

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Reading/Language Arts – Kindergarten

Curriculum writing committee:

Grade Level: Kindergarten

Date of Board Approval: _____2021_____

Example of course weighting to be listed on each curriculum and uniform throughout the district.

Example only: Course Weighting: Algebra 1

| | |
|--------------------|------|
| Tests | 30% |
| Quizzes | 30% |
| Writing | 30% |
| Homework/classwork | 10% |
| Total | 100% |

Curriculum Map

Overview:

Goals:

Big Ideas:

Effective readers use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose

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Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

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Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

An expanded vocabulary enhances one's ability to express ideas and information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Effective research requires multiple sources of information to gain or expand knowledge.

Textbook and Supplemental Resources:

Reading Wonders

Curriculum Plan

Time/Days

BY unit list

- **Standards (by number):**

| | |
|------------|------------|
| CC.1.1.K.B | CC.1.1.K.C |
| CC.1.1.K.D | CC.1.1.K.E |
| CC.1.2.K.A | CC.1.2.K.B |
| CC.1.2.K.C | CC.1.2.K.E |
| CC.1.2.K.F | CC.1.2.K.G |
| CC.1.2.K.H | CC.1.2.K.I |
| CC.1.3.K.A | CC.1.3.K.B |
| CC.1.3.K.C | CC.1.3.K.D |
| CC.1.3.K.E | CC.1.3.K.G |
| CC.1.3.K.J | CC.1.4.K.B |
| CC.1.4.K.C | CC.1.4.K.D |
| CC.1.4.K.E | CC.1.4.K.F |
| CC.1.4.K.H | CC.1.4.K.I |
| CC.1.4.K.L | CC.1.4.K.N |
| CC.1.4.K.O | CC.1.4.K.R |
| CC.1.4.K.T | CC.1.4.K.V |
| CC.1.4.K.W | CC.1.5.K.A |
| CC.1.5.K.B | CC.1.5.K.C |

- **Anchors: (Grade 3)**

E03.A-K.1 Key Ideas and Details
E03.A-C.2 Craft and Structure
E03.A-C.3 Integration of Knowledge and Ideas
E03.A-V.4 Vocabulary Acquisition and Use
E03.B-K.1 Key Ideas and Details
E03.B-C.2 Craft and Structure
E03.B-C.3 Integration of Knowledge and Ideas
E03.B-V.4 Vocabulary Acquisition and Use
E03.D.1 Conventions of Standard English
E03.D.1 Conventions of Standard English
E03.D.2 Knowledge of Language

- **Eligible Content: (Grade 3)**

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.

E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.

- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

E03.D.1.1.2 Form and use regular and irregular plural nouns.

E03.D.1.1.3 Use abstract nouns (e.g., childhood).

E03.D.1.1.4 Form and use regular and irregular verbs.

E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. *

E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

E03.D.1.1.8 Use coordinating and subordinating conjunctions.

E03.D.1.1.9 Produce simple, compound, and complex sentences.

E03.D.1.2.1 Capitalize appropriate words in titles.

E03.D.1.2.2 Use commas in addresses.

E03.D.1.2.3 Use commas and quotation marks in dialogue.

E03.D.1.2.4 Form and use possessives.

E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

E03.D.2.1.1 Choose words and phrases for effect.*

Instructional Methods:

Flexible small group differentiated instruction will occur based on student need. Teachers will utilize direct instruction and may also use workstations, independent practice and/or partner or group work options during small group instruction. Suggested materials and resources for use during small group instruction include: Differentiated Workstation Activity Cards, Practice Book, Process Writing and Peer Conferencing, Word Sorts, Research and Inquiry Projects, Re-Read Reading/Writing Companion and Decodable Readers, Handwriting, Self-Selected Reading, Self-Selected Writing, Spiral Review.

Smart Start

Weeks 1-3

Week 1

Key Concept: We are special

Essential Question: How is everyone special?

Shared Writing: Reading/Writing Companion: pages 6-27

Core Activities/Instructional Methods

- Reading/Writing Companion: pages 6-27
- NEUHAUS Oral Language Unit
 - Apple Unit page 4 – 5
- Neuhaus (ARC) Letter Recognition Activity 3 page 2
- Guided Discovery – page 1 Listening Learning Position (LLP)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation.
- Big Book of Rhymes
- Listening Comprehension in Teacher Manual
- Start Smart Interactive Reader
- Student Learning Centers
- Components of Social and Emotional Learning

Week 2

Key Concept: My family and me

Essential Question: Who is in your family?

Shared Writing: Reading/Writing Companion: pages 28-45

Core Activities/Instructional Methods

- Reading/Writing Companion: pages 28-45
- Weekly Plan Wonders In Smart Start Week 2 – Introduce Concept- Build Background/ Listening Comprehension ABC Big Book,

- High Frequency word “can”
- Wonders Phonemic Awareness
- Category Words: Numbers
- NEUHAUS Oral Language Unit – Bird Unit page 6-7
- Neuhaus (ARC)
- Guided Discovery Manual –
 - Page 1 (Listening Learning Position – LLP)
 - Page 2 (Initial –Medial- Final- I M F)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation.
- *Big Book of Rhymes*
- Listening Comprehension in Teacher Manual
- Start Smart Interactive Reader
- Student Learning Centers
- Components of Social and Emotional Learning

Week 3

Key Concept: I can!

Essential Question: What can you do?

Shared Writing: Reading/Writing Companion: pages 46-63

Core Activities/Instructional Methods

- Reading/Writing Companion: pages 46-63
- Weekly Plan Wonders In Smart Start – Introduce Concept- Build Background/ Listening Comprehension ABC Big Book,
- High Frequency word “I, can”
- Wonders Phonological Awareness
- Wonders Category Words: Days of the Week
- NEUHAUS Oral Language Unit – Clothing Unit-page 8-9
- Neuhaus (ARC)
- Guided Discovery Manual –
 - Page 1 (Listening Learning Position – LLP)
 - Page 2 (Initial Medial Final- IMF)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation.
- *Big Book of Rhymes*
- Listening Comprehension in Teacher Manual
- Start Smart Interactive Reader
- *Foundations* program and tools
- Student Learning Center
- Components of Social and Emotional Learning

Unit 1 Week 1

Key Concept: *Make New Friends*

Essential Question: How can we get along with new friends?

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Evaluate key details
- Understand the aspects of fiction
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: feeling words
- Grammar: Nouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 1 week 1 – Unit Opener – What can we learn when we try new things? Introduce Concept- Build Background/ Listening Comprehension (Key Details) Big Book- “What About Bear?”
- High Frequency word “the”
- Utilize Reading Writing Companion: pages 64-91
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Nouns)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 8
- Neuhaus- Oral Language Unit – “Colors” page 10-11
- Neuhaus (ARC) Letter Recognition
 - Activity 1 Matching Letter Cards – Card 1
 - Activities 3 & 4 – pages 2-4
- Guided Discovery Manual –
 - Review Listening Learning Position (LLP)

- Introduce two letters this week – m (U1W1) and h (U5W1)
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 18 (Segmentation of Words in Sentences)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 1 Week 2

Key Concept: Get Up and Go!

Essential Question: How do baby animals move?

Genre Focus: Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Evaluate key details
- Understand the aspects of fiction
- Reread
- Text Features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence and respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- **Oral Vocabulary Acquisition**
- **Category Words:** Family Words
- **Grammar:** Nouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 1 week 2 – (Introduce Concept- Build Background/ Listening Comprehension (Key Details) Big Book- “Pouch”
- High Frequency word “we”
- Reading Writing Workshop “I Can” and “I Can, We Can”
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Nouns)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 9
- Neuhaus- Oral Language Unit –“Community Helpers” pg 12-13
- Neuhaus (ARC) Letter Recognition
 - Activity 1 Matching Letter Cards – Card 2
 - Activity 3 – Counting and Matching the Letters (page 2)
- Guided Discovery Manual –
 - Listening Learning Position (LLP)
 - Introduce two letters this week – a (U1W2) and f (U5W3)

- Review weekly
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 24 (Blending Syllables)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Center
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 1 Week 3

Key Concept: Use Your Senses

Essential Question: How Can Senses Help You Learn

Genre Focus: Nonfiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Evaluate key details
- Understand the aspects of informational text
- Reread
- Literary Element

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: sensory words
- Grammar: Nouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 1 week 3 – (Introduce Concept- Build Background/ Listening Comprehension (Key Details) Senses at the Seashore)
- High Frequency word “see”
- Reading Writing Companion: p118-143
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Nouns)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 10
- NEUHAUS Oral Language Unit – Dog Unit, page 14-15
- Neuhaus (ARC) Letter Recognition
 - Activity 1 Matching Letter Cards – Card 3
 - Activity 3 – Counting and Matching Letters (pg 2)
- Guided Discovery –
 - page 1 Listening Learning Position (LLP)

- Introduce two letters this week s (U1W3) r (U5W3)
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 30 (Segmentation of Syllables)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 2- Week 1

Key Concept: Tools we use

Essential Question: How do tools help us to explore?

Genre Focus: Informational Text

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Evaluate key details
- Understand the aspects of informational text
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: colors
- Grammar: Verbs

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 2 week 1 – (Unit Opener –What can you find out when you explore? Introduce Concept- Build Background/ Listening Comprehension (Key Details) The Handiest Things in the World
- High Frequency word “a”
- Reading Writing Companion: pages 6-33
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Verbs)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 11
- NEUHAUS Oral Language Unit –Farm Unit, page 16-17
- Neuhaus (ARC) Letter Recognition
 - Activity 1 Matching Letter Cards – Card 4
- Guided Discovery Manual:
 - Introduce two letters this week – p (U2W1) and e (U5W2)
 - review daily

- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 45 (Identification of Phonemes)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 2 Week 2

Key Concept: Shapes All Around Us

Essential Question: What shapes do you see around you?

Genre Focus: Nonfiction

Student Outcomes:

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Evaluate key details
- Understand the aspects of non fiction
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: shapes
- Grammar: verbs

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 2 week 2 – Introduce Concept- Build Background/ Listening Comprehension (Key Details) Shapes All Around
- High Frequency word “like”
- Reading Writing Companion: pages 34-59
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Verbs)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 12
- Neuhaus: Oral Language Unit –Kitchen Unit, Page 18-19
- Neuhaus (ARC) Letter Recognition
 - Activity 1 Matching Letter Cards – Card 5
- Guided Discovery
 - Introduce two letters this week – t (U2W2) and b (U6W1)

- review daily
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 2 (Discrimination of Rhyming)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 2 Week 3

Key Concept: World of Bugs

Essential Question: What kind of bugs do you know about?

Genre Focus: Poetry

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Evaluate key details
- Understand the aspects of poetry
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: texture words
- Grammar: verbs

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 2 week 3 – (Introduce Concept- Build Background/ Listening Comprehension (Key Details) I Love Bugs!
- High Frequency words: Review - the, we, see, a, like
- Reading Writing Companion: pages 60-85
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Verbs)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 13
- NEUHAUS Oral Language Unit –Pizza Unit, Page 20-21
- Neuhaus (ARC) Letter Recognition
 - Activity 6, page 5 Letter Sequencing
- Guided Discovery
 - Introduce two letters this week – u (U7W1) and l (U6W1)
 - Support new learning with Wonders Sound-Spelling Cards and Articulation Cards

- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 17 (Segmentation of Words in Sentences)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 3 Week 1

Key Concept: Rules to Go By

Essential Question: What Rules Do We Follow in Different Places

Genre Focus: Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize to deepen understanding
- Evaluate key details
- Understand the aspects of fiction
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: action words
- Grammar: use sentences

Foundational Skills

- See OG Curriculum

Student Outcomes

Comprehension/Genre/Author's Craft

- Weekly Plan Wonders Unit 3 week 1 – Unit Opener: What can you learn by going to different places? Introduce Concept Build Background/ Listening Comprehension (Key Details) How Do Dinosaurs Go to School?
- High Frequency word: to
- Reading Writing Companion: p6-33
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Sentences)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Charts 1, 12
- Neuhaus - Oral Language Unit –School, Page 22-23
- Neuhaus (ARC) Letter Recognition
 - Activity 6, page 5 Letter Sequencing

- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 9, page 7 (Alphabet Bingo)
 - Activity 10, page 8 (Before and After)
- Guided Discovery
 - Introduce two letters this week – i (U3W1) and g (U7W2)
 - Review daily
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 24 (Blending Syllables)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 3 Week 2

Key Concept: Sounds Around Us

Essential Question: What are the different sounds we hear?

Genre Focus: Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Evaluate key details
- Understand the aspects of fiction
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: sound words
- Grammar: write sentences

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 3 week 2 – (Introduce Concept- Build Background/ Listening Comprehension (Key Details) Clang! Clang! Beep! Beep!
- High Frequency word: and
- Reading Writing Companion: pages: 34-59
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Sentences)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Charts 2, 13
- NEUHAUS Oral Language Unit –Seasons, Months Holidays (pages 24-25)
- Neuhaus (ARC) Letter Recognition
 - Activity 6, page 5 Letter Sequencing
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)

- Activity 10, page 8 (Before and After)
- Activity 11, page 9 (Closer to Z)
- Guided Discovery
 - Introduce two letters this week – n (U3W2) and j (U8W1)
 - review daily
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 30 (Segmentation of Syllables)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 3 Week 3

Key Concept: The Places We Go

Essential Question: What Places Do You Go To During The Week?

Genre Focus: Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize to deepen understanding
- Describe character, setting, and events
- Understand the aspects of fiction
- Reread
- Text features

Writing:

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: sequence words
- Grammar: write sentences

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 3 week 3 – (Introduce Concept- Build Background/ Listening Comprehension (Character, Setting, Events) Please Take Me For a Walk
- High Frequency word: go
- Reading Writing Companion: p60-85
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Sentences)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Charts 3, 14
- NEUHAUS Oral Language Unit –Thanksgiving (pages 26-27)
- Neuhaus (ARC) Letter Recognition
 - Activity 6, page 5 Letter Sequencing
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)

- Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- Guided Discovery
 - Introduce two letters this week – c (U3W3) and k (U6W2)
 - review daily
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 45 (Identification of Phonemes)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 4 Week 1

Key Concept: Time for Work

Essential Question: What do people use to do their job?

Genre Focus: Nonfiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Evaluate key details
- Understand the aspects of fiction
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: job words
- Grammar: adjectives

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 4 week 1 – (Unit Opener: What do you know about the people and places in your neighborhood?) Introduce Concept- Build Background/ Listening Comprehension (Key Details) Whose Shoes?
- High Frequency word: you
- Reading Writing Companion: pages 6-29
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Adjectives)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Charts 4, 14
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- NEUHAUS Oral Language Unit –Transportation, page 28-29)
- Neuhaus (ARC) Phonemic Awareness

- Sound Boards, Activities 1-4, page 32-33
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- Guided Discovery
 - Introduce two letters this week – o (U4W1) and w (U7W2)
 - Review daily
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 51 (Blending Phonemes)
- Interactive Reader
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 4 Week 2

Key Concept: Meet your neighbors

Essential Question: Who are your neighbors?

Genre Focus: Realistic Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Evaluate key details
- Understand the aspects of realistic fiction
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: food words
- Grammar: adjectives

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 4 week 2 – (Introduce Concept- Build Background/ Listening Comprehension (Key Details) What Can We Do With a Paleta?)
- High Frequency word: do
- Reading Writing Companion: pages 30-51
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Adjectives)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 5, 15
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- NEUHAUS Oral Language Unit –Weather Unit, page 30-31
- Neuhaus (ARC) Phonemic Awareness
 - Sound Boards, Activities 1-3 and 5 page 32-33

- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- Guided Discovery
 - Introduce three letters this week – d (U4W2), qu (U8W1) and v (U7W3)
 - review daily
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 57 (Segmentation of Phonemes)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 4 Week 3

Key Concept: Pitch In

Essential Question: How Can People Help to Make Your Community Better?

Genre Focus: Nonfiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Recognize sequence text structure
- Understand the aspects of informational text
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: position words
- Grammar: use adjectives

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- Weekly Plan Wonders Unit 4 week 3 – (Introduce Concept- Build Background, Listening Comprehension (Key Details) Roadwork
- High Frequency word review: to, and, go, you, do
- Reading Writing Companion : pages 52-73
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Adjectives)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 6, 16
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus (ARC) Phonemic Awareness
 - Sound Boards, Activities 1-3 and 6 page 32-34

- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 6, page 5 (Letter Sequencing)
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- Guided Discovery
 - Introduce three letters this week – x (U7W3), y and z (U8W2)
 - Review daily
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 63 (Deletion of Phonemes)
- Interactive Reader
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion, give DVOG Spelling pre-test
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 5 Week 1

Key Concept: How does your garden grow?

Essential Question: What do living things need to grow?

Genre Focus: Realistic fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Describe character, setting, events
- Understand the aspects of realistic fiction
- Reread
- Literary Elements

Writing

Writing Process

- Organize writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: size words
- Grammar: pronouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 5 Week 1: Lessons and Homework
- Weekly Plan Wonders Unit 5 week 1 – (Unit Opener: What kinds of things can you find growing in nature?) Introduce Concept- Build Background/ Listening Comprehension (Character, Setting, Events) My Garden
- High Frequency word: my
- Reading Writing Companion: pages 8-29
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Pronouns)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 7, 8
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus (ARC) Phonemic Awareness

- Sound Boards, Activities 1-3 and 7 page 32-35
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 72 (Addition of Phonemes)
- Interactive Reader
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing,
 - Assessments as per District Assessment Plan

Unit 5 Week 2

Key Concept: Trees

Essential Question: How do living things change as they grow?

Genre Focus: Nonfiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions about text
- Reread to monitor comprehension
- Describe main topic and evaluate key detail
- Understand the aspects of informational text
- Text features

Writing

Writing Process

- Organize writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: tree parts
- Grammar: pronouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 5 Week 2: Lessons and Homework
- Weekly Plan Wonders Unit 5 week 2 – Introduce Concept- Build Background/ Listening Comprehension (Main Topic and Key Details) A Grand Old Tree
- High Frequency word: are
- Reading Writing Companion pages 30-51
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Pronouns)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 5, 12
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus (ARC) Phonemic Awareness

- Spelling Cards, page 40 – Book 1 (must be copied)
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat page 72 (Addition of Phonemes)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 5 Week 3

Key Concept: Fresh from the farm

Essential Question: What kinds of things grow on a farm?

Genre Focus: Informational text

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Describe main topic and evaluate key details
- Understand the aspects of nonfiction texts
- Text features

Writing

Writing Process

- Organize writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition

- Category words: food words
- Grammar: pronouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 5 Week 3: Lessons and Homework
- Weekly Plan Wonders Unit 5 week 3 –Introduce Concept- Build Background/ Listening Comprehension (Main Topic and Key Details) An Orange in January
- High Frequency words: with, he
- Reading Writing Companion: pages 52-73
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Pronouns)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus – Instant Letter Recognition Chart 6, 13
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus (ARC) Phonemic Awareness
 - Spelling Cards, page 40 – Book 2 (must be copied)
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- Support new learning with Wonders Sound-Spelling Cards and Articulation Cards
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 11 (Production of Rhyming Words)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 6 Week 1

Key Concept: The Four Seasons

Essential Question: How are the seasons different?

Genre Focus: Realistic Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize to deepen understanding
- Describe plot development in sequence
- Understand the aspects of realistic fiction
- Reread
- Literary elements

Writing

Writing Process

- Organize writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: seasons
- Grammar: singular and plural nouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 6 Week 1: Lessons and Homework
- Weekly Plan Wonders Unit 6 week 1 – Unit Opener: How Do Weather and Seasons Affect Us? (Introduce Concept- Build Background/ Listening Comprehension (Key Details) Mama, Is It Summer Yet?
- High Frequency words: is, little
- Reading Writing Companion: pages 6-29
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Nouns)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 7, 14
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus: Phonemic Awareness

- Spelling Cards, page 40 – Book 3 (must be copied)
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 19 (Segmentation of Words in Sentences)
- Interactive Reader
- *Foundations* program and tools
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 6 Week 2

Key Concept: What's the weather?

Essential Question: What happens in different kinds of weather?

Genre Focus: Fantasy

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize to deepen understanding
- Describe plot development in sequence
- Understand the aspects of fantasy
- Reread
- Text features

Writing

Writing Process

- Organize writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: weather words
- Grammar: proper nouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 6 Week 2: Lessons and Homework
- Weekly Plan Wonders Unit 6 week 2 – Introduce Concept- Build Background/ Listening Comprehension (Key Details) Rain
- High Frequency words: she, was
- Reading Writing Companion: pages 30-51
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (proper nouns)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 5, 15
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus: Phonemic Awareness

- Spelling Cards, page 40 – Book 3 (must be copied)
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 26 (Blending Syllables)
- Interactive Reader
- Foundations program and tool
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 6 Week 3

Key Concept: Stormy Weather

Essential Question: How can you stay safe in bad weather?

Genre Focus: Realistic Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Visualize to deepen understanding
- Describe plot development in sequence
- Understand the aspects of realistic fiction
- Reread
- Text features

Writing

Writing Process

- Plan and draft writing ideas

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: question words
- Grammar: use singular and plural nouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 6 Week 3: Lessons and Homework
- Weekly Plan Wonders Unit 6 week 3 – Introduce Concept- Build Background/ Listening Comprehension (Key Details) Waiting Out the Storm
- Wonders Language Arts/Grammar (Nouns)
- High Frequency words: Review
- Reading Writing Companion: pages 52-73
- Wonders Phonemic Awareness
- Wonders Language Arts/Grammar (Nouns)
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 6, 16
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus: Phonemic Awareness

- Spelling Cards, page 40 – Book 4 (must be copied)
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 32 (Segmentation of Syllables)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 7 Week 1

Key Concept: Baby Animals

Essential Question: How are some animals alike and how are they different?

Genre Focus: Nonfiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Compare and contrast text structure
- Understand the aspects of nonfiction text
- Literary elements

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: animal parts
- Grammar: use verbs

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 7 Week 1 Lessons and Homework
- Weekly Plan Wonders Unit 7 week 1 –Unit Opener: What are different kinds of animals? Introduce Concept- Build Background/ Listening Comprehension (Compare and Contrast) Zoo Borns
- Wonders Language Arts/Grammar (Verbs)
- Wonders Phonemic Awareness
- High Frequency words: for, have
- Reading Writing Companion: p6-29
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 7, 12
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus: Phonemic Awareness
 - Spelling Cards, page 40 – Book 5 (must be copied)

- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 36 (Deletion of Syllables)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 7 Week 2

Key Concept: Pet Pals

Essential Question: How do you take care of different kinds of pets?

Genre Focus: Realistic Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions to deepen comprehension
- Describe plot including problem and solution
- Understand the aspects of realistic fiction
- Reread
- Text features

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: pets
- Grammar: use verbs

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DV-OG Unit 7 Week 2 Lessons and Homework
- Weekly Plan Wonders Unit 7 week 2—Introduce Concept- Build Background/ Listening Comprehension (Character, Setting and Plot) The Birthday Pet
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Wonders Language Arts/Grammar (Verbs)
- Wonders Phonemic Awareness
- High Frequency words: of, they
- Reading Writing Companion: p30-51
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 5, 13
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)

- Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 46 (Identification of Phonemes)
- Interactive Reader
- *Foundations* program and tool
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 7 Week 3

Key Concept: Animal Habitats

Essential Question: Where do animals live?

Genre Focus: Fantasy

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions
- Identify cause and effect in plot development
- Understand the aspects of fantasy
- Reread
- Text features

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: animal homes
- Grammar: verbs

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 7 Week 3 Lessons and Homework
- Wonders Phonemic Awareness
- High Frequency words: said, want
- Reading Writing Companion: pages 52-73
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 6, 14
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.

- Chipper Chat: Page 53 (Blending Phonemes)
- Interactive Reader
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 8 Week 1

Key Concept: On The Move

Essential Question: What Can Help You Go From Here to There?

Genre Focus: Realistic Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions to deepen understanding
- Describe plot development in sequence
- Understand the aspects of realistic fiction
- Reread
- Text features

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: vehicles
- Grammar: use sentences with prepositions

Research and Inquiry

- Conduct research about transportation

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DV-OG Unit 8 Week 1 Lessons and Homework
- Weekly Plan Wonders Unit 8 week 1–Unit Opener: Where can you go that is near and far? Introduce Concept- Build Background/ Listening
- Comprehension (Character, Setting and Plot) When Daddy's Truck Picks Me Up
- Wonders Language Arts/Grammar (Prepositions)
- Wonders Phonemic Awareness
- High Frequency Words: here, me
- Reading Writing Companion: p6-29
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 7, 15
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words

- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 59 (Segmentation of Phonemes)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 8 Week 2

Key Concept: My USA

Essential Question: What do you know about our country?

Genre Focus: Nonfiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Identify main idea and key details
- Understand the aspects of informational text
- Text features

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: locations
- Grammar: use sentences with prepositions

Research and Inquiry

- Conduct research about a famous American from long ago who helped our country

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 8 Week 2 Lessons and Homework
- Weekly Plan Wonders Unit 8 week 2—Introduce Concept- Build Background/Listening Comprehension (Main Topic and Key Details) Ana Goes to Washington DC
- Wonders Language Arts/Grammar (Prepositions)
- Wonders Phonemic Awareness
- High Frequency Words: this, what
- Reading Writing Companion: pages 30-51
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 5, 16
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)

- Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 64 (Deletion of Phonemes)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 8 Week 3

Key Concept: Look to the Sky

Essential Question: What Do You See in the Sky?

Genre Focus: Fantasy

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions to deepen understanding
- Identify problem/solution in plot development
- Understand the aspects of fantasy
- Reread
- Text features

Writing

Writing Process

- Plan, draft, revise, edit, and publish fantasy

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: opposites
- Grammar: Use sentences with prepositions

Research and Inquiry

- Conduct research about what can be seen in the daytime or nighttime sky.

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 8 Week 3 Lessons and Homework
- Weekly Plan Wonders Unit 8 week 3—Introduce Concept- Build Background/Listening Comprehension (Main Topic and Key Details) Bringing Down the Moon
- Wonders Language Arts/Grammar (Prepositions)
- Wonders Phonemic Awareness
- High Frequency Words review: for, have, of, they, said, want, here, me, this, what
- Reading Writing Companion: pages 52-73
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 5, 16

- If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 73 (Addition of Phonemes)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 9 Week 1

Key Concept: Growing Up

Essential Question: How can you help out at home?

Genre Focus: Realistic Fiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions to deepen understanding
- Describe plot development
- Understand the aspects of realistic fiction
- Reread
- Literary elements

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: household furniture
- Grammar: adjectives

Research and Inquiry

- Conduct research about different ways children can help out at home

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 9 Week 1: Lessons and Homework
- Weekly Plan Wonders Unit 9 week 1–Unit Opener: How do things change? Introduce Concept- Build Background/ Listening Comprehension (Plot and Sequence) Peter's Chair
- Wonders Language Arts/Grammar (Adjectives)
- Wonders Phonemic Awareness
- High Frequency Words: help, too
- Reading Writing Companion: pages 6-29
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 7, 13
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:

- Activity 8, page 7 (Guess What?)
- Activity 10, page 8 (Before and After)
- Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 74 (Manipulation of Phonemes)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 9 Week 2

Key Concept: Good Citizens

Essential Question: What do good citizens do?

Genre Focus: Fantasy

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Determine cause and effect in plot development
- Understand the aspects of fantasy
- Text features

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: farm animals
- Grammar: use adjectives including articles

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 9 Week 2 Lessons and Homework
- Weekly Plan Wonders Unit 9 week 2—Introduce Concept- Build Background/ Listening Comprehension (Plot, Cause and Effect) Hen Hears Gossip
- Wonders Language Arts/Grammar (Adjectives)
- Wonders Phonemic Awareness
- High Frequency Words: has, play
- Reading Writing Companion: pages 30-51
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 5, 14
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)
 - Activity 10, page 8 (Before and After)
 - Activity 11, page 9 (Closer to Z)

- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 4 (Discrimination of Rhyming Words)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 9 Week 3

Key Concept: Our Natural Resources

Essential Question: How Can Things in Nature Be Used to Make New Things?

Genre Focus: Nonfiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Recognize sequence in text structure
- Understand the aspects of nonfiction text
- Reread
- Text features

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: Foods Made from Grain
- Grammar: Use adjectives

Research and Inquiry

- Conduct research about what products can be made from one kind of tree

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DV-OG: Unit 9 Week 3 Lessons and homework
- Weekly Plan Wonders Unit 9 week 3—Introduce Concept- Build Background/ Listening Comprehension (Sequence) Bread Comes To Life
- Wonders Language Arts/Grammar (Adjectives)
- Wonders Phonemic Awareness
- High Frequency Words: where, look
- Reading Writing Companion: pages 52-73
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 6, 15
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:

- Activity 8, page 7 (Guess What?)
- Activity 10, page 8 (Before and After)
- Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 11 (Production of Rhyming Words)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 10 Week 1

Key Concept: Problem Solvers

Essential Question: What can happen when we work together?

Genre Focus: Fantasy

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Make and confirm predictions to deepen understanding
- Describe plot development
- Understand the aspects of fantasy
- Reread
- Text features

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: direction words
- Grammar: use subjective pronouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 10 Week 1 Lessons and Homework
- Weekly Plan Wonders Unit 9 week 2—Introduce Concept- Build Background/ Listening Comprehension (Plot, Cause and Effect) Hen Hears Gossip
- Wonders Language Arts/Grammar (Adjectives)
- Wonders Phonemic Awareness
- High Frequency Words: has, play
- Reading Writing Companion: pages 8-29
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 5, 14
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)

- Activity 10, page 8 (Before and After)
- Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 19 (Segmentation of Words in Sentences)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 10 Week 2

Key Concept: Sort it out

Essential Question: In what ways are things alike? How are they different?

Genre Focus: Poetry

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Ask and answer questions to monitor comprehension
- Identify key details
- Understand the aspects of nonfiction text
- Reread
- Text features

Writing

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: opposites
- Grammar: objective pronouns

Research and Inquiry

- Conduct research to observe and classify objects

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DVOG: Unit 10 Week 2 Lessons and Homework
- Weekly Plan Wonders Unit 10 week 2—Introduce Concept- Build Background/ Listening Comprehension (Key Details) All Kinds of Families
- Wonders Language Arts/Grammar (Pronouns)
- Wonders Phonemic Awareness
- High Frequency Words: come, does
- Reading Writing Companion: pages 30-51
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 5, 12
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:

- Activity 8, page 7 (Guess What?)
- Activity 10, page 8 (Before and After)
- Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 26 (Blending Syllables)
- Interactive Reader
- *Foundations* program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing, DVOG Spell Check
- Summative: Observation, discussion, classwork, story retell, daily writing
 - Assessments as per District Assessment Plan

Unit 10 Week 3

Key Concept: Protect Our Earth

Essential Question: What ideas can you suggest to protect the environment?

Genre Focus: Nonfiction

Student Outcomes

Comprehension/Genre/Author's Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Reread to monitor comprehension
- Describe main idea and key details
- Understand the aspects of nonfiction text
- Text features

Writing

Writing Process

- Plan, draft, revise, edit and publish poetry.

Analytical Writing

- Use text evidence to respond to text

Speaking and Listening

- Engage in collaborative discussions
- Present writing and research

Language Development

- Oral Vocabulary Acquisition
- Category words: baby animals
- Grammar: use possessive pronouns

Foundational Skills

- See OG Curriculum

Core Activities/Instructional Methods

- DV-OG: Unit 10 Week 3 Lessons and Homework
- Weekly Plan Wonders Unit 10 week 3—Introduce Concept- Build Background/ Listening Comprehension (Main Topic and Key Details) Panda Kindergarten
- Wonders Language Arts/Grammar (Pronouns)
- Wonders Phonemic Awareness
- High Frequency Words: review
- Reading Writing Companion: p52-73
- Writing: With prompting and support, write a sentence using high frequency words and correct punctuation. Apply knowledge of letter sound correspondence to read and spell simple words.
- Leveled Readers
- Foundations letter/sound cards and poster: review all letters daily and focus on newly taught sounds.
- Neuhaus: Instant Letter Recognition Chart 6, 13
 - If students do not need Rapid Naming and/or letter recognition move onto Phoneme Segmentation and Nonsense words
- Neuhaus letter work using letters already introduced. Select from one of the following activities:
 - Activity 8, page 7 (Guess What?)

- Activity 10, page 8 (Before and After)
- Activity 11, page 9 (Closer to Z)
- No Glamour Cards – Two weekly, start at the beginning of the box and move forward.
- Chipper Chat: Page 31 (Segmentation of Syllables)
- Interactive Reader
- Foundations program and tools
- Student Learning Centers
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

Assessments:

- Diagnostic: Observation, discussion
- Formative: Observation, discussion, classwork, writing
- Summative: Observation, discussion, classwork, story retell, daily writing, DVOG Final Spelling Test
 - Assessments as per District Assessment Plan