



KINDERGARTEN E.L.A. PD: Pacing with Foundational Skills & Wonders “Word Work”

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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 demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:

Grade 1 Students:

Grade 2 Students:

PHONICS AND WORD RECOGNITION

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b. 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.

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. 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.
 - e. 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.

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

Grade Specific Standards

Each Standard is Identified by:

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

Cluster →
Number ↗

Letter ↑

Reading Standards: Foundational Skills (K-5)

↖ **Strand**

Kindergartners: ← **Grade**

PRINT CONCEPTS

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

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

Follow words from left to right, top to bottom, and page by page. <small>Grade K, RF.1.1, Print Concepts</small>	Recognize that spoken words are represented in written language by specific sequences of letters. <small>Grade K, RF.1.2, Print Concepts</small>	Understand that words are separated by spaces in print. <small>Grade K, RF.1.3, Print Concepts</small>	Recognize and name all upper- and lowercase letters of the alphabet. <small>Grade K, RF.1.4, Print Concepts</small>
Demonstrate understanding of the organization and basic features of print. <small>Grade K, RF.1.1, Print Concepts</small>	Recognize and produce rhyming words. <small>Grade K, RF.1.2, Phonological Awareness</small>	Count, pronounce, blend, and segment syllables in spoken words. <small>Grade K, RF.1.3, Phonological Awareness</small>	Blend and segment onsets and rimes of single-syllable spoken words. <small>Grade K, RF.1.4, Phonological Awareness</small>
Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) <small>Grade K, RF.1.2, Phonological Awareness</small>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <small>Grade K, RF.1.3, Phonological Awareness</small>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <small>Grade K, RF.1.3, Phonological Awareness</small>	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. <small>Grade K, RF.1.4, Phonological Awareness</small>
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. <small>Grade K, RF.1.2, Phonological Awareness</small>	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). <small>Grade K, RF.1.3, Phonological Awareness</small>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <small>Grade K, RF.1.3, Phonological Awareness</small>	Know and apply grade-level phonics and word analysis skills in decoding words. <small>Grade K, RF.1.4, Phonological Awareness</small>
Read emergent reader texts with purpose and understanding. <small>Grade K, RF.4, Fluency</small>			

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.
K	RF	1	b		Recognize that spoken words are represented in written language by specific sequences of letters.
K	RF	1	c		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, and sounds (phonemes).
K	RF	2	a		Recognize and produce rhyming words.
K	RF	2	b		Count, pronounce, blend, and segment syllables in spoken words.
K	RF	2	c		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 skills 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	c		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 understanding.

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!

Wonders Plan Resources Assessment & Data Writing & Research Manage & Assign Binder

Unit 1 Week 1

Weekly Concept: Make New Friends
Essential Question: How can we get along with new friends?

Plan • Organize Your Week

Weekly Planner Weekly Standards Calendar

COMMON > LANGUAGE ARTS > 2010 > COMMON CORE STATE STANDARDS

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [1 lesson]

L.K.1b Use frequently occurring nouns and verbs. [11 lessons]

L.K.1f Produce and expand complete sentences in shared language activities. [2 lessons]

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [6 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [1 lesson]

RF.K.2d 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/.) [16 lessons]

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [18 lessons]

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [13 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [6 lessons]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [1 lesson]

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). [1 lesson]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RI.K.2 With prompting and support, retell familiar stories, including key details.

RI.K.3 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [2 lessons]

RI.K.4 Ask and answer questions about key details in a text. [2 lessons]

RI.K.5 Recognize common types of texts and media. [2 lessons]

RI.K.6 With prompting and support, define the role of each in a text. [2 lessons]

RI.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [2 lessons]

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). [2 lessons]

SL.K.1 Participate in collaborative discussions with a variety of partners (e.g., teacher, peers, adults) about books, stories, and issues they are studying and reading. [1 lesson]

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. [3 lessons]

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. [2 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [6 lessons]

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. [4 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [1 lesson]


RF.K.2d 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/.) [16 lessons]

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [18 lessons]

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [13 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [6 lessons]

Year at a Glance: Granite Pacing Calendar

Regular Session Kindergarten Wonders Pacing Calendar						2017-2018		 Updated 05/31/17	
Aug.	M	T	W	TH	F				
	14 TCD	15 TCD	16 TCD	17 TCD	18 TCD				
	21	22	23	24	25				
	28	29	30	31					
Sept.						1	Start Smart	Start Smart	
							15 Days	Completed by September 18	
	Labor Day	5	6	7	8				
	11	12	13	14	15				
	18	19	20	21	22				
	25	26	27	28	29				
Oct.	2	3	4	5	6	Unit 1	Take A New Step		
	9	10	11	12	13	15 Days	Completed by October 10		
	16	17	18	19	20				
	23	24	25	26	27	Unit 2	Let's Explore		
	30	31				15 Days	Completed by November 3		
Nov.	6	7	8	9	10				
	13	14	15	16	17	Unit 3	Going Places		
	20	21	22	23	24	16 Days	Completed by November 30		
	27	28	29	30					
Dec.	4	5	6	7	8	Unit 4	Around the Neighborhood		
	11	12	13	14	15	15 Days	Completed by December 21		
	18	19	20	21	22				
Jan.	25	26	27	28	29				
Feb.	1	2	3	4	5				
March	8	9	10	11	12				
April	15	16	17	18	19				
May	22	23	24	25	26				
June	29	30							

Year at a Glance: Wonders' Themes & Essential Questions

#	Unit/Themes- Kindergarten	Essential Questions
1	Take A New Step	What can we learn when we try new things?
1.1	Make New Friends	How can we get along with new friends?
1.2	Get Up and Go!	How do baby animals move?
1.3	Use Your Senses	How can your senses help you learn?
2	Let's Explore	What can you find out when you explore?
2.1	Tools We Use	How do tools help us to explore?
2.2	Shapes All Around Us	What shapes do you see all around you?
2.3	World of Bugs	What kind of bugs do you know about?
3	Going Places	What can you learn by going to different places?
3.1	Rules to Go By	What rules do we follow in different places?
3.2	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?
4.1	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?
10	Thinking Outside the Box	How can new ideas help us?
10.1	Problem Solver	What can happen when we work together?
10.2	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

Curriculum Mapping 2017-2018

Subject:

	8/21-8/25	8/28-9/1	*9/5-9/8	9/12-9/16	9/18-9/22
Quarter 1	Wk.1	Wk.2	Wk.3	Wk.4	Wk.5
			Labor Day		
	*9/25-9/28	10/2-10/6	10/9-10/13	**10/16-10/18	*10/23-10/26
	*SEP's T & W & Comp Day			**Fall Recess	*End-of-Term
Quarter 2	10/30-11/3	11/6-11/10	11/13-11/17	***11/20-11/21	11/27-12/1
	Wk.11	Wk.12	Wk.13	Wk.14	Wk.15
				*Thanksgiving Recess	
	12/5-12/9	2/11-12/15	*12/18-12/21	*1/2-1/5	*1/8-1/11
	Wk.16	Wk.17	Wk.18	Wk.19	Wk.20
			*Winter Break Begins	*Winter Break Ends	*End-of-Term
Quarter 3	*1/16-1/19	1/22-1/26	1/29-2/2	2/5-2/9	*2/12-2/15
	Wk.20	Wk.22	Wk.23	Wk.24	Wk.25
	*Dr. Martin Luther King Jr.				*SEP's W&Th & Comp Day
	*2/20-2/23	2/26-3/2	3/5-3/9	3/12-3/16	3/19-3/23
	Wk.26	Wk.27	Wk.28	Wk.29	Wk.30
	*President's Day				
Quarter 4	**3/26-3/28	**4/4-4/6	4/9-4/13	4/16-4/20	4/23-4/27
	Wk.31	Wk.32	Wk.33	Wk.34	Wk.35
	*End-of-Term & Spring Recess Begins	*Spring Recess Ends			
	4/30-5/4	5/7-5/11	5/14-5/18	5/21-5/25	
	Wk.36	Wk.37	Wk.38	Wk.39	

Year at a Glance: Granite Pacing Calendar

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

Curriculum Mapping 2017-2018 Subject: *Wonders Units*

	8/21-8/25	8/28-9/1	*9/5-9/8	9/12-9/16	9/18-9/22
Quarter 1	Wk1 <i>Testing</i>	Wk2 <i>Start Smart</i>	Wk3 <i>Labor Day</i>	Wk4 →	Wk5 1.1
	*9/25-9/28	10/2-10/6	10/9-10/13	**10/16-10/18	*10/23-10/26
	Wk6 1.2	Wk7 1.3	Wk8 2.1	Wk9 2.2 →	Wk10
Quarter 2	*SEP's T & W & Comp Day	10/30-11/3	11/6-11/10	11/13-11/17	**11/20-11/21
	Wk11 2.3	Wk12 3.1	Wk13 3.2	Wk14 3.3 →	Wk15
	12/5-12/9	2/11-12/15	*12/18-12/21	*1/2-1/5	*1/8-1/11
Quarter 3	Wk16 4.1	Wk17 4.2	Wk18 4.3	Wk19 5.1	Wk20 5.2
	*1/16-1/19	1/22-1/26	1/29-2/2	2/5-2/9	*2/12-2/15
	Wk21 5.3	Wk22 6.1	Wk23 6.2	Wk24 6.3 →	Wk25
Quarter 4	*Dr. Martin Luther King, Jr. *2/20-2/23	2/26-3/2	3/5-3/9	3/12-3/16	*SEP's W&Th & Comp Day 3/19-3/23
	Wk26 7.1	Wk27 7.2	Wk28 7.3	Wk29 8.1	Wk30 8.2
	*President's Day **3/26-3/28	**4/4-4/6	4/9-4/13	4/16-4/20	4/23-4/27
Quarter 4	Wk31 8.3 →	Wk32	Wk33 9.1	Wk34 9.2	Wk35 9.3
	*End-of-Term & Spring Recess Begins 4/30-5/4	*Spring Recess Ends 5/7-5/11	5/14-5/18	5/21-5/25	
	Wk36 10.1	Wk37 <i>Testing</i>	Wk38 10.2	Wk39 10.3	

Year at a Glance: Granite Pacing Calendar

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

Phonics
HFW (x40)

Curriculum Mapping 2017-2018

Subject: Wonders Units

	8/21-8/25	8/28-9/1	9/5-9/8	9/12-9/16	9/18-9/22
Quarter 1	Wk1 Testing	Wk2 Start Smart letter recognition I	Wk3 can Labor Day	Wk4 →	Wk5 1.1 m the
	Wk6 1.2 a we *SEP: T & W & Comp Day	Wk7 1.3 s see	Wk8 2.1 p a	Wk9 2.2 t like **Fall Recess	Wk10 → *End-of-Term
Quarter 2	Wk11 2.3	Wk12 3.1 i to	Wk13 3.2 n and	Wk14 3.3 e go *Thanksgiving Recess	Wk15 → *11/20-11/21 *11/27-12/1
	Wk16 4.1 o you	Wk17 4.2 d do	Wk18 4.3 *Winter Break Begins	Wk19 5.1 h my *Winter Break Ends	Wk20 5.2 e are *End-of-Term
Quarter 3	Wk21 5.3 r he, with *Dr. Martin Luther King Jr. *2/20-2/23	Wk22 6.1 b l is, little	Wk23 6.2 k ck she, was	Wk24 6.3 →	Wk25 → *SEP: W&Th & Comp Day
	Wk26 7.1 u for, have *Presidents Day	Wk27 7.2 g w they, of	Wk28 7.3 x v said, what	Wk29 8.1 j qu here, me	Wk30 8.2 y z this, what 3/19-3/23
Quarter 4	Wk31 8.3 → *End-of-Term & Spring Recess Begins	Wk32 → *Spring Recess Ends	Wk33 9.1 a-e help, too	Wk34 9.2 i-e play, has	Wk35 9.3 o-e where, look 4/23-4/27
	Wk36 10.1 u-e who, good	Wk37 Testing	Wk38 10.2 e-e come, does ee	Wk39 10.3	