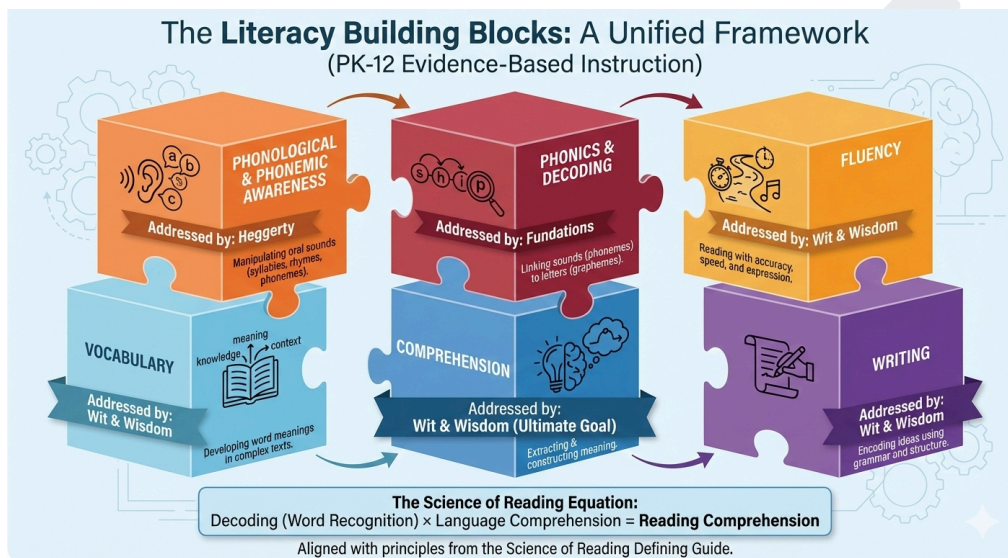


Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Kindergarten ELA	Literacy	Kindergarten	N/A

### Course Description:



In Kindergarten, students participate in a structured literacy block that includes direct instruction in oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.

Structured Literacy is a research-based, explicit, and systematic approach to reading instruction designed to ensure that every student becomes a proficient, confident reader. Many individuals often refer to the structured literacy approach as the Science of Reading (SOR).

This approach is grounded in **Scarborough's Reading Rope**, which explains that skilled reading is the result of two essential components working together: the ability to decode words (**Word Recognition**) and the ability to understand language (**Language Comprehension**).

Students study compelling topics through engaging texts. Teachers and students use the **Heggerty** program to build the foundational phonemic awareness students need to hear and manipulate sounds, a precursor to developing decoding skills. The **Foundations** program provides systematic instruction in phonics and spelling to master decoding.

These skills are then integrated with **Wit & Wisdom**, which develops rich comprehension, fluency, vocabulary, and writing. In conjunction with authentic core texts as well as Geodes decodables, Flyleaf & Heggerty readers build background knowledge around a diverse set of topics.

By utilizing this evidence-based framework, we provide a proactive pathway for all learners—improving student outcomes through early prevention of reading gaps and targeted intervention for those who need extra support.

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, 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 texts. 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 Kindergarten, students participate in four core modules centered around the five senses, studying farms, how America has changed over time, and the continents. In addition, students will participate in an introductory, abbreviated module to learn and experience the instructional routines used by teachers.

Finally, each module will also encompass the corresponding Foundations (phonics) unit as well as Heggerty pacing for phonemic awareness.

Aligned Core Resources:	Connection to the <i>BPS Vision of the Graduate</i>
<p><b>Wit &amp; Wisdom Slide Decks</b>  <b>Level K Foundations, Second Edition</b>  <b>Heggerty Kindergarten Curriculum 2022 Edition</b></p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● Articulates thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Utilize multiple media and technologies, and learn how to judge their effectiveness as well as assess their impact.</li> <li>● Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.</li> <li>● Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade).</li> </ul>
Additional Course Information:	Link to <i>Completed Equity Audit</i>

<b>Knowledge/Skill Dependent courses/prerequisites</b>	
No prerequisites.	 2025 Wit & Wisdom Equity Curriculum Review
<b>Standard Matrix</b>	

DRAFT

District Learning Expectations and Standards	Module 1	Module 2	Module 3	Module 4
<b>Reading Literature Standards</b>				
CCSS.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 text (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 illustration and the story in which they appear (e.g., what moment in a story an illustration depicts).				X
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
<b>Reading Informational Standards</b>				
	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
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 of a text.	X		X	
CCSS.ELA-Literacy.RI.K.7- With prompting and support, describe the	X	X	X	X




relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).				
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
<b>Speaking &amp; Listening Standards</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
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.1a- 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.1b- 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
<b>Speaking &amp; Listening Standards (continued)</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
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
<b>Writing Standards</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
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- Use a combination of drawing, dictating, and	X	X	X	X

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.				
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 a shared research and writing project (e.g., explore several 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
<b>Language Standards</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
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.1a- Print many upper and lowercase letters.	X	X	X	X
CCSS.ELA-Literacy.L.K.1b- Use frequently occurring nouns and verbs.		X	X	X
CCSS.ELA-Literacy.L.K.1c- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).		X	X	
CCSS.ELA-Literacy.L.K.1d- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	X	X	X	X
CCSS.ELA-Literacy.L.K.1e- 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.1f- Produce and expand complete sentences in shared language activities.	X	X	X	X
<b>Language Standards (continued)</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
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.2a- Capitalize the first word in a sentence and the pronoun.			X	X
CCSS.ELA-Literacy.L.K.2b- Recognize and name end punctuation.	X	X	X	X
CCSS.ELA-Literacy.L.K.2c- Write a letter or letters for most consonant and short-vowel sounds (phonemes).	X	X	X	X
CCSS.ELA-Literacy.L.K.2d- 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	X	X	X	X

and multiple-meaning words and phrases based on Kindergarten reading and content.				
CCSS.ELA-Literacy.L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing a duck is a bird and learning the verb to duck).	X	X	X	X
CCSS.ELA-Literacy.L.K.4b-Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, -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.5a- 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.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		X	X	X
CCSS.ELA-Literacy.L.K.5c- 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.5d- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	X	X	X	X
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
<b>Reading: Foundational Skills- Print Concepts</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
CCSS.ELA-Literacy.RF.K.1- Demonstrate understanding of the organization and basic features of print.	X	X	X	X
CCSS.ELA-Literacy.RF.K.1a- Follow words from left to right, top to bottom, and page by page.	X	X	X	X
CCSS.ELA-Literacy.RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters.	X	X	X	X
<b>Reading: Foundational Skills- Print Concepts (continued)</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
CCSS.ELA-Literacy.RF.K.1c- Understand that words are separated by spaces in print.	X	X	X	X
CCSS.ELA-Literacy.RF.K.1d- Recognize and name all upper and lowercase letters of the alphabet.	X	X	X	X
<b>Reading: Foundational Skills- Phonological Awareness</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
CCSS.ELA-Literacy.RF.K.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	X	X	X	X
CCSS.ELA-Literacy.RF.K.2a-Recognize and produce rhyming words.	X	X	X	X

CCSS.ELA-Literacy.RF.K.2b-Count, pronounce, blend, and segment syllables in spoken words.	X	X	X	X
<b>Reading: Foundational Skills- Phonological Awareness (continued)</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
CCSS.ELA-Literacy.RF.K.2c-Blend and segment onsets and rimes of single-syllable spoken words.	X	X	X	X
CCSS.ELA-Literacy.RF.K.2d-Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words not including CVCs ending with /l/, /r/, or /x/.	X	X	X	X
CCSS.ELA-Literacy.RF.K.2e-Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	X	X	X	X
<b>Reading: Foundational Skills- Phonics, Word Recognition &amp; Fluency</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
CCSS.ELA-Literacy.RF.K.3-Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X
CCSS.ELA-Literacy.RF.K.3a- Demonstrate basic knowledge of one-to-one letter sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.	X	X	X	X
CCSS.ELA-Literacy.RF.K.3b-Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.		X	X	X
CCSS.ELA-Literacy.RF.K.3c-Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	X	X	X	X
CCSS.ELA-Literacy.RF.K.3d-Distinguish between similarly spelled words by identifying the sounds of the letters that differ..	X	X	X	X
CCSS.ELA-Literacy.RF.K.4- Read emergent-reader texts with purpose and understanding.	X	X	X	X

### Standards Alignment Resources:

-  [Wit & Wisdom Standards Alignment.pdf](#)
-  [Foundations Standards Alignment.pdf](#)
-  [Heggerty Standards Alignment.pdf](#)

### Unit Links

- [Module 0: Building Readers!](#)
- [Module 1: The Five Senses](#)
- [Module 2: Once Upon a Farm](#)
- [Module 3: America, Then and Now](#)
- [Module 4: The Continents](#)

## Module 0: Building Readers!

### Relevant Standards: **Bold** indicates priority

See above.

### Essential Question(s):

How does reading help us learn?

### Enduring Understanding(s):

- Students in Kindergarten will understand the following concepts as a result of this module:
- Reading a book multiple times for different purposes helps readers better understand and enjoy the story.
  - Different readers enjoy different types of books.



### Demonstration of Learning:

Students at the end of this introductory module participate in a visual art analysis and discussion about a text. The goal of this unit is to introduce and teach routines that will be essential for the remainder of this course rather than creating a final learning product.

### Pacing for Unit

6 school days

### Family Overview (link below)

-  WW\_Family\_Letter\_English.pdf
-  WW\_Family\_Letter\_Spanish.pdf

### Integration of Technology:

Videos and digital visual art displays listed below.

### Unit-specific Vocabulary:

#### Content Vocabulary

Stampeding	Wild	Bookmobile
Librarian		

#### Academic Vocabulary

Text	Knowledge	Echo Read
Notice	Wonder	Sentence Frame
tableaux	Socratic Seminar	

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

[Module 0 Teacher Edition \(Digital\)](#)  
*Wild about Books*, Judy Sierra  
*I and the Village*, Marc Chagall


<b>Visual Art Vocabulary</b>			
Color	Shape	Line	
<b>Opportunities for Interdisciplinary Connections:</b>			<b>Anticipated misconceptions:</b>
<p><b>Science:</b> Students engage with various animals through the text sources, allowing them to discuss real-world animal behaviors, habitats, and physical traits. They can even identify unfamiliar animals like the “oryx” or “giant eland.” The module also emphasizes the scientific habit of “noticing” details in the natural world and illustrations. Students practice close observation using tools like a magnifying glass.</p> <p><b>Social Studies:</b> Students delve into the role of the librarian as a community helper who shares knowledge and enthusiasm, and explore the significance of a “bookmobile” in providing community access to resources. In Lesson 6, students utilize a world map to locate Belarus and employ a timeline to place the year 1911, thereby connecting Marc Chagall’s painting to a specific historical and geographic context.</p> <p><b>Social Emotional Learning:</b> The primary objective of this module is to foster a “knowledge-building, text-focused community” where students engage in collaborative routines such as Think-Pair-Share and Socratic Seminars. Through “tableaux,” students physically embody characters to empathize with their emotions, while art serves as a medium for expressing their own feelings and “wild” interests. Finally, students reflect on how characters, like Molly the librarian, manage mistakes and practice giving and receiving polite peer feedback to enhance their work.</p> <p><b>Art:</b> This introductory module naturally invites students into the world of visual art analysis. In addition to examining Marc Chagall’s painting <i>I and the Village</i> to explore how artists use color, shape, and line to tell a story, students can engage in a hands-on art-making activity that reflects their own “wild” reading interests. Following their reading of Judy Sierra’s <i>Wild about Books</i>, students can create mixed-media collages representing their favorite real or imaginary animals reading books in a habitat they design. Utilizing visual art vocabulary like “line” and “shape”, children can use crayons to outline their animals and tissue paper layers for textured backgrounds. This allows them to</p>			<p>Students may have misconceptions of:</p> <ul style="list-style-type: none"> <li>• Students may struggle to distinguish between the fantasy elements (animals reading) and the realistic elements of a story.</li> <li>• Students may think they know a word because they can say it or decode it. True knowledge of a word involves understanding its meaning in different contexts. (E.g., <i>wild</i>, acting crazy, undomesticated animals, deeply enthusiastic, excited.)</li> <li>• Visual art is more than pretty or weird shapes. Artists use specific elements like line, shape, and color to communicate an idea or feeling.</li> </ul>


<p>physically practice the scientific habit of "noticing" details in text illustrations and transferring that observation skill into their own creative work.</p>	
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>This is the first unit of the course.</p>	<p>This unit provides the opportunity for classrooms to establish the routines necessary for future work in preceding Wit &amp; Wisdom units.</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator &amp; Teacher Actions:</b></p>	
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Connect the “Essential Question” to students’ personal interests by allowing them to bring a favorite book or object from home to share during the “Welcome” routine.</li> <li>• During the Socratic Seminar, provide “talking chips” or “equity sticks” to ensure equitable participation and reduce the social anxiety of speaking in a large group.</li> <li>• Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• Pair written observations with matching drawings or icons to increase accessibility for non-readers.</li> <li>• Use a word wall with visual anchors (pictures) next to key terms so students can refer to them independently during the unit.</li> <li>• Use echo reading for the Essential and Focusing Questions, providing a clear vocal model and physical tracking of the text to help students connect spoken words to print.</li> </ul> <p><b>Action &amp; Expression</b></p> <ul style="list-style-type: none"> <li>• Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details.</li> <li>• Provide sentence frames to lower the cognitive load for students as they practice articulating their observations.</li> </ul>	

## Supporting Multilingual/English Learners

### Related **CELP standards**; and differentiated Learning Targets:

Standards	Emerging	Expanding	Bridging
LT 1 CELP 1	With heavy support (gestures, native language, or pictures), I can point to or name one thing I notice in a picture from a text.	I can use the sentence frame, "I notice..." to describe a specific detail I see in an illustration.	I can explain how a detail I noticed in the pictures helps me understand a specific word or event in the story.
LT 2 CELP 2	I can echo read the Essential Question by repeating the words the teacher says while pointing to the text.	During a Socratic seminar, I can use a sentence starter to agree or disagree with a classmate's idea about the story.	I can use a talking chip to share one idea on how the librarian makes reading fun during a small-group discussion.
LT 3 CELP 3	I can communicate an idea about a story by drawing a picture.	I can write a complete sentence to explain the essential meaning or a lesson I learned from the book.	I can use a combination of drawings and a complete sentence to identify an animal and what it likes to read.
LT 4 CELP 10	I can find a word on the Word Wall by looking for its matching picture.	I can use domain-specific art vocabulary, such as color, shape, or line, to describe how a painting tells a story.	I can use the word "knowledge" in a sentence to tell my partner one thing I learned from the text.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can make observations about a text.	I used sentence frames to make observations about a text.	<i>Wild about Books</i>  WW_Nat_GK2_M0_L01_...
2	I can make observations about a text.	I can show how my character changes to demonstrate a key event in a text.	<i>Wild about Books</i>

3	I can identify how words and pictures work together to communicate key details and meaning.	I used evidence from the pictures and words to explain what is happening in the text.	<i>Wild about Books</i>
4	I can determine the essential meaning of a text.  I can explain how a character's actions impact others in a text.	I explained that the essential meaning of <i>Wild about Books</i> is that books are for everyone and used details to support my thinking.	<i>Wild about Books</i>
5	I can discuss how a text builds our knowledge.  I can improve my writing by responding to peer feedback.	I participated in a Socratic Seminar to share my ideas and listen to my classmates.	<i>Wild about Books</i>
6	I can describe how an artist uses color and shape to tell a story in a painting.	I explained how an artist uses colors and shapes to tell a story in a painting.	<a href="#"><u><i>Land and the Village</i></u></a>  WW_Nat_GK2_MO_Obse...

**Fundations**

<b>Wit &amp; Wisdom Lessons</b>	<b>Fundations Lessons</b>	<b>Lesson Targets</b>	<b>Success Criteria</b>
Lessons 1-6	Orientation Unit, Days 1-5	I can use my tools to help me recognize letters and sounds in order to say, read, and write them.	<p>With and without prompting, I can recognize taught letters and sounds.</p> <p>I can use proper pencil grip and scaffolds (Fundations lines) to form letters.</p> <p>With adult support, I can track text with one-to-one correspondence.</p> <p>I can act out a part of a story or draw a picture.</p>

**Heggerty**

Week 1/2 (Sessions 1-6)	<p><b>Sound Awareness Foundations ~ 45 sessions</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>● I can hear and repeat words that rhyme.</li> <li>● I can isolate the initial and final sounds in a spoken word.</li> <li>● I can blend two small words into a spoken compound word.</li> <li>● I can segment a spoken compound word into two smaller words.</li> <li>● I can manipulate words by adding, deleting, and substituting a part of a compound word to make a new word.</li> </ul>	<p><b>Sound Awareness Foundations ~ 45 sessions</b></p> <p><b>Success Criteria:</b></p> <p><i>Identifying the first sound</i></p> <ul style="list-style-type: none"> <li>● I listened carefully to the whole word.</li> <li>● I held the first sound in my mind</li> <li>● I said only the first sound I heard</li> </ul> <p><i>Identifying the last sound</i></p> <ul style="list-style-type: none"> <li>● I listened to the whole word.</li> <li>● I let the word finish and held the ending sound.</li> <li>● I said only the last sound I heard.</li> </ul> <p><i>Blending compound words</i></p> <ul style="list-style-type: none"> <li>● I listened to both separate words.</li> <li>● I put the two words together in my head.</li> <li>● I said the new compound word.</li> </ul> <p><i>Blending &amp; counting syllables</i></p>
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|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• I listened to the syllable chunks.</li><li>• I used my choppers to feel each part.</li><li>• I blended the parts and said the whole word.</li><li>• I counted how many claps I made.</li></ul> |
|--|--|--|

*Recognizing rhyming words*

- I listened to both words all the way through.
- I compared the middle and ending sounds.
- I showed thumbs up if they matched, thumbs down if they didn't.

*Letter names & sounds*

- I looked at the letter card.
- I said the letter name.
- I said the sound that letter makes.

## Module 1: The Five Senses

**Relevant Standards: Bold indicates priority**

See above.

### Essential Question(s):

How do our senses help us learn?

### Enduring Understanding(s):

- Students in Kindergarten will understand the following concepts as a result of this module:
- 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:

Students may demonstrate their learning within this unit in a variety of ways. At the end of this module, students will craft a narrative text about how the five senses helped a character and themselves learn about the world. In addition, students will participate in a socratic seminar and participate in several assessments throughout the unit such as vocabulary and “New Read” assessments demonstrating their comprehension skills on new texts

### Pacing for Unit

40 school days

### Family Overview (link below)

-  [WW\\_GK\\_M1\\_FamilyTipSheet\\_English.pdf](#)
-  [WW\\_GK\\_M1\\_FamilyTipSheet\\_Spanish.pdf](#)

### Integration of Technology:

Videos and digital visual art displays are listed below.

### Unit-specific Vocabulary:

#### Content Vocabulary

city	shadow	piano
garbage	Fire engine	rabbit
bananas	perfume	medicine

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

[Module 1-Teacher Edition- Lessons 1-5](#)  
[Module 1-Teacher Edition- Lessons 6-10](#)  
[Module 1-Teacher Edition- Lessons 11-16](#)  
[Module 1-Teacher Edition- Lessons 17-22](#)  
[Module 1-Teacher Edition- Lessons 23-28](#)  
[Module 1-Teacher Edition- Lessons 29-31](#)  
 Foundations Unit 1  
 Heggerty

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

**Academic Vocabulary**

senses	notice	wonder
tableaux	reveal	author
respond	prompt	Essential meaning
enjoy	learn	whenever
whatever	every	aware
adjectives	Socratic seminar	enough
alphabet	preposition	checklist

**Core Texts**

- *My Five Senses*, Aiki
- *My Five Senses*, Margaret Miller
- *Rap a Tap Tap*, Leo Dillon and Diane Dillon
- *Chicka Chicka Boom Boom*, Bill Martin Jr. and John Archambault
- *Last Stop on Market Street*, Matt de la Peña

**Supplementary Texts**

- "[Great Depression](#)," Children's Encyclopedia
- "[The Harlem Renaissance](#)," Britannica Kids

**Multimedia**

- [Flower Day](#), Diego Rivera
- [Le Gourmet](#), Pablo Picasso
- "[Bojangles Step Dance](#)"
- "[Eight-Year Old Tap Prodigy Little Luke](#)"

**Opportunities for Interdisciplinary Connections:**

**Science:** This 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.

**Social Studies:** This 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.

**Anticipated misconceptions:**

- Students may have misconceptions of:
- The differences 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.

**Social Emotional Learning:** This module 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.

**Art:** This module deeply explores how our senses make us aware of the world, utilizing core texts like Aiki's *My Five Senses* alongside masterpieces like Diego Rivera's *Flower Day* and Pablo Picasso's *Le Gourmet*. To maximize interdisciplinary art opportunities, teachers can introduce a "Sensory Texture Rubbing and Paint-Resist" project. Students can use their sense of touch to explore various textured surfaces (such as burlap, corrugated cardboard, or leaves), capturing these textures on paper using the side of a wax crayon. Afterward, they can brush a watercolor wash over the top to reveal the patterns, mirroring the concept of "revealing" details as discussed in their academic vocabulary. This project beautifully bridges scientific inquiry regarding touch and environmental interaction with artistic expression through texture, color blending, and contrast.

**Connections to Prior Units:**

In Module 0, students learn the routines and procedures for building knowledge through a variety of texts. In Module 1, this is furthered and deepened through an extensive study of how the five senses impact our daily lives.

**Connections to Future Units:**

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.

**Differentiation through [Universal Design for Learning](#)**

**UDL Indicator & Teacher Actions:**

**Engagement**

- Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class.
- Allow students to choose which sense they want to focus on for their personal reflections or which part of

the text they want to illustrate.

- During the Socratic Seminar, provide “response cards,” so students can choose how to participate- either by speaking, holding up a card, or using a gesture.

**Representation**

- Use echo reading for the Essential and Focusing Questions, providing a clear vocal model and physical tracking of the text to help students connect spoken words to print.
- Include tactile objects to support student learning around their senses. For example, in *My Five Senses*, offer actual objects to touch (sandpaper, silk), smell (cinnamon, lavender), or taste (pretzels, lemons) while reading.
- Create a sensory word wall with physical objects attached next to the words (e.g., the word *buzzy* next to a picture of a bee).

**Action & Expression**

- Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details.
- Provide sentence frames to lower the cognitive load for students as they practice articulating their observations.

**Supporting Multilingual/English Learners**

**Related CELP standards and differentiated Learning Targets:**

Standards	Emerging	Expanding	Bridging
LT 1 CELP 1	I can use illustrations to identify the main topic of a book about the senses.	I can ask “who” and “what” questions about the text using key details.	I can use both the text and illustrations to explain a complex idea from the book.
LT 2 CELP 2	I can use gestures and single words to participate in a sensory “Notice and Wonder” discussion.	I can contribute to a group discussion by using short phrases and taking turns.	I can sustain a conversation by responding to my partner’s ideas during a Socratic Seminar.
LT 3 CELP 3	I can draw a picture and dictate a label to show how a character uses a sense.	I can use a sentence frame (e.g., “CJ sees...”) to describe a character’s sensory experience.	I can write a complete sentence and draw a detailed picture to explain a text-based idea.
LT 4 CELP 8	I can point to a picture to show I understand a sensory word (E.g., “buzzy,” “stinky”).	I can ask a question when I encounter an unknown word in the text.	I can use context clues from the illustrations to explain what a new word means.
LT 5 CELP 10	I can use basic nouns (eye, ear, hand) and verbs (see, hear, touch) to communicate.	I can produce a sentence that includes a subject and a verb (e.g., “The bell rings.”)	I can expand my sentences by adding “where” or “how” details (e.g., “The bell rings loudly at the school.”)

Lesson Sequence	Learning Targets	Success Criteria	Resources
<b>Focusing Question 1: Lessons 1-5</b> <b>What are our five senses?</b>			
1	<p><b>Content Learning Target:</b></p> <p>I can identify the five senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use what I notice about text features (front cover, back cover, title page, pictures) to make observations and ask questions about a text.</p>	<ul style="list-style-type: none"> <li>• I can point to and name the front cover, back cover, and title page of a book.</li> <li>• I can share something I notice in the pictures.</li> <li>• I can ask a question that starts with who, what, where, when, why, or how.</li> <li>• I can draw or dictate something I notice in my Response Journal.</li> </ul>	<p><i>My Five Senses</i>, Margaret Miller</p> <p><a href="#">Lesson 1 Materials</a></p>
2	<p><b>Content Learning Target:</b></p> <p>I can identify the five senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can identify the main topic and key details of a section of text by acting out and talking about what I read.</p>	<ul style="list-style-type: none"> <li>• I can name a key detail from the book using a sentence frame.</li> <li>• I can act out a scene using my senses (see, hear, smell, taste, touch).</li> <li>• I can read with a partner and take turns.</li> <li>• I can organize my drawing and labels in my Response Journal.</li> </ul>	<p><i>My Five Senses</i>, Margaret Miller</p> <p><a href="#">World Map</a></p> <p><a href="#">Le Gourmet</a>, Pablo Picasso</p> <p><a href="#">Lesson 2 Materials</a></p>

<p>3</p>	<p><b>Content Learning Target:</b></p> <p>I can identify the five senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use the words and pictures together to communicate key details about a text.</p>	<ul style="list-style-type: none"> <li>• I can point to a picture and tell what I see.</li> <li>• I can match the words to what is happening in the picture.</li> <li>• I can talk about how the colors in a picture make me feel.</li> <li>• I can answer a question with information from the book.</li> </ul>	<p><i>My Five Senses</i>, Margaret Miller</p> <p><a href="#">Le Gourmet</a>, Pablo Picasso</p> <p><a href="#">Lesson 3 Materials</a></p>
<p>4</p>	<p><b>Content Learning Target:</b></p> <p>I can identify the five senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use the words and pictures in a text to find the most important idea.</p>	<ul style="list-style-type: none"> <li>• I can use the pictures and words to share the big idea of the book.</li> <li>• I can answer a Text-Dependent Question with a complete sentence frame.</li> <li>• I can begin my Focusing Question Task by responding to the prompt.</li> <li>• I can use a new sensory word to describe something.</li> </ul>	<p><i>My Five Senses</i>, Margaret Miller</p> <p><a href="#">Le Gourmet</a>, Pablo Picasso</p> <p><a href="#">Lesson Materials</a></p> <p>*Handout 4A should be saved and used for later lessons.</p>
<p>5 ✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can identify the five senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can show what I learned from a book by responding to a prompt with words and pictures.</p>	<ul style="list-style-type: none"> <li>• I can name all five senses (see, hear, smell, taste, touch).</li> <li>• I can match a body part to its sense (e.g.--nose to smell)</li> <li>• I can finish my Focusing Question Task with a drawing and dictation.</li> <li>• I can add something I learned to our class Knowledge Journal.</li> </ul>	<p><i>My Five Senses</i>, Margaret Miller</p> <p><a href="#">Le Gourmet</a>, Pablo Picasso</p> <p><a href="#">Lesson Materials</a></p>

**Focusing Question 2: Lessons 6-10**  
**How do people use their senses to learn about the world?**

6	<p><b>Content Learning Target:</b></p> <p>I can explain how my senses help me gather information.</p> <p><b>Literacy Learning Target:</b></p> <p>I can ask questions about a text using question words from the Wonder Wheel.</p>	<ul style="list-style-type: none"> <li>• I can share an observation about the pictures or words.</li> <li>• I can ask a question using a who, what, where, when, why, or how word</li> <li>• I can listen carefully when one person is speaking.</li> <li>• I can take turns talking with a partner.</li> </ul>	<p><i>My Five Senses, Alik</i></p> <p><a href="#">Lesson Materials</a></p>
7	<p><b>Content Learning Target:</b></p> <p>I can explain how my senses help me gather information.</p> <p><b>Literacy Learning Target:</b></p> <p>I can ask questions about a text using question words from the Wonder Wheel.</p>	<ul style="list-style-type: none"> <li>• I can identify the main topic and a key detail.</li> <li>• I can point to a place in the book that shows my answer.</li> <li>• I can use one voice at a time when we talk as a class.</li> <li>• I can answer a classmate's question with evidence from the text.</li> </ul>	<p><i>My Five Senses, Alik</i></p> <p><a href="#">Lesson Materials</a></p>
8	<p><b>Content Learning Target:</b></p> <p>I can explain how my senses help me gather information.</p> <p><b>Literacy Learning Target:</b></p> <p>I can show how words and pictures work together to tell about a topic.</p>	<ul style="list-style-type: none"> <li>• I can annotate (mark up) a picture to show what I notice.</li> <li>• I can use a sentence frame with text evidence to answer a question.</li> <li>• I can match a word in the text to a detail in the picture.</li> <li>• I can describe something using a sense word (like</li> </ul>	<p><i>My Five Senses, Alik</i></p> <p><a href="#">Lesson Materials</a></p>

		soft, loud, sweet).	
9 ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can explain how my senses help me gather information.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use the pictures and words to find the most important idea of a text.</p>	<ul style="list-style-type: none"> <li>• I can share an example of how a sense helps us learn.</li> <li>• I can complete Focusing Question Task 2 with a drawing and dictation.</li> <li>• I can label the front cover, back cover, and title page of a book.</li> <li>• I can read aloud in a group with fluency.</li> </ul>	<p><i>My Five Senses</i>, Aiki</p> <p><a href="#">Lesson Materials</a></p>
10	<p><b>Content Learning Target:</b></p> <p>I can explain how my senses help me gather information.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use text evidence to express what I learned from a book.</p>	<ul style="list-style-type: none"> <li>• I can share an example of how a sense helps us learn.</li> <li>• I can complete Focusing Question Task 2 with a drawing and dictation.</li> <li>• I can label the front cover, back cover, and title page of a book.</li> <li>• I can read aloud in a group with fluency.</li> </ul>	<p><i>My Five Senses</i>, Aiki</p> <p><i>My Five Senses</i>, Margaret Miller</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 3: Lessons 11-16</b></p> <p><b>How does CJ use his senses to learn about the world in <i>Last Stop on Market Street</i>?</b></p>			
11	<p><b>Content Learning Target:</b></p> <p>I can use details from words and pictures to describe how a character uses their senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can listen with all my senses to a text and ask questions about what I notice.</p>	<ul style="list-style-type: none"> <li>• I can share an observation from a Question Corner.</li> <li>• I can ask a question using a question word.</li> <li>• I can explain what it means to listen with my senses.</li> <li>• I can read with fluency (smooth voice).</li> </ul>	<p><i>Last Stop on Market Street</i>, Matt de Peña</p> <p><a href="#">Lesson Materials</a></p>

12	<p><b>Content Learning Target:</b></p> <p>I can use details from words and pictures to describe how a character uses their senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use my senses (eyes and ears) to listen carefully and identify key events in a story.</p>	<ul style="list-style-type: none"> <li>• I can name a key event from the beginning, middle, and end.</li> <li>• I can retell the story in order.</li> <li>• I can listen with my senses while my partner reads.</li> <li>• I can tell why adding details helps me understand a story.</li> </ul>	<p><i>Last Stop on Market Street, Matt de Peña</i></p> <p><a href="#">Lesson Materials</a></p>
13	<p><b>Content Learning Target:</b></p> <p>I can use details from words and pictures to describe how a character uses their senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use the words and pictures in a story to answer questions about a character.</p>	<ul style="list-style-type: none"> <li>• I can name a sense CJ is using and show where in the book.</li> <li>• I can collect evidence for my Focusing Question Task.</li> <li>• I can add a detail to my Response Journal drawing.</li> <li>• I can use sensory words to describe what CJ notices.</li> </ul>	<p><i>Last Stop on Market Street, Matt de Peña</i></p> <p><a href="#">Lesson Materials</a></p>
14	<p><b>Content Learning Target:</b></p> <p>I can use details from words and pictures to describe how a character uses their senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can interpret descriptive words (action verbs and sense words) to learn more about a character.</p>	<ul style="list-style-type: none"> <li>• I can find a strong action word or describing word in the text.</li> <li>• I can act out a descriptive word from the book.</li> <li>• I can add a new detail to the Evidence Organizer Chart.</li> <li>• I can add a detail to my Response Journal drawing using the text.</li> </ul>	<p><i>Last Stop on Market Street, Matt de Peña</i></p> <p><a href="#">Lesson Materials</a></p>
15 ✓FQT	<p><b>Content Learning Target:</b></p>	<ul style="list-style-type: none"> <li>• I can name something beautiful CJ might have missed at first.</li> </ul>	<p><i>Last Stop on Market Street, Matt de Peña</i></p>

	<p>I can use details from words and pictures to describe how a character uses their senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use the words and pictures to find the most important idea of a story.</p>	<ul style="list-style-type: none"> <li>• I can answer a Text-Dependent Question with a sentence.</li> <li>• I can begin my Focusing Question Task 3 with details.</li> <li>• I can add to the class Graffiti Wall.</li> </ul>	<a href="#">Lesson Materials</a>
<p>16 ✓VOC</p>	<p><b>Content Learning Target:</b></p> <p>I can use details from words and pictures to describe how a character uses their senses.</p> <p><b>Literacy Learning Target:</b></p> <p>I can speak one voice at a time and use formal language to share my ideas in a Socratic Seminar.</p>	<ul style="list-style-type: none"> <li>• I can use formal language (school voice) when I share an idea.</li> <li>• I can take a turn in a Socratic Seminar.</li> <li>• I can complete Focusing Question Task 3 with details.</li> <li>• I can add what I learned to our class Knowledge Journal.</li> </ul>	<p><i>Last Stop on Market Street</i>, Matt de Peña</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 4: Lessons 17-22</b>  <b>How do our senses help us learn from <i>Chicka Chicka Boom Boom</i>?</b></p>			
<p>17</p>	<p><b>Content Learning Target:</b></p> <p>I can use my senses to help me learn from a story.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use the Wonder Wheel question words to share observations and ask questions about a text or picture.</p>	<ul style="list-style-type: none"> <li>• I can share what I notice about the painting Flower Day.</li> <li>• I can ask a question using a Wonder Wheel question word.</li> <li>• I can help label details from Flower Day during shared writing.</li> <li>• I can hear the first sound in a word.</li> </ul>	<p><i>Chicka Chicka Boom Boom</i>, Bill Martin Jr., and John Archambault</p> <p><a href="#">Flower Day</a>, Diego Rivera</p> <p><a href="#">Lesson Materials</a></p>
<p>18</p>	<p><b>Content Learning Target:</b></p> <p>I can use my senses to help me learn</p>	<ul style="list-style-type: none"> <li>• I can share what I notice about the painting Flower Day.</li> </ul>	<p><i>Chicka Chicka Boom Boom</i>, Bill Martin Jr., and John Archambault</p>

	<p>from a story.</p> <p><b>Literacy Learning Target:</b></p> <p>I can label a picture using the first letter sound I hear.</p>	<ul style="list-style-type: none"> <li>• I can ask a question using a Wonder Wheel question word.</li> <li>• I can help label details from Flower Day during shared writing.</li> <li>• I can hear the first sound in a word.</li> </ul>	<p><a href="#">Flower Day</a>, Diego Rivera</p> <p><a href="#">Lesson Materials</a></p>
19	<p><b>Content Learning Target:</b></p> <p>I can use my senses to help me learn from a story.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use what I read to create an illustration with labels.</p>	<ul style="list-style-type: none"> <li>• I can draw a picture based on words from the text.</li> <li>• I can label parts of my drawing using initial letter sounds.</li> <li>• I can compare my illustration with the one in the book.</li> <li>• I can describe the colors I see in Flower Day.</li> </ul>	<p><i>Chicka Chicka Boom Boom</i>, Bill Martin Jr., and John Archambault</p> <p><a href="#">Flower Day</a>, Diego Rivera</p> <p><a href="#">Le Gourmet</a>, Pablo Picasso</p> <p><a href="#">Lesson Materials</a></p>
20	<p><b>Content Learning Target:</b></p> <p>I can use my senses to help me learn from a story.</p> <p><b>Literacy Learning Target:</b></p> <p>I can notice when words are repeated and tell why the author used them.</p>	<ul style="list-style-type: none"> <li>• I can point to a word or phrase that repeats.</li> <li>• I can read a repeated phrase with feeling.</li> <li>• I can collect evidence for my Focusing Question Task 4.</li> <li>• I can find symmetry (a balanced pattern) in Flower Day.</li> </ul>	<p><i>Chicka Chicka Boom Boom</i>, Bill Martin Jr., and John Archambault</p> <p><a href="#">Flower Day</a>, Diego Rivera</p> <p><a href="#">Lesson Materials</a></p>
21 ✓FQT ✓VOC	<p><b>Content Learning Target:</b></p> <p>I can use my senses to help me learn from a story.</p> <p><b>Literacy Learning Target:</b></p> <p>I can notice when words are repeated and tell why the author used them.</p>	<ul style="list-style-type: none"> <li>• I can share the big idea of Chicka Chicka Boom Boom.</li> <li>• I can answer a Text-Dependent Question with text evidence.</li> <li>• I can begin Focusing Question Task 4 with labels.</li> </ul>	<p><i>Chicka Chicka Boom Boom</i>, Bill Martin Jr., and John Archambault</p> <p><a href="#">Chicka Chicka Boom Boom Alphabet Song</a></p> <p><a href="#">Flower Day</a>, Diego Rivera</p> <p><a href="#">Lesson Materials</a></p>

		<ul style="list-style-type: none"> <li>• I can use initial letter sounds in my labels.</li> </ul>	
22	<p><b>Content Learning Target:</b></p> <p>I can use my senses to help me learn from a story.</p> <p><b>Literacy Learning Target:</b></p> <p>I can label a drawing using letters and sounds to add details to my writing.</p>	<ul style="list-style-type: none"> <li>• I can share the big idea of Chicka Chicka Boom Boom.</li> <li>• I can answer a Text-Dependent Question with text evidence.</li> <li>• I can begin Focusing Question Task 4 with labels.</li> <li>• I can use initial letter sounds in my labels.</li> </ul>	<p><i>Chicka Chicka Boom Boom</i>, Bill Martin Jr., and John Archambault</p> <p><a href="#">Flower Day</a>, Diego Rivera</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 5: Lessons 23-28</b></p> <p><b>How do our senses help us learn from <i>Rap a Tap Tap</i>?</b></p>			
23	<p><b>Content Learning Target:</b></p> <p>I can explain how our five senses can help us learn.</p> <p><b>Literacy Learning Target:</b></p> <p>I can ask questions about the key events, details, and words in a text.</p>	<ul style="list-style-type: none"> <li>• I can share an observation from a Question Corner.</li> <li>• I can ask a question about Rap a Tap Tap.</li> <li>• I can help label a class drawing using initial letter sounds.</li> <li>• I can tell why labeling pictures with letters helps readers.</li> </ul>	<p><i>Rap a Tap Tap</i>, Leo and Diane Dillon</p> <p><a href="#">“Eight-Year-Old Tap Prodigy Little Luke”</a></p> <p><a href="#">Lesson Materials</a></p>
24	<p><b>Content Learning Target:</b></p> <p>I can explain how our five senses can help us learn.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use my body and labels to show key details from a text.</p>	<ul style="list-style-type: none"> <li>• I can name a key detail about Bojangles.</li> <li>• I can act out a scene using a Moving tableaux.</li> <li>• I can label a drawing from the text using initial letter sounds.</li> <li>• I can use context to figure out what a new word means.</li> </ul>	<p><i>Rap a Tap Tap</i>, Leo and Diane Dillon</p> <p><a href="#">“Great Depression,”</a> Children’s Encyclopedia</p> <p><a href="#">Lesson Materials</a></p>

25	<p><b>Content Learning Target:</b></p> <p>I can explain how our five senses can help us learn.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use my body and labels to show key details from a text.</p>	<ul style="list-style-type: none"> <li>• I can answer a Text-Dependent Question about an illustration.</li> <li>• I can share why having good conversations helps us learn.</li> <li>• I can collect evidence for the Focusing Question Task.</li> <li>• I can label a detail in a picture using letters.</li> </ul>	<p><i>Rap a Tap Tap</i>, Leo and Diane Dillon</p> <p><a href="#">“The Harlem Renaissance,”</a> Britannica Kids</p> <p><a href="#">Lesson Materials</a></p>
26 ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can explain how our five senses can help us learn.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use my body and labels to show key details from a text.</p>	<ul style="list-style-type: none"> <li>• I can find two words that rhyme.</li> <li>• I can point out words that repeat in the text.</li> <li>• I can begin Focusing Question Task 5 using my Evidence Organizer.</li> <li>• I can use a preposition (in, on, under) to tell where something is.</li> </ul>	<p><i>Rap a Tap Tap</i>, Leo and Diane Dillon</p> <p><a href="#">“Bojangles Step Dance”</a></p> <p><a href="#">Lesson Materials</a></p>
27	<p><b>Content Learning Target:</b></p> <p>I can explain how our five senses can help us learn.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use the words and pictures to find the most important idea of a text.</p>	<ul style="list-style-type: none"> <li>• I can share the big idea of <i>Rap a Tap Tap</i>.</li> <li>• I can have a conversation by listening and adding on to a partner's idea.</li> <li>• I can add labels with letters to my Focusing Question Task.</li> <li>• I can answer a Text-Dependent Question.</li> </ul>	<p><i>Rap a Tap Tap</i>, Leo and Diane Dillon</p> <p><a href="#">“Bojangles Step Dance”</a></p> <p><a href="#">Lesson Materials</a></p>
28	<p><b>Content Learning Target:</b></p> <p>I can explain how our five senses can</p>	<ul style="list-style-type: none"> <li>• I can complete Focusing Question Task 5.</li> </ul>	<p><i>Rap a Tap Tap</i>, Leo and Diane Dillon</p>

	<p>help us learn.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use labels and complete sentences to share what I learned from a text.</p>	<ul style="list-style-type: none"> <li>• I can add labels using initial letter sounds.</li> <li>• I can use a preposition to describe where Bojangles is.</li> <li>• I can add what I learned to our class Knowledge Journal.</li> </ul>	<p><a href="#">“Bojangles Step Dance”</a></p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 6: Lessons 29-31</b></p> <p><b>How do our senses help us learn?</b></p>			
<p>29</p> <p>✓VOC</p>	<p><b>Content Learning Target:</b></p> <p>I can share my knowledge about the senses by discussing and writing about them.</p> <p><b>Literacy Learning Target:</b></p> <p>I can have a conversation in a Socratic Seminar by listening and building on others' ideas.</p>	<ul style="list-style-type: none"> <li>• I can share an idea about how our senses help us learn.</li> <li>• I can listen and add on to a classmate's idea.</li> <li>• I can use a Module 1 vocabulary word correctly.</li> <li>• I can complete a Vocabulary check.</li> </ul>	<p><i>My Five Senses</i>, Aliki</p> <p><i>My Five Senses</i>, Margaret Miller</p> <p><a href="#">Lesson Materials</a></p>
<p>30</p> <p>✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can share my knowledge about the senses by discussing and writing about them.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use sensory words, labels, and complete sentences to share what I learned across many texts.</p>	<ul style="list-style-type: none"> <li>• I can sort our Module 1 texts.</li> <li>• I can begin my End-of-Module Task with a drawing.</li> <li>• I can use complete sentences to share my reflection.</li> <li>• I can use sensory words and labels with initial letter sounds in my work.</li> </ul>	<p>All Module Texts</p> <p><a href="#">Lesson Materials</a></p>

<p>31 ✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can share my knowledge about the senses by discussing and writing about them.</p> <p><b>Literacy Learning Target:</b></p> <p>I can finish a book that shows what I learned from many texts, using complete sentences and labels.</p>	<ul style="list-style-type: none"> <li>• I can sort our Module 1 texts.</li> <li>• I can begin my End-of-Module Task with a drawing.</li> <li>• I can use complete sentences to share my reflection.</li> <li>• I can use sensory words and labels with initial letter sounds in my work.</li> </ul>	<p>All Module Texts</p> <p><a href="#">Lesson Materials</a></p> <p><a href="#">Mid-Unit Foundations Checkup</a></p>
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DRAFT

## Fundations

As part of Module 1, students will be instructed using Fundations Level K, Unit 1. This unit must be well-paced and not rushed or condensed, as it lays the foundations for later phonics instruction.

Teachers should consider [beginning-of-year benchmark assessments](#), such as DIBELS Letter Naming Fluency (LNF), to determine students' prior knowledge. By the end of Module 1, you will be completing the Fundations Mid-Unit Checkup and determining if intervention is required. Teachers may consider implementing formative assessment checks every 1-2 weeks to determine mastery of taught letters. 80% of students should master when advancing instruction.

Fundations Lessons	Lesson Targets	Success Criteria
Unit 1, Week 1- Unit 1, Week 6  <a href="#">Mid-Unit Fundations Checkup</a>	I can identify, say, and write the lowercase letters <i>t, b, f, n, m, i, u, c, o, a, g, and d, s.</i>  I can segment words in an oral sentence.  I can recognize the components of a sentence (Capital letter at the beginning and end punctuation).  I can recognize that sentences are made up of different words.  I can retell parts of a story.	With and without prompting, I can recognize taught letters and sounds.  I can use proper pencil grip and scaffolds (Fundations lines) to form letters.  With adult support, I can track text with one-to-one correspondence.  I can act out a part of a story or draw a picture.

## Heggerty

### Sound Awareness Foundations ~ 45 sessions

#### Learning Targets:

- I can hear and repeat words that rhyme.
- I can isolate the initial and final sounds in a spoken word.
- I can blend two small words into a spoken compound word.
- I can segment a spoken compound word into two smaller words.
- I can manipulate words by adding, deleting, and substituting a part of a compound word to make a new word.

### Sound Awareness Foundations ~ 45 sessions

#### Success Criteria:

#### *Identifying the first sound*

- I listened carefully to the whole word.
- I held the first sound in my mind
- I said only the first sound I heard

#### *Identifying the last sound*

- I listened to the whole word.
- I let the word finish and held the ending sound.
- I said only the last sound I heard.

#### *Blending compound words*

- I listened to both separate words.
- I put the two words together in my head.
- I said the new compound word.

#### *Blending & counting syllables*

- I listened to the syllable chunks.
- I used my choppers to feel each part.
- I blended the parts and said the whole word.
- I counted how many claps I made.

#### *Recognizing rhyming words*

- I listened to both words all the way through.
- I compared the middle and ending sounds.
- I showed thumbs up if they matched, thumbs down if they didn't.

#### *Letter names & sounds*

- I looked at the letter card.
- I said the letter name.
- I said the sound that letter makes.

## Module 2: Once Upon a Farm

**Relevant Standards: Bold indicates priority**

See above.

### Essential Question(s):

What makes a good story?

### Enduring Understanding(s):

Students in Kindergarten will understand the following concepts as a result of this module:

- Authors of informational texts teach us about real life through their books.
- Authors of narrative texts use their imaginations to tell fictional stories that entertain and teach us.
- In real life, farm animals live on farms and help people in different ways.
- Life on a farm and the animals' behavior change with the seasons.
- Informational texts and fictional stories are structurally different. Fictional stories have characters, setting, problems, and resolutions. Informational texts tell facts about a topic.



### Demonstration of Learning

Students may demonstrate their learning within this unit in a variety of ways. At the end of this module, students will craft a narrative text featuring a farm animal they learned about throughout the module. In addition, students will participate in a Socratic seminar and participate in several assessments throughout the unit such as vocabulary and "New Read" assessments demonstrating their comprehension skills in new texts.

### Pacing for Unit

40 school days

### Family Overview (link below)

-  [WW\\_GK\\_M2\\_FamilyTipSheet\\_English.pdf](#)
-  [WW\\_GK\\_M2\\_FamilyTipSheet\\_Spanish.pdf](#)

### Integration of Technology:






Videos and digital visual art displays are listed below.

### Unit-specific Vocabulary:

#### Content Vocabulary

farm	thresh	knead
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### Aligned Unit Materials, Resources, and Technology (beyond core resources):

-  [WW\\_Nat\\_GK\\_M2\\_TE\\_Lesson01-06\\_v2.pdf](#)
-  [WW\\_Nat\\_GK\\_M2\\_TE\\_Lesson07-12\\_v2.pdf](#)
-  [WW\\_Nat\\_GK\\_M2\\_TE\\_Lesson13-17\\_v2.pdf](#)
-  [WW\\_Nat\\_GK\\_M2\\_TE\\_Lesson18-23\\_v2.pdf](#)
-  [WW\\_Nat\\_GK\\_M2\\_TE\\_Lesson24-28\\_v2.pdf](#)

roar	meadow	valley
Winter	spring	summer
autumn	Lazy	playful
smartest	thresh	trip
trap	roar	tiny
heavy	loud	meadow
valley	content	jam

**Academic Vocabulary**

roll	scratch	leap
sneak	strut	gallop
waddle	rise	lurk
creep	snip	chop
lazy	playful	smartest
simplest	safe	tiny
heavy	loud	greedy
neighbors		

PDF WW\_Nat\_GK\_M2\_TE\_Lesson29-32\_v2.pdf

Foundations Unit 1  
Heggerty

**Core Texts**

- *Farm Animals*, Wade Cooper
- *The Year at Maple Hill Farm*, Alice and Martin Provensen
- *The Little Red Hen*, Jerry Pinkney
- *The Three Billy Goats Gruff*, Paul Galdone
- *Three Little Pigs*, (adaptation)- Raina Moore

**Supplementary Texts**

- [“Morning is Come”](#) BBC Publications

**Multimedia**

- [American Gothic](#), Grant Wood
- [The Cornell Farm](#), Edward Hicks
- [“Old McDonald Had a Farm”](#)
- [“Making Bread”](#) PBS Kids
- [“Seasons Song”](#) Have Fun Teaching

**Opportunities for Interdisciplinary Connections:**

**Science:** Students explore the natural world by investigating the characteristics of real farm animals and how they differ from fictional characters. The curriculum integrates Earth Science concepts as students study the changing seasons, observing weather patterns like “cold and windy snowstorms” or “hot and sunny days” impact the farm environment and the behavior of its inhabitants. Additionally, students learn to categorize types of weather and understand the rhythmic cycle of the year.

**Social Studies:** The lessons emphasize emotional awareness and social dynamics by asking students to identify and act out character traits such as being “lazy,” “playful,” or “strong” . Students practice empathy and perspective-taking by discussing how

**Anticipated misconceptions:**

- Distinguish between the human-like behaviors of characters in fables (like the *Little Red Hen* talking or the *Three Little Pigs* building houses) and the biological realities of farm animals.
- Students might believe that weather patterns are absolute and unchanging based on the calendar (e.g., “it only snows in winter” or “it is always hot in summer”).
- When analyzing fine art like *American Gothic* or stylized illustrations, students may misinterpret the artist’s use of expression or symbolism.

characters feel in different settings and evaluating the fairness of a character's decisions, such as whether the Little Red Hen should have shared her bread . Collaborative activities like "Mix and Mingle" and "Think-Pair-Share" further develop their communication and active listening skills

**Social Emotional Learning:** Students gain an understanding of community and labor by examining the roles and responsibilities of farmers and the animals that help them . By analyzing artwork like Grant Wood's *American Gothic*, they explore historical perspectives on farm life and the idea that "farmers are sad but strong" . The curriculum also touches on basic economic concepts through discussions about the value of work and the "essential meaning" of stories that reflect societal values.

**Art:** Centered around the topic of studying farms, Module 2 provides an excellent opportunity to bridge science, literacy, and the visual arts through three-dimensional modeling or farm landscape painting. Students can learn basic printmaking techniques, using sliced vegetables (like potatoes, celery, or apples) dipped in tempera paint to stamp and construct farm scenes, animals, and crops. Alternatively, they can use clay or playdough to sculpt farm animals, reinforcing their spatial awareness and understanding of animal physical traits. By creating their own farmyard artwork, students visually represent the settings and characters they encounter in their texts, helping them synthesize their growing knowledge of agricultural life and ecosystems while practicing fine motor coordination.

**Connections to Prior Units:**

In Module 2, students continue building their knowledge and skills of applying decoding skills and focusing on a blend of narrative and informational texts. Students build on their writing skills by crafting a narrative using information they learn about farm animals.

**Connections to Future Units:**

This unit is focused on narrative types of writing—part of a cycle structure throughout the Wit & Wisdom curricular resource. Students will leverage skills taught in this unit in later units with different genres of text.

**Differentiation through [Universal Design for Learning](#)**

**UDL Indicator & Teacher Actions:**

**Engagement**

- Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class.
- Connect the study of farm animals to students' own lives by having them bring a photo or drawing of a "job" they do at home (e.g, feeding a pet, cleaning up toys).

- During the Socratic Seminar, provide “response cards,” so students can choose how to participate- either by speaking, holding up a card, or using a gesture.

**Representation**

- Use echo reading for the Essential and Focusing Questions, providing a clear vocal model and physical tracking of the text to help students connect spoken words to print.
- Provide a visual storyboard or a set of “Seasons cards” that students can hold up as they hear specific weather words or seasonal changes mentioned in the lyrics of the “The Seasons Song” or “Morning is Come” throughout the unit.
- Create a sensory word wall with physical objects attached next to the words..

**Action & Expression**

- Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details.
- Provide sentence frames to lower the cognitive load for students as they practice articulating their observations.

**Supporting Multilingual/English Learners**

**Related CELP standards and differentiated Learning Targets:**

Standards	Emerging	Expanding	Bridging
LT 1 CELP 1	I can identify a few key words or attributes of farm animals from a read-aloud using pictures.	I can identify the main topic of a text and retell one or two key details about what a real farm animal does.	I can retell a story or informational text about a farm in order, including key details and the main idea with prompting and support.
LT 2 CELP 2	I can respond to questions about character traits with prompting and support.	I can participate in “Think-Pair-Share” by using short phrases to express an opinion about a character’s actions with prompting and support.	I can participate in extended conversations, asking and answering questions to clarify why a character made a specific choice with prompting and support.
LT 3 CELP 3	I can draw a picture and dictate a label of a farm setting using single words or initial sounds learned from the alphabet strip with prompting and support.	I can dictate or write a short sentence using a preposition to describe where an animal is with prompting and support.	I can write a complete sentence and that uses several descriptive words to explain a farm setting with prompting and support.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<b>Focusing Question 1: Lessons 1-6</b> <b>What is true about real farm animals?</b>			
1	<p><b>Content Learning Target:</b></p> <p>I can explain what makes a good story.</p> <p><b>Literacy Learning Target:</b></p> <p>I can ask questions about a story using many question words.</p>	<ul style="list-style-type: none"> <li>• I can share what I noticed about the pictures or the words.</li> <li>• I can use a question word (who, what, where, when, why, how) to ask a question.</li> <li>• I can use the Question Cube to ask a new kind of question.</li> <li>• I can join a Gallery Walk and notice things about Module 2 books.</li> </ul>	<p><i>The Three Little Pigs</i></p> <p><a href="#">Lesson Materials</a></p>
2	<p><b>Content Learning Target:</b></p> <p>I can identify facts about real farm animals.</p> <p><b>Literacy Learning Target:</b></p> <p>I can ask questions and share observations about key details in an informational book.</p>	<ul style="list-style-type: none"> <li>• I can share an observation about a key detail in the book.</li> <li>• I can ask a question using the Question Cube.</li> <li>• I can tell why a strong voice helps people hear me.</li> <li>• I can practice reading aloud with a strong voice.</li> </ul>	<p><i>The Three Little Pigs</i></p> <p><i>Farm Animals</i></p> <p><a href="#">Lesson Materials</a></p>
3	<p><b>Content Learning Target:</b></p> <p>I can identify facts about real farm animals.</p> <p><b>Literacy Learning Target:</b></p> <p>I can identify the main topic and retell key details from sections of an informational text.</p>	<ul style="list-style-type: none"> <li>• I can name the main topic of a section.</li> <li>• I can retell a key detail from the text.</li> <li>• I can collect evidence for my Focusing Question Task.</li> </ul>	<p><i>Farm Animals</i></p> <p><a href="#">Lesson Materials</a></p>

		<ul style="list-style-type: none"> <li>• I can read aloud using a strong voice.</li> </ul>	
4	<p><b>Content Learning Target:</b></p> <p>I can identify facts about real farm animals.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use illustrations and words together to find factual information in a text.</p>	<ul style="list-style-type: none"> <li>• I can answer a Text-Dependent Question about a real farm animal.</li> <li>• I can match a picture with a fact in the text.</li> <li>• I can rehearse a sentence for my Focusing Question Task using a strong voice.</li> <li>• I can collect new evidence on the Evidence Organizer.</li> </ul>	<p><i>Farm Animals</i></p> <p><a href="#">Lesson Materials</a></p>
5 ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can identify facts about real farm animals.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use the words and illustrations to find the most important idea in an informational text.</p>	<ul style="list-style-type: none"> <li>• I can share the big idea of Farm Animals.</li> <li>• I can think about the author's purpose for writing the book.</li> <li>• I can rehearse a complete sentence for Focusing Question Task 1.</li> <li>• I can begin my Focusing Question Task with a drawing and a fact.</li> </ul>	<p><i>Farm Animals</i></p> <p><a href="#">Lesson Materials</a></p>

6	<p><b>Content Learning Target:</b></p> <p>I can identify facts about real farm animals.</p> <p><b>Literacy Learning Target:</b></p> <p>I can use a strong voice and complete sentences to express what I learned from a text.</p>	<ul style="list-style-type: none"> <li>• I can complete Focusing Question Task 1.</li> <li>• I can present my work using a strong voice.</li> <li>• I can use the alphabet strip to help me spell.</li> <li>• I can add what I learned to our class Knowledge Journal.</li> </ul>	<p><i>Farm Animals</i></p> <p><a href="#">Lesson Materials</a></p>
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**Focusing Question 2: Lessons 7-12**  
**How do authors create settings?**

7	<p><b>Content Learning Target:</b></p> <p>I can ask and answer questions about <i>The Year at Maple Hill Farm</i>.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can ask questions about a new book using question words from the Question Cube.</p>	<ul style="list-style-type: none"> <li>• I can share an observation about the pictures or words.</li> <li>• I can ask a question using the Question Cube.</li> <li>• I can draw and label what I noticed in my Response Journal.</li> <li>• I can read aloud with fluency.</li> </ul>	<p><i>The Year at Maple Hill Farm</i></p> <p>“The Seasons Song”</p> <p><a href="#">Lesson Materials</a></p>
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8	<p><b>Content Learning Target:</b></p> <p>I can ask and answer questions about <i>The Year at Maple Hill Farm</i>.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can identify key details for a given main topic in an informational text.</p>	<ul style="list-style-type: none"> <li>• I can share an observation about the pictures or words.</li> <li>• I can ask a question using the Question Cube.</li> <li>• I can draw and label what I noticed in my Response Journal.</li> <li>• I can read aloud with fluency.</li> </ul>	<p><i>The Year at Maple Hill Farm</i></p> <p>“The Seasons Song”</p> <p><a href="#">Lesson Materials</a></p>
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9	<p><b>Content Learning Target:</b></p> <p>I can ask and answer questions about <i>The Year at Maple Hill Farm</i>.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can identify the setting of a text by using words and illustrations.</p>	<ul style="list-style-type: none"> <li>• I can name a key detail from a section.</li> <li>• I can identify the setting in a part of the book.</li> <li>• I can describe what season is shown in a picture.</li> <li>• I can use a vocabulary word to describe the farm.</li> </ul>	<p><i>The Year at Maple Hill Farm</i></p> <p><i>The Cornell Farm</i></p> <p><a href="#">Lesson Materials</a></p>
10	<p><b>Content Learning Target:</b></p> <p>I can ask and answer questions about <i>The Year at Maple Hill Farm</i>.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can expand a sentence by adding a prepositional phrase that tells where or when.</p>	<ul style="list-style-type: none"> <li>• I can add evidence to my Evidence Organizer.</li> <li>• I can expand a simple sentence by telling where or when.</li> <li>• I can describe the colors and repetition I see in <i>The Cornell Farm</i>.</li> <li>• I can collect evidence for the Focusing Question Task.</li> </ul>	<p><i>The Year at Maple Hill Farm</i></p> <p><i>The Cornell Farm</i></p> <p><a href="#">Lesson Materials</a></p>

<p>11 ✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can ask and answer questions about <i>The Year at Maple Hill Farm</i>.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use the words and pictures to find the most important idea about a setting.</p>	<ul style="list-style-type: none"> <li>• I can answer a Text-Dependent Question about the seasons.</li> <li>• I can sort pictures of the farm by season.</li> <li>• I can begin Focusing Question Task 2 with an expanded sentence.</li> <li>• I can interpret the essential meaning of The Cornell Farm.</li> </ul>	<p><i>The Year at Maple Hill Farm</i></p> <p><i>The Cornell Farm</i></p> <p><a href="#">Lesson Materials</a></p>
<p>12</p>	<p><b>Content Learning Target:</b></p> <p>I can ask and answer questions about <i>The Year at Maple Hill Farm</i>.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use expanded sentences (with prepositional phrases) to write about a setting.</p>	<ul style="list-style-type: none"> <li>• I can complete Focusing Question Task 2.</li> <li>• I can act out a season from the book.</li> <li>• I can use a preposition (in, on, under, after) to expand my sentence.</li> <li>• I can share my work using a strong voice.</li> </ul>	<p><i>The Year at Maple Hill Farm</i></p> <p><i>The Cornell Farm</i></p> <p><a href="#">Lesson Materials</a></p>

**Focusing Question 3: Lessons 13-17**  
**How do authors create characters?**

<p>13</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use Story Stones to track the characters in a story.</p>	<ul style="list-style-type: none"> <li>• I can name each character in Three Little Pigs.</li> <li>• I can record the characters in my Response Journal.</li> <li>• I can act out a character trait and give a real-life example.</li> <li>• I can tell why describing a character helps a story.</li> </ul>	<p><i>The Three Little Pigs</i></p> <p>“Old McDonald Had a Farm”</p> <p><a href="#">Lesson Materials</a></p>
<p>14</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use adjectives and text evidence to describe a character.</p>	<ul style="list-style-type: none"> <li>• I can use Story Stones to label the settings.</li> <li>• I can describe Mother Pig in a sentence with an adjective.</li> <li>• I can write and illustrate a sentence about a character.</li> <li>• I can use a resource (alphabet strip) to help me spell a word.</li> </ul>	<p><i>The Three Little Pigs</i></p> <p><i>American Gothic</i></p> <p>“Old McDonald Had a Farm”</p> <p><a href="#">Lesson Materials</a></p>

<p>15</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use adjectives and text evidence to describe a character.</p>	<ul style="list-style-type: none"> <li>• I can name an adjective that describes a character.</li> <li>• I can act out a character from the story.</li> <li>• I can describe a character in American Gothic.</li> <li>• I can collect evidence for the Focusing Question Task.</li> </ul>	<p><i>The Three Little Pigs</i></p> <p><i>American Gothic</i></p> <p>“Old McDonald Had a Farm”</p> <p><a href="#">Lesson Materials</a></p>
<p>16 ✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can compare and contrast two characters in a story.</p>	<ul style="list-style-type: none"> <li>• I can compare two pigs in the story.</li> <li>• I can share the big idea of Three Little Pigs.</li> <li>• I can interpret the essential meaning of American Gothic.</li> <li>• I can begin Focusing Question Task 3 with a character description.</li> </ul>	<p><i>The Three Little Pigs</i></p> <p><i>American Gothic</i></p> <p>“Old McDonald Had a Farm”</p> <p><a href="#">Lesson Materials</a></p>
<p>17</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can describe a character using complete sentences and details from the text.</p>	<ul style="list-style-type: none"> <li>• I can complete Focusing Question Task 3.</li> <li>• I can tell the difference between hearing and active listening.</li> <li>• I can use adjectives in my character description.</li> <li>• I can add what I learned to our class Knowledge Journal.</li> </ul>	<p><i>The Three Little Pigs</i></p> <p><i>American Gothic</i></p> <p>“Old McDonald Had a Farm”</p> <p><a href="#">Lesson Materials</a></p>

**Focusing Question 4: Lessons 18-23**  
**How do authors create problems and resolutions?**

<p>18 ✓NR</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can identify the characters and setting in a new story.</p>	<ul style="list-style-type: none"> <li>• I can complete New-Read Assessment 1.</li> <li>• I can share an observation about the characters or setting.</li> <li>• I can ask a question using a question word.</li> <li>• I can record observations in my Response Journal.</li> </ul>	<p>“Morning is Come”  <i>The Little Red Hen</i>  <a href="#">Lesson Materials</a></p>
<p>19</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write about characters and a setting to begin a narrative story.</p>	<ul style="list-style-type: none"> <li>• I can name and describe a character in the story.</li> <li>• I can act out part of the story.</li> <li>• I can begin writing a class narrative with characters and a setting.</li> <li>• I can show the meaning of action words like cut, snip, and chop.</li> </ul>	<p>“Morning is Come”  <i>The Little Red Hen</i>  <a href="#">Lesson Materials</a></p>
<p>20</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write a problem for a narrative story.</p>	<ul style="list-style-type: none"> <li>• I can name the problem in the story.</li> <li>• I can name the resolution in the story.</li> <li>• I can write a problem for our class narrative.</li> <li>• I can show I am actively listening to a partner.</li> </ul>	<p>“Morning is Come”  <i>The Little Red Hen</i>  <i>The Year at Maple Hill Farm</i>  <a href="#">Lesson Materials</a></p>

<p>21</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write a resolution for a narrative story.</p>	<ul style="list-style-type: none"> <li>• I can find lines that repeat in the story.</li> <li>• I can act out a repeated line with feeling.</li> <li>• I can create a resolution for our class narrative.</li> <li>• I can name the problem and resolution in Three Little Pigs.</li> </ul>	<p>“Morning is Come”</p> <p><i>The Little Red Hen</i></p> <p><i>The Three Little Pigs</i></p> <p><a href="#">Lesson Materials</a></p>
<p>22</p> <p>✓FQT</p> <p>✓VOC</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write a new problem for a character to show I understand problems and resolutions.</p>	<ul style="list-style-type: none"> <li>• I can answer a Text-Dependent Question about the story.</li> <li>• I can retell the story in order.</li> <li>• I can begin Focusing Question Task 4 with a new problem for the hen.</li> <li>• I can use sight words I know in my writing.</li> </ul>	<p>“Morning is Come”</p> <p>“Making Bread”</p> <p><i>The Little Red Hen</i></p> <p><a href="#">Lesson Materials</a></p>
<p>23</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use active listening in a Socratic Seminar to share ideas about characters.</p>	<ul style="list-style-type: none"> <li>• I can take a turn in a Socratic Seminar.</li> <li>• I can listen carefully and add on to a friend's idea.</li> <li>• I can complete Focusing Question Task 4 with a new problem.</li> <li>• I can add what I learned to our class Knowledge Journal.</li> </ul>	<p>“Morning is Come”</p> <p><i>The Little Red Hen</i></p> <p><i>The Three Little Pigs</i></p> <p><a href="#">Lesson Materials</a></p>

**Focusing Question 5: Lessons 24-28**  
**How do authors sequence events?**

<p>24 ✓NR</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can identify characters, setting, problem, and resolution in a new story.</p>	<ul style="list-style-type: none"> <li>• I can complete New-Read Assessment 2.</li> <li>• I can listen actively as the text is read.</li> <li>• I can identify the characters and setting.</li> <li>• I can sort story elements (characters, setting, problem, resolution).</li> </ul>	<p><i>Three Billy Goats Gruff</i></p> <p><i>Farm Animals</i></p> <p><i>The Three Little Pigs</i></p> <p><a href="#">Lesson Materials</a></p>
<p>25</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can tell the difference between a resolution and a response to a problem.</p>	<ul style="list-style-type: none"> <li>• I can name a response to the problem in the story.</li> <li>• I can tell the difference between a resolution and a response.</li> <li>• I can record a response in my Response Journal.</li> <li>• I can act out part of the story.</li> </ul>	<p><i>Three Billy Goats Gruff</i></p> <p><i>The Three Little Pigs</i></p> <p><a href="#">Lesson Materials</a></p>
<p>26</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write a response to the problem to add to a narrative story.</p>	<ul style="list-style-type: none"> <li>• I can put the events of the story in order.</li> <li>• I can find size words (little, medium, big) in the text.</li> <li>• I can write a response to the problem for our class narrative.</li> </ul>	<p><i>Three Billy Goats Gruff</i></p> <p><a href="#">Lesson Materials</a></p>

		<ul style="list-style-type: none"> <li>• I can act out part of the story.</li> </ul>	
<p>27 ✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use the events of a story to find its most important idea.</p>	<ul style="list-style-type: none"> <li>• I can answer a Text-Dependent Question about the story.</li> <li>• I can compare the Troll and the wolf from Three Little Pigs.</li> <li>• I can write two events in order for our class narrative.</li> <li>• I can begin Focusing Question Task 5 with sequenced events.</li> </ul>	<p><i>Three Billy Goats Gruff</i></p> <p><a href="#">Lesson Materials</a></p>
<p>28</p>	<p><b>Content Learning Target:</b></p> <p>I can identify and describe the elements of a story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write and illustrate an event in order to add to a story.</p>	<ul style="list-style-type: none"> <li>• I can complete Focusing Question Task 5.</li> <li>• I can write a second event for the Billy Goats Gruff story.</li> <li>• I can use the text to help me spell content words.</li> <li>• I can share my work using active listening with a partner.</li> </ul>	<p><i>Three Billy Goats Gruff</i></p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 6: Lessons 29-32</b> <b>What makes a good story?</b></p>			

<p>29</p>	<p><b>Content Learning Target:</b></p> <p>I can explain what makes a good story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can participate in a Socratic Seminar using active listening to synthesize ideas.</p>	<ul style="list-style-type: none"> <li>• I can sort our Module 2 texts.</li> <li>• I can share an idea in a Socratic Seminar.</li> <li>• I can listen with my senses and add on to a friend's idea.</li> <li>• I can use a Module 2 vocabulary word correctly.</li> </ul>	<p>All module texts</p> <p><a href="#">Lesson Materials</a></p>
<p>30 ✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can explain what makes a good story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can participate in a Socratic Seminar using active listening to synthesize ideas.</p>	<ul style="list-style-type: none"> <li>• I can complete a Story Map for my EOM Task.</li> <li>• I can name the characters and setting of my story.</li> <li>• I can name a problem and a resolution for my story.</li> <li>• I can verbally rehearse my story with a partner.</li> </ul>	<p>All module texts</p> <p><a href="#">Lesson Materials</a></p>
<p>31 ✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can explain what makes a good story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write a narrative with a problem and a response in the correct order.</p>	<ul style="list-style-type: none"> <li>• I can verbally rehearse my story with a partner.</li> <li>• I can write and illustrate the problem in my story.</li> <li>• I can write and illustrate a response to the problem.</li> </ul>	<p>All module texts</p> <p><a href="#">Lesson Materials</a></p>

		<ul style="list-style-type: none"> <li>• I can use complete sentences to reflect on my writing.</li> </ul>	
<p>32 ✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can explain what makes a good story.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can perform a fluent read and share my story with a strong voice.</p>	<ul style="list-style-type: none"> <li>• I can complete my EOM Task story.</li> <li>• I can perform a fluent read of a favorite passage.</li> <li>• I can share my story with the class using a strong voice.</li> <li>• I can reflect on what I did well in the module.</li> </ul>	<p>All module texts</p> <p><a href="#">Lesson Materials</a></p>

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**Foundations**

As part of Module 2, students will continue to be instructed using Foundations Level K, Unit 1. This unit must be well-paced and not rushed or condensed, as it lays the foundations for later phonics instruction.

At the start of Module 2, teachers should have administered the Mid-Unit Foundations Checkup to determine if students need additional reteaching of previously taught letters. By the end of Module 2, you will be completing the Foundations Unit 1 Assessment. Teachers may consider implementing formative assessment checks every 1-2 weeks to determine mastery of taught letters. **80% of students should master the unit assessment with a score of 80% or more when determining to advance instruction.**

Foundations Lessons	Lesson Targets	Success Criteria
Unit 1, Week 7- Unit 1, Week 12	<p>I can identify, say, and write the lowercase letters of the alphabet.</p> <p>I can segment words in an oral sentence.</p> <p>I can recognize the components of a sentence (Capital letter at the beginning and end punctuation).</p> <p>I can recognize that sentences are made up of different words.</p> <p>I can retell parts of a story.</p>	<p>With and without prompting, I can recognize taught letters and sounds.</p> <p>I can use proper pencil grip and scaffolds (Foundations lines) to form letters.</p> <p>With adult support, I can track text with one-to-one correspondence.</p> <p>I can act out a part of a story or draw a picture.</p>
Unit 2- Starts in Module 2, finishes in Module 3.	<p>I can identify, say, and write the uppercase letters of the alphabet.</p> <p>I can blend and read three-sound short vowel or CVC words.</p> <p>I can recognize the components of a sentence (Capital letter at the beginning and end punctuation).</p> <p>I can recognize that sentences are made up of different words.</p> <p>I can retell parts of a story.</p>	<p>With and without prompting, I can recognize taught letters and sounds.</p> <p>I can use proper pencil grip and scaffolds (Foundations lines) to form letters.</p> <p>With adult support, I can track text with one-to-one correspondence.</p> <p>I can act out a part of a story or draw a picture.</p> <p>I can order my letters in alphabetic order.</p>

## Heggerty

### Onset-Rime/Early Phoneme Work ~40 sessions

#### Learning Targets:

- I can blend an onset and rime into a word
- I can segment a word into onset and rime
- I can produce a rhyming word when given a word
- I can blend 2–3 phonemes into a spoken word
- I can isolate the medial vowel sound in a CVC word
- I can add or delete a sound to make a new word.

### Onset-Rime/Early Phoneme Work ~40 sessions

#### Success Criteria:

#### ***Blending onset and rime***

- I listened to the first sound and the rest of the word.
- I put those two parts together in my head.
- I said the whole word.

#### ***Segmenting onset and rime***

- I listened to the whole word.
- I pulled off the first sound.
- I said the first sound, then said what was left.

#### ***Producing a rhyming word***

- I listened to the word and held the middle and ending sounds.
- I kept those sounds the same.
- I changed the first sound to make a new rhyming word.
- I said my new rhyming word.

#### ***Blending 2–3 phonemes***

- I listened to each sound separately.
- I held all the sounds in order in my head.
- I slid the sounds together and said the word.

#### ***Isolating the medial vowel***

- I listened and heard the middle sound in the word.
- I let the first and last sounds go.
- I said only the middle sound I heard.

#### ***Adding or deleting a sound***

- I listened to the word and held it in my head.
- I added the new sound or removed the sound I was told.
- I said the new word that was left.

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## Module 3: America, Then and Now

**Relevant Standards: Bold indicates priority**

See above.

### Essential Question(s):

How has life in America changed over time?

### Enduring Understanding(s):

Students in Kindergarten will understand the following concepts as a result of this module:

- 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.

### Demonstration of Learning:

Students may demonstrate their learning within this unit in a variety of ways. At the end of this module, students will create a poster about how life has changed in America to present to their classmates. In addition, students will participate in a socratic seminar and participate in several assessments throughout the unit such as vocabulary and “New Read” assessments demonstrating their comprehension skills in new texts.

### Pacing for Unit

40 school days.

### Family Overview (link below)

-  [WW\\_GK\\_M3\\_FamilyTipSheet\\_English.pdf](#)
-  [WW\\_GK\\_M3\\_FamilyTipSheet\\_Spanish.pdf](#)

### Integration of Technology:







Videos and digital visual art displays are listed below.

### Unit-specific Vocabulary:

#### Content Vocabulary

photographs	when	Close up
background	enough	change
wave	forever	plural
American flag	event	echo

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

-  [WW\\_Nat\\_GK\\_M3\\_TE\\_Lesson01-06\\_v2.pdf](#)
  -  [WW\\_Nat\\_GK\\_M3\\_TE\\_Lesson07-11\\_v2.pdf](#)
  -  [WW\\_Nat\\_GK\\_M3\\_TE\\_Lesson12-17\\_v2.pdf](#)
  -  [WW\\_Nat\\_GK\\_M3\\_TE\\_Lesson18-21\\_v2.pdf](#)
  -  [WW\\_Nat\\_GK\\_M3\\_TE\\_Lesson22-26\\_v2.pdf](#)
  -  [WW\\_Nat\\_GK\\_M3\\_TE\\_Lesson27-30\\_v2.pdf](#)
- Foundations Unit 2-3  
Heggerty

Topic statement	Long ago	now
Retell	then	map
illustration	glossary	punctuation
order	old	clean
dirty	young	fill
awake	Long ago	now
then	retell	

### Academic 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		

### Core Texts

- *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
- *The Little House*, Virginia Lee Burton

### Supplementary Texts

- "[Now We Are Six](#)"- A.A. Milne
- "[About Cynthia Rylant](#)"- Cynthia Rylant

### Multimedia

- [Washington Crossing the Delaware](#), Emanuel Leutze
- ["Betsy Ross and the American Flag"](#)
- [Old Hand Water Pump](#), Judson McCranie
- ["Then & Now: The Stunning Speed of Urban Development"](#) S.A. Rogers
- ["Engine on the Track"](#) Gayle's Preschool Rainbow
- ["This Is Your Land"](#) Woody Guthrie
- ["You're a Grand Old Flag"](#) George M. Cohan
- ["Sounds of a Glass Armonica"](#)- Toronto Star

### Opportunities for Interdisciplinary Connections:

**Science:** Students can explore concepts of growth and transportation by observing the progression of seasons, which helps them describe how living things and the environment change over time. These observations allow students to practice scientific inquiry by asking "what" and "how" questions about the physical world, creating a foundation for understanding the predictable and unpredictable shifts in nature.

**Social Studies:** Social studies integration centers on the history of innovation and evolution of communities in America. Students examine how life at home, school, and in transportation has changed, specifically looking at how inventions like those of Benjamin Franklin—such as the lightning rod or bifocals—made life easier and safer. By comparing "then" and "now," students learn to identify the impact of human creativity on the

### Anticipated misconceptions:

- Students may have misconceptions of:
- The concept of time: students may not fully grasp the concept of "then" and "now."
  - Distinguishing between historical figures and fictional characters.
  - The belief that all technology such as modern tools has always existed.
  - A narrow view of American history, only focusing on well-known events or figures.
  - They may think that certain traditions or celebrations have been celebrated the same way across time.
  - They may believe that things in the past were "old-fashioned" and everything today is better or more advanced and does not present its own challenges.
  - They may think that everyone in the past had the

development of cities and the transformation of rural landscapes into urban environments.

**Social Emotional Learning:** Social-emotional learning is woven through the curriculum by helping students process the internal impact of external changes. As they read about characters experiencing transitions, students learn to identify complex feelings like happiness, sadness, nostalgia, and discuss how to manage those emotions in their own lives. Furthermore, SEL is practiced through collaborative routines such as “Think-Pair-Share” and “Mix and Mingle,” which build communication skills, empathy, and the ability to work respectfully with peers to solve problems.

**Art:** Module 3 focuses on how America has changed over time, inviting students to think critically about history and change through texts and fine art masterpieces like Grant Wood's *American Gothic*. A powerful art opportunity for this module is a "Then and Now Split-Screen Drawing" or a collaborative "Quilt of Change." Students can look at historical photographs or paintings of communities from the past and compare them to modern landscapes. Using oil pastels, students can create a side-by-side drawing depicting a household item, schoolroom, or transportation method from "then" versus "now." This artistic exercise directly supports their content learning targets of using key details and evidence to describe change over time, allowing them to utilize drawings as a primary tool to support their historical understanding.

same roles or jobs.

**Connections to Prior Units:**

In Module 3, students continue building their knowledge and skills of applying decoding skills and focusing on a blend of narrative and informational texts. Students build on their writing skills by creating an informational poster on how life changed in America to share with their peers.

**Connections to Future Units:**

This unit is focused on informational types of writing—part of a cycle structure throughout the Wit & Wisdom curricular resource. Students will leverage skills taught in this unit in later units with different genres of text.

**Differentiation through *Universal Design for Learning***

**UDL Indicator & Teacher Actions:**

**Engagement**

- Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class.
- Connect observations (like the growth of baby flowers) to students’ personal lives by having them bring in a photo or drawing of a plant from their own neighborhood.
- During the Socratic Seminar, provide “response cards,” so students can choose how to participate- either by speaking, holding up a card, or using a gesture.

## Representation

- Use echo reading for the Essential and Focusing Questions, providing a clear vocal model and physical tracking of the text to help students connect spoken words to print.
- Include tactile objects to support student learning around inventions. For example, provide video clips of some of the songs presented in the unit and physical artifacts such as a real pair of glasses or a lightbulb.
- Offer echo reading to ensure that all students who are still developing decoding skills can still access the rich social studies and science content.

## Action & Expression

- Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details.
- Provide sentence frames to lower the cognitive load for students as they practice articulating their observations.
- Provide checklists with visuals to help students self-evaluate their work and plan their next steps in writing.

## Supporting Multilingual/English Learners

### Related **CELP standards** and differentiated Learning Targets:

Standards	Emerging	Expanding	Bridging
LT 1 CELP 1	I can identify a few key words or attributes from a read-aloud by pointing.	I can identify some key words, phrases, and details from texts about how things change with prompting and support.	I can answer questions about key details and retell main topics with prompting and support.
LT 2 CELP 2	I can participate in short conversations using a limited number of words, responding to simple yes/no or choice questions.	I can participate in conversations using words acquired in the module, responding to wh- questions during Think-Pair-Share.	I can participate in extended discussions, ask and answer questions, and contribute to a group discussion.
LT 3 CELP 9	I can communicate basic information or feelings using gestures or single words/labels for drawings of inventions or nature.	I can compose short oral or written messages using phrases like "I see.." or "The car goes..." to describe transportation.	I can make short oral responses or compose written texts with illustrations to recount a sequence of changes.
LT 4 CELP 10	I can recognize and repeat frequently occurring words.	I can use some of the words I learned through reading and begin simple sentences.	I can use a variety of words learned in the modules and demonstrate an awareness of "classroom language" vs. social language.

Lesson Sequence	Learning Target	Success Criteria	Resources
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**Focusing Question 1: Lessons 1-6**  
**How was Cynthia Rylant's life different from your life?**

1	<p><b>Content Learning Target:</b></p> <p>I can describe differences on how school was different then and now.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use many question words to ask questions about a new book.</p>	<ul style="list-style-type: none"> <li>• I can share an observation about the pictures or words.</li> <li>• I can ask a question using a question word (who, what, where, when, why, how).</li> <li>• I can take a Gallery Walk of the Module 3 books.</li> <li>• I can record my observations in my Response Journal.</li> </ul>	<p>All Module Texts</p> <p>“Now We are Six”</p> <p><a href="#">Lesson Materials</a></p>
2 ✓NR	<p><b>Content Learning Target:</b></p> <p>I can describe how Cynthia Rylant's life was different then from now.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can identify the author and illustrator of a book and tell their jobs.</p>	<ul style="list-style-type: none"> <li>• I can complete New-Read Assessment 1.</li> <li>• I can share an observation about the book.</li> <li>• I can ask a question using the Question Cube.</li> <li>• I can name the author and the illustrator of the book.</li> </ul>	<p><i>Old Hand Water Pump</i></p> <p><i>When I Was Young in the Mountains</i></p> <p><i>Washington Crossing the Delaware</i></p> <p>“Now We are Six”</p> <p><a href="#">Lesson Materials</a></p>
3	<p><b>Content Learning Target:</b></p> <p>I can describe how Cynthia Rylant's life was different then from now.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use repeated language and illustrations to find the main topic and key details of a text.</p>	<ul style="list-style-type: none"> <li>• I can name the main topic of the book.</li> <li>• I can record a key detail on a large sticky note.</li> <li>• I can act out the meaning of a verb (like stopped, fill, awoke, leave).</li> <li>• I can tell why people write about the past.</li> </ul>	<p>“Now We are Six”</p> <p><i>When I Was Young in the Mountains</i></p> <p><i>Washington Crossing the Delaware</i></p> <p>“About Cynthia Rylant”</p> <p><a href="#">Lesson Materials</a></p>

4	<p><b>Content Learning Target:</b></p> <p>I can describe how Cynthia Rylant’s life was different then from now.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use illustrations and words to define new vocabulary and write about my past.</p>	<ul style="list-style-type: none"> <li>• I can use a picture to figure out the meaning of a new word.</li> <li>• I can collect evidence for the Focusing Question Task.</li> <li>• I can describe a special memory from my past.</li> <li>• I can write about my memory in my Response Journal.</li> </ul>	<p>“Now We are Six”</p> <p><i>When I Was Young in the Mountains</i></p> <p><a href="#">Lesson Materials</a></p>
5 ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can describe how Cynthia Rylant’s life was different then from now.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use words and illustrations to find the most important idea in a text.</p>	<ul style="list-style-type: none"> <li>• I can annotate (mark up) one illustration in the book.</li> <li>• I can answer a Text-Dependent Question about the text.</li> <li>• I can use text evidence to compare Cynthia Rylant’s life to my life.</li> <li>• I can begin Focusing Question Task 1.</li> </ul>	<p>“Now We are Six”</p> <p><i>When I Was Young in the Mountains</i></p> <p><a href="#">Lesson Materials</a></p>
6 ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can describe how Cynthia Rylant’s life was different then from now.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use the word I correctly with a capital letter in my writing.</p>	<ul style="list-style-type: none"> <li>• I can complete Focusing Question Task 1.</li> <li>• I can capitalize the word I every time I use it.</li> <li>• I can use the ending -ed as a clue to figure out a word’s meaning.</li> <li>• I can add something I learned to our class Knowledge Journal.</li> </ul>	<p>“Now We are Six”</p> <p><i>When I Was Young in the Mountains</i></p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 2: Lessons 7-11</b></p> <p><b>How has life at home and at school changed in America?</b></p>			
7	<p><b>Content Learning Target:</b></p>	<ul style="list-style-type: none"> <li>• I can share an observation</li> </ul>	<p><i>Home Then and Now</i></p>

	<p>I can describe how life at home and school changed in America.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can ask and answer questions about the words and pictures in an informational text.</p>	<p>about a picture in the book.</p> <ul style="list-style-type: none"> <li>• I can ask a question and add it to the class Wonder Chart.</li> <li>• I can answer a classmate's question using the book.</li> <li>• I can capitalize the first word of a sentence.</li> </ul>	<p>“You’re a Grand Old Flag”</p> <p><a href="#">Lesson Materials</a></p>
8	<p><b>Content Learning Target:</b></p> <p>I can describe how life at home and school changed in America.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use Nonverbal Signals to show how key details match the main topic.</p>	<ul style="list-style-type: none"> <li>• I can name the main topic of School Then and Now.</li> <li>• I can record a key detail from the text.</li> <li>• I can sort examples of home and school correctly.</li> <li>• I can tell why authors write informative texts.</li> </ul>	<p><i>Home Then and Now</i></p> <p><i>School Then and Now</i></p> <p>“You’re a Grand Old Flag”</p> <p><a href="#">Lesson Materials</a></p>
9	<p><b>Content Learning Target:</b></p> <p>I can describe how life at home and school changed in America.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use the TopIC writing model to create a piece of informative writing.</p>	<ul style="list-style-type: none"> <li>• I can name the main topic of Home Then and Now.</li> <li>• I can annotate and record a key detail.</li> <li>• I can collaborate to write an informative piece about how home has changed.</li> <li>• I can use a Nonverbal Signal to show a detail that matches the main topic.</li> </ul>	<p><i>Home Then and Now</i></p> <p>“You’re a Grand Old Flag”</p> <p>“Betsy Ross and the American Flag”</p> <p><a href="#">Lesson Materials</a></p>
10 ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can describe how life at home and school changed in America.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use the TopIC writing model to create a piece of informative writing.</p>	<ul style="list-style-type: none"> <li>• I can identify connections between two photos in the book.</li> <li>• I can use a text feature (bold print or glossary) to learn a new word.</li> <li>• I can verbally rehearse a sentence for Focusing Question Task 2.</li> </ul>	<p><i>Home Then and Now</i></p> <p><i>School Then and Now</i></p> <p>“You’re a Grand Old Flag”</p> <p><a href="#">Lesson Materials</a></p>

		<ul style="list-style-type: none"> <li>• I can describe how school has changed over time.</li> </ul>	
11 ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can describe how life at home and school changed in America.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write an informative paragraph that tells how something has changed over time.</p>	<ul style="list-style-type: none"> <li>• I can complete Focusing Question Task 2.</li> <li>• I can write about how school has changed in America.</li> <li>• I can identify a connection between two pieces of information in the texts.</li> <li>• I can add what I learned to our class Knowledge Journal.</li> </ul>	<p><i>Home Then and Now</i></p> <p><i>School Then and Now</i></p> <p>“You’re a Grand Old Flag”</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 3: Lessons 12-17</b></p> <p><b>What changes does the Little House see in her neighborhood?</b></p>			
12	<p><b>Content Learning Target:</b></p> <p>I can describe changes that occur in a neighborhood over time.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can ask and answer questions about a story using question words.</p>	<ul style="list-style-type: none"> <li>• I can share an observation about The Little House.</li> <li>• I can ask a question using the Question Cube.</li> <li>• I can use a new vocabulary word in my Response Journal entry.</li> <li>• I can show I understand a vocabulary word by acting it out.</li> </ul>	<p><i>The Little House</i></p> <p><a href="#">Lesson Materials</a></p>
13	<p><b>Content Learning Target:</b></p> <p>I can describe changes that occur in a neighborhood over time.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use nouns and verbs from a text to write a sentence.</p>	<ul style="list-style-type: none"> <li>• I can describe the setting in the first half of the story.</li> <li>• I can act out a key detail from the story.</li> <li>• I can use a noun and a verb from the text to make a sentence.</li> <li>• I can explain why a topic statement is important.</li> </ul>	<p><i>The Little House</i></p> <p><a href="#">Lesson Materials</a></p>

14	<p><b>Content Learning Target:</b></p> <p>I can describe changes that occur in a neighborhood over time.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write a topic statement for an informative paragraph.</p>	<ul style="list-style-type: none"> <li>• I can retell the story in order.</li> <li>• I can use manipulatives to show how the setting changes.</li> <li>• I can collaborate to write a topic statement.</li> <li>• I can share a topic statement with a partner.</li> </ul>	<p><i>The Little House</i></p> <p><a href="#">Lesson Materials</a></p>
15	<p><b>Content Learning Target:</b></p> <p>I can describe changes that occur in a neighborhood over time.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use text evidence to write detail sentences that support a topic statement.</p>	<ul style="list-style-type: none"> <li>• I can describe how the Little House feels using her expressions.</li> <li>• I can analyze the composition of Washington Crossing the Delaware.</li> <li>• I can find evidence that supports my topic statement.</li> <li>• I can verbally create a detail sentence using text evidence.</li> </ul>	<p><i>The Little House</i></p> <p><i>Washington Crossing the Delaware</i></p> <p><a href="#">Lesson Materials</a></p>
16 ✓VOC ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can describe changes that occur in a neighborhood over time.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write detail sentences that support a topic statement in an informative paragraph.</p>	<ul style="list-style-type: none"> <li>• I can share the big idea of The Little House.</li> <li>• I can interpret the essential meaning of Washington Crossing the Delaware.</li> <li>• I can begin Focusing Question Task 3 with a topic statement.</li> <li>• I can write a detail sentence that supports my topic statement.</li> </ul>	<p><i>The Little House</i></p> <p><i>Washington Crossing the Delaware</i></p> <p><a href="#">Lesson Materials</a></p>
17 ✓FQT ✓SS	<p><b>Content Learning Target:</b></p> <p>I can describe changes that occur in a neighborhood over time.</p>	<ul style="list-style-type: none"> <li>• I can complete Focusing Question Task 3.</li> <li>• I can take a turn asking a</li> </ul>	<p>“Then &amp; Now: The Stunning Speed of Urban Development”</p>

	<p><b>Literacy Skills Learning Target:</b></p> <p>I can ask and answer questions in a Socratic Seminar about a story.</p>	<p>question in a Socratic Seminar.</p> <ul style="list-style-type: none"> <li>• I can answer a friend's question using the book.</li> <li>• I can add what I learned to our class Knowledge Journal.</li> </ul>	<p><i>The Little House</i></p> <p><i>Washington Crossing the Delaware</i></p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 4: Lessons 18-21</b></p> <p><b>How have transportation and communication changed in America?</b></p>			
18	<p><b>Content Learning Target:</b></p> <p>I can describe how transportation and communication changed in America over time.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can ask and answer questions about the words and pictures in informational texts.</p>	<ul style="list-style-type: none"> <li>• I can share an observation about transportation or communication.</li> <li>• I can ask a question using the Question Grab Bag.</li> <li>• I can name a period, question mark, and exclamation point.</li> <li>• I can tell why listening for order is important.</li> </ul>	<p><i>Transportation Then and Now</i></p> <p><i>Communication Then and Now</i></p> <p>“Engine on the Track”</p> <p><a href="#">Lesson Materials</a></p>
19 ✓NR	<p><b>Content Learning Target:</b></p> <p>I can describe how transportation and communication changed in America over time.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can listen for the order of events and explain why a conclusion sentence is important.</p>	<ul style="list-style-type: none"> <li>• I can complete New-Read Assessment 2.</li> <li>• I can name the main topic and retell a key detail.</li> <li>• I can listen carefully to find the order of events.</li> <li>• I can tell why a paragraph needs a conclusion sentence.</li> </ul>	<p><i>Transportation Then and Now</i></p> <p><i>Communication Then and Now</i></p> <p>“Engine on the Track”</p> <p><a href="#">Lesson Materials</a></p>
20	<p><b>Content Learning Target:</b></p> <p>I can describe how transportation and communication changed in America over time.</p> <p><b>Literacy Skills Learning Target:</b></p>	<ul style="list-style-type: none"> <li>• I can analyze text features in <i>Transportation Then and Now</i>.</li> <li>• I can identify connections between two photos in <i>Communication Then and</i></li> </ul>	<p><i>Transportation Then and Now</i></p> <p><i>Communication Then and Now</i></p> <p>“Engine on the Track”</p>

	I can describe how related photographs are connected and write detail sentences with nouns and verbs.	Now. <ul style="list-style-type: none"> <li>• I can verbally produce a detail sentence using nouns and verbs.</li> <li>• I can write a conclusion sentence for an informative paragraph.</li> </ul>	<a href="#">Lesson Materials</a>
21 ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can describe how transportation and communication changed in America over time.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write an informative paragraph with a topic statement, detail sentences, and end punctuation.</p>	<ul style="list-style-type: none"> <li>• I can complete Focusing Question Task 4.</li> <li>• I can produce and expand a detail sentence.</li> <li>• I can use the correct end punctuation (. ? !) in my sentences.</li> <li>• I can add what I learned to our class Knowledge Journal.</li> </ul>	<p><i>Transportation Then and Now</i></p> <p><i>Communication Then and Now</i></p> <p>“Engine on the Track”</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 5: Lessons 22-26</b></p> <p><b>How did Benjamin Franklin’s inventions make life in America easier?</b></p>			
22	<p><b>Content Learning Target:</b></p> <p>I can describe how Benjamin Franklin’s inventions made life in America easier.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can ask and answer questions about the words and pictures in an informational text.</p>	<ul style="list-style-type: none"> <li>• I can share an observation about Benjamin Franklin’s inventions.</li> <li>• I can ask a question and add it to the class Wonder Chart.</li> <li>• I can answer a friend’s question using the book.</li> <li>• I can act out the meaning of invented, created, and designed.</li> </ul>	<p><i>Now &amp; Ben: The Modern Inventions of Benjamin Franklin</i></p> <p>“This is Your Land”</p> <p><a href="#">Lesson Materials</a></p>
23	<p><b>Content Learning Target:</b></p> <p>I can describe how Benjamin Franklin’s inventions made life in America easier.</p> <p><b>Literacy Skills Learning Target:</b></p>	<ul style="list-style-type: none"> <li>• I can name the main topic of Now &amp; Ben.</li> <li>• I can record a key detail.</li> <li>• I can draw one invention</li> </ul>	<p><i>Now &amp; Ben: The Modern Inventions of Benjamin Franklin</i></p> <p>“This is Your Land”</p>

	I can use illustrations and words to find key details that support a main topic.	from the book. • I can tell why adding drawings makes informative writing stronger.	“Sounds of a Glass Armonica” <a href="#">Lesson Materials</a>
24	<b>Content Learning Target:</b> I can describe how Benjamin Franklin's inventions made life in America easier. <b>Literacy Skills Learning Target:</b> I can use drawings to add more detail to my informative writing.	• I can analyze a picture in the book. • I can collect evidence for the Focusing Question Task. • I can add a drawing to my Key Details Chart. • I can use my drawing to show a detail I wrote about.	<i>Now &amp; Ben: The Modern Inventions of Benjamin Franklin</i> “This is Your Land” <a href="#">Lesson Materials</a>
25 ✓FQT	<b>Content Learning Target:</b> I can describe how Benjamin Franklin's inventions made life in America easier. <b>Literacy Skills Learning Target:</b> I can use informative writing to describe how Benjamin Franklin's inventions are used today.	• I can share the essential meaning of Now & Ben. • I can find evidence on an Essential Meaning Scavenger Hunt. • I can begin Focusing Question Task 5 with a topic statement. • I can use a drawing to add detail to my writing.	<i>Now &amp; Ben: The Modern Inventions of Benjamin Franklin</i> “This is Your Land” <a href="#">Lesson Materials</a>
26 ✓FQT	<b>Content Learning Target:</b> I can describe how Benjamin Franklin's inventions made life in America easier. <b>Literacy Skills Learning Target:</b> I can write an informative piece with a drawing that adds detail.	• I can complete Focusing Question Task 5. • I can describe how an invention is used today. • I can compare illustrations in the book. • I can add what I learned to our class Knowledge Journal.	<i>Now &amp; Ben: The Modern Inventions of Benjamin Franklin</i> “This is Your Land” <a href="#">Lesson Materials</a>
<b>Focusing Question 6: Lessons 27-30</b> <b>How has life in America changed over time?</b>			

<p>27 ✓SS</p>	<p><b>Content Learning Target:</b></p> <p>I can describe how life in America has changed over time using key details and evidence.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use drawings to support and enhance a group conversation.</p>	<ul style="list-style-type: none"> <li>• I can sort our Module 3 texts.</li> <li>• I can take a Gallery Walk of the texts and artifacts.</li> <li>• I can participate in a Socratic Seminar about my EOM Task.</li> <li>• I can use the ending -ful as a clue to figure out a word.</li> </ul>	<p>All Module Texts</p> <p>“This is Your Land”</p> <p><a href="#">Lesson Materials</a></p>
<p>28 ✓VOC ✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can describe how life in America has changed over time using key details and evidence.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can begin writing an informative poster about how something has changed.</p>	<ul style="list-style-type: none"> <li>• I can sort our Module 3 texts.</li> <li>• I can take a Gallery Walk of the texts and artifacts.</li> <li>• I can participate in a Socratic Seminar about my EOM Task.</li> <li>• I can use the ending -ful as a clue to figure out a word.</li> </ul>	<p>All Module Texts</p> <p>“This is Your Land”</p> <p><a href="#">Lesson Materials</a></p>
<p>29 ✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can describe how life in America has changed over time using key details and evidence.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write two detail sentences with illustrations to support a topic statement.</p>	<ul style="list-style-type: none"> <li>• I can verbally rehearse my detail sentences.</li> <li>• I can add two more detail sentences to my EOM Task poster.</li> <li>• I can add drawings that help explain my details.</li> <li>• I can evaluate my writing and share reflections.</li> </ul>	<p>All Module Texts</p> <p>“This is Your Land”</p> <p><a href="#">Lesson Materials</a></p>

<p>30 ✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can describe how life in America has changed over time using key details and evidence.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can present an informative poster using complete sentences and a strong voice.</p>	<ul style="list-style-type: none"> <li>• I can present my EOM Task poster to the class.</li> <li>• I can use my drawings to help explain my writing.</li> <li>• I can perform a fluent read.</li> <li>• I can reflect on what I did well in my EOM Task.</li> </ul>	<p>All Module Texts</p> <p>“This is Your Land”</p> <p><a href="#">Lesson Materials</a></p>
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DRAFT

## Foundations

**80% of students should master the unit assessment with a score of 80% or more when determining to advance instruction.**

Foundations Lessons	Lesson Targets	Success Criteria
Unit 2– Starts in Module 2, finishes in Module 3.	<p>I can identify, say, and write the uppercase letters of the alphabet.</p> <p>I can blend and read three-sound short vowel or CVC words.</p> <p>I can recognize the components of a sentence (Capital letter at the beginning and end punctuation).</p> <p>I can recognize that sentences are made up of different words.</p> <p>I can retell parts of a story.</p>	<p>With and without prompting, I can recognize taught letters and sounds.</p> <p>I can use proper pencil grip and scaffolds (Foundations lines) to form letters.</p> <p>With adult support, I can track text with one-to-one correspondence.</p> <p>I can act out a part of a story or draw a picture.</p> <p>I can order my letters in alphabetic order.</p>
Unit 3	<p>I can blend and read three-sound short vowel or CVC words.</p> <p>I can segment and spell three-sounds short vowel or CVC words.</p> <p>I can distinguish between long and short vowel sounds.</p>	<p>With and without prompting, I can write taught letters and produce the corresponding sound.</p> <p>With and without prompting, I can write three-sound short vowel or CVC words.</p> <p>I can use proper pencil grip and scaffolds (Foundations lines) to form letters.</p>

## Heggerty

### Phoneme Blending & Segmenting ~45 sessions

#### Learning Targets:

- I can blend 3 phonemes to say a CVC word.
- I can segment a CVC word into 3 individual sounds.
- I can isolate initial and final phonemes with automaticity.
- I can add or delete initial and final phonemes.
- I can match phonemes to graphemes.
- I can identify how many sounds are in a word.

### Phoneme Blending & Segmenting ~45 sessions

#### Success Criteria:

#### ***Blending 3 phonemes (CVC)***

- I listened to each of the three sounds
- I held all three sounds in order
- I slid the sounds together smoothly
- I said the whole CVC word

#### ***Segmenting a CVC word***

- I listened to the whole word.
- I chopped it into its separate sounds.
- I said each sound one at a time in order.
- I counted to check I said three sounds.

#### ***Phoneme isolation (initial & final)***

- I listened to the word.
- I quickly found the first or last sound.
- I said that sound right away without going through the whole word.

#### ***Adding or deleting initial/final phonemes***

- I listened to the word and held it in my mind.
- I added the new sound to the beginning or end, or I removed the sound I was told.
- I blended what was left and said the new word.

#### ***Matching phonemes to graphemes***

- I listened to the sound.
- I thought about which letter makes that sound.
- I said or pointed to the matching letter.

#### ***Counting sounds in a word***

- I listened to the word and segmented it into sounds.
- I tracked each sound with a chop or a chip.
- I counted my chops and said the number of sounds.

## Module 4: The Continents

**Relevant Standards: Bold indicates priority**

See above.

### Essential Question(s):

What makes the world fascinating?

### Enduring Understanding(s):

Students in Kindergarten will understand the following concepts as a result of this module:

- 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:

Students may demonstrate their learning within this unit in a variety of ways. At the end of this module, students will create a travel brochure inviting readers to travel to a country and reasons why. In addition, students will participate in a Socratic seminar and participate in several assessments throughout the unit such as vocabulary and “New Read” assessments demonstrating their comprehension skills in new texts.

### Pacing for Unit

36 school days

### Family Overview (link below)

 [WW\\_GK\\_M4\\_FamilyTipSheet\\_English.pdf](#)  
 [WW\\_GK\\_M4\\_FamilyTipSheet\\_Spanish.pdf](#)

### Integration of Technology:






Videos and digital visual art displays are listed below.

### Unit-specific Vocabulary:

#### Content Vocabulary

continents	Asia	Europe
spherical	monsoon	North America

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

 [WW\\_Nat\\_GK\\_M4\\_TE\\_Lesson01-08\\_v2.pdf](#)  
 [WW\\_Nat\\_GK\\_M4\\_TE\\_Lesson09-15\\_v2.pdf](#)  
 [WW\\_Nat\\_GK\\_M4\\_TE\\_Lesson16-21\\_v2.pdf](#)  
 [WW\\_Nat\\_GK\\_M4\\_TE\\_Lesson22-27\\_v2.pdf](#)  
 [WW\\_Nat\\_GK\\_M4\\_TE\\_Lesson28-31\\_v2.pdf](#)

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		

### Academic Vocabulary

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

PDF WW\_Nat\_GK\_M4\_TE\_Lesson32-36\_v2.pdf

Fundations Units 4 & 5  
Heggerty

### Core Texts

- *Africa*, Rebecca Hirsch
- *Antarctica*, Rebecca Hirsch
- *Asia*, Rebecca Hirsch
- *Australia*, Rebecca Hirsch
- *Europe*, Rebecca Hirsch
- *Introducing North America*, Rebecca Hirsch
- *South America*, Rebecca Hirsch
- *World Atlas*, Nick Crane
- *Moon Rope*, Lois Ehlert
- *The Story of Ferdinand*, Munro Leaf
- *Why Mosquitoes Buzz in People's Ears: A West African Tale*, Verna Aardema

### Supplementary Texts/Articles

- ["5 Reasons Why Animal Moms Are Awesome"](#)
- *When I Was Young in the Mountains*, Cynthia Rylant
- ["Lions Roar" Can Teach](#)
- [What is Life? Crowfoot](#)

### Multimedia

- [Carta Marina](#), Olaus Magnus
- [Cornell Farm](#), Edward Hicks
- [Washington Crossing the Delaware](#), Emmanuel Leutze
- [Earth from Space](#), Stöckli, Reto, et al.
- [Grand Canyon Scenic Splendor](#), National Park Service
- [Patterns of Chinchero](#), Descendants of the Incas
- ["Penguin Song"](#)
- ["Where in the World is Carmen Sandiego?"](#)
- ["Antarctica Sights and Sounds"](#)
- ["Burkina Faso: Music"](#)
- ["Explore Views of the Burj Khalifa with Google Maps"](#)
- ["The Seven Continents Song"](#)
- ["Storm-Proofing the World's Biggest Mud Building"](#)
- ["Traditional Chinese Dance- 'Flowers Contend in Beauty'"](#)
- ["Americas-Fact Files"](#)
- ["Moles"- DK Find Out](#)

slithering	imaginary	uncertainly
unkind	unwilling	snap
mind	unusual	uneven
uncommon	hitch	hang
visit	introduce	quote
quotation	flat	

**Opportunities for Interdisciplinary Connections:**

**Science:** Students engage with Earth and physical science concepts by exploring the spherical shape of the planet through globes and satellite imagery. They investigate various natural features such as mountains, rivers, and deserts, learning how environmental factors like rainfall create diverse ecosystems including rainforests and savannas. Additionally, the curriculum covers life science by studying the unique habitats, physical traits, and behaviors of animals across the seven continents.

**Social Studies:** The lessons focus heavily on geography and mapping skills as students identify major oceans and continents using world maps and a compass rose. They examine how human understanding of the world has evolved by comparing historical maps with modern data. The curriculum also explores human culture and activity, showing how different populations adapt to their environments through unique architecture, sports, and traditional storytelling.

**Social Emotional Learning:** The curriculum emphasizes collaborative communication through structured routines like "Think-Pair-Share" and "Mix and Mingle," which teach students to listen actively and express their ideas respectfully. Students also practice giving and receiving constructive feedback by offering compliments on peer work and participating in Socratic Seminars. These activities foster self-reflection and a sense of wonder, encouraging students to stay curious about their own learning process and the world around them.

**Art:** In this final module, students travel the globe to discover what makes the world fascinating, exploring the diverse people, animals, and natural features that

**Anticipated misconceptions:**

Students may have misconceptions of:

- 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 developed continent.
- There is only one climate on each continent.
- Continents are unchangeable and have always been the same.
- 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>characterize each continent. Art functions as a perfect vehicle for this global exploration through a "World Passport Art Portfolio." As students learn about a new continent, they can engage in a culturally inspired or geographically focused art project, such as painting African savanna silhouettes using warm twilight gradients, crafting clay Australian coral reefs, or making multimedia collages of South American rainforest layers. This integration transforms abstract maps and photographs into tangible, creative landmarks, allowing students to express informed opinions about their favorite places through a combination of vibrant visual art and emergent writing.</p>	
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>In Module 4, students continue building their knowledge and skills of applying decoding skills and focusing on a blend of narrative and informational texts. Students build on their writing skills by creating an opinion-based writing piece responding to the question, "Which continent do you think people should visit?"</p>	<p>This is the final unit for K ELA. This will connect to work done in later grades as Wit &amp; Wisdom utilizes a spiral approach in deepening student understanding of genre and building the comprehension skills of readers as well as writing skills.</p>
<p><b>Differentiation through <i>Universal Design for Learning</i></b></p>	
<p><b>UDL Indicator &amp; Teacher Actions:</b></p>	
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Use the Think-Pair-Share routine to allow students to verbally rehearse their ideas with a partner before sharing with the whole class.</li> <li>• Allow students to choose which sense they want to focus on for their personal reflections or which part of the text they want to illustrate.</li> <li>• During the Socratic Seminar, provide "response cards," so students can choose how to participate- either by speaking, holding up a card, or using a gesture.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• Use echo reading for the Essential and Focusing Questions, providing a clear vocal model and physical tracking of the text to help students connect spoken words to print.</li> <li>• Include tactile objects to support student learning around their senses.</li> <li>• Create a sensory word wall with physical objects attached next to the words.</li> </ul> <p><b>Action &amp; Expression</b></p> <ul style="list-style-type: none"> <li>• Offer a variety of options for students to respond: writing, drawing, acting it out through a tableaux, or a physical pointer to identify details.</li> <li>• Provide sentence frames to lower the cognitive load for students as they practice articulating their observations.</li> </ul>	

**Supporting Multilingual/English Learners**

**Related CELP standards and differentiated Learning Targets:**

Standards	Emerging	Expanding	Bridging
LT 1 CELP 1	I can answer simple "yes/no" or "what" questions about continents and animals using gestures or single words.	I can participate in a "Think-Pair-Share" by using short phrases to describe a natural feature or animal behavior.	I can contribute relevant comments to a Socratic Seminar and build on a peer's idea using complete sentences.
LT 2 CELP 2	I can identify a few key words (e.g., "ice," "hot," "ocean") from a read-aloud when supported by pictures	I can identify the main topic of an informational text and answer "where" questions about different continents.	I can use strategies like looking at illustrations and word parts (prefixes/suffixes) to determine the meaning of new words.
LT 3 CELP 9	I can draw a picture and label it with a single word or initial letter.	I can dictate or write a simple sentence about a topic with teacher support.	I can write and expand a complete sentence by adding a prepositional phrase to tell <i>where</i> or <i>when</i> .

Lesson Sequence	Learning Target	Success Criteria	Resources
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**Focusing Question 1: Lessons 1-8**  
**What interesting things can people do in Europe and Asia?**

1	<p><b>Content Learning Target:</b></p> <p>I can name interesting things people can do in Europe and Asia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use a variety of question words to ask questions about a new topic.</p>	<ul style="list-style-type: none"> <li>• I can record my wonders in my Response Journal.</li> <li>• I can list question words (who, what, where, when, why).</li> <li>• I can point out continents on a map.</li> </ul>	<p>Earth from Space</p> <p>The Seven Continents Songs</p> <p>Where in the World is Carmen Sandiego?</p> <p>Asia</p> <p>Europe</p> <p><a href="#">Lesson Materials</a></p>
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<p>2</p>	<p><b>Content Learning Target:</b></p> <p>I can name interesting things people can do in Europe and Asia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use informational text features like headings to find information.</p>	<ul style="list-style-type: none"> <li>• I can state the main topic of a section.</li> <li>• I can identify key details about Asia.</li> <li>• I can complete a sentence frame about an interesting activity.</li> </ul>	<p>The Seven Continents Song</p> <p>Asia</p> <p>“Traditional Chinese Dance-Flowers Contend in Beauty”</p> <p><a href="#">Lesson Materials</a></p>
<p>3</p>	<p><b>Content Learning Target:</b></p> <p>I can name interesting things people can do in Europe and Asia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use a Table of Contents to navigate an informational text.</p>	<ul style="list-style-type: none"> <li>• I can find page numbers using the Table of Contents.</li> <li>• I can state the main topic of a section in Europe.</li> <li>• I can actively follow along while listening.</li> </ul>	<p>The Seven Continents Song</p> <p>Europe</p> <p>The Story of Ferdinand</p> <p><a href="#">Lesson Materials</a></p>
<p>4</p>	<p><b>Content Learning Target:</b></p> <p>I can name interesting things people can do in Europe and Asia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use photographs and text together to understand new details.</p>	<ul style="list-style-type: none"> <li>• I can match text details with a photo.</li> <li>• I can share an observation with a partner.</li> <li>• I can expand a simple sentence using a describing word.</li> </ul>	<p>The Seven Continents Song</p> <p>Asia</p> <p><a href="#">Lesson Materials</a></p>
<p>5</p>	<p><b>Content Learning Target:</b></p> <p>I can name interesting things people can do in Europe and Asia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use illustrations and text details to describe a setting.</p>	<ul style="list-style-type: none"> <li>• I can find facts about activities in Europe.</li> <li>• I can describe a scene from The Story of Ferdinand.</li> <li>• I can gather evidence for my Focusing Question Task.</li> </ul>	<p>The Seven Continents Song</p> <p>Europe</p> <p>The Story of Ferdinand</p> <p><a href="#">Lesson Materials</a></p>

6	<p><b>Content Learning Target:</b></p> <p>I can name interesting things people can do in Europe and Asia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can compare information from a video map tool to an informational text.</p>	<ul style="list-style-type: none"> <li>• I can find landmarks on a digital map video.</li> <li>• I can list unique activities in Europe and Asia.</li> <li>• I can practice reading lines fluently.</li> </ul>	<p>The Seven Continents Song</p> <p>Asia</p> <p>When I Was Young in the Mountains</p> <p>The Story of Ferdinand</p> <p>Explore Views of the Burj Khalifa</p> <p><a href="#">Lesson Materials</a></p>
7 ✓FQT	<p><b>Content Learning Target:</b></p> <p>I can name interesting things people can do in Europe and Asia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use text-based evidence to answer questions about a continent.</p>	<ul style="list-style-type: none"> <li>• I can state an author's main point.</li> <li>• I can draw and label a learning entry in my Passport Journal.</li> <li>• I can support my answer with a text detail.</li> </ul>	<p>The Seven Continents Song</p> <p>Europe</p> <p>Asia</p> <p><a href="#">Lesson Materials</a></p>
8	<p><b>Content Learning Target:</b></p> <p>I can name interesting things people can do in Europe and Asia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can state a clear preference and support it with reasons.</p>	<ul style="list-style-type: none"> <li>• I can complete entries in my Passport Journal.</li> <li>• I can write and illustrate an opinion poster.</li> <li>• I can speak clearly during a class discussion.</li> </ul>	<p>The Seven Continents Song</p> <p>Earth from Space</p> <p>Asia</p> <p>Europe</p> <p>World Atlas</p> <p>Explore Views of the Burj Khalifa</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 2: Lessons 9-15</b></p> <p><b>What interesting natural features can people see in Africa and Antarctica?</b></p>			
9	<p><b>Content Learning Target:</b></p> <p>I can name interesting natural features</p>	<ul style="list-style-type: none"> <li>• I can share an observation about photos.</li> </ul>	<p>Antarctica Sights and Sounds</p>

	<p>in Africa and Antarctica.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can generate question words to ask about natural features.</p>	<ul style="list-style-type: none"> <li>• I can record questions in my Response Journal.</li> <li>• I can locate Africa and Antarctica on a globe.</li> </ul>	<p>Where in the World is Carmen Sandiego?</p> <p>Africa</p> <p>Antarctica</p> <p>Penguin Song</p> <p><a href="#">Lesson Materials</a></p>
10	<p><b>Content Learning Target:</b></p> <p>I can name interesting natural features in Africa and Antarctica.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use bold text and headers to identify key topics.</p>	<ul style="list-style-type: none"> <li>• I can name a key natural feature in Africa.</li> <li>• I can use nonverbal signals to track key details.</li> <li>• I can use new vocabulary words like savanna.</li> </ul>	<p>Africa</p> <p>Antarctica</p> <p>Penguin Song</p> <p><a href="#">Lesson Materials</a></p>
11	<p><b>Content Learning Target:</b></p> <p>I can name interesting natural features in Africa and Antarctica.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can determine how a section's text matches its photographs.</p>	<ul style="list-style-type: none"> <li>• I can state why Antarctica is unique.</li> <li>• I can pick out key details about ice and climate.</li> <li>• I can complete a sentence about an Antarctic detail.</li> </ul>	<p>Penguin Song</p> <p>Africa</p> <p>Storm-Proofing the World's Biggest Mud Building</p> <p><a href="#">Lesson Materials</a></p>
12	<p><b>Content Learning Target:</b></p> <p>I can name interesting natural features in Africa and Antarctica.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can look at maps and labels to gather information.</p>	<ul style="list-style-type: none"> <li>• I can name a specific landform or river in Africa.</li> <li>• I can talk about my observations with a partner.</li> <li>• I can expand an informative sentence.</li> </ul>	<p>Penguin Song</p> <p>Antarctica</p> <p><a href="#">Lesson Materials</a></p>
13 ✓NR ✓FQT	<p><b>Content Learning Target:</b></p>	<ul style="list-style-type: none"> <li>• I can use evidence to describe an Antarctic feature.</li> </ul>	<p>Penguin Song</p> <p>Africa</p>

	<p>I can name interesting natural features in Africa and Antarctica.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can describe the relationship between illustrations and the text.</p>	<ul style="list-style-type: none"> <li>• I can illustrate an Antarctic landscape.</li> <li>• I can find facts to support my upcoming writing task.</li> </ul>	<p>5 Reasons Why Animal Moms are Awesome</p> <p><a href="#">Lesson Materials</a></p>
<p>14</p> <p>✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can name interesting natural features in Africa and Antarctica.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can compare and contrast two informational texts.</p>	<ul style="list-style-type: none"> <li>• I can list differences between a hot and cold continent.</li> <li>• I can work in a group to sort natural features.</li> <li>• I can read a short fluency passage out loud.</li> </ul>	<p>Penguin Song</p> <p>Africa</p> <p>5 Reasons Why Animal Moms are Awesome</p> <p>World Atlas</p> <p><a href="#">Lesson Materials</a></p>
<p>15</p> <p>✓FQT</p> <p>✓SS</p>	<p><b>Content Learning Target:</b></p> <p>I can name interesting natural features in Africa and Antarctica.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can explain my ideas clearly using complete sentences.</p>	<ul style="list-style-type: none"> <li>• I can describe interesting natural features in a sentence.</li> <li>• I can write and illustrate an informative chart.</li> <li>• I can identify words with the suffix -less.</li> </ul>	<p>Penguin Song</p> <p>Africa</p> <p>Antarctica</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 3: Lessons 16-21</b></p> <p><b>How can a story transport you to a different place?</b></p>			
<p>16</p>	<p><b>Content Learning Target:</b></p> <p>I can explain how a story can transport me to a different place.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use story clues to define unknown words.</p>	<ul style="list-style-type: none"> <li>• I can make observations about the story's artwork.</li> <li>• I can ask a question about the setting.</li> <li>• I can define the word burrow using clues.</li> </ul>	<p>Why Mosquitoes Buzz in People's Ears</p> <p>Carta Marina</p> <p><a href="#">Lesson Materials</a></p>

<p>17</p>	<p><b>Content Learning Target:</b></p> <p>I can explain how a story can transport me to a different place.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can identify the characters, setting, and main events.</p>	<ul style="list-style-type: none"> <li>• I can use story illustrations to retell what happened.</li> <li>• I can track the sequence of animal actions.</li> <li>• I can explain how the setting changes.</li> </ul>	<p>Why Mosquitoes Buzz in People's Ears</p> <p>Carta Marina</p> <p>Lions Roar</p> <p>Burkina Faso: Music</p> <p><a href="#">Lesson Materials</a></p>
<p>18</p>	<p><b>Content Learning Target:</b></p> <p>I can explain how a story can transport me to a different place.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use illustrations to describe a character's feelings.</p>	<ul style="list-style-type: none"> <li>• I can point to text details that show how an animal feels.</li> <li>• I can roleplay an animal character's actions.</li> <li>• I can write a sentence about a character using details.</li> </ul>	<p>Why Mosquitoes Buzz in People's Ears</p> <p>Carta Marina</p> <p>Lions Roar</p> <p><a href="#">Lesson Materials</a></p>
<p>19 ✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can explain how a story can transport me to a different place.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can explain how one event leads to another in a plot.</p>	<ul style="list-style-type: none"> <li>• I can sequence a chain of events with picture cards.</li> <li>• I can explain why the sun did not rise in the story.</li> <li>• I can add details to my notes for my task.</li> </ul>	<p>Why Mosquitoes Buzz in People's Ears</p> <p>Lions Roar</p> <p><a href="#">Lesson Materials</a></p>
<p>20 ✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can explain how a story can transport me to a different place.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can explain the moral or essential message of a traditional tale.</p>	<ul style="list-style-type: none"> <li>• I can share what the story teaches us about community.</li> <li>• I can talk with a group about how stories transport us.</li> <li>• I can practice reading dialogue fluently.</li> </ul>	<p>Why Mosquitoes Buzz in People's Ears</p> <p>Carta Marina</p> <p>Lions Roar</p> <p>Burkina Faso: Music</p> <p>Earth from Space</p> <p><a href="#">Lesson Materials</a></p>

<p>21 ✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can explain how a story can transport me to a different place.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write an expanded descriptive sentence about a story setting.</p>	<ul style="list-style-type: none"> <li>• I can draw a picture of a story scene.</li> <li>• I can write an expanded sentence.</li> <li>• I can use descriptive words and prepositions correctly.</li> </ul>	<p>Why Mosquitoes Buzz in People's Ears</p> <p>Carta Marina</p> <p>Lions Roar</p> <p>Earth from Space</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 4: Lessons 22-27</b></p> <p><b>What amazing animals can people see in South America and Australia?</b></p>			
<p>22</p>	<p><b>Content Learning Target:</b></p> <p>I can name different animals that people can see in South America and Australia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use a prefix clue to find word meanings.</p>	<ul style="list-style-type: none"> <li>• I can write down my wonders about foreign animals.</li> <li>• I can name animals unique to these continents.</li> <li>• I can define words using the prefix un-.</li> </ul>	<p>Where in the World is Carmen Sandiego?</p> <p>South America</p> <p>Australia</p> <p><a href="#">Lesson Materials</a></p>
<p>23 ✓NR</p>	<p><b>Content Learning Target:</b></p> <p>I can name different animals that people can see in South America and Australia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use a glossary to find definitions of text words.</p>	<ul style="list-style-type: none"> <li>• I can name three animals that live in South America.</li> <li>• I can use the glossary to look up canopy.</li> <li>• I can talk about key facts with a partner.</li> </ul>	<p>Americas- Fact Files</p> <p>Moon Rope</p> <p>South America</p> <p>Moles, DK Find Out!</p> <p><a href="#">Lesson Materials</a></p>
<p>24</p>	<p><b>Content Learning Target:</b></p> <p>I can name different animals that people can see in South America and Australia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can track facts about unique animals across sections.</p>	<ul style="list-style-type: none"> <li>• I can list facts about marsupials.</li> <li>• I can state the main topic of an animal section.</li> <li>• I can complete an options sentence frame.</li> </ul>	<p>Moon Rope</p> <p>Australia</p> <p><a href="#">Lesson Materials</a></p>

<p>25</p>	<p><b>Content Learning Target:</b></p> <p>I can name different animals that people can see in South America and Australia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can integrate text details with photographic evidence.</p>	<ul style="list-style-type: none"> <li>• I can point out an animal feature in a photo.</li> <li>• I can describe a rain forest animal's behavior.</li> <li>• I can add animal facts to my drafting sheet.</li> </ul>	<p>Moon Rope</p> <p>Earth from Space</p> <p>South America</p> <p>Patterns of Chinchero</p> <p><a href="#">Lesson Materials</a></p>
<p>26</p> <p>✓FQT</p> <p>✓VOC</p>	<p><b>Content Learning Target:</b></p> <p>I can name different animals that people can see in South America and Australia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can identify specific reasons an author gives to support a point.</p>	<ul style="list-style-type: none"> <li>• I can state why Australian animals are unique.</li> <li>• I can sketch an Australian animal in its home.</li> <li>• I can write down an interesting fact about a kangaroo.</li> </ul>	<p>Moon Rope</p> <p>Australia</p> <p>South America</p> <p><a href="#">Lesson Materials</a></p>
<p>27</p> <p>✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can name different animals that people can see in South America and Australia.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write an informative text that starts with a capital letter.</p>	<ul style="list-style-type: none"> <li>• I can complete my Passport Journal entry for animals.</li> <li>• I can draft a complete sentence with a capital letter.</li> <li>• I can write and illustrate an animal profile card.</li> </ul>	<p>Moon Rope</p> <p>Australia</p> <p>South America</p> <p>World Atlas</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 5: Lessons 28-31</b></p> <p><b>Why might people want to visit North America?</b></p>			
<p>28</p>	<p><b>Content Learning Target:</b></p> <p>I can explain why people want to visit North America.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can identify ending punctuation marks in a sentence.</p>	<ul style="list-style-type: none"> <li>• I can share a wonder about my home continent.</li> <li>• I can find a landmark on a video tour.</li> <li>• I can identify periods and question marks.</li> </ul>	<p>Where in the World is Carmen Sandiego?</p> <p>Introducing North America</p> <p>Grand Canyon Scenic Splendor</p> <p>What is Life? Crowfoot</p> <p><a href="#">Lesson Materials</a></p>

<p>29</p>	<p><b>Content Learning Target:</b></p> <p>I can explain why people want to visit North America.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use index pages to locate key terms in a book.</p>	<ul style="list-style-type: none"> <li>• I can look up topics using an index.</li> <li>• I can list reasons why people visit North America.</li> <li>• I can speak clearly in a think-pair-share.</li> </ul>	<p>Introducing North America</p> <p>What is Life? Crowfoot</p> <p><a href="#">Lesson Materials</a></p>
<p>30</p> <p>✓FQT</p>	<p><b>Content Learning Target:</b></p> <p>I can explain why people want to visit North America.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can connect text information with structural diagrams or maps.</p>	<ul style="list-style-type: none"> <li>• I can spot a mountain range or desert on a map.</li> <li>• I can write a sentence about a national park.</li> <li>• I can select evidence for a travel page.</li> </ul>	<p>Introducing North America</p> <p>What is Life? Crowfoot</p> <p><a href="#">Lesson Materials</a></p>
<p>31</p> <p>✓FQT</p> <p>✓NR</p>	<p><b>Content Learning Target:</b></p> <p>I can explain why people want to visit North America.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can organize and match natural features with their correct names.</p>	<ul style="list-style-type: none"> <li>• I can describe activities people can do in North America.</li> <li>• I can write down my favorite North American features.</li> <li>• I can design a travel advertisement page.</li> </ul>	<p>Introducing North America</p> <p>What is Life? Crowfoot</p> <p>World Atlas</p> <p><a href="#">Lesson Materials</a></p>
<p><b>Focusing Question 6: Lessons 32-36</b></p> <p><b>What makes the world fascinating?</b></p>			
<p>32</p> <p>✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can explain what makes the world fascinating.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can sort and classify books across an entire module.</p>	<ul style="list-style-type: none"> <li>• I can classify texts by continent or theme.</li> <li>• I can choose my favorite part of the world to write about.</li> <li>• I can describe my project idea out loud.</li> </ul>	<p>All Module Texts</p> <p>The Seven Continents Song</p> <p><a href="#">Lesson Materials</a></p>

<p>33 ✓VOC ✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can explain what makes the world fascinating.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can write a clear topic sentence about an informative subject.</p>	<ul style="list-style-type: none"> <li>• I can outline my project page.</li> <li>• I can write a strong topic statement.</li> <li>• I can verbally practice my sentences before writing.</li> </ul>	<p>All Module Texts</p> <p>The Seven Continents Song</p> <p><a href="#">Lesson Materials</a></p>
<p>34 ✓EOM</p>	<p><b>Content Learning Target:</b></p> <p>I can explain what makes the world fascinating.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can use drawings to explain or support my written words.</p>	<ul style="list-style-type: none"> <li>• I can add two detailed sentences to my project.</li> <li>• I can draw an informative picture with labels.</li> <li>• I can check my spelling and capital letters.</li> </ul>	<p>All Module Texts</p> <p>The Seven Continents Song</p> <p><a href="#">Lesson Materials</a></p>
<p>35 ✓EOM ✓SS</p>	<p><b>Content Learning Target:</b></p> <p>I can explain what makes the world fascinating.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can speak audibly and use complete sentences during a presentation.</p>	<ul style="list-style-type: none"> <li>• I can present my project page to the class.</li> <li>• I can share a takeaway during a Socratic Seminar.</li> <li>• I can answer questions about my chosen place.</li> </ul>	<p>All Module Texts</p> <p>The Seven Continents Song</p> <p><a href="#">Lesson Materials</a></p>
<p>36</p>	<p><b>Content Learning Target:</b></p> <p>I can explain what text interested me the most this school year.</p> <p><b>Literacy Skills Learning Target:</b></p> <p>I can select and evaluate a detail that sparked my curiosity.</p>	<ul style="list-style-type: none"> <li>• I can draw a topic that I still wonder about.</li> <li>• I can share advice with future students.</li> <li>• I can complete a self-reflection checklist.</li> </ul>	<p>All Module 0-4 Core Texts</p> <p><a href="#">The Cornell Farm</a></p> <p><a href="#">Washington Crossing the Delaware</a></p> <p><a href="#">Carta Marina</a></p> <p><a href="#">Lesson Materials</a></p>

## Fundations

Fundations Lessons	Lesson Targets	Success Criteria
Unit 4	<p>I can identify, say, and write the digraphs <i>wh, ch, sh, th,</i> and <i>ck</i>.</p> <p>I can decode three sound words with digraphs.</p> <p>I can spell three sound words with digraphs.</p> <p>I can recognize that sentences are made up of different words.</p> <p>I can retell parts of a story.</p>	<p>With and without prompting, I can recognize taught letters and sounds.</p> <p>I can use proper pencil grip and scaffolds (Fundations lines) to form letters.</p> <p>With adult support, I can track text with one-to-one correspondence.</p> <p>I can act out a part of a story or draw a picture.</p>
Unit 5	<p>I can read and write sentences.</p> <p>I can proofread my writing to check for punctuation, capitalization, and spelling.</p>	<p>With and without prompting, I can recognize taught letters and sounds.</p> <p>I can use proper pencil grip and scaffolds (Fundations lines) to form letters.</p> <p>With adult support, I can track text with one-to-one correspondence.</p> <p>I can act out a part of a story or draw a picture.</p>

## Heggerty

### Phoneme Manipulation & Transfer to Print ~45 sessions

#### Learning Targets:

- I can substitute the initial sound in a word to make a new word.
- I can substitute the final sound in a word to make a new word.
- I can substitute the vowel sound in a word to make a new word.
- I can blend and segment words with 4+ phonemes.
- I can add or delete final phonemes.
- I can connect phoneme manipulation to reading and spelling.

### Phoneme Manipulation & Transfer to Print ~45 sessions

#### Success Criteria:

##### ***Substituting the initial sound***

- I listened to the word and identified the first sound.
- I removed the first sound in my head.
- I added the new first sound I was given.
- I blended the new sound with the rest and said the new word.

##### ***Substituting the final sound***

- I listened to the word and identified the last sound.
- I removed the last sound in my head.
- I added the new ending sound I was given.
- I blended the word with the new ending and said it.

##### ***Substituting the vowel sound***

- I listened to the word and heard the middle vowel sound.
- I removed the middle sound in my head.
- I put the new vowel sound in its place.
- I blended all three sounds and said the new word.

##### ***Blending & segmenting 4+ phonemes***

- I listened to all the sounds or the whole word.
- I held each sound in order in my head.
- I blended or chopped every sound including blends.
- I said the full word or all the separate sounds.

##### ***Adding or deleting final phonemes***

- I listened to the word and held it in my mind.
- I added the new sound to the end, or I removed the final sound I was told.
- I blended what was left and said the new word.

***Connecting manipulation to print***

- I heard or said the sounds in a word.
- I matched each sound to the letter or letters that spell it.
- I used what I know about sounds to help me read or spell the word.

DRAFT