

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise). Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Kindergarten ELA	Literacy	Kindergarten	N/A

Course Description:

In Grade K, students participate in a structured literacy block that includes oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Students study compelling topics through engaging texts. Teachers and students use the Heggerty program, Foundations program, Flyleaf, Geodes and Heggerty small group readers, as well as the Wit & Wisdom program to engage in the structured literacy block. The Wit & Wisdom framework of inquiry helps students build rich layers of knowledge. Wit & Wisdom's integrated approach to learning enables students to activate and develop content and vocabulary knowledge while learning skills. In each module, students write about what they read, learn grammar, and then articulate the meaning of each text in formal and informal discussions with their peers. The Wit & Wisdom approach helps teachers celebrate the joy of reading and writing with students, while also supporting all learners in meeting the rigor of the ELA standards. By reading engaging texts and participating meaningfully in their learning, students develop the knowledge and skills they need to be successful readers, critical thinkers, and effective communicators who love to learn and can succeed in college and careers.

Through a rigorous and careful module design, students gain content knowledge and an awareness of how to read texts, write, speak, and listen. Each of the four modules in Kindergarten has a topical focus. For each module, students read—or, in the case of younger students, hear read aloud—a series of authentic texts on the topic and consider those texts critically and systematically. Frameworks of questioning, the Content Stages and Content Framing Questions, engage students in the content and in the process of reading complex texts. Content Framing Questions guide students' daily work of encountering, understanding, and analyzing complex text. Students then distill each text's deeper meaning and, finally, articulate how the texts, individually and collectively, build their knowledge of the topic.

Throughout each module, standards are addressed in an integrated manner. Instead of addressing and assessing standards one by one, in isolation, the curriculum teaches reading, writing, speaking, listening, and language in an integrated manner so that students learn all skills in the context of module content. This integrated approach enables students to activate and build on their developing background and vocabulary knowledge of the module topic while learning skills in other areas.

In Grade K, students participate in 4 units/modules centered around the five senses, studying farms, how America changed over time, and the continents.

Please see module overview below.

Grade	Module 1	Module 2	Module 3	Module 4
K	<p>The Five Senses</p> <p>Essential Question: How do our senses help us learn?</p> <p>Module Summary: The five senses help humans experience, learn, and communicate about the world.</p> <p>Knowledge Goals: Recognize and describe the five senses and related body parts.</p> <p>Identify rhyme and repetition within texts.</p> <p>Describe the use of color and shape in visual art.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write a book describing how the five senses help both them and a character from a text learn about the world.</p>	<p>Once Upon a Farm</p> <p>Essential Question: What makes a good story?</p> <p>Module Summary: Stories of farm life and animals lead to a discovery of the universal elements of well-crafted stories.</p> <p>Knowledge Goals: Identify the differences among the seasons and how they affect life on the farm.</p> <p>Describe key details about different farm animals, including how they help humans.</p> <p>Retell classic folktales featuring farm animal characters, using various story elements as a guide.</p> <p>Understand the elements that make up a narrative and how these elements work together to create a cohesive story.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students write an original narrative, set on Maple Hill Farm, featuring one farm animal they learned about in the module.</p>	<p>America, Then and Now</p> <p>Essential Question: How has life in America changed over time?</p> <p>Module Summary: While people's basic needs may not change over time, the ways that people meet their needs do change, as new inventions and innovations take hold.</p> <p>Knowledge Goals: Understand the difference between the past and the present.</p> <p>Identify how aspects of life in America—specifically, home life, school life, transportation, and communication—have changed.</p> <p>Describe key details about how the topics of home, school, transportation, and communication have changed over time.</p> <p>Understand how a main topic or topic statement is supported by key details.</p> <p>EOM Writing Type: Informative (Research)</p> <p>EOM Task: Students create an informative poster to explain how one aspect of life in America has changed over time.</p>	<p>The Continents</p> <p>Essential Question: What makes the world fascinating?</p> <p>Module Summary: The world's splendor comes to life through an examination of the unique natural features, animals, and activities of Earth's seven continents.</p> <p>Knowledge Goals: Identify the seven continents.</p> <p>Describe the different natural features, things to do, and animals on each continent.</p> <p>Demonstrate understanding of maps and their purpose.</p> <p>Understand how illustrations, photographs, and words in a text communicate important information.</p> <p>EOM Writing Type: Opinion</p> <p>EOM Task: Students sort module texts into informational texts and stories. They then create a travel brochure for a chosen continent.</p>

Aligned Core Resources:

Wit & Wisdom slide decks

Connection to the *BPS Vision of the Graduate*

Communication

- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use

- communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Empathy
- Demonstrating understanding of others perspectives and needs
 - Understand the concept of community as a means for supporting others in need
- Critical Thinking and Problem Solving
- Collect, assess and analyze relevant information
- Civic Literacy
- Understand the local and global implications of civic decisions
 - Understand other nations and cultures including the use of non-English language

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to [Completed Equity Audit](#)

 2025 K ELA Equity Curriculum Review

Standard Matrix

 WW_GK3_ScopeSequence.pdf

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4
Reading Literature Standards				
CSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	X	X	X	X
CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.	X	X	X	X
CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	X	X	X	X
CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.	X	X	X	X
CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	X	X	X	X
CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	X	X		
CCSS.ELA-Literacy.RL.K.7 * With prompting and support, describe the relationship between illustrations				X

and the story in which they appear (e.g., what moment in a story an illustration depicts).				
CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		X		
CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.	X	X	X	X
Reading Informational Standards				
CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	X	X	X	X
CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	X	X	X	X
CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X	X	X
CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	X	X	X	X
CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.	X	X	X	
CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	X		X	
CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	X	X	X	X
CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.			X	X
CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X	X	X	X
CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.	X	X	X	X

Speaking & Listening Standards				
CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	X	X	X	X
CCSS.ELA-Literacy.SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	X	X	X	X
CCSS.ELA-Literacy.SL.K.1.b Continue a conversation through multiple exchanges.	X			
CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	X	X	X	X
CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	X		X	X
CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	X	X		X
CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.			X	
CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	X	X		X
Writing Standards				
CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).		X	X	X
CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	X	X	X	X
CCSS.ELA-Literacy.W.K.3	X	X	X	X

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.				
CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		X		X
CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		X		
CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)			X	X
CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	X	X
Language Standards				
CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X
CCSS.ELA-Literacy.L.K.1.a Print many upper- and lowercase letters.		X		
CCSS.ELA-Literacy.L.K.1.b Use frequently occurring nouns and verbs.		X	X	X
CCSS.ELA-Literacy.L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).		X	X	
CCSS.ELA-Literacy.L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	X	X	X	X
CCSS.ELA-Literacy.L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	X	X		X
CCSS.ELA-Literacy.L.K.1.f Produce and expand complete sentences in shared language activities.	X	X	X	X

CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X
CCSS.ELA-Literacy.L.K.2.a Capitalize the first word in a sentence and the pronoun I			X	X
CCSS.ELA-Literacy.L.K.2.b Recognize and name end punctuation.	X	X	X	X
CCSS.ELA-Literacy.L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	X	X	X	X
CCSS.ELA-Literacy.L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	X	X	X	X
CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	X	X	X	X
CCSS.ELA-Literacy.L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	X	X	X	X
CCSS.ELA-Literacy.L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	X	X	X	X
CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	X	X	X	X
CCSS.ELA-Literacy.L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	X	X	X	X
CCSS.ELA-Literacy.L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		X	X	X
CCSS.ELA-Literacy.L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	X	X	X	X
CCSS.ELA-Literacy.L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the	X	X	X	X

meanings.				
CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	X	X	X	X

Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

[Module 1 The Five Senses](#)
[Module 2 Once Upon A Farm](#)
[Module 3 America Then and Now](#)
[Module 4 The Continents](#)

Unit Title:	
Module 1 The Five Senses	
Relevant Standards: Bold indicates priority	
See above	
Essential Question(s):	Enduring Understanding(s):
How do our senses help us learn?	Students in Kindergarten will understand the following concepts as a result of this module: <ul style="list-style-type: none"> We have five senses: smell, taste, touch, hearing, and sight. Our senses take in information and make us aware of the world around us. People use their senses to learn about the world and to learn from books. Details in illustration, speech, and text provide more information for readers. Words and illustrations work together to tell a story and present information.
Demonstration of Learning:	Pacing for Unit
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): <ul style="list-style-type: none"> Reading Writing 	12 Weeks

- Speaking
- Listening
- Analyzing text
- Using evidence
- Engaging in discussions

Family Overview (link below)

-  WW_GK_M1_FamilyTipSheet_English.pdf
-  September Elementary K Memo

Integration of Technology:

Videos
 “Bojangles Step Dance”
 “Eight-Year-Old Tap Prodigy Little Luke”
 “Chicka Chicka Boom Boom”

Unit-specific Vocabulary:

Aligned Unit Materials, Resources, and Technology (beyond core resources):

Academic Vocabulary

senses	notice	wonder
tableau	reveal	author
respond	prompt	essential meaning
enjoy	learn	whenever
whatever	every	aware
adjectives	Socratic Seminar	enough
alphabet	preposition	checklist

Picture Books (Informational)

- My Five Senses, Aiki
- My Five Senses, Margaret Miller
- Rap a Tap Tap, Leo Dillon and Diane Dillon

Picture Books (Literary)

- Chicka Chicka Boom Boom, Bill Martin Jr. and John Archambault; Illustrations, Lois Ehlert
- Last Stop on Market Street, Matt de la Peña; Illustrations, Christian Robinson

Supplementary Texts/ Articles

- “Great Depression,” Britannica Kids
- “The Harlem Renaissance,” Britannica Kids

Paintings

- Flower Day, Diego Rivera
- Le Gourmet, Pablo Picasso

Content Vocabulary

city	shadow	piano
garbage	fire engine	rabbit
bananas	perfume	medicine
coin	knit	freedom
trick	palm	tuning
curlers	curb	rhythm
graffiti	witness	soup kitchen
familiar	wipers	freckled
duck	daydream	tangled

knotted	stooped	greet	
art	folks	boom	
Opportunities for Interdisciplinary Connections:			Anticipated misconceptions:
<p>Science: The module directly teaches students about the anatomy and functions of the five senses, fostering early scientific inquiry and observation skills. It introduces the idea that our senses help us make sense of the world, and it explores sensory adaptation and environmental interactions.</p> <p>Social Studies: The module connects to social studies by discussing how senses are involved in social interactions, how they help us navigate our communities, and how different cultures use sensory experiences. Additionally, it may touch on how community helpers rely on their senses in their work.</p> <p>Social Emotional Learning The "Five Senses" module in <i>Wit & Wisdom</i> not only introduces foundational science concepts but also promotes essential social-emotional skills. By reflecting on their own sensory experiences, students develop self-awareness and begin to recognize the connection between their senses and emotions. Activities that focus on regulating sensory input foster self-regulation skills, while group work and discussions encourage social awareness and the development of relationship skills. Through these activities, students learn to empathize with others, share their experiences, and collaborate effectively, all of which are key elements of social-emotional learning.</p>			<ul style="list-style-type: none"> ● Students may have misconceptions of: <ul style="list-style-type: none"> ○ Difference between the five senses ○ Being able to use more than one sense at a time. ○ All people experience the same sensory stimuli in the same way. ○ My senses always work the same way all the time. ○ Touching can only be done with the hands. ○ I can only taste with my mouth.
Connections to Prior Units:			Connections to Future Units:
<ul style="list-style-type: none"> ● N/A 			<p>In Kindergarten, Module 1 on The Five Senses, there are many potential connections that can be made to future lessons. These connections help students build a foundation for understanding the world around them and expand on this knowledge as they progress. By connecting sensory exploration to a variety of subjects, you help students build an interconnected understanding of the world, making future learning more meaningful and engaging.</p>
Differentiation through Universal Design for Learning			

2	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I identified key details.</p> <p>SC: I discussed the main topic.</p>	<p> 00.01.L02.pptx</p>
3	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I communicated key details using pictures and words about my five senses.</p>	<p> 00.01.L03.pptx</p>
4	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I used pictures and words to show the text's essential meaning.</p> <p>SC: I spoke in a complete sentence.</p> <p>SC: I described my senses using adjectives.</p>	<p> 00.01.L04.pptx</p>
5	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I explained the purpose of each of the five senses.</p> <p>SC: I described my senses using adjectives.</p>	<p> 00.01.L05.pptx</p>
6	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I asked and answered questions about my five senses.</p> <p>SC: I asked and answered questions about the important words in <i>My Five Senses</i>.</p>	<p> 00.01.L06.pptx</p>
7	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I used the book to help me answer questions.</p> <p>SC: I identified key details.</p> <p>SC: I discussed the main topic.</p>	<p> 00.01.L07.pptx</p>

8	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I used pictures and words to tell key details in My Five Senses.</p> <p>SC: I used evidence from the book to complete a sentence.</p> <p>SC: I described my senses using adjectives.</p>	<p> 00.01.L08.pptx</p>
9	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I used pictures and words to show the text's essential meaning.</p> <p>SC: I used evidence from the book to complete a sentence.</p> <p>SC: I used adjectives to describe my senses.</p>	<p> 00.01.L09.pptx</p>
10	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I named examples of how my five senses help us learn about the world.</p> <p>SC: I named the parts of a book.</p> <p>SC: I described my senses using adjectives.</p>	<p> 00.01.L10.pptx</p>
11	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I asked questions about the text.</p> <p>SC: I asked and answered questions about important vocabulary.</p> <p>SC: I listened with all my senses.</p>	<p> 00.01.L11.pptx</p>
12	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I told the key events in the text.</p> <p>SC: I listened with all my senses.</p>	<p> 00.01.L12.pptx</p>

	SC: I explained that some words have multiple meanings.	
13	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I answered questions about what senses CJ used.</p> <p>SC: I added details to my drawings about senses.</p> <p>SC: I used adjectives from Last Stop on Market Street in a sentence to describe real life experiences.</p>	 00.01.L13.pptx
14	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I used descriptive words and text evidence from Last Stop on Market Street to answer questions.</p> <p>SC: I added details from the text to my drawing about senses.</p> <p>SC: I told the parts of a complete sentence.</p>	 00.01.L14.pptx
15	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I used pictures and words to show the text's essential meaning of Last Stop on Market Street.</p> <p>SC: I explained how CJ's senses helped him learned about the world.</p> <p>SC: I used complete sentences to tell about the pictures in Last Stop on Market Street.</p>	 00.01.L15.pptx
16	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I took turns when talking.</p> <p>SC: I explained how CJ's senses helped him learned about the world.</p> <p>SC: I named the job author and the illustrator in Last Stop on Market Street.</p> <p>SC: I used grade level vocabulary.</p>	 00.01.L16.pptx

17	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I asked questions about the events in Chicka Chicka Boom Boom.</p> <p>SC: I participated in labelling details in Flower Day.</p>	<p> 00.01.L17.pptx</p>
18	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I told key events and details from Chicka Chicka Boom Boom.</p> <p>SC: I labelled the Flower Day picture using the beginning sound I hear in the word.</p> <p>SC: I used descriptive words from Chicka Chicka Boom Boom to describe things in my life.</p>	<p> 00.01.L18.pptx</p>
19	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I used pictures and words to tell key details in Chicka Chicka Boom Boom.</p> <p>SC: I labelled the Chicka Chicka Boom Boom picture using the beginning sound I hear in the word.</p> <p>SC: I spoke in complete sentences to tell the events in Chicka Chicka Boom Boom.</p>	<p> 00.01.L19.pptx</p>
20	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I named words and phrases that repeat in Chicka Chicka Boom Boom.</p> <p>SC: I used pictures and words to collect evidence to answer questions</p>	<p> 00.01.L20.pptx</p>

21	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I used pictures and words to show the text's essential meaning in Chicka Chicka Boom Boom.</p> <p>SC: I used my five senses when reading Chicka Chicka Boom Boom.</p> <p>SC: I used grade level vocabulary. Assessment 21B</p>	<p> 00.01.L21.pptx</p>
22	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I used my five senses when reading Chicka Chicka Boom Boom.</p> <p>SC: I labeled my drawing with the sounds I hear.</p>	<p> 00.01.L22.pptx</p>
23	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I asked questions about key events, details, and words in Rap a Tap Tap.</p> <p>SC: I labeled a drawing with sounds I hear.</p> <p>SC: I asked and answered questions about important vocabulary.</p>	<p> 00.01.L23.pptx</p>
24	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I named key details in <i>Rap a Tap Tap</i>.</p> <p>SC: I labeled a drawing with sounds I hear.</p> <p>SC: I named prepositions words.</p>	<p> 00.01.L24.pptx</p>
25	<p>LT: I can explain how our five senses help us learn.</p> <p>SC: I explained how illustrations can help me understand more in <i>Rap a Tap Tap</i>.</p>	<p> 00.01.L25.pptx</p>
26	<p>LT: I can explain how our five senses help us learn.</p>	<p> 00.01.L26.pptx</p>

	SC: I described how the words and sounds helped me understand more about <i>Rap a TapTap</i> .	
27	LT: I can explain how our five senses help us learn. SC: I used pictures and words to show the text's essential meaning in <i>Rap a TapTap</i> .	 00.01.L27.pptx
28	LT: I can explain how our five senses help us learn. SC: I explained how the senses helped me learn from <i>Rap a TapTap</i> .	 00.01.L28.pptx
29	LT: I can explain how our five senses help us learn. SC: I showed my understanding of the unit by participating in conversations.	 00.01.L29.pptx
30	LT: I can explain how our five senses help us learn. SC: I explained how the senses help me learn.	 00.01.L30.pptx
31	LT: I can explain how our five senses help us learn. SC: I explained how the senses help me learn. SC: I wrote a book about how the senses help us learn about the world around us.	 00.01.L31.pptx

Unit Title: What Makes A Good Story?

Module 2 Once Upon A Farm

Relevant Standards: Bold indicates priority

Content Standards: See above.

Essential Question(s):

Enduring Understanding(s):

<ul style="list-style-type: none"> • What makes a good story? 	<p>Students in Kindergarten will understand the following concepts as a result of this module:</p> <ul style="list-style-type: none"> • Authors of informational texts teach us information about real life through their books. • Informational texts have main topics supported by key details that tell readers more about a topic. • Life at home and life at school in America have changed over time. • Modes of transportation and communication in America have changed over time. • Inventions make life easier and help people do things in new ways.
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Analyzing text • Using evidence • Engaging in discussions 	<p>9 weeks</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p> WW_GK_M2_FamilyTipSheet_English.pdf</p> <p> December Elementary K Memo</p>	<p>Song</p> <ul style="list-style-type: none"> • “Old MacDonald Had a Farm,” Kidsongs <p>Videos</p> <ul style="list-style-type: none"> • “Making Bread,” <i>Between the Lions</i> PBS • “Seasons Song,” Have Fun Teaching
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>

Academic Vocabulary			Picture Books (Informational) <ul style="list-style-type: none"> • Farm Animals, Wade Cooper • The Year at Maple Hill Farm, Alice and Martin Provensen Picture Books (Literary) <ul style="list-style-type: none"> • The Little Red Hen, Jerry Pinkney • The Three Billy Goats Gruff, Paul Galdone • Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros Supplementary Texts Paintings <ul style="list-style-type: none"> • American Gothic, Grant Wood • The Cornell Farm, Edward Hicks Poem <ul style="list-style-type: none"> • “Morning Is Come,” Singing Together BBC Song <ul style="list-style-type: none"> • “Old MacDonald Had a Farm,” Kidsongs Videos <ul style="list-style-type: none"> • “Making Bread,” Between the Lions PBS • “Seasons Song,” Have Fun Teaching
notice	run	dig	
wonder	recall	Key details	
leap	roll	scratch	
sneak	Tip toe	Roll over	
differences	expand	setting	
characters	Elements	Character trait	
illustration	pattern	Hand motion	
problem/solution	Resolution	retelling	
sun	seeds	Chicks	
Farm animals			
Content Vocabulary			
poem	voice	Swimming holes	
Circula picture	strut	gallop	
Waddle	season	Autumn	
Opposites	Clothing	Story stones	
sneak	lurk	creep	
neigh	execute	jam	
circle	Thresh	roar	
trip	trap	beaks	
Opportunities for Interdisciplinary Connections:			Anticipated misconceptions:

<ol style="list-style-type: none"> 1. Social Studies: Understanding rural communities, historical farming practices, and global farming traditions. 2. Language Arts: Vocabulary development, reading farm-related stories, writing about farm life, and storytelling. 3. Science: Learning about animals, plants, weather, and ecosystems on a farm, along with hands-on observation of growth and life cycles. 4. Mathematics: Counting animals, measuring farm tools or animals, sorting, and identifying patterns in farming tasks. 5. Art: Creating visual representations of farm life, drawing farm animals, and constructing models of farm scenes. 6. Music: Singing farm-related songs, mimicking animal sounds, and exploring rhythm through farm themes. <p>These interdisciplinary connections allow students to see the relevance of farm life across multiple domains, deepening their understanding of the content while fostering skills in various subject areas. The hands-on nature of the activities ensures that students engage both creatively and analytically with the topic.</p>	<p>Some misconceptions students may have in this unit include:</p> <ul style="list-style-type: none"> ● All animals on the farm are the same. ● Farm animals can live without care. ● Plants grow quickly just like in stories. ● Farms only produce food. ● Farmers only work during harvest season. ● Crops grow on a farm without any special care or attention. ● All food comes from the grocery store ● Farm life is easy and fun all the time. ● Animals can only be kept on farms. ● The roles on the farm only involve taking care of animals..
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>The <i>"Once Upon a Farm"</i> module builds on the foundational concepts developed in the <i>Five Senses</i> unit by offering students opportunities to explore the farm environment using their senses in real-world contexts. Students apply their sensory skills to observe animals, plants, and the farm ecosystem, deepening their understanding of how their senses help them learn about and interact with the world around them. By making these connections, students can reinforce both scientific concepts and social-emotional skills while developing a deeper appreciation for the sensory-rich experiences on a farm.</p>	<p>The connection between <i>"Once Upon a Farm"</i> and <i>"America Then and Now"</i> lies in their shared focus on community, work, and how life in the past and present shapes the lives of people. Both modules provide students with foundational knowledge about farming, work roles, and economic contributions while introducing the idea of change over time. The second module helps students see farming as part of the larger story of America's growth, encouraging them to think about how past practices influence the present and future. Through these connections, students gain a deeper understanding of the ways in which history, culture, and technology intersect with daily life, fostering an appreciation for both the continuity and change in the world around them.</p>
<p>Differentiation through <i>Universal Design for Learning</i></p>	

UDL Indicator	Teacher Actions:
<p>7. Perception</p> <p>8. Language and Symbols</p> <p>9. Building Knowledge</p> <p>10. Interaction</p> <p>11. Expression & Community</p> <p>12. Strategy Development</p> <p>13. Welcoming Interests & Identities</p> <p>14. Sustaining Effort & Persistence</p> <p>15. Emotional Capacity</p>	<ul style="list-style-type: none"> ● Support opportunities to customize the display of information (1.1) ● Support multiple ways to perceive information (1.2) ● Represent a diversity of perspectives and identities in authentic ways. (1.3) ● Clarify vocabulary, symbols, and language structures (2.1) ● Illustrate through multiple media (2.5) ● Connect prior knowledge to new learning (3.1) ● Highlight and explore patterns, critical features, big ideas, and relationships (3.2) ● Maximize transfer and generalization (3.4) ● Vary and honor the methods for response, navigation, and movement. (4.1) ● Optimize access to accessible materials and assistive and accessible technology and tools. ● Use multiple tools for construction, composition, and creativity (5.2) ● Build fluencies with graduated support for practice and performance (5.3) ● Organize information and resources (6.3) ● Optimize choice and autonomy (7.1) ● Optimize challenge and support (8.2) ● Foster collaboration, interdependence, and collective learning (8.3) ● Foster belonging and community (8.4) ● Offer action-oriented feedback (8.5) ● Recognize expectations, beliefs, and motivations (9.1) ● Develop awareness of self and others (9.2)
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:

<p>An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.</p>	<ul style="list-style-type: none"> I can explain what makes a good story 	
Lesson Sequence	Learning Target/ Success Criteria/ Assessment	Resources
1	<p>LT: I can explain what makes a good story.</p> <p>SC: I asked questions about Three Little Pigs using question words.</p> <p>SC: I learned how to plan a sentence by telling who did what.</p>	<p> WW23_GK_M2_Projected_L01.p...</p>
2	<p>LT: I can explain what makes a good story.</p> <p>SC: I asked questions and shared my observation about the book Farm Animals.</p> <p>SC: I practiced speaking with a strong voice.</p>	<p> WW23_GK_M2_Projected_L02.p...</p>
3	<p>LT: I can explain what makes a good story.</p> <p>SC: I practiced retelling using key details.</p> <p>SC: I practiced reading fluently with a strong voice.</p> <p>SC: I planned a sentence by telling what each animal did.</p>	<p> WW23_GK_M2_Projected_L03.p...</p>
4	<p>LT: I can explain what makes a good story.</p> <p>SC: I learned information about the animals in the book by looking at the pictures.</p> <p>SC: I practiced reading fluently with a strong voice.</p> <p>SC: I used vocabulary words to plan a sentence.</p>	<p> WW23_GK_M2_Projected_L04.p...</p>
5	<p>LT: I can explain what makes a good story.</p> <p>SC: I created my animal fact card.</p> <p>SC: I identified the meaning of the text Farm Animals.</p> <p>SC: I used my alphabet strip to help me write words.</p>	<p> WW23_GK_M2_Projected_L05.p...</p>
6	<p>LT: I can explain what makes a good story.</p> <p>SC: I can tell what important information I learned in the book Farm Animals.</p>	<p> WW23_GK_M2_Projected_L06.p...</p>

	<p>SC: I practiced reading fluently with a strong voice.</p> <p>SC: I used my alphabet strip to help me write words.</p>	
7	<p>LT: I can explain what makes a good story.</p> <p>SC: I used words from the question cube to ask questions about The Year at Maple Hill Farm.</p> <p>SC: I wrote about a noticing I made about the farm in January.</p> <p>SC: I described the types of weather in the seasons.</p>	<p> WW23_GK_M2_Projected_L07.p...</p>
8	<p>LT: I can explain what makes a good story.</p> <p>SC: I practiced retelling using key details from the story.</p> <p>SC: I learned why it is important to expand sentences.</p> <p>SC: I used an alphabet strip to help me write words.</p>	<p> WW23_GK_M2_Projected_L08.p...</p>
9	<p>LT: I can explain what makes a good story.</p> <p>SC: I described key details throughout the story to describe the setting.</p> <p>SC: I used words to describe clothes worn in each season.</p>	<p> WW23_GK_M2_Projected_L09.p...</p>
10	<p>LT: I can explain what makes a good story.</p> <p>SC: I expanded sentences about life on Maple Hill Farm.</p> <p>SC: I used the illustrations and words to write about what happened on Maple Hill Farm.</p> <p>SC: I used an alphabet strip to help me write words.</p> <p>SC: I sang The Seasons Song.</p>	<p> WW23_GK_M2_Projected_L10.p...</p>
11	<p>LT: I can explain what makes a good story.</p> <p>SC: I used the words and illustrations in the story to determine the text's essential meaning.</p> <p>SC: I learned why settings are important to a story.</p> <p>SC: I learned how to plan a sentence by telling who did what and added when.</p>	<p> WW23_GK_M2_Projected_L11.pp...</p>
12	<p>LT: I can explain what makes a good story.</p>	<p> WW23_GK_M2_Projected_L12.p...</p>

	<p>SC: I showed my understanding of the setting by telling what was happening on the farm in one season.</p> <p>SC: I sang the song for fluency.</p> <p>SC: I wrote a sentence about the season using where and when.</p>	
13	<p>LT: I can explain what makes a good story.</p> <p>SC: I identified the characters in the story.</p> <p>SC: I acted out the character traits of the three little pigs</p> <p>SC: I drew and labeled a picture of one of the characters.</p>	P WW23_GK_M2_Projected_L13.p...
14	<p>LT: I can explain what makes a good story.</p> <p>SC: I illustrated a setting in The Three Little Pigs.</p> <p>SC: I described the mother in The Three Little Pigs.</p> <p>SC: I used a tool to help me spell my words.</p>	P WW23_GK_M2_Projected_L14.p...
15	<p>LT: I can explain what makes a good story.</p> <p>SC: I described the characters in Three Little Pigs using adjectives and text evidence.</p> <p>SC: I described a character in American Gothic.</p> <p>SC: I acted out the vocabulary words to show my understanding of their meaning.</p>	P WW23_GK_M2_Projected_L15.p...
16	<p>LT: I can explain what makes a good story.</p> <p>SC: I determined the essential meaning of the story.</p> <p>SC: I compared and contrasted two pigs in the story.</p> <p>SC: I used my tools to help me write my high frequency words.</p>	P WW23_GK_M2_Projected_L16.p...
17	<p>LT: I can explain what makes a good story.</p> <p>SC: I wrote a sentence using a character trait to describe a character from the story and drew a picture.</p> <p>SC: I added a sentence telling what the character did that showed the trait.</p> <p>SC: I identify the difference between hearing and</p>	P WW23_GK_M2_Projected_L17.p...

	<p>listening.</p> <p>SC: I used my tools to help me write my high frequency words.</p>	
18	<p>LT: I can explain what makes a good story.</p> <p>SC: I discussed the problem and resolution in the Three Little Pigs.</p> <p>SC: I identified the characters and setting in The Little Red hen.</p> <p>SC: I wrote and drew to show what I noticed in the text.</p> <p>SC: I used question words to ask questions about The Little Red Hen.</p> <p>SC: I learned new meanings for familiar words.</p>	P WW23_GK_M2_Projected_L18.p...
19	<p>LT: I can explain what makes a good story.</p> <p>SC: I described what I learned about the characters in <i>The Little Red Hen</i>.</p> <p>SC: I wrote about the characters and setting in my own story.</p> <p>SC: I acted out the vocabulary words to show my understanding of their meaning.</p>	P WW23_GK_M2_Projected_L19.p...
20	<p>LT: I can explain what makes a good story.</p> <p>SC: I identified the problem and resolution in <i>The Little Red Hen</i>.</p> <p>SC: I wrote about a problem in my own story.</p> <p>SC: I explained how adding -s to words can help me figure out the meaning of words.</p>	P WW23_GK_M2_Projected_L20.p...
21	<p>LT: I can explain what makes a good story.</p> <p>SC: I explained why the repeated language in the story <i>The Little Red Hen</i> is important.</p> <p>SC: I wrote about an event in our class book.</p> <p>SC: I added content and frequently occurring words to my writing.</p>	P WW23_GK_M2_Projected_L21.p...
22	<p>LT: I can explain what makes a good story.</p>	P WW23_GK_M2_Projected_L22.p...

	<p>SC: I explained the essential meaning of <i>The Little Red Hen</i>.</p> <p>SC: I wrote a new problem and solution for the character in <i>The Little Red Hen</i>.</p>	
23	<p>LT: I can explain what makes a good story.</p> <p>SC: I compared characters from <i>The Little Red Hen</i> and <i>Three Little Pigs</i>.</p> <p>SC: I wrote a new problem and solution for the character in <i>The Little Red Hen</i>.</p> <p>SC: I added content and frequently occurring words to my writing.</p>	P WW23_GK_M2_Projected_L23.p...
24	<p>LT: I can explain what makes a good story.</p> <p>SC: I explained the story elements of <i>The Three Billy Goats Gruff</i>.</p> <p>SC: I identified and sorted story elements correctly.</p>	P WW23_GK_M2_Projected_L24.p...
25	<p>LT: I can explain what makes a good story.</p> <p>SC: I explained the importance of the main problem in <i>Three Billy Goats Gruff</i>.</p> <p>SC: I explained the importance of multiple attempts to solve a problem throughout the story.</p>	P WW23_GK_M2_Projected_L25.p...
26	<p>LT: I can explain what makes a good story.</p> <p>SC: I explained the importance of the order of events in a story.</p> <p>SC: I wrote a solution to a story's problem.</p> <p>SC: I explained my understanding of adjectives about size.</p>	P WW23_GK_M2_Projected_L26.p...
27.	<p>LT: I can explain what makes a good story.</p> <p>SC: I determined the essential meaning of the story <i>The Three Billy Goats Gruff</i> using events from the story.</p> <p>SC: I expressed an understanding of sequencing events in a story by adding two events to the class narrative.</p>	P WW23_GK_M2_Projected_L27.p...

28.	<p>LT: I can explain what makes a good story.</p> <p>SC: I expressed my understanding of sequencing events in a story.</p> <p>SC: I added content and frequently occurring words to my writing.</p>	 WW23_GK_M2_Projected_L28.p...
29.	<p>LT: I can explain what makes a good story.</p> <p>SC: I collaborated in conversation to synthesize information.</p> <p>SC: I identified and sorted story elements correctly.</p>	 WW23_GK_M2_Projected_L29.p...
30.	<p>LT: I can explain what makes a good story.</p> <p>SC: I demonstrated understanding of how to create a good story.</p> <p>SC: I demonstrated understanding of grade-level vocabulary.</p>	 WW23_GK_M2_Projected_L30.p...
31.	<p>LT: I can explain what makes a good story.</p> <p>SC: I expressed my understanding of how to create a good story.</p> <p>SC: I evaluated writing and used complete sentences to share my reflections.</p>	 WW23_GK_M2_Projected_L31.p...
32.	<p>LT: I can explain what makes a good story.</p> <p>SC: I expressed my understanding of how to create a good story.</p> <p>SC: I evaluated writing and used complete sentences to share my reflections.</p>	 WW23_GK_M2_Projected_L32.p...

Unit Title:	
Module 3 America Then and Now	
Relevant Standards: Bold indicates priority	
Content Standards: See Above	
Essential Question(s):	Enduring Understanding(s):
How has life in America changed over time?	Students in Kindergarten will understand the following concepts as a result of this module:

	<ul style="list-style-type: none"> • People and things change over time. • History helps us understand how people lived in the past. • Communities and traditions connect us to the past. • Technology and tools change over time, influencing how people live. • Comparing life “then” and “now” helps us understand how things have changed. • Symbols and celebrations help us remember and honor important parts of American history. 															
Demonstration of Learning:	Pacing for Unit															
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Analyzing text • Using evidence • Engaging in discussions 	8 weeks															
Family Overview (link below)	Integration of Technology:															
<p> WW_GK_M3_FamilyTipSheet_English.pdf</p> <p> February Kindergarten Family Memo</p>	<p>Songs</p> <ul style="list-style-type: none"> • “Engine on the Track” (nursery rhyme) • “This Land Is Your Land,” Woody Guthrie • “You’re a Grand Old Flag,” George M. Cohan <p>Video</p> <ul style="list-style-type: none"> • “Sounds of a Glass Armonica,” <i>Toronto Star</i> 															
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):															
<p>Academic Vocabulary</p> <table border="1" data-bbox="115 1545 834 1856"> <tr> <td>photographs</td> <td>when</td> <td>Close up</td> </tr> <tr> <td>background</td> <td>enough</td> <td>change</td> </tr> <tr> <td>wave</td> <td>forever</td> <td>plural</td> </tr> <tr> <td>American Flag</td> <td>event</td> <td>echo</td> </tr> <tr> <td>Topic statement</td> <td>Long ago</td> <td>now</td> </tr> </table>	photographs	when	Close up	background	enough	change	wave	forever	plural	American Flag	event	echo	Topic statement	Long ago	now	<p>Picture Books (Informational)</p> <ul style="list-style-type: none"> • Communication Then and Now, Robin Nelson • Home Then and Now, Robin Nelson • Now & Ben: The Modern Inventions of Benjamin Franklin, Gene Barretta • School Then and Now, Robin Nelson • Transportation Then and Now, Robin Nelson • When I Was Young in the Mountains, Cynthia Rylant • Picture Books (Literary)
photographs	when	Close up														
background	enough	change														
wave	forever	plural														
American Flag	event	echo														
Topic statement	Long ago	now														

retell	then	Map
Illustration	glossary	Punctuation
Order	Old	clean
Dirty	young	Fill
awake	Long ago	Now
Then	retell	Glossary

Content Vocabulary

Swimming hole	American Flag	Bifocal lens
measure	odometer	device
distance	postal	routes
sanitation	voyage	Grand emblem
City scene	Country scene	Burst
transportation	communication	Inventions
Little house		

- The Little House, Virginia Lee Burton
- Painting
- Washington Crossing the Delaware, Emanuel Leutze
- Photographs
- “Betsy Ross and the American Flag: Flag Picture Gallery,” Independence Hall Association
 - Old Hand Water Pump, Judson McCranie
 - “Then & Now: The Stunning Speed of Urban Development,” S.A. Rogers
- Poem
- “Now We Are Six,” A.A. Milne
- Songs
- “Engine on the Track” (nursery rhyme)
 - “This Land Is Your Land,” Woody Guthrie
 - “You’re a Grand Old Flag,” George M. Cohan
- Video
- “Sounds of a Glass Armonica,” Toronto Star

Opportunities for Interdisciplinary Connections:

- **Social Studies:** Understanding historical changes, geography, and the role of communities.
- **Language Arts:** Reading, writing, and vocabulary development related to history and technology.
- **Art:** Visual representations of historical life and changes in society.
- **Mathematics:** Time, sequencing, counting, and graphing historical data.
- **Science:** Technology and environmental changes, inventions, and exploration of how they have shaped daily life.
- **Music:** Exploring historical and cultural songs to understand the role of music in history.

Anticipated misconceptions:

- The concept of time: Students may not fully grasp the concept of “then” and “now.”
- Students may have trouble understanding the difference between fictional characters and historical figures.
- Students may believe that all technology, such as modern tools, has always existed.
- Students may have a narrow view of American history, focusing only on well-known events or figures.
- Students may think that certain traditions or celebrations have always been celebrated in the same way.
- Students may believe that things in the past were only “old-fashioned” and that everything today is better or more advanced.
- Students may believe that everyone in the past had the same roles or jobs.

<p>By connecting "America Then and Now" with these other subject areas, students get a more holistic and enriching learning experience that supports their understanding of history while engaging multiple learning pathways. This interdisciplinary approach helps students see the connections between different areas of knowledge and better understand how the past has shaped the present.</p>	<ul style="list-style-type: none"> • Students may not understand the difference between historical artifacts and everyday objects they see today. • Students may not understand the significance of national symbols like the flag or bald eagle.
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<ul style="list-style-type: none"> • Senses as a Lens for Understanding Change: The exploration of senses in Module 1 provides a foundation for comparing how sensory experiences have changed over time, particularly when discussing life on the farm in Module 2 and how rural and urban settings have evolved in Module 3. • Historical Context of Work: Module 2 introduces students to farm life, which can be compared in Module 3 to modern farming practices and urban life, highlighting changes in work and technology. • Community Life and Traditions: Module 2's exploration of farming communities connects to Module 3 by comparing rural and urban communities across time. • Technology's Role in Change: The comparison of farming tools and practices in Module 2 with modern technologies in Module 3 helps students understand technological advancement as a key part of historical change. <p>By drawing on sensory experiences, community life, and technological changes, students can deepen their understanding of how America has evolved from the past to the present. These connections allow students to see the continuity and change in their environment, giving them a well-rounded view of history and progress.</p>	<ul style="list-style-type: none"> • America's Geographic Position: Students learn how the United States fits within North America, and how geography has played a role in the country's development. • Historical Change and Global Context: Students compare historical changes in America to changes across other continents, broadening their understanding of historical development globally. • Geography's Role in History: The geography of America influenced its historical developments, and students can compare this with how other continents were shaped by their geography and people's needs. • Cultural Comparisons: By learning about America's evolution and comparing it to other continents, students can understand the role of culture, community, and environment in shaping societies around the world. • Global Influence: Students explore how American history has influenced, and been influenced by, other continents, whether through trade, technology, or migration. • Mapping and Spatial Awareness: Learning about maps and continents helps students understand the spatial context for historical events in America. • These connections help students see the broader world around them and understand that the history of America is intertwined with geography, culture, and history on a global scale. By making these connections, students gain a deeper understanding of

	both America Then and Now and the concept of Continents.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
<p>1. Perception</p> <p>2. Language and Symbols</p> <p>3. Building Knowledge</p> <p>4. Interaction</p> <p>5. Expression & Community</p> <p>6. Strategy Development</p> <p>7. Welcoming Interests & Identities</p> <p>8. Sustaining Effort & Persistence</p>	<ul style="list-style-type: none"> ● Support opportunities to customize the display of information (1.1) ● Support multiple ways to perceive information (1.2) ● Represent a diversity of perspectives and identities in authentic ways. (1.3) ● Clarify vocabulary, symbols, and language structures (2.1) ● Illustrate through multiple media (2.5) ● Connect prior knowledge to new learning (3.1) ● Highlight and explore patterns, critical features, big ideas, and relationships (3.2) ● Maximize transfer and generalization (3.4) ● Vary and honor the methods for response, navigation, and movement. (4.1) ● Optimize access to accessible materials and assistive and accessible technology and tools. ● Use multiple tools for construction, composition, and creativity (5.2) ● Build fluencies with graduated support for practice and performance (5.3) ● Organize information and resources (6.3) ● Optimize choice and autonomy (7.1) ● Optimize challenge and support (8.2) ● Foster collaboration, interdependence, and collective learning (8.3) ● Foster belonging and community (8.4) ● Offer action-oriented feedback (8.5)

<p>9. Emotional Capacity</p>	<ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations (9.1) Develop awareness of self and others (9.2) 	
<p>Supporting Multilingual/English Learners</p>		
<p>Related CELP standards:</p>	<p>Learning Targets:</p>	
<p>An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.</p>	<p>I can describe how life in America has changed over time.</p>	
<p>Lesson Sequence</p>	<p>Learning Target / Success Criteria/Assessment</p>	<p>Resources</p>
<p>1</p>	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I used question words to ask questions about the text <i>School Then and Now</i>.</p> <p>SC: I showed my thinking through writing and drawing.</p>	<p> WW23_GK_M3_Projected_L01.p...</p>
<p>2</p>	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I used question words to ask questions about the text <i>When I was Young in the Mountains</i>.</p> <p>SC: I described the role of the author and illustrator and how they add to the story.</p>	<p> WW23_GK_M3_Projected_L02.p...</p>
<p>3</p>	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I identified the main topic and key details in the text <i>When I was Young in the Mountains</i>.</p> <p>SC: I acted out opposite words.</p>	<p> WW23_GK_M3_Projected_L03.p...</p>
<p>4</p>	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I shared evidence of the key details in the text <i>When I was Young in the Mountains</i>.</p> <p>SC: I discussed a special memory from the past.</p>	<p> WW23_GK_M3_Projected_L04.p...</p>
<p>5</p>	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I used words and illustrations to determine the author's message in the text <i>When I was Young in the Mountains</i>.</p>	<p> WW23_GK_M3_Projected_L05.p...</p>

	<p>SC: I compared the author's life in the past to my life now using evidence from the text <i>When I was Young in the Mountains</i>.</p> <p>SC: I used a capital letter I in my written response.</p>	
6	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I compared the author's life in the past to my life now using evidence from the text <i>When I was Young in the Mountains</i>.</p>	 WW23_GK_M3_Projected_L06.p...
7	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I used question words to ask questions about the text <i>Home Then and Now</i>.</p> <p>SC: I capitalized the first word in my sentence.</p>	 WW23_GK_M3_Projected_L07.p...
8	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I identified the main topic and key details in the text <i>Home Then and Now</i>.</p> <p>SC: I showed my understanding by sorting nonfiction texts between home and school</p>	 WW23_GK_M3_Projected_L08.p...
9	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I identified the main topic and key details in the text <i>Home Then and Now</i>.</p> <p>SC: I wrote about how life at home has changed over time.</p>	 WW23_GK_M3_Projected_L09.p...
10	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I made connections between the photographs in <i>School Then and Now</i> and <i>Home Then and Now</i>.</p> <p>SC: I wrote how school in America has changed over time.</p>	 WW23_GK_M3_Projected_L10.p...
11	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I shared my understanding of how school and home has changed in America over time.</p>	 WW23_GK_M3_Projected_L11.p...
12	<p>LT: I can describe how life in America has changed over</p>	 WW23_GK_M3_Projected_L12.p...

	<p>time.</p> <p>SC: I asked and answered questions about <i>The Little House</i>.</p> <p>SC: I can act out and use vocabulary from the text.</p>	
13	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I described the setting of <i>The Little House</i> and how it changed throughout the story.</p>	 WW23_GK_M3_Projected_L13.p...
14	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I retold the story of <i>The Little House</i> using key details.</p> <p>SC: I worked with others to create a topic statement.</p> <p>SC: I acted out words to understand their meaning.</p>	 WW23_GK_M3_Projected_L14.p...
15	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I explained how the main character responded to the changes around her using details and illustrations from the text.</p> <p>SC: I identified evidence that supports my topic statement.</p>	 WW23_GK_M3_Projected_L15.p...
16	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I used words and illustrations to determine the author's message in the text <i>The Little House</i>.</p> <p>SC: I described changes the main character sees in her neighborhood.</p>	 WW23_GK_M3_Projected_L16.p...
17	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I used evidence from the text to write about the changes the main character sees in her neighborhood.</p> <p>SC: I asked and answered questions about <i>The Little House</i> in a discussion.</p>	 WW23_GK_M3_Projected_L17.p...
18	<p>LT: I can describe how life in America has changed over</p>	 WW23_GK_M3_Projected_L18.p...

	<p>time.</p> <p>SC: I used question words to ask questions about the text <i>Transportation Then and Now</i></p> <p>SC: I recognized and named punctuation marks.</p>	
19	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I identified the main topic and key details in the text <i>Then and Now</i>.</p> <p>SC: I examined the importance of writing a conclusion sentence in a paragraph.</p>	 WW23_GK_M3_Projected_L19.p...
20	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I made connections between related photographs in the text.</p>	 WW23_GK_M3_Projected_L20.p...
21	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I demonstrated understanding of how <i>Transportation and Communication Then and Now</i> builds knowledge of change in America.</p>	 WW23_GK_M3_Projected_L21.p...
22	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I asked and answered questions about the words and pictures in <i>Now & Ben</i>.</p>	 WW23_GK_M3_Projected_L22.p...
23	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I identified the main topic and key details in <i>Now & Ben</i>.</p> <p>SC: I described how illustrations add more detail to informative writing.</p>	 WW23_GK_M3_Projected_L23.p...
24	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I used words and illustration in <i>Now & Ben</i> to learn more about his inventions.</p> <p>SC: I used drawings to add more details to my writing about inventions.</p>	 WW23_GK_M3_Projected_L24.p...

25	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I used words and illustrations in the text to determine the essential meaning of <i>Now & Ben</i>.</p> <p>SC: I described how Benjamin Franklin's inventions are used in America today through informative writing.</p>	<p> WW23_GK_M3_Projected_L25.p...</p>
26	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I expressed my understanding of how <i>Now & Ben</i> builds knowledge of change in America.</p> <p>SC: I described how Benjamin Franklin's inventions are used in America today through informative writing.</p>	<p> WW23_GK_M3_Projected_L26.p...</p>
27	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I used drawings to support and enhance a group conversation.</p>	<p> WW23_GK_M3_Projected_L27.p...</p>
28	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I expressed my understanding of how life in America has changed over time.</p> <p>SC: I demonstrated understanding of grade-level vocabulary.</p>	<p> WW23_GK_M3_Projected_L28.p...</p>
29	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I expressed my understanding of how life in America has changed over time.</p> <p>SC: I elevated my writing and used sentences to share reflections.</p>	<p> WW23_GK_M3_Projected_L29.p...</p>
30	<p>LT: I can describe how life in America has changed over time.</p> <p>SC: I expressed my understanding of how life has changed over time.</p> <p>SC: I elevated my writing and used sentences to share reflections.</p>	<p> WW23_GK_M3_Projected_L30.p...</p>

Unit Title:	
Module 4 The Continents	
Relevant Standards: Bold indicates priority	
Content Standards: See Above	
Essential Question(s):	Enduring Understanding(s):
What makes the world fascinating?	<p>Students in Kindergarten will understand the following concepts as a result of this module:</p> <ul style="list-style-type: none"> • The world is a large place with diverse people and places. • Each continent is characterized by its own animals, natural features, and things to do. • Maps and photographs can visually transport viewers to different locations around the world. • Stories can transport readers to another place through language and illustrations. • Collecting and reflecting upon information allows a person to make and support an informed opinion with reasons.
Demonstration of Learning:	Pacing for Unit
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Analyzing text • Using evidence • Engaging in discussions 	8 weeks
Family Overview (link below)	Integration of Technology:
<p> WW_GK_M4_FamilyTipSheet_English.pdf</p> <p> April Kindergarten Family Memo</p>	<p>Songs</p> <ul style="list-style-type: none"> • “Penguin Song,” <i>Preschool Education</i> • “Where in the World is Carmen Sandiego? from Smithsonian Folkways,” <i>Smithsonian Folkways Recordings</i> <p>Videos</p> <ul style="list-style-type: none"> • “Antarctic Sights and Sounds,” James Napoli

	<ul style="list-style-type: none"> • “Burkina Faso: Music,” <i>Our Africa</i> • “Explore Views of the Burj Khalifa with Google Maps,” Google Maps • “The Seven Continents Song,” Silly School <p>Songs</p> <ul style="list-style-type: none"> • “Storm-Proofing the World’s Biggest Mud Building,” BBC Earth • “Traditional Chinese Dance—‘Flowers Contend in Beauty’,” by Li Qian, Lin Chen <p>Web Pages</p> <ul style="list-style-type: none"> • “Americas—Fact Files,” <i>Go Wild</i> • “Moles,” <i>DK Find Out!</i>
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Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
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<p>Academic Vocabulary</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>world</td><td>map</td><td>oceans</td></tr> <tr><td>land</td><td>fascinating</td><td>north</td></tr> <tr><td>south</td><td>opinion</td><td>opposite</td></tr> <tr><td>east</td><td>west</td><td>topic</td></tr> <tr><td>details</td><td>heading</td><td>modern</td></tr> <tr><td>marvel</td><td>interesting</td><td>language</td></tr> <tr><td>custom</td><td>stick</td><td>horns</td></tr> <tr><td>enough</td><td>point</td><td>touch</td></tr> <tr><td>poke</td><td>feature</td><td>few</td></tr> <tr><td>action</td><td>giant</td><td>thick</td></tr> <tr><td>blow</td><td>swirl</td><td>flow</td></tr> <tr><td>amazing</td><td>describing</td><td>proud</td></tr> <tr><td>bobbing</td><td>bear</td><td>lumber</td></tr> <tr><td>slide</td><td>glide</td><td>crawl</td></tr> <tr><td>mischief</td><td>fetch</td><td>timid</td></tr> <tr><td>respond</td><td>compliment</td><td>scurried</td></tr> </table>	world	map	oceans	land	fascinating	north	south	opinion	opposite	east	west	topic	details	heading	modern	marvel	interesting	language	custom	stick	horns	enough	point	touch	poke	feature	few	action	giant	thick	blow	swirl	flow	amazing	describing	proud	bobbing	bear	lumber	slide	glide	crawl	mischief	fetch	timid	respond	compliment	scurried	<p>Picture Books (Informational)</p> <ul style="list-style-type: none"> • <i>Africa</i>, Rebecca Hirsch • <i>Antarctica</i>, Rebecca Hirsch • <i>Asia</i>, Rebecca Hirsch • <i>Australia</i>, Rebecca Hirsch • <i>Europe</i>, Rebecca Hirsch • <i>Introducing North America</i>, Chris Oxladethr • <i>South America</i>, Rebecca Hirsch • <i>World Atlas</i>, Nick Crane; Illustrations, David Dean <p>Picture Books (Literary)</p> <ul style="list-style-type: none"> • <i>Moon Rope</i>, Lois Ehlert • <i>The Story of Ferdinand</i>, Munro Leaf; Illustrations, Robert Lawson • <i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i>, Verna Aardema; Illustrations, Leo and Diane Dillon <p>Article</p> <ul style="list-style-type: none"> • “5 Reasons Why Animal Moms Are Awesome,” April Capochino Myers <p>Paintings</p> <ul style="list-style-type: none"> • <i>Carta Marina</i>, Olaus Magnus • <i>Cornell Farm</i>, Edward Hicks • <i>Washington Crossing the Delaware</i>, Emanuel Leutze <p>Photographs</p>
world	map	oceans																																															
land	fascinating	north																																															
south	opinion	opposite																																															
east	west	topic																																															
details	heading	modern																																															
marvel	interesting	language																																															
custom	stick	horns																																															
enough	point	touch																																															
poke	feature	few																																															
action	giant	thick																																															
blow	swirl	flow																																															
amazing	describing	proud																																															
bobbing	bear	lumber																																															
slide	glide	crawl																																															
mischief	fetch	timid																																															
respond	compliment	scurried																																															

leap	creep	heap
slithering	imaginary	uncertainly
unkind	unwilling	snap
mind	unusual	uneven
uncommon	table of contents	hitch
hang		
visit	introduce	quote
quotation	flat	

Content Vocabulary

continents	Asia	Europe
spherical	monsoon	North America
South America	Africa	Australia
Antarctica	dunes	mountain
Natural feature	atlas	transport
cartographer	folktale	scale
Origin story	island	add
Coral reef	caption	pouch
waterfall	restate	culture
shadow		

- *Earth from Space*, Stöckli, Reto, et al.
- “Grand Canyon Scenic Splendor,” *National Park Service*
- “Patterns of Chinchero,” *Descendants of the Incas*

Picture Books (Informational)

- *When I Was Young in the Mountains*, Cynthia Rylant; Illustrations, Diane Goode
- Poem
- “Lions Roar” (Repeated Language Chart)
- Quotation
- “What is life?” Crowfoot

Opportunities for Interdisciplinary Connections:

1. **Social Studies:** Understanding global geography, cultural diversity, and the role of geography in shaping human life.
2. **Language Arts:** Vocabulary development, reading, writing, and storytelling related to the continents.
3. **Science:** Learning about animal habitats, climate, weather, and adaptations across different continents.
4. **Mathematics:** Counting, sorting, graphing, and

Anticipated misconceptions:

- All continents are similar in size and shape
- All countries and cultures on a continent are the same.
- All continents have the same climate or weather.
- People from other continents live in exactly the same way as people in their own country.
- Antarctica is a continent where people live.
- There is only one climate on each continent
- Continents are unchangeable and have

<p>measuring related to geographical features, animal populations, and continent size.</p> <p>5. Art: Creating maps, flags, and cultural art projects inspired by different regions of the world.</p> <p>6. Music: Exploring traditional music, rhythms, and instruments from different continents.</p> <p>By incorporating these interdisciplinary connections, students can build a richer and more holistic understanding of the world while enhancing their skills in multiple subject areas. The "Continents" module encourages curiosity about the world, fosters appreciation for cultural diversity, and provides a global perspective on the interconnections between geography, culture, science, and the arts.</p>	<p>always been the same.</p> <ul style="list-style-type: none"> • The continents are the same distance apart from each other. • People live in every part of each continent. • All people on a continent speak the same language.
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>In Module 4, "The Continents," students have an opportunity to build upon their learning from previous modules in a way that deepens their understanding of the world. Connections to Module 1 (The Five Senses), Module 2 (Life on the Farm), and Module 3 (America Then and Now) help students explore the diversity of the world's continents, the impact of environment on lifestyle, and how cultures and histories shape the way people live today. Through these connections, students can develop a more comprehensive understanding of the world around them and grow in their social-emotional awareness and empathy for others.</p>	<p>Module 4, "The Continents," serves as a foundation for future units in Wit & Wisdom offering students a broad understanding of the world. It sets the stage for exploration of topics like weather, animals, communities, landmarks, transportation, and space, all of which will build on their growing knowledge of geography, cultural diversity, and the interconnectivity of the world. By making these connections, students can see how learning about the continents not only helps them understand where they live but also prepares them for deeper exploration of the world around them.</p> <p>Wit & Wisdom Kindergarten Module 4: The Continents establishes a strong foundation for future learning in Grade 1 by helping students develop:</p> <ul style="list-style-type: none"> • Basic geographical knowledge (continents, climates, environments) • Awareness of cultural diversity and different ways of life • An understanding of the world as an interconnected place • Inquiry skills for exploration and problem-solving <p>By the time students reach Grade 1, they will be prepared to delve into more detailed studies of geography, history, and social studies, using the</p>

broad concepts introduced in Kindergarten as a springboard for deeper exploration.

Differentiation through *Universal Design for Learning*

UDL Indicator

Teacher Actions:

1. Perception

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways. (1.3)

2. Language and Symbols

- Clarify vocabulary, symbols, and language structures (2.1)
- Illustrate through multiple media (2.5)

3. Building Knowledge

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Maximize transfer and generalization (3.4)

4. Interaction

- Vary and honor the methods for response, navigation, and movement. (4.1)
- Optimize access to accessible materials and assistive and accessible technology and tools.

5. Expression & Community

- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)

6. Strategy Development

- Organize information and resources (6.3)

7. Welcoming Interests & Identities

- Optimize choice and autonomy (7.1)

8. Sustaining Effort & Persistence

- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

<p>9. Emotional Capacity</p>	<ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations (9.1) Develop awareness of self and others (9.2) 	
<p>Supporting Multilingual/English Learners</p>		
<p>Related CELP standards:</p>	<p>Learning Targets:</p>	
<p>An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.</p>	<p>I can explain what makes the world fascinating.</p>	
<p>Lesson Sequence</p>	<p>Learning Target/ Success Criteria/Assessment</p>	<p>Resources</p>
<p>1</p>	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used different question words to ask questions about <i>Asia</i>.</p> <p>SC: I wrote about what I learned today.</p> <p>SC: I sorted land and water items into the categories: <i>continent</i> and <i>ocean</i>.</p>	<p> WW23_GK_M4_Projected_...</p>
<p>2</p>	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used text features to identify the main topic and details in the book <i>Asia</i>.</p> <p>SC: I wrote a sentence stating my opinion.</p> <p>SC: I explained common adjectives using their opposites.</p>	<p> WW23_GK_M4_Projected_...</p>
<p>3</p>	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used text features to identify the main topic and details in the book <i>Europe</i>.</p> <p>SC: I identified unknown words in <i>The Story of Ferdinand</i>.</p> <p>SC: I explained my understanding of words by saying them and acting them out.</p>	<p> WW23_GK_M4_Projected_...</p>
<p>4</p>	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used photographs and details from the text to describe things people can do in <i>Asia</i>.</p> <p>SC: I formed an opinion using the illustrations and words from the</p>	<p> WW23_GK_M4_Projected_...</p>

	<p>text.</p> <p>SC: I identified the parts of a sentence.</p> <p>SC: I described how a sentence was expanded.</p>	
5	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used photographs and details from the text to describe things people can do in Europe.</p> <p>SC: I described the events in the story <i>The Story of Ferdinand</i> using its illustrations and details.</p> <p>SC: I explained new meanings of words and used them correctly.</p>	P WW23_GK_M4_Projected_...
6	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I identified the reasons the author used to make a point in <i>Asia</i>.</p> <p>SC: I formed an opinion using the picture and words from the text.</p> <p>SC: I acted out the vocabulary words to show my understanding of their meaning.</p>	P WW23_GK_M4_Projected_...
7	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I identified the reasons the author used to make a point in <i>Europe</i>.</p> <p>SC: I wrote an opinion using evidence from <i>Asia</i> and <i>Europe</i>.</p> <p>SC: I acted out the vocabulary words to show my understanding of their meaning.</p>	P WW23_GK_M4_Projected_...
8	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I shared important learning from <i>Asia</i> using evidence from the organizer and text.</p> <p>SC: I explained the similarities between <i>Europe</i> and <i>World Atlas</i>.</p> <p>SC: I created a sentence using a preposition.</p>	P WW23_GK_M4_Projected_...
9	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I showed my learning in my writing and drawing.</p> <p>SC: I used different question words to ask questions about <i>Africa</i>.</p> <p>SC: I explained common adjectives by matching them to their</p>	P WW23_GK_M4_Projected_...

	opposites.	
10	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used text features to identify the main topic and details in a section of the book <i>Africa</i>.</p> <p>SC: I explained common adjectives by matching them to their opposites.</p>	P WW23_GK_M4_Projected_...
11	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used photographs and details from the text to describe natural features in <i>Africa</i>.</p> <p>SC: I supported an opinion using the illustrations and words from the text.</p> <p>SC: I explained my understanding of words by acting out their opposites.</p>	P WW23_GK_M4_Projected_...
12	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used photographs and details from the text to describe natural features in <i>Antarctica</i>.</p> <p>SC: I supported an opinion using the illustrations and words from the text.</p> <p>SC: I explained the meaning of words by acting them out.</p>	P WW23_GK_M4_Projected_...
13	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I explained the reasons the author gives to support a point in <i>Africa</i>.</p> <p>SC: I provided reasons from the text to support the point, "African elephant moms are awesome!"</p> <p>SC: I added on to my sentences by adding describing words.</p>	P WW23_GK_M4_Projected_...
14	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I formed an opinion statement using text evidence from <i>Africa</i> and <i>Antarctica</i>.</p> <p>SC: I explained similarities and differences between <i>Africa</i> and <i>World Atlas</i>.</p> <p>SC: I used the meaning of the ending-ful to help me figure out the meaning of new describing words.</p>	P WW23_GK_M4_Projected_...

15	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I formed and supported an opinion using information from <i>Africa and Antarctica</i>.</p> <p>SC: I shared understanding of the text by answering questions during group discussions.</p> <p>SC: I used the meaning of the ending-less to help me figure out the meaning of new describing words.</p>	 WW23_GK_M4_Projected_...
16	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used familiar words in, <u>Why Mosquitoes Buzz in People's Ears</u>, to figure out new words</p> <p>SC: I used question words to ask questions about <i>Carta Marina</i>.</p> <p>SC: I used both meanings of the words <i>bear</i> and <i>lumber</i>.</p>	 WW23_GK_M4_Projected_...
17	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used illustrations from <i>Why Mosquitoes Buzz in People's Ears</i> to understand events in the story.</p> <p>SC: I followed agreed upon rules for discussion when sharing my writing with a peer.</p> <p>SC: I used the meaning of the prefix -re to help me figure out the meaning of unknown words.</p>	 WW23_GK_M4_Projected_...
18	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used context clues from words and illustrations to determine unknown words in <i>Why Mosquitoes Buzz in People's Ears</i></p> <p>SC: I gave feedback to my peers about their writing.</p> <p>SC: I demonstrated understanding of <i>lumbered</i>, <i>scurried</i>, <i>returned</i> and <i>left</i> by acting out their opposites.</p>	 WW23_GK_M4_Projected_...
19	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used the words and illustrations to describe the characters' actions.</p> <p>SC: I used illustrations to determine what is happening in one scene of the text.</p> <p>SC: I used the meaning of the prefix -un to help me figure out the meaning of unknown words.</p>	 WW23_GK_M4_Projected_...
20	<p>LT: I can explain what makes the world fascinating.</p>	 WW23_GK_M4_Projected_...

	<p>SC: I determine essential meanings of the text <i>Why Mosquitoes Buzz in People's Ears</i> .</p> <p>SC: I expressed understanding of the characters in <i>Why Mosquitoes Buzz in People's Ears</i> by writing an opinion piece about a favorite character.</p> <p>SC: I described the meanings of the words <i>snap</i> and <i>mind</i>.</p>	
21	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I expressed understanding of the characters in <i>Why Mosquitoes Buzz in People's Ears</i> by writing an opinion piece about a favorite character.</p> <p>SC: I figured out the different shades of meaning between verbs of movement.</p> <p>SC: I wrote a complete sentence and added to it by adding an adjective and preposition.</p>	P WW23_GK_M4_Projected_...
22	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I represented my learning through writing and drawing.</p> <p>SC: I used a variety of question words to ask and answer questions about <i>Australia</i>.</p> <p>SC: I used the meaning of the prefix -un as a clue to help me figure out the meaning of unknown words.</p>	P WW23_GK_M4_Projected_...
23	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used text features to identify the main topic and key details in sections of <i>South America</i>.</p> <p>SC: I used knowledge of word relationships and illustrations in <i>Moon Rope</i> to define key vocabulary.</p> <p>SC: I determined shades of meaning between hitch and hang by acting out their meanings and analyzing how the meaning of the words change the meaning of the story.</p>	P WW23_GK_M4_Projected_...
24	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used text features to identify the main topic and key details in a section of <i>Australia</i>.</p> <p>SC: I added details to strengthen a piece of writing.</p> <p>SC: I determined the difference between a phrase and a complete sentence.</p>	P WW23_GK_M4_Projected_...

	SC: I identified the letter that should be capitalized in a complete sentence.	
25	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used photographs and details from the text to describe animals in <i>South America</i>.</p> <p>SC: I improved my writing using ideas from my friends.</p> <p>SC: I wrote a caption in a complete sentence with a capital letter.</p>	P WW23_GK_M4_Projected_...
26	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I answered questions using photographs and details from <i>South America</i>.</p> <p>SC: I formed an opinion about animals from <i>South America</i> and <i>Australia</i>.</p> <p>SC: I explained the meaning of grade level vocabulary.</p>	P WW23_GK_M4_Projected_...
27	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I supported my opinion about a continent using information from <i>South America and Australia</i>.</p> <p>SC: I improved my writing using ideas from my friends.</p> <p>SC: I explained the similarities and differences between <i>South America and Australia</i>.</p> <p>SC: I wrote a complete sentence with a capital letter.</p>	P WW23_GK_M4_Projected_...
28	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used different question words to ask questions about <i>Introducing North America</i>.</p> <p>SC: I explored the importance of a conclusion sentence in an opinion paragraph.</p> <p>SC: I identified a complete sentence and explained the end punctuation.</p>	P WW23_GK_M4_Projected_...
29	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used text features to identify the main topic and details in the book <i>Introducing North America</i>.</p> <p>SC: I created a complete sentence and explained the end punctuation.</p>	P WW23_GK_M4_Projected_...

30	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I used photographs and details from the text to describe natural features and animals in <i>Introducing North America</i>.</p> <p>SC: I formed an opinion about North America using the text <i>Introducing North America</i>.</p> <p>SC: I wrote a complete sentence with the correct punctuation mark.</p>	 WW23_GK_M4_Projected_...
31	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I found correct end punctuation. **assessment**</p> <p>SC: I supported my opinion about North America using the text <i>Introducing North America</i>.</p> <p>SC: I explained the similarities and differences between <i>North America and World Atlas</i>.</p> <p>SC: I sorted photographs into the categories based on the natural feature it represents.</p>	 WW23_GK_M4_Projected_...
32	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I sorted texts into types of genres.</p> <p>SC: I orally described things using details.</p> <p>SC: I wrote a sentence and added to it.</p> <p>SC: I used a capital letter and the correct punctuation mark in my sentence.</p>	 WW23_GK_M4_Projected_...
33	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I explained the unique features, animals, and things to do on the different continents.</p> <p>SC: I described familiar places using descriptive words.</p> <p>SC: I explained the meaning of grade level vocabulary</p>	 WW23_GK_M4_Projected_...
34	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I explained the unique features, animals, and things to do on the different continents.</p> <p>SC: I looked closely at our writing and shared my thoughts in complete sentences.</p>	 WW23_GK_M4_Projected_...
35	<p>LT: I can explain what makes the world fascinating.</p>	 WW23_GK_M4_Projected_...

	<p>SC: I explained my understanding of the unique natural features, animals, and things to do on the different continents.</p> <p>SC: I orally described how a detail in one of my reasons compares to a characteristic of North America.</p> <p>SC: I looked closely at our writing and shared my thoughts in complete sentences.</p>	
36	<p>LT: I can explain what makes the world fascinating.</p> <p>SC: I thought about the learning across the whole year and shared a text that sparked a sense of interest.</p> <p>SC: I drew and labeled one detail from a module text that sparked a sense of interest.</p>	<p> WW23_GK_M4_Projected_...</p>