it in?’” * Teachers post question words or picture representations (who, what, where, when, why, and how) in the room as a reminder for before, during and after reading. * Teacher may include partner sharing: “Let’s discuss what we just read. Turn to your elbow buddy and take turns asking your buddy questions beginning with the words on the board.”   Using a piece of paper, create a flow map to retell (using a combination of drawing, dictating, and writing) the story of *Goldilocks and the Three Bears* showing the beginning, middle, and end of the story. Encourage students to include all the characters in the illustration and to add as many details as they can remember. | EngageNY  Domain’s 4, 7  Skills Unit  Journeys Unit 2  <http://www.bwcs.k12.az.us/>  INTERNAL LINKS   * [Read Naturally](http://eagles.bwcs.local/readnaturally/rn.html) * [Ashlock Templates](http://eagles.bwcs.local/ashlock/ashlock.html) * [Journeys](http://eagles.bwcs.local/journeys/journeys.html) |
| **K** | **RL** | **2** | With prompting and support, retell familiar stories including key details. | Teachers use a flow map to illustrate the beginning, middle, and end of story event cycle (first, next, last), and to show relationships between main and other characters, picture sequences (cartoon frames), and to show major events.  **Class Discussion/Literature**  Whole group teacher led activity - Arrange small groups of students in a circle and place an object (e.g., a block) in the middle of the circle. As a class, tell the story of *Goldilocks and the Three Bears*, having students take turns telling the events in the story. Students pick up the block when ready to fill in part of the story and put the block back in the middle when finished. Storytelling is shared with all the members of the group. | EngageNY  Domain’s 4, 5, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **RL** | **3** | With prompting and support, identify characters, settings, and major events in a story | After reading the first story in the *Little Bear* collection of stories by Else Holmelund Minarik, use a chart to organize ideas about each story. Using a tree map, create headings for “character,” “setting,” and “events.” Assign students one of the three categories to think about each time you read, encouraging them to write or draw ideas on Post-Its. Fill in the chart each time you read a new *Little Bear* story. (Extension: Create a double bubble to compare other fictional explorations and adventures by characters such as Frog and Toad and Curious George. | EngageNY  Domain’s 4, 5, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **RL** | **4** | Ask and answer questions about unknown words in a text. | During read-aloud stories, the teacher models by briefly thinking aloud, how to determine meanings of unknown words.  Examples include, but are not limited to:  Determine what words mean from how they are used in a sentence, heard or read.  Sort familiar words into basic categories (e.g., colors, shapes, foods, animals, toys). | EngageNY  Domain’s 4, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **RL** | **5** | Recognize common types of texts (e.g., storybooks, poems). | As students read a nursery rhyme (or poem) from a chart in the front of the class, choose a student to come up and follow the words from left to right with a pointer. Instruct the students that if there is a word they do not understand in this rhyme, they should raise a hand to ask about it.  **Tree Map of Text Complexity:**   |  |  |  | | --- | --- | --- | | **Poems** | **Stories** | **Informational Texts** | | **“Mix a Pancake”**  **By C. Rosetti** | **“Frog and Toad Together”**  **By A. Lobel** | **“A Tree is a Plant”**  **By C. Bulla** | | **Rhyming Words**  **Illustrations** | **Beginning/Middle/End**  **Characters**  **Illustrations** | **Factual Information**  **Headings/Categories/Bolded Words**  **Graphics Illustrations** | | EngageNY  Domain’s 4, 5, 7  Skills Unit  Journeys Unit  <http://www.bwcs.k12.az.us/> |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **RL** | **6** | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | Using the book of illustrations *Pancakes for Breakfast* by Tomie DePaola, have students look at the illustrations and note how the pictures tell a story. Point out the importance of looking very closely at the details in the illustrations to tell what happened next. Encourage active thinking by asking what might happen when the page is turned to the next illustration. Because this is a wordless book, it is interesting to point out how the illustrator is telling a story without words. Even picture books with words tell a story through the illustrations. Write the students’ dictated story on sentence strips and place in a pocket chart. (Extend this activity by reversing this process: Read aloud the text of a simple book without showing the illustrations. Ask students to illustrate the story, creating their own wordless book. The students’ illustrations can then be compared to the book). | EngageNY  Domain 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **RL** | **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). | * Students make connections between the details in the illustrations and the text. * Teachers build background knowledge and vocabulary through the pictures in the story. For example, while reading, *The Very Hungry Caterpillar*, by Eric Carle, s/he stops at the various foods to emphasize their names and colors. At a later time, students may go back and identify food for any given day. (e.g., Tuesday - plums).   **Class Discussion/Reading/Literature**  Introduce a book showing a diverse viewpoint of an American holiday such as *Apple Pie and the Fourth of July* by Janet Wong. As you read the book, ask the students to look for ways that the main character sees one of the traditional American holidays. Encourage the students to look closely at the illustrations and to listen closely to the story. When you are finished reading, discuss how people see holidays and celebrations differently depending on their family and ethnic experience. Before turning to whole-group discussion, have students draw a picture or “turn and talk” in preparation for sharing ideas. | EngageNY  Domain’s 4, 7  Skills Unit  Journeys Unit  <http://www.bwcs.k12.az.us/> |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **RL** | **10** | Actively engage in group reading activities with purpose and understanding. | Examples include, but are not limited to:   * Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud. * Tell or retell a personal experience or creative story in a logical sequence * Follow simple directions * Share ideas, information, opinions and questions * Listen and respond to stories, poems, and nonfiction * Participate in group discussions   **Writing/Literary/Informational**  After reading a chapter from *Days with Frog and Toad* by Arnold Lobel and *From Tadpole to Frog* (Let’s-Read-and-Find-Out-Science) by Wendy Pfeffer and Holly Keller, lead the following activity with the students: Work together to make a list of the ways the frog in the fictional book by Lobel was similar to the frog in the non-fictional book by Pfeffer and Keller. Make a list of how the two frogs are different. Students may be ready to create this list themselves on their own thinking map (e.g. tree map). | EngageNY  Domain’s 4, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **RI** | **1** | With prompting and support ask and answer questions about key details in a text. | While reading informational texts create a tree map with the following headings: who, what, where, when, how, and why. Encourage children to listen for answers to those questions as you read the text aloud. Remind the students to pay close attention to the illustrations for details. To ensure each child’s participation, give Post-Its or white boards to write or draw their ideas. Begin by talking about the author, illustrator, front, back, and title page of the book. Fill in the chart each time you read a new informational text, use this thinking map to document facts and findings. | EngageNY  Domain 4, 5, 7  Skills Unit  Journeys Unit 2  <http://www.bwcs.k12.az.us/> |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **RI** | **2** | With prompting and support, identify the main topic and retell key details of a text. | * A variety of thinking maps may help students identify the key details that support a main topic and pictures may be used instead of text. * Following a read aloud of informational text, students will write and draw pictures to illustrate the main idea. They will showcase the main idea and text connections.   Create a tree maps for American symbols and holidays to set the stage for asking questions, answering questions, and gathering information under main topics. Teachers may need to model questioning until the students begin to generate questions on their own. As the class reads an informational book (e.g., The Liberty Bell by Lloyd G. Douglas), look for information about the main topic. Remind the students of the importance of also studying the illustrations for information. Add the  information to the tree maps. Look for connections between ideas as you add information to the charts. Use Post-Its or white boards for students to fully participate in adding information to the charts. | EngageNY  Domain 4, 5  Skills Unit  Journeys Unit  <http://www.bwcs.k12.az.us/> |
| **K** | **RI** | **3** | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Skills for making connections include, but are not limited to: cause and effect, compare and contrast, description, and chronological order.  • Teachers select from Social Studies or Science Standards to prompt students to make connections by comparing (e.g., community helpers:  firefighters and police officers, plant life- cycles: trees and pumpkins).  • Teachers ask probing questions for students to draw conclusions. “Complete this sentence, ‘Police officers and firefighters are alike because…” | EngageNY  Domain 4, 5, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | • After reading about two individuals or events in a text, ask students to recount events or the individuals by sequencing with the concepts of  before and after. For example, after reading a book about Presidents’ Day, prompt students, by asking, “Who was our first president, George Washington or Abraham Lincoln?”  • Teachers make connections between two pieces of information in a text by using the example of the Fourth of July. After reading a book about Fourth of July celebrations and the signing of the Declaration of Independence |  |
| **K** | **RI** | **4** | With prompting and support, ask and answer questions about unknown words in a text. | • Sort familiar words into basic categories (e.g., colors, shapes, foods, animals, toys, etc).  • Assist students through modeling to discover that illustrations, pictures and graphics can help them understand and explain unknown words.  **Class Discussion/Vocabulary**  To introduce the concept of a symbol, choose a symbol well known to the students in your class (e.g., professional sports team logo or school mascot). Discuss why a symbol is important for unifying fans behind a team or school. Continue the discussion focusing on the meaning behind the symbol as a source of inspiration.  **Reading/Fluency/Informational**  Using the flexible grouping structure of guided reading, develop and deliver meaningful guided reading lessons that introduce students to concepts of print, letter sound relationships, and sight word recognition to effectively read connected text. | EngageNY  Domain 4, 5, 7  Skills Unit  Journeys Unit 2  <http://www.bwcs.k12.az.us/> |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **RI** | **5** | Identify the front cover, back cover, and title page of a book. | Examples included, but not limited to:   * Model how print represents spoken language and conveys meaning by pointing to each word as you read. * Model how to hold a book right side up and turn pages in the correct direction. * Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.   **Class Discussion/Informational Text**  While reading informational books about community helpers, create a tree map with the following headings: who, what, where, when, how, and why. Encourage children to listen for answers to those questions as you read the book aloud. Remind the students to pay close attention to the illustrations for details. To ensure each child’s participation, distribute Post-Its or white boards on which to write or draw their ideas. Begin by talking about the author, illustrator, front, back, and title page of the book. Fill in the tree map each time you read a new book about community helpers. Use this thinking map as inspiration to change the lyrics for “Do You Know the Muffin Man?” for community helpers in your neighborhood (e.g., “Do you know the fireman who works on 12th and Main?”) Extension: Using the information on the tree map, students/whole class can create a bubble map for each helper. | EngageNY  Skills Unit’s 4, 5  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **RI** | **6** | Name the author and the illustrator of the text and define the role of each in presenting the ideas or information in a text. | As the class reads an informational or literary book, introduce the idea of author and illustrator. Describe their roles in the creation of a text. Carefully show the front cover, back cover, and title page of the book. As you read an informational text such as *All the Colors of the Rainbow* by Allan Fowler*,* pause to ask the children questions. Encourage them to ask questions about the text and especially about words they do not understand. | EngageNY  Domain 5  Skills Unit  Journeys Unit 2  <http://www.bwcs.k12.az.us/> |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **RI** | **7** | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, and thing, or idea in the text an illustration depicts). | Select an appropriate children’s book that correlates to a science or social studies topic of study. After reading the book, guide the students in the creation of a circle map that will showcase the relationship between the illustrations/photos and the text. (e.g. what is the relationship between the person/place and the meaning of the text?) | EngageNY  Domain 4, 5, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **RI** | **8** | With prompting and support, identify the reasons an author gives to support points in a text. | Using the flexible grouping structure of guided reading, develop and deliver meaningful guided reading lessons that introduce students to concepts of print, letter sound relationships, and sight word recognition to effectively read connected text. | EngageNY  Domain 7  Skills Unit  Journeys Unit  <http://www.bwcs.k12.az.us/> |
| **K** | **RI** | **9** | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, description, or procedures). | The focus skill is comprehension using compare and contrast, but the  standard uses the academic language of similarities and differences.  • Prerequisite skills are establishing the basic concepts of same and  different.  • Comprehending literary text through the skill of similarities and differences becomes more rigorous as students are challenged to extend this skill across texts.  **Literature/Informational Text**  Read fictional stories with settings on different continents. Then read informational text (both from books and digital sources) that describe the continent. Students will develop an appreciation for the setting of the story – the connection between a fictional setting and a real place. | EngageNY  Domain 4, 5  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
|  |  |  |  | **Literature/Informational Text**  Read fictional stories with settings on different continents. Then read informational text (both from books and digital sources) that describe the continent. Students will develop an appreciation for the setting of the story – the connection between a fictional setting and a real place. Require students to record what they have learned on either Post-It notes or a white board to prepare for sharing with the whole group.  Following each reading, they record new information, using these details to compare one continent to another. Note the opposites, such as “cold” and “hot” or “rainy” and “dry”. |  |
| **K** | **RI** | **10** | Actively engage in group reading activities with purpose and understanding of Informational Text. | The range of reading may include: biographies and autobiographies; books about history, social studies, science and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. A wide range of reading will build background knowledge, vocabulary and concepts. Students will:   * Identify the purpose for reading text. * Restate facts from listening to text. * Respond appropriately to questions based on facts in text heard or read. * Participate in group discussions, share ideas, information, opinions * and questions. * Follow simple directions. * Listen and respond to a range and text. | EngageNY  Domain 4, 5, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | Students listen to stories about historical events (e.g., Native  Americans as original inhabitants of North America, explorers traveling to new places, history of national holidays) and discuss how the events relate to present day.  Students create journals with key vocabulary words or phrases. Teachers create focus or word walls with key vocabulary words or phrases pertaining to informational text.  Read a book such as *From Tadpole to Frog* (Let’s-Read-and-Find-Out-  Science) by Wendy Pfeffer and Holly Keller and then read *Red-Eyed Tree Frog* by Joy Cowley and Nic Bishop. (These books are both non- fiction books and they both talk about “toads.”) Ask what the students noticed about thesebooks. How were they the same and how were they different? | |  |
| **K** | **RF** | **1**  **a b**  **c**  **d** | 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.** | | **Poetry/Print Concepts**  As students read a rhyme, ask them to focus on listening for rhyming  words and hearing the rhythm of the lines. By teaching the children to follow along with you on wall charts, they are able to enjoy rich vocabulary in context and become familiar with sight words and word families.  **Reading Foundations/Writing**  Create a counting book using the letters covered so far this year. Each student will choose a favorite letter and then brainstorm words that begin with that letter. Using the numbers 1-5 and five different things that begin with the chosen letter create a book (e.g., A Counting Book for T: 1 Tadpole, 2 Turkeys, 3 Toads, 4 Tigers, 5 Trout). Title each student’s book “A Counting Book for\_.” Be sure to write the name of the author and illustrator (student) on the cover of the book. Place the finished books in a basket for other students to enjoy. | Engage NY  Skills Unit’s 4, 5  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | | **Explanations & Examples** | **Notes & Resources** |
| **K** | **RF** | **2**  **b d** | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **(b.) Count, pronounce, blend, and** **segment syllables and spoken words. (d.) Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in three- phoneme (consonant- vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or** **/x/.)** | |  Phonological Awareness is the ability to identify, think about and  manipulate the parts of words including syllables onsets and rimes  and phonemes. It also includes the activities of recognizing and  producing rhymes. Cultivate the ability to think about the internal  details of the spoken word. The phonological skill progression from most basic to advanced is word awareness, rhyme and alliteration, syllable awareness, onset- rime manipulation, and phoneme awareness. Phoneme awareness is a sub-skill in the phonological awareness continuum that allows us to reflect on and consciously manipulate the language we use.   **Poetry/Phonological Awareness**  While reading (reciting) “Humpty Dumpty,” snap your fingers on the  word at the end of a line (e.g., “wall”). The children will snap when they hear the word that rhymes with it (e.g., “fall”). | Engage NY  Skills Unit’s 4, 5  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **RF** | **3**  **a b** | Know and apply grade-level phonics and word analysis skills in decoding words. **(a) Demonstrate basic knowledge of one-to- one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.** | | * Teachers provide similarly spelled words that differ by one phoneme and/or grapheme. May include such pairs as: of/off; and/add; went/wet. * Students say letter sounds. * Students decode CVC and CVCe words (e.g., bit and bite). * Students read common high-frequency words in isolation and in connected text. | Engage NY  Skills Units 4, 5  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **RF** | **4** | Read emergent-reader texts with purpose and understanding. | | Using the flexible grouping structure of guided reading, develop and deliver meaningful guided reading lessons that introduce students to concepts of print, letter sound relationships, and sight word recognition to effectively read connected text. | Engage NY  Skills Units 4, 5  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Writing Standards** | | | | | |
| **Students will:** | | | |  | | --- | | * Create narratives by drawing, dictating, and/or emergent writing * Participate in writing simple poetry, rhymes, songs, or chants * Participate in group discussion based on a literature selection that identifies character, setting, sequence of events, and main idea * Participate in a group discussion in response to a given piece of literature that connects text to self, text to world, and text to text * Write name and letters using correct form, top to bottom, left to right | | | |
| **Vocabulary** | | | |  | | --- | | Illustration, write, narrative, tools, setting, topic, illustrator, character | | | |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **W** | **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. | Teachers model the writing process: pre-writing, writing, editing drafting, publishing. Students use Thinking Maps to assist in organizing their information. Teachers use topics from Social Studies or Science Standards to include writing in other content areas.  **Writing/Language**  Give students the following prompt: Draw a picture showing \_\_\_\_\_\_\_\_\_\_\_\_\_. Write a sentence about your picture. (e.g. My dog, George, loves me because I play with him.) | Engage NY  Domain’s 4, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **W** | **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. | | |  | | --- | | Teachers create a focus or word wall of key vocabulary (e.g., sensory words, temporal words). Teachers model the writing process (e.g., pre-writing, writing, editing draft, and publishing). Teachers use temporal words to support the order of events (e.g. first, next, last, before, after, then). Teachers use reaction examples such as physical (e.g. sunburn) or emotional (e.g. scared). Students complete graphic organizers (e.g., timelines, cartoon frames, character web) to illustrate relationships between events or character/s. | | Engage NY  Domain 5  Skills Unit  Journeys Unit 3  <http://www.bwcs.k12.az.us/> |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **W** | **8** | |  | | --- | | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Q1-Q2) | | * After a visit to library and meeting the librarian, the teacher may pose a question to the whole class (e.g., “What does a librarian do?”) Students will recall information from experience. * Teachers use Social Studies or Science Standards to select appropriate topics. * As a class, choose one of the facts or ideas written on a circle map and using shared or modeled writing write a complete sentence or two about it. Be sure students to model how students will use the information on the circle map as they write. | Engage NY  Domain 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language Standards** | | | | | |
| **Students will:** | | | * Participate in a group discussion in response to a given piece of literature that connects a text to self, text to world, and text to text * Answer questions (who, what, where, when, why, how) about expository text heard or read * State the meaning of signs * Tell or retell a personal experience or creative story in logical sequence * Share ideas and participate in group discussions * Determine meaning of words * Sort words into familiar categories * Describe familiar objects and events in both general and specific language | | |
| **Vocabulary** | | | Question, statement, punctuation, capital, consonant, vowel, opposite, verb, noun, adjective, plural, connection | | |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K** | **L** | **1**  **a**  **b**  **d**  **e**  **f** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **(a.) Hold a writing utensil with a tripod (or pincer) grip and make marks on paper. Trace, copy, and write from memory the letters of the alphabet accurately in upper and lowercase form. Write own name. (b.) Use frequently occurring nouns and verbs in oral language. (d.) Ask questions beginning with who, what, where, when, why, or how. (e.) Use spatial words: there, here; in, on; in front of, behind; at the top of, at the bottom of; under, over; above, below; next to, in the middle of; near, far; inside, outside; around, between; up, down; high, low; left, right; front, back. (f.) Answer questions orally in complete sentences. Produce and expand complete sentences in shared language activities.** | **Language/Vocabulary**   * Create a word bank to collect new words from a unit you are studying. These words can be used in discussion and in journal writing to reinforce their proper use. Use the word bank to practice making nouns plural (e.g., statue, statues). * Tell the students that they are going to practice giving and following directions. Create directions that focus on using prepositions such as to/from, on/off, and in/out. Pull a child’s name out of a basket and then give them a command. For example: “Tian, walk *from* your desk *to* the teacher’s desk.” “Jaxton, put your hand in the basket and then take it out.” Extend this activity by placing the prepositions on cards and having the students make up directions using the words. You could also play the game of “Simon Says” as you give the commands. As students develop confidence, increase the commands by two or three additional steps.  |  | | --- | |  | | Engage NY  Domain’s 4, 5, 7  Skills Unit’s 4, 5, 6  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **L** | **2**  **b**  **c** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(b.) Name and use commas and end punctuation while reading orally. (c.) Write a letter or letters for most consonant and short-vowel sounds (phonemes).** | Give students the following prompt: Draw a picture showing what Thanksgiving looks like in your family. Write or dictate a sentence about the best part of Thanksgiving. (e.g. special food, family getting together, change of seasons). | Engage NY  Skills Unit’s 4, 5, 6  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **L** | **4**  **a** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. **(a.) Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck).** | **Language/Vocabulary**   * Students identify affixes (e.g., un-, re-, non-, - ful, -ly) to define the meaning of a word (e.g., “The athlete unzipped his bag.”). Teachers hold up two pictures – one with suitcase zipped, one with suitcase unzipped and asks “Which picture belongs to the sentence?” * Tell the students that there are words that are spelled the same and sound the same but have very different meanings. Listen to John Philip Sousa’s music and “march” around the room. Explain that in this case, “march” is an action word. The name of this type of song is a “march,” because you want to march to it. And you could even do this “march” in the month of “March.” The lesson: Some words are used differently to mean different things. This activity can be repeated with the word “flag,” using the word as a verb and as a noun. | Engage NY  Domain’s 4, 5, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **L** | **5**  **a**  **b**  **c** | 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 be 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.** | Prepare a basket of colored objects. Invite students to come to the basket and choose something to tell the class about. This is the rule: Each student must describe the object using at least two “describing words” (i.e., adjectives). Example: a bright red apple, a small green block. Extend this activity by introducing opposites of one of the adjectives. “You showed me a small block. Now find a large block.” You could have another vocabulary activity with the same collection by sorting the same objects into color categories such as “red” and “green.” | Engage NY  Domain’s 4, 5, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |
| **K** | **L** | **6** | Use words and phrases acquired through conversations, being read to, and responding to texts. Learn the meaning of common sayings and phrases. | **Word Activity/ Language**   * Using a book featuring alliteration such as Lilly’s Purple Plastic Purse by Kevin Henckes. Encourage children to listen for words that begin with the same sound. Make sure your pre-read your selection to incorporate direct vocabulary instruction when/if needed. * Create a word bank of words with r-controlled vowels (ar, er, ir, ur, or) Create active listeners by encouraging the students to listen for the words and act as “sound detectives.” Sort the words by their respective spellings, noting how the letter combinations create similar sounds (e.g., “A World of Words”). | Engage NY  Domain’s 4, 5, 7  Skills Unit  Journeys Unit’s 2, 3  <http://www.bwcs.k12.az.us/> |