

Today's Learning Target:

•Teachers will be able to consider **pacing for kindergarten foundational skills**, looking from the year-at-a-glance down to the daily lesson, using Wonders "Word Work" as a tool.



Success Criteria:

- Foundational Skills core standards key words will be highlighted.
- A Yearly Curriculum Map will be penciled in with Phonics focus for each week and Sight Words.

Vertical Alignment by Grade Level

Reading Standards: Foundational Skills (K–5)

[RF]

Note: In kindergarten, children are expected to demo

Kindergar tners:

Grade 1 Students

Grade 2 Students:

PHONICS AND WORD RECOGNITION

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Demonstrate basic knowledge of one-to-one lettersound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regular ly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

Grade Specific Standards

Each Standard is Identified by:

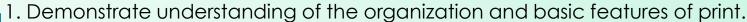
Strand, Grade, Cluster, Number, and Letter where applicable.

Reading Standards: Foundational Skills (K-5)

∠Strand

Cluster > PRINT CONCEPTS

Number 7



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



	K	R.F		CC.K.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.
	Κ	R.F	1.a	CC.K.R.F.1.a Print Concepts: Follow words from left to right, top to bottom, and page by page.
	K R.F 1.b CC.K.R.F.1.b Print Corlanguage by specific		1.b	CC.K.R.F.1.b Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters.
Γ				

Year at a Glance: Utah Core Standards, Reading Foundational Skills for Kindergarten



Utah Core Standards for ELA

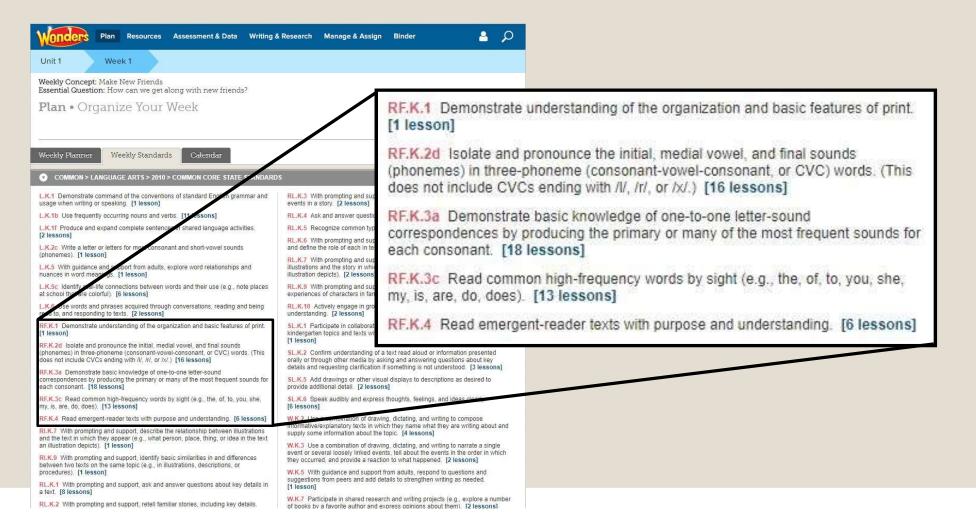
GR	Strand	#	ABC	Cluster	Standard					
K	RF	1	•	Print Concepts	Demonstrate understanding of the organization and basic features of print.					
K	RF	1	a		Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written.					
K	RF	1	b		Recognize that spoken words are represented in written language by specific sequences of letters.					
K	RF	1	С		Understand that words are separated by spaces in print					
K	RF	1	d		Recognize and name all upper- and lowercase letters of the alphabet.					
K	RF	2	•	Phonological Awareness	Demonstrate understanding of spoken words, syllables, an sounds (phonemes).					
K	RF	2	а		sounds (phonemes). Recognize and produce rhyming words.					
K	RF	2	b		Count, pronounce, blend, and segment syllables in spoken words.					
K	RF	2	С		Blend and segment onsets and rimes of single-syllable spoken words.					
K	RF	2	d		Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)					
K	RF	2	e		Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.					
K	RF	3	•	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis si in decoding words.					
K	RF	3	a		Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.					
K	RF	3	b		Associate the long and short sounds with common spellings (graphemes) for the five major vowels.					
K	RF	3	С		Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).					
K	RF	3	d		Distinguish between similarly spelled words by identifying the sounds of the letters that differ.					
K	RF	4	*	Fluency	Read emergent-reader texts with purpose and					

Reading Foundational Skills For Kindergarten: **TASK**



- 1. Highlight key words for each standard.
- 2.Think about when during the year you might work on this standard with your class.

Core Standards... inside Wonders ConnectEd!



Year at a Glance: Granite Pacing Calendar

Regular Session Kindergarten Wonders Pacing Calendar						-//		
	M			TH	F	2017-2018	Granite	
Aug.	14 TCD	15 TCD	W 16 TCD	17 TCD	18 TCD		Updated 05/31/17	
	21	22	23	24	25	e e		
	28	29	30	31		Start Smart	Start Smart	
ept.					1	15 Days	Completed by September 18	
	Labor Day	5	6	7	8			
	11	12	13	14	15	ri-		
	18	19	20	21	1000	Unit 1	Take A New Step	
	25	26	27	28		15 Days	Completed by October 10	
ct.	2	3	4	331	1.00			
	9 16	10 17	11 18	12	1000	Unit 2 15 Days	Let's Explore Completed by November 3	
	23	24	25	1,000	t/tcd 27	13 Days	Completed by November 3	
	30	31	ZJ	20	Ulcu Zi			
lov.			1	2	3			
10000	6	7	8	9	10	Unit 3	Going Places	
	13	14	15	16	17	16 Days	Completed by November 30	
	20	21	Thai	nkagiving Re	C988			
	27	28	29	30				
ec.	22					Unit 4	Around the Neighborhood	
	4	5	6	7	200	15 Days	Completed by December 21	
	11	12	13	14	15			
	18	19	20	21	MININ PACAGE			
n.			2018					
an.	and the					c	Wonders of Nature Completed by January 24	
						5	Completed by Sandary 24	
				- 21	ha		Weathers for All Seasons	
of Knowledge and								
_	1/	NALL	-uu	Cu			Completed by Feb 14	
of	Kno	JWI	guy	C 4			Completed by Feb 14	
of	Kno	OWI	Jine	ted	in			
of	Kno	s ac	gug gjus	ted	in		Completed by Feb 14 The Animal Kingdom	
	nit I	s au	الم		in			
	nit I	s au	الم		in		The Animal Kingdom	
	nit I	s au	الم		in		The Animal Kingdom	
	Kno nit is Star	s au	الم		in		The Animal Kingdom	
	nit I	s au	rds	*		15 Days	The Animal Kingdom Completed by March 9	
	nit I	s au	rds			15 Days	The Animal Kingdom Completed by March 9 From Here to There	
u A	nit I	nda	rds	t/tcd 29	Apriling Pincase 6	Unit 9	The Animal Kingdom Completed by March 9 From Here to There Completed by April 5 How Things Change	
u A	nit I	nda	rds	t/tcd 29 5	Apring Receas		The Animal Kingdom Completed by March 9 From Here to There Completed by April 5	
	Stal	nda	rds	t/tcd 29 5 12	23 forting finema 6 13 20	Unit 9 15 Days	The Animal Kingdom Completed by March 9 From Here to There Completed by April 5 How Things Change Completed by April 26	
u A	nit I	nda	rds	t/tcd 29 5	6 13 20	Unit 9	The Animal Kingdom Completed by March 9 From Here to There Completed by April 5 How Things Change	

**Suggested Pacing - Schedule may vary due to Depth of Knowledges
**Suggested Pacing - Schedule may vary due to Depth of Knowledges
**Suggested Pacing - Schedule may vary due to Depth of Knowledges
**Each unit is adjusted to the sequirements of all the Utah ELA Standards
**Order to meet the requirements of all the Utah ELA Standards

Suggested Pacing - Schedule may vary due to Depth of Knowledge and writing expectations based on text complexity Each unit is adjusted in order to meet the requirements of all the Utah ELA Standards* T=End of Term, TDC=Teacher Contract Day
No School

School for students/School for tea

Year at a Glance: Wonders' Themes & Essential Questions

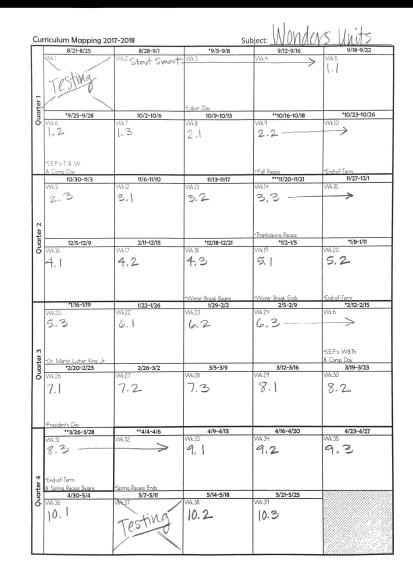
#	Unit/Themes- Kindergarten	Essential Questions
77.1	Take A New Step	What can we learn awhen we try new things?
	Make New Friends	How can we get along with new friends?
	Get Up and Go!	How do baby animals move?
2	Use Your Senses	How can your senses help you learn?
1210000	Let's Explore	What can you find out when you explore?
	Tools We Use	How do tools help us to explore?
	Shapes All Around Us	What shapes do you see all around you?
150000	World of Bugs	What kind of bugs do you know about?
	Going Places	What can you learn by going to different places?
	Rules to Go By	What rules do we follow in different places?
-	Sounds Around Us	What are the different sounds we hear?
3.3	The Places We Go	What places do you go to during the week?
4	Around the Neighborhood	What do you know about the people and places in your neighborhood?
_	Time for Work	What do people use to do their jobs?
4.2	Meet Your Neighbors	Who are your neighbors?
4.3	Pitch In	How can people help to make your community better?
5	Wonders of Nature	What kinds of things can you find growing in nature?
5.1	How Does Your Garden Grow?	What do living things need to grow?
5.2	Trees	How do living things change as they grow?
5.3	Fresh from the Farm	What kinds of things grow on a farm?
6	Weather for All Seasons	How do weather and seasons affect us?
6.1	The Four Seasons	How are the seasons different?
6.2	What's the Weather	What happens in different kinds of weather?
6.3	Stormy Weather	How can you stay safe in bad weather?
7	The Animal Kingdom	What are different kinds of animals?
7.1	Baby Animals	How are some animals alike and how are they different?
7.2	Pet Pals	How do you take care of different kinds of pets?
7.3	Animal Habitats	Where do animals live?
8	From Here to There	Where can you go that is near and far?
8.1	On the Move	What can help you go from here to there?
8.2	My U.S.A.	What do you know about our country?
8.3	Look to the Sky	What do you see in the sky?
9	How Things Change	How do things change?
9.1	Growing Up	How can you help out at home?
9.2	Good Citizens	What do good citizens do?
9.3	Our Natural Resources	How can things in nature be used to make new things?
January .	Thinking Outside the Box	How can new ideas help us?
7.00	Problem Solver	What can happen when we work together?
100000	Sort It Out	In what ways are things alike? How are they different?
10.3	Protect Our Earth	What ideas can you suggest to protect the environment?

Year at a Glance: Curriculum Mapping

Cu	rriculum Mapping 20	17-2018	S	ubject:	
	8/21-8/25	8/28-9/1	*9/5-9/8	9/12-9/16	9/18-9/22
	Wki	Wk2	Wk3	Wk4	Wk5
Quarter 1	*9/25-9/28 Wk6	10/2-10/6 Wk7	*Labor Day 10/9-10/13 Wk.8	**10/16-10/18 Wk.9	*10/23-10/26
	*S.E.P.:: T & W & Comp Day 10/30-11/3	11/6-11/10 Wk.12	11/13-11/17 VVk.13	"Fall Recess "**11/20-11/21 Wk:14	*End+of-Term 11/27-12/1
Quarter 2				*Thanksgiving Recess	
nar	12/5-12/9	2/11-12/15	*12/18-12/21	*1/2-1/5	*1/8-1/11
	Wk.16	Wk!7	VVk.18	Wk.19	Wk20
⊢	*1/16-1/19	1/22-1/26	*Winter Break Begins 1/29-2/2	*Winter Break Ends 2/5-2/9	*End-of-Yerm *2/12-2/15
Quarter 3	Wk20 *Dr. Martin Luther King, Jr.	Wk22	Wk23	Wk24	Vk.6 *SEP:s W&Th & Comp Day
p	*2/20-2/23	2/26-3/2	3/5-3/9	3/12-3/16	3/19-3/23
ŏ	Wk26 *President's Day	Wk27	Wk.28	Wk29	Wk30
г	**3/26-3/28	**4/4-4/6	4/9-4/13	4/16-4/20	4/23-4/27
ter 4	VVk31 *Endrof-Term 8. Spring Recess Begins	Wk.32 *Spring Recess Ends	Wk.33	Wk.34	Wk35
Quarter	4/30-5/4 Wk36	5/7-5/II Wk37	5/14-5/18 VVk.38	5/21-5/25 Wk39	

Year at a Glance: Granite Pacing Calendar

<u>Step 1</u>: Add your Wonders weeks, thinking about holidays, SEPs, Comp Days, etc.



Year at a Glance: Granite Pacing Calendar

Step 2: Add specific content to focus on each week, such as Phonics and High-Frequency Words.

