The following standards are addressed during small group reading instruction. These skills and strategies may be practiced independently, but explicit modeling & guided practice in a small group or individual setting will be necessary for most students to be successful in mastering these standards.

### Kindergarten Reading & Content

<table>
<thead>
<tr>
<th>READING WORKSHOP: SMALL GROUP &amp; INDEPENDENT READING STANDARDS</th>
<th>SMALL GROUP INSTRUCTIONAL RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING &amp; LISTENING</strong></td>
<td><strong>CLLG</strong> pp. 4-5 &amp; genre lessons for “Discussion Starters” pp. 101-108</td>
</tr>
<tr>
<td>CCKSL1 Participate in collaborative conversations with diverse partners about kindergarten topics &amp; texts with peers &amp; adults in small &amp; larger group.</td>
<td>Teacher Support Booklet: Extending the CCSS (EXT) Unit 1 Instructional Routines:</td>
</tr>
<tr>
<td>CCKSL1a Follow agreed-upon rules for discussions (e.g., listening to others &amp; taking turns speaking about the topics &amp; texts under discussion).</td>
<td>- p. C6 “Collaborative Conversations”</td>
</tr>
<tr>
<td>CCKSL1b Continue a conversation through multiple exchanges.</td>
<td>- p. C7 “Ask &amp; Answer Questions”</td>
</tr>
<tr>
<td>CCKSL2 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.</td>
<td>- p. C8 “Drawing, Dictating, &amp; Writing”</td>
</tr>
<tr>
<td>CCKSL3 Ask &amp; answer questions in order to seek help, get info., or clarify something that is not understood.</td>
<td><strong>EXT</strong> Unit 1, pp. C10-C11 “Understand Unknown Words”</td>
</tr>
<tr>
<td>CCKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td><strong>EXT</strong> Unit 3, pp. C2-C3 “Compare &amp; Contrast Illustrations &amp; Descriptions”</td>
</tr>
<tr>
<td>CCKSL6 Speak audibly &amp; express thoughts, feelings, &amp; ideas clearly.</td>
<td><strong>EXT</strong> Unit 3, pp. C8-C9 “Ask &amp; Answer Questions”</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td><strong>EXT</strong> Unit 4, pp. C2-C3 “Understanding Unknown Words”</td>
</tr>
<tr>
<td>CCKL4 Determine or clarify the meaning of unknown &amp; multiple-meaning words &amp; phrases based on kindergarten reading &amp; content.</td>
<td><strong>EXT</strong> Unit 5, pp. C2-C3 “Compare &amp; Contrast Procedures”</td>
</tr>
<tr>
<td>CCKL4a Identify new meanings for familiar words &amp; apply them accurately (e.g., knowing duck is a bird &amp; learning the verb to duck).</td>
<td><strong>EXT</strong> Unit 6, pp. C12-C13 “Response to Literature”</td>
</tr>
<tr>
<td>CCKL6 Use words &amp; phrases acquired through conversations, reading &amp; being read to, &amp; responding to texts. <strong>READING STANDARDS</strong></td>
<td><strong>Leveled readers’ teacher’s guides</strong></td>
</tr>
<tr>
<td>CCKRL1 With prompting &amp; support, ask &amp; answer questions about key details in a text.</td>
<td><strong>Interventions:</strong> In the TE behind the red “Intervention” tab &amp; the teal “English Language Learners” tab, or behind “Small Group” tabs</td>
</tr>
<tr>
<td>CCKRL4 Ask &amp; answer questions about unknown words in a text.</td>
<td><strong>Extension projects:</strong> refer to “above level” Teachers’ Guides for leveled readers &amp; on the TE Whole Group Lesson tabs, “Challenge Yourself”</td>
</tr>
<tr>
<td>CCKRF1 Demonstrate understanding of the organization &amp; basic features of print.</td>
<td><strong>Leveled texts from science &amp; social studies</strong> should be used to study grade-level specific content.</td>
</tr>
<tr>
<td>CCKRF1a Follow words from left to right, top to bottom, &amp; page-by-page.</td>
<td><strong>For other small group texts:</strong> Genre lessons in the CLLG provide discussion questions for texts by genre.</td>
</tr>
<tr>
<td>CCKRF1b Recognize that spoken words are represented in written language by specific sequences of letters.</td>
<td>When available, use two guided reading texts on the same topic or story to compare &amp; contrast. <em>(See standards)</em></td>
</tr>
<tr>
<td>CCKRF1c Understand that words are separated by spaces in print.</td>
<td><strong>GUIDED OR INDEPENDENT PRACTICE</strong></td>
</tr>
<tr>
<td>CCKRF4 Read emergent-reader texts with purpose &amp; understanding.</td>
<td><strong>CLLG</strong> pp. 6-7</td>
</tr>
<tr>
<td><strong>FOCUS FOR PARCC ASSESSMENT FORMAT (Reading Response)</strong></td>
<td><strong>Leveled readers’ teacher’s guides</strong></td>
</tr>
<tr>
<td>CCKR9 With prompting &amp; support, identify basic similarities in &amp; differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td><strong>The teacher’s guides for the HMH Leveled readers will provide additional, explicit instruction on the same comprehension &amp; fluency lessons for the week.</strong></td>
</tr>
<tr>
<td>CCKRL9 With prompting &amp; support, compare &amp; contrast the adventures &amp; experiences of characters in familiar stories.</td>
<td><strong>Weekly vocabulary words are also utilized in context within the leveled readers.</strong></td>
</tr>
<tr>
<td><strong>RANGE OF READING &amp; LEVEL OF TEXT COMPLEXITY</strong></td>
<td>****Independent practice should include word work</td>
</tr>
</tbody>
</table>

---

**PARCC**= Partnership For Assessment Of Career And Content Standards  
**CCSS**=Common Core State Standards  
**HMH**= Houghton Mifflin Harcourt  
**LRSD**= Little Rock School District  
**EXT**= Teacher Support Booklet: Extending the CCSS  
**CLLG**= HMH Comprehensive Language & Literacy Guide  
**TE**= Teacher's Edition  

---

The Kindergarten Grade Literacy & Integrated Content curriculum map provides a comprehensive guide to literacy and integrated content standards for kindergarten students. The map includes specific reading and writing standards, as well as guidelines for small group instruction and independent practice. Teachers can use this map to support their students in developing critical literacy skills through collaborative conversations, reading, and responding to texts. The inclusion of genre lessons and leveled texts allows for differentiated instruction to meet the needs of all learners. The curriculum map is a valuable resource for educators as they work to foster a love of reading and writing in their students.
## LRSD KINDERGARTEN CURRICULUM MAP: LITERACY AND INTEGRATED CONTENT

**UNIT 1**

### Getting Ready to Learn

#### First Week of School

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| CCKRF1 Demonstrate understanding of the organization and basic features of print.  
a. Follow words from left to right, top to bottom, & page by page.  
b. Recognize that spoken words are represented in written language by specific sequences of letters.  
c. Recognize & name all upper- & lowercase letters of the alphabet.  
CCKRI5 Identify the front cover, back cover, & title page of a book. | COMPREHENSION/FLUENCY  
Listen to Rhymes  
Concepts of Print  
• recognize names  
• distinguish letters and numbers  
• book handling  
• environmental print  
Establishing a Gathering Place  
Good-Fit Books | BB: A Journey in Songs & Rhymes p. 27  
Jack and Jill, TE WTK4 p. 14  
One, Two, Three, TE WTK6 p. 25  
Pease Porridge Hot, TE WTK8 p. 7  
Colors, TE WTK10 p. 20  
To Market, TE WTK12 | Administer/Complete QUALLS  
Emerging Literacy Survey (ELS)  
• Phonemic Awareness  
• Familiarity with Print  
• Beginning Reading & Writing (use p. 34 recording form)  
*omit the word recognition test for children who identified fewer than 10 letters on the Letter Naming task |
| CCKLS5 With guidance and support from adults, explore word relationships and nuances in word meanings.  
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). | VOCABULARY/WORD STUDY  
rhyme  
alphabet  
letter  
print | Journeys: Unit 1 Welcome to Kindergarten (WTK) p. 2-13 | |
| CCKRF2 Demonstrate understanding of spoken words, syllables & sounds (phonemes).  
a. Recognize and produce rhyming words.  
CCKRF1d Recognize & name all upper- & lowercase letters of the alphabet. | P.A./PHONICS  
Rhyming Words  
Letter Names & Features (stick letters) | TE WTK4, 6, 8, 10, 12  
TE WTK5, 7, 9, 11,13  
BB: A Journey from A-Z p. 2-6  
Letter Cards: Stick letters | |

### WRITING WORKSHOP: WHOLE GROUP LESSONS

| CCKW3 Use a combination of drawing, dictating, & writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, & provide a reaction to what happened.  
CCKW7 Participate in shared research & writing projects (e.g., explore a number of books by a favorite author & express opinions about them). | WRITING  
Sentence Writing & Drawing (Assessment & Establishing Routines) | Daily 5 Ch. 6 | |

---

**KEY:** WTK – Welcome to Kindergarten  
PA – Phonemic Awareness  
p. – page  
RA – Read Aloud  
BB – Big Book  
TE – Teacher's Edition  
EXT – Teacher Support Booklet Extending the Common Core  
HFW – High Frequency Word  
SUW – Step Up to Writing  
CLLG – Comprehensive Language and Literary Guide  
WSG – Word Study Guide

LRSD Elementary Literacy Department  
Kindergarten Literacy & Integrated Content Curriculum  
Revised 2013  
1
## UNIT 1

### Getting Ready to Learn

#### CONTENT INTEGRATION

<table>
<thead>
<tr>
<th>SCIENCE STANDARDS August</th>
<th>FOCUS/VOCABULARY</th>
<th>MATERIALS</th>
<th>NOTEBOOK PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS.2.K.6 Discuss the functions of the five senses.</td>
<td>What do I use to gather information about the world around me?</td>
<td>BB of Science Readers: My Senses p.1-8</td>
<td>Draw and label the parts of your body that you use for each of the five senses.</td>
</tr>
<tr>
<td>NS.1.K.1 Record observations pictorially, orally, and in writing.</td>
<td>How does weather change with the seasons?</td>
<td>BB of Science: Songs &amp; Rhymes p.3-4 (Senses)</td>
<td>Take a walk outside and find a tree. Observe how the tree looks in summer. Draw your tree in summer and describe how it looks.</td>
</tr>
</tbody>
</table>
| LS.2.K.5 Name and describe the five senses. | **Vocabulary**  
• record  
• senses  
• weather  
• seasons | Trade Books:  
Your Five Senses Melvin Berger  
The Listening Walk Paul Showers  
Arthur’s Nose Marc Brown  
See, Hear, Touch, Taste, Smell Newbridge  
Me and My Senses Joan Sweeney  
Goldilocks and the Three Bears | |
| NK.1.K.2 Ask questions based on observations. | | | |
| ESS.8.K.6 Describe the four seasons. | | | |

**UNIT 2**

### Welcome to Kindergarten

**PA** – Phonemic Awareness  
**RA** – Read Aloud  
**BB** – Big Book  
**TE** – Teacher’s Edition  
**EXT** – Teacher Support Booklet Extending the Common Core  
**HFW** – High Frequency Word  
**SUW** – Step Up to Writing  
**CLLG** – Comprehensive Language and Literacy Guide  
**WSG** – Word Study Guide

---

**LRSD Elementary Literacy Department**  
Kindergarten Literacy & Integrated Content Curriculum  
Revised 2013
## UNIT 1
### Getting Ready to Learn
#### First Week of School

<table>
<thead>
<tr>
<th>SOCIAL STUDIES CONTENT &amp; STANDARDS</th>
<th>FOCUS/VOCABULARY</th>
<th>MATERIALS AND LINKS TO LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit: Building a Learning Community</strong></td>
<td><strong>SS FOCUS</strong> Establish classroom procedures, rules &amp; routines People in the family and school who hold positions of authority. Pledge of allegiance Rights and responsibilities <strong>VOCABULARY</strong> citizens rules pledge teacher principal counselor custodian rights &amp; responsibilities cooperate routines share choices authority respect consequences rituals</td>
<td>Social Studies Content  Harcourt Social Studies Unit 1 p.27, 31-43 TE p. 29—Reading Social Studies: Main Idea and Details Mary Had a Little Lamb (Rules) TE p. 31-33—The Sharing Song TE p. 45 Safety Sign (Poem) TE Critical Thinking Skills—Solve a Problem  Little Miss Muffet Homework and Practice Book—Nursery Rhymes Solve a Problem (Booklet) <strong>Reading Connections</strong> <strong>Listens to Rhymes</strong> Poems Rules and Responsibilities Back to School Poems Use poems to teach/reinforce listen to rhymes skill and to discuss social studies content. Use trade books to read about good citizens. <strong>Writing Connections</strong> Draw or write about how you show you are a good citizen at school. Create a classroom rule book or chart. <strong>Assessment</strong> Choose one of the rules from the class book or chart and draw a picture of yourself following one of the rules. Harcourt SS TE pp 22-23 (Poster Assessment) ID people of authority in school. Have sentence strips with names of people in authority (i.e. custodian) and pictures the teacher has of those people in the building. Have students match the title to the picture and tell what they do.</td>
</tr>
<tr>
<td><strong>Essential Question(s)</strong> 1: What makes me a good citizen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guiding Question(s)</strong> 1. What are your rules at home and at school? 2. Why do we have rules at home &amp; school &amp; who enforces them? 3. How do you say the Pledge of Allegiance? 4. How can you show responsibility?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies SLEs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.4.K.2 Identify people in the family and school who hold positions of authority.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.4.K.1 Recognize the need for rules and the consequences of violating rules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G.5.K.4 Identify the appropriate procedures for the daily recitation of the Pledge of Allegiance:  • Stand up straight  • Place right hand over the heart  • Remove hats  • Observe location of the flag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.5.K.2 Discuss the rights and responsibilities of being a good citizen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See Social Studies Curriculum Map for Detailed Lessons and Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


LRSD Elementary Literacy Department Kindergarten Literacy & Integrated Content Curriculum Revised 2013
<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| CCKRF1 Demonstrate understanding of the organization & basic features of print.  
a. Follow words from left to right, top to bottom, & page-by-page.  
b. Recognize that spoken words are represented in written language by specific sequences of letters.  
d. Recognize & name all upper- & lowercase letters of the alphabet.  
CCKR15 Identify the front cover, back cover, & title page of a book. | **COMPREHENSION/FLUENCY**  
Listen to a Rhyme  
Concepts of Print  
- book handling  
- distinguish letters & number  
- environmental print  
- recognize first & last names  
Continue “Read to Self” | BB: A Journey in Songs & Rhymes  
p. 9 I Went Upstairs  
p. 19 Quack!  
p. 24 Mix a Pancake  
p. 8 Sing a Song of Sixpence  
p. 10 Little Arabella Stiller  
WTK14, 16, 18, 20, 22 | **Administer/Complete QUALS**  
Emerging Literacy Survey (ELS)  
- Phonemic Awareness  
- Familiarity with Print  
- Beginning Reading & Writing (p. 34 recording form)  
*omit the word recognition test for children who identified fewer than 10 letters on the Letter Naming task |
| CCKL5 With guidance & support from adults, explore word relationships & nuances in word meanings.  
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  
b. Demonstrate understanding of frequently occurring verbs & adjectives by relating them to their opposites (antonyms).  
c. Identify real-life connections between words & their use (e.g., note places at school that are colorful). | **VOCABULARY/WORD STUDY**  
rhyme  
alphabet  
letter  
print | Journeys: Unit 1 Welcome to Kindergarten (WTK) p.14-23 |
| CCKRF2 Demonstrate understanding of spoken words, syllables & sounds (phonemes).  
a. Recognize and produce rhyming words. | **P.A./PHONICS**  
rhyming words  
letter names & features: circles and curves | TE WTK 14, 16, 18, 20, 22  
TE WTK15, 17, 19, 21, 23  
BB A Journey from A-Z pp. 7-11 |
| CCKSL4 Describe familiar people, places, things, & events & with prompting and support, provide additional details.  
CCKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.  
CCKL1 Produce & expand complete sentences in shared language activities.  
CCKW3 Use a combination of drawing, dictating & writing to narrate an event or several loosely linked events, tell about the events in the order in which they occurred & provide a reaction to what happened.  
CCKW5 With guidance & support from adults, respond to questions & suggestions from peers & add details to strengthen writing as needed. | **WRITING**  
Sentence Writing & Drawing | SUW Lessons  
3-1 Fragments & Sentences p. 102  
3-2 3-part sentences p. 103  
3-5 For Kindergarten and Other Beginning Writers p. 112  
Tool 3-5b p. 112 |

**KEY:** WTK – Welcome to Kindergarten  
PA – Phonemic Awareness  
p. – page  
RA – Read Aloud  
BB – Big Book  
TE – Teacher's Edition  
EXT – Teacher Support Booklet Extending the Common Core  
HFW – High Frequency Word  
SUW – Step Up to Writing  
CLLG – Comprehensive Language and Literacy Guide  
WSG – Word Study Guide  

LRSD Elementary Literacy Department  
Kindergarten Literacy & Integrated Content Curriculum  
Revised 2013
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>Getting Ready to Learn</th>
<th>Second Week of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CONTENT INTEGRATION</td>
<td></td>
</tr>
<tr>
<td>SCIENCE STANDARDS August</td>
<td>FOCUS</td>
<td>MATERIALS</td>
</tr>
<tr>
<td>See week 1, pg 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES CONTENT &amp; STANDARDS</td>
<td>FOCUS/VOCABULARY</td>
<td>MATERIALS AND LINKS TO LESSONS</td>
</tr>
<tr>
<td>See week 1, pg 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNIT 1 LESSON 1**

**Friends at School**

**READING WORKSHOP: WHOLE GROUP LESSONS**

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCKR12 With prompting &amp; support, identify the main topic &amp; retell key details of a text.</td>
<td><strong>COMPREHENSION/FLUENCY</strong>&lt;br&gt; Skill: Main ideas&lt;br&gt; Strategy: Summarize&lt;br&gt; Genre: Informational Text</td>
<td>Comprehensive Language &amp; Literacy Guide (CLLG) p. 9, 40-41 p. T27&lt;br&gt; BB What Makes a Family?&lt;br&gt; CLLG p. 40, TE T26-35&lt;br&gt; RA Building with Dad CLLG p. 41&lt;br&gt; BB Poems about Family p. 26-30&lt;br&gt; CLLG p. 41, TE50-51, TE15, TE57</td>
<td>Administer/Complete QUALLS&lt;br&gt; Emerging Literacy Survey (ELS)&lt;br&gt; - Phonemic Awareness&lt;br&gt; - Familiarity with Print&lt;br&gt; - Beginning Reading &amp; Writing (p. 34 recording form)&lt;br&gt; <em>omitting the word recognition test for children who identified fewer than 10 letters on the Letter Naming task</em></td>
</tr>
</tbody>
</table>

| CCKL4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on kindergarten reading & content. | **VOCABULARY/WORD STUDY**<br> High Frequency Word(s): I<br> Selected Vocabulary: <br> - celebrate<br> - family<br> - memories<br> - include<br> Vocabulary Strategy: Classify | TE 18-19, TE 26, TE 57<br> TE13, TE23, TE39, TE47, TE55<br> TE49 | Use Progress Monitoring Assessments book for students who scored 3/8 or less when given the ELS until running records are a more appropriate progress monitoring assessment. |

| CCKRF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. | **P.A./PHONICS**<br> Letters & sounds<br> Mm, Ss<br> PA<br> syllables | Letters: TE256-296, TE336-376<br> Syllables: WTK 6, 10, 12, 16, 20, 22 | If student completes ELS with 100% accuracy, Administer DRA/WRAP |

CCKRF2.a Recognize & produce rhyming words.<br> CCKSL2 Confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions about key details & requesting clarification if something is not understood.

CCKRF2b Count, pronounce, blend & segment syllables in spoken words

CCKS 3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant

CCKS 2b Count, pronounce, blend & segment syllables in spoken words

CCKS 1 Demonstrate understanding of spoken words, syllable patterns & sounds

CLLG – Comprehensive Language and Literacy Guide

WSG – Word Study Guide

**LRSD Elementary Literacy Department**

**Kindergarten Literacy & Integrated Content Curriculum**

**Revised 2013**
**UNIT 1 LESSON 1**

**Friends at School**

<table>
<thead>
<tr>
<th>WRITING WORKSHOP: WHOLE GROUP LESSONS</th>
<th>UNIT 1 LESSON 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCKW3</strong> Use a combination of drawing, dictating, &amp; writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, &amp; provide a reaction to what happened.</td>
<td><strong>WRITING</strong> 3-Part Sentences (oral) Simple sentence</td>
</tr>
<tr>
<td><strong>CCKW5</strong> With guidance and support from adults, respond to questions &amp; suggestions from peers and add details to strengthen writing as needed.</td>
<td><strong>SUW</strong> 3-2 3-part sentences p. 106 (1st bullet)  - Orally add details  - Quick sketch with oral sentences  - Quick sketch and dictate</td>
</tr>
<tr>
<td><strong>CCKSL4</strong> Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</td>
<td><strong>GRAMMAR</strong> Nouns for people</td>
</tr>
<tr>
<td><strong>CCKSL5</strong> Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td><strong>TE 20, TE 36, TE 44, TE 58</strong></td>
</tr>
</tbody>
</table>

**CONTENT INTEGRATION**

<table>
<thead>
<tr>
<th>SCIENCE STANDARDS August</th>
<th>FOCUS/VOCABULARY</th>
<th>MATERIALS</th>
<th>NOTEBOOK PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>See week 1, pg 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## UNIT 1 LESSON 1

**Friends at School**

### SOCIAL STUDIES CONTENT & STANDARDS

**Unit 1: Building a Learning Community**

**Essential Question(s):**
1. Why is it important to know where I live?
2. What makes a family special?

**Guiding Questions:**
1. Where do I live and attend school?
2. How does your family work together, play together, eat together, celebrate together, etc?

**Social Studies SLEs**
- G.1.K.1 Identify home address
- G.1.K.2 Identify the school attended & the city in which it is located.
- G.1.K.3 Identify the state of Arkansas on a map of the United States.
- G.1.K.11 Illustrate a map of a familiar place (e.g., bedroom, playground, school).
- G.1.K.10 Use words related to location, direction, and distance:
  - Here/there--Near/far--Over/under--Left/right--Up/down--Top/bottom--Between
- G.2.K.1 Discuss similarities and differences in families.

See Social Studies Curriculum Map for Detailed Lessons and Resources

### CONTENT INTEGRATION

<table>
<thead>
<tr>
<th>FOCUS/VOCABULARY</th>
<th>MATERIALS AND LINKS TO LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS FOCUS</strong></td>
<td>Social Studies Content</td>
</tr>
<tr>
<td>School Friends</td>
<td>Discuss the name of school—Harcourt SS TE Arkansas Connections “Your School” (Back of book). Draw a picture of your school and write its name.</td>
</tr>
<tr>
<td>Getting Along</td>
<td>Use a map and Google Earth to find the state/city/neighborhood in which your school is located.</td>
</tr>
<tr>
<td>Good Citizenship</td>
<td>Class discussion of where students live. Arkansas—Little Rock—Address</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Reading Connections</td>
</tr>
<tr>
<td>Address</td>
<td>CCLG Main Idea p. 40</td>
</tr>
<tr>
<td>Little Rock</td>
<td>Journeys Lesson 1 flip chart p. 12,18  (Refer to literacy map Unit 1 What Makes a Family and Poems About Family Big Book—Week 2)</td>
</tr>
<tr>
<td>Family</td>
<td>Use this story to teach about families.</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Journeys TE53 Writing Labels—People in a Family.</td>
</tr>
<tr>
<td>Community</td>
<td>Harcourt SS TE p. 29—Reading Social Studies—Main Idea and Details----Mary Had a Little Lamb—Rules</td>
</tr>
</tbody>
</table>

**Writing Connections**

- Draw a picture of the classroom and talk about its parts. Use words related to location to discuss. i.e. up/down, here/there

**Assessment**

- State address. Find state of Arkansas on U.S. map. Label Little Rock on the map.
- Describe one of the following: how your family works together; how they play together; or how they celebrate together.
- Journeys TE 35—Retell the story “What Makes a Family”. SUW p. 56

---

**KEY:**
- WTK – Welcome to Kindergarten
- PA – Phonemic Awareness
- p. – page
- RA – Read Aloud
- BB – Big Book
- TE – Teacher’s Edition
- EXT – Teacher Support Booklet Extending the Common Core
- HFW – High Frequency Word
- SUW – Step Up to Writing
- CLLG – Comprehensive Language and Literacy Guide
- WSG – Word Study Guide

---

LRSD Elementary Literacy Department
Kindergarten Literacy & Integrated Content Curriculum
Revised 2013
## LRSD KINDERGARTEN CURRICULUM MAP: LITERACY AND INTEGRATED CONTENT

### UNIT 1 LESSON 2

**Friends at School**

**READING WORKSHOP: WHOLE GROUP LESSONS**

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| CCKRL1 With prompting & support, ask & answer questions about key details in a text.  
CCKRF1a Follow words left to right, top to bottom, and page by page.  
CCKL1b Use frequently occurring nouns and verbs.CC.K.L4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content | **COMPREHENSION/FLUENCY**  
Skill: understanding characters  
Strategy: Infer/Predict  
Genre: Fantasy  
Genre: Informational Text  
Skill: model fluency  
Pause for Punctuation  
Understanding unknown words | CLLG p. 10 Suggested Weekly Focus  
BB How Do Dinosaurs Go to School  
CLLG 42, pp. T106-113  
RA Friends at School  
CLLG 43, p. T94-95  
BB My School Bus  
CLLG 43, p. T130-131, T 137 p. T95, T137 | QUALLS  
For students reading leveled texts: Administer & analyze one running record per child for 10 children each week using leveled text. |
| CCKRF3c Read common high-frequency words by sight  
CCKL4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on kindergarten reading and content.  
b. Use the most frequently occurring inflections & affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.  
CCKL5 With guidance & support from adults, explore word relationships & nuances in word meanings.  
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  
b. Demonstrate understanding of frequently occurring verbs & adjectives by relating them to their opposites (antonyms).  
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | **VOCABULARY/WORD STUDY**  
| p. T93, T103, T119, T127, T135  
Selected Vocabulary  
bullying  
tides  
interrupt |  
**P.A./PHONICS**  
Letters Aa, Tt | Unit 2: p. T16-T56, T96-T136  
| T13, T23, T47, T55  
Beginning Sounds  
Onset & rime |  
**Genre:** Fantasy  
Skill: understanding characters  
**Assessments:** QUALLS  
For students reading leveled texts: Administer & analyze one running record per child for 10 children each week using leveled text. |

**KEY:** WTK – Welcome to Kindergarten  
PA – Phonemic Awareness  
p. – page  
RA – Read Aloud  
BB – Big Book  
TE – Teacher's Edition  
EXT – Teacher Support Booklet Extending the Common Core  
HFW – High Frequency Word  
SUW – Step Up to Writing  
CLLG – Comprehensive Language and Literacy Guide  
WSG – Word Study Guide

LRSD Elementary Literacy Department  
Kindergarten Literacy & Integrated Content Curriculum  
Revised 2013
<table>
<thead>
<tr>
<th>UNIT 1 LESSON 2</th>
<th>Friends at School</th>
<th>UNIT 1 LESSON 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING WORKSHOP: WHOLE GROUP LESSONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCKL1b Use frequently occurring nouns and verbs.</td>
<td>WRITING</td>
<td>TE T21 Labeling Classroom</td>
</tr>
<tr>
<td>CCKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</td>
<td>Narrative: Self Portrait/label self</td>
<td>TE T37 Class list of names</td>
</tr>
<tr>
<td>CCKL1b Use frequently occurring nouns and verbs.</td>
<td></td>
<td>TE T59 Family Picture &amp; labels</td>
</tr>
<tr>
<td>CCKL5c Identify real-life connections between words &amp; their uses.</td>
<td>GRAMMAR</td>
<td>T100, T116, T132, T138</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CONTENT INTEGRATION</strong></th>
<th><strong>FOCUS/VOCABULARY</strong></th>
<th><strong>MATERIALS</strong></th>
<th><strong>NOTEBOOK PROMPTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCIENCE STANDARDS September</strong></td>
<td>How does weather change with the seasons?</td>
<td>BB of Science Readers Tell About Toys p 2-16</td>
<td>Make a graph with your teacher &amp; record the temperature for each day in the week. Compare each day &amp; record your observations.</td>
</tr>
<tr>
<td>ESS.8.K.5 Chart weather conditions every day.</td>
<td>How can matter be sorted?</td>
<td>BB of Science Songs &amp; Rhymes p. 6</td>
<td>• Which day had the highest temperature?</td>
</tr>
<tr>
<td>NS.1.K.5 Collect empirical evidence as a class.</td>
<td>VOCABULARY</td>
<td>Trade Books</td>
<td>• Which day had the lowest?</td>
</tr>
<tr>
<td>PS.5.K.1 List &amp; classify objects according to the single properties of size, color, shape.</td>
<td>classify above</td>
<td>What is Matter Newbridge</td>
<td>• Were there days that the temperature was the same?</td>
</tr>
<tr>
<td>PS.6.K.1 Demonstrate spatial relationships, including but not limited to over, under, left, right.</td>
<td>over/below</td>
<td>Matter is Everything Newbridge</td>
<td>Draw &amp; label examples of each kind of matter, solid, liquid, gas.</td>
</tr>
</tbody>
</table>
### UNIT 1 LESSON 2

**Friends at School**

#### SOCIAL STUDIES CONTENT & STANDARDS

**Unit 1: Building a Learning Community**

**Essential Question(s)**
1. What makes me a good citizen?
2. How can you show responsibility?
3. Why is getting along important when being a good citizen?

**Guiding Question(s)**
1. How can you show responsibility?
2. Why is getting along important when being a good citizen?

**Social Studies SLEs**
- C.5.K.2 Discuss the rights and responsibilities of being a good citizen.
- C.4.K.1 Recognize the need for rules and consequences of violating rules.
- C.5.K.3 Identify voting procedures by participating in a classroom voting process (e.g. which books to read, what games to play)

See Social Studies Curriculum Map for Detailed Lessons and Resources

#### FOCUS/VOCABULARY

**SS FOCUS**
- School Friends
- Getting Along
- Good Citizenship

**VOCABULARY**
- school
- community
- decision
- rule
- cooperate
- class
- participate

**NOTE:**

To access Bookflix Lesson: [http://www.cals.lib.ar.us/](http://www.cals.lib.ar.us/) (Click on Bookflix; Enter Library Card Number; Click Family and Community). Choose Crazy Hair Day/Let’s Be Friends (Book Pair) (Use Smartboard to show books for lesson)

**Lesson Plan**

#### MATERIALS AND LINKS TO LESSONS

- **Social Studies Content**
  - School Friends/Getting Along

- **Reading Connections**
  - CLLG Understanding Characters p.42
  - Journeys BB How Do Dinosaurs Go to School? TE pp108-114. After each page discuss what would be appropriate behavior in the classroom.
  - Bookflix Lesson (See Note)

- **SS HMH: Vocabulary Readers**
  - At School,
  - My School
  - Let’s Have Fun
  - I Can!
  - Playing Ball

- **Writing Connections**
  - Draw and write about a way to get along at school.
  - Draw or write about activities you did with a new friend.

- **Assessment**
  - In the story How Do Dinosaurs Go To School tell or draw a picture to answer the question: How can you tell that Dinosaur is a good friend/citizen? Give examples from the story of how Dinosaur would not be a good citizen and examples of how Dinosaur would be a good citizen at school and in the classroom.

- Read The Important Book by Margaret Wise. Create a class book called “A Friend”
  - A friend likes to ____; A friend will _____; A friend can ____; But the important thing about a friend is that he/she likes me.
<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| **CCKRL1** With prompting & support, ask & answer questions about key details in a text. | **COMPREHENSION/FLUENCY** Skill: setting Strategy: monitoring/clarify Genre: Realistic Fiction | CLLG 11  
p. T187  
BB Please, Puppy Please  CLLG 44,  
p. T186-195  
RA I Have a Pet  CLLG 45,  
p. T174-175  
p. T175, T202, T203  
BB Different Kinds of Dogs  CLLG 45,  
p. T210-211  
p. T217  
Daily 5 Work on Writing p. 80 | **Begin Progress Monitoring** Use Progress Monitoring Assessment Book p. 2 Chart p. xiii |
| **CCKL2** 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. | **VOCABULARY/WORD STUDY** HFW: the  
Selected Vocabulary fetch inside outside please  
Vocabulary Strategy Synonyms | p. T178-179, T186, T217  
p. T173, T183, T199, T207, T215  
p. T209 | |
| **CCKLS3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | **P.A./PHONICS** Letters Cc, Pp  
PA Onset & rime | p. T176-T216, T256-T296  
p. T93, T103, T119, T127, T135 | |

**KEY:** WTK – Welcome to Kindergarten  
PA – Phonemic Awareness  
p. – page  RA – Read Aloud  
BB – Big Book  TE – Teacher’s Edition  
EXT – Teacher Support Booklet Extending the Common Core  
HFW – High Frequency Word  SUW – Step Up to Writing  
CLLG – Comprehensive Language and Literacy Guide  
WSG – Word Study Guide

LRSD Elementary Literacy Department  
Kindergarten Literacy & Integrated Content Curriculum  
Revised 2013
### UNIT 1 LESSON 3 Pets

#### WRITING WORKSHOP: WHOLE GROUP LESSONS

<table>
<thead>
<tr>
<th>CCKL2c Write a letter or letters for most consonant &amp; short vowel sounds (phonemes). CCKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</th>
<th>WRITING</th>
<th>TE 117 Projectable 2.1, Draw and label favorite place at school. SUW 7-2 for Kindergarten &amp; Other Beginning writers p.311 (1st 3 bullets) - Orally share personal experience at school - Quick sketch about personal experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCKL1b Use frequently occurring nouns and verbs. CCKL5c Identify real-life connections between words and their uses.</td>
<td>GRAMMAR</td>
<td>p. T180, T196, T204, T212, T218</td>
</tr>
</tbody>
</table>

#### CONTENT INTEGRATION

### SCIENCE STANDARDS September

**FOCUS**

**MATERIALS**

**NOTEBOOK PROMPTS**

See Lesson 2, pg. 10

### SOCIAL STUDIES CONTENT & STANDARDS

**FOCUS/VOCABULARY**

**MATERIALS AND LINKS TO LESSONS**

**Unit: National Symbols**

**Essential Question(s)**

1. What are some important symbols of America?

**Guiding Question(s)**

1. Why is freedom important?
2. How do families and communities make decisions?

**Social Studies SLEs**

C.5.K.1 Recognize national symbols that represent American democracy.
C.5.K.3 Identify voting procedures by participating in a classroom voting process (e.g., which books to read, what games to play)

See Social Studies Curriculum Map for Detailed Lessons and Resources

<table>
<thead>
<tr>
<th>SS FOCUS</th>
<th>Social Studies Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Symbols (Constitution Day September 17)</td>
<td>Harcourt S.S. Unit 2 Lesson 1 and 2 (The Flag That We Wave and Symbols of the United States) “My Country”</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Harcourt SS Unit 2 p. 114-115 Make a Choice by Voting</td>
</tr>
<tr>
<td>National/Local Leaders</td>
<td><strong>Reading Connections</strong></td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>CLLG MINILESSON Story Structure (Setting) p. 44</td>
</tr>
<tr>
<td>Bald Eagle</td>
<td>Use one of the stories to reinforce or teach lesson.</td>
</tr>
<tr>
<td>Statue of Liberty</td>
<td>Bookflix Lessons (Use Smartboard to show books for lesson)</td>
</tr>
<tr>
<td>White House</td>
<td><a href="http://www.cals.lib.ar.us/">http://www.cals.lib.ar.us/</a></td>
</tr>
<tr>
<td>Voting</td>
<td></td>
</tr>
<tr>
<td>Constitution</td>
<td>1. Otto Runs for President/Let’s Vote On It Lesson Plan</td>
</tr>
<tr>
<td>United States</td>
<td>2. Duck for President/Election Day Lesson Plan</td>
</tr>
<tr>
<td>American Flag</td>
<td>Writing Connections</td>
</tr>
<tr>
<td>Choice</td>
<td>Draw and write about one of the symbols of the United States. (Put together in a class book)</td>
</tr>
<tr>
<td><strong>Constitution Day Activity</strong></td>
<td>Assessment</td>
</tr>
<tr>
<td>Harcourt SS Text p 122-123 Living with Freedom</td>
<td>Choose a class decision to vote on, like the class did in Let’s Vote On It! Re-create the process they used in the book. Review the steps of the process with the class before starting. Make a sequence chart together that shows what students will be doing at each step. i.e. Class Vote on Which Book They Will Read Next</td>
</tr>
<tr>
<td>Performance Activity p. 123 Freedom Posters</td>
<td></td>
</tr>
</tbody>
</table>

# LRSD Kindergarten Curriculum Map: Literacy and Integrated Content

## Unit 1 Lesson 4

### Community Workers

#### Reading Workshop: Whole Group Lessons

<table>
<thead>
<tr>
<th>Common Core State Standards</th>
<th>Lesson Focus</th>
<th>Materials</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCKRI7</td>
<td>Comprehension/Fluency</td>
<td>CLLG 12, TE p. T267</td>
<td>For students reading leveled texts: Administer &amp; analyze one running record per child for 10 children each week using leveled text.</td>
</tr>
<tr>
<td></td>
<td>Skill: Text &amp; Graphic Features</td>
<td>BB Everybody Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategy: Analyze/Evaluate</td>
<td>CLLG 46, p. T266-273</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Informational Text</td>
<td>RA Pizza at Sally’s CLLG 47, p. T254-255</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Realistic Fiction</td>
<td>BB The Elves and the Shoemaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Traditional Tales</td>
<td>BB The Lion and the Mouse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluency: Pause for Punctuation</td>
<td>CLLG 47, T290-291</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>p. T255, T296-297</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Daily 5, Word Work, p. 85</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HFW: and</td>
<td>P. T289</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selected Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>creating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>delivering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>hobby</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>protecting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCKL5</td>
<td>Vocabulary Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCKR3d</td>
<td>PA Phonics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Letters Nn, Ff</td>
<td>p. T96-136, T176-216</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PA</td>
<td>Opening routines p. T252-253, T262-263</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Words in Oral Sentences</td>
<td>EXT CC p. C14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spaces between words</td>
<td>p. T278-279, T286-287, T294-295</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blending Phonemes</td>
<td>T93, T103, T119, T127, T135</td>
<td></td>
</tr>
</tbody>
</table>

**Key:** WTK = Welcome to Kindergarten  PA = Phonemic Awareness  p. = page  RA = Read Aloud  BB = Big Book  TE = Teacher’s Edition  EXT = Teacher Support Booklet Extending the Common Core  HFW = High Frequency Word  SUW = Step Up To Writing  CLLG = Comprehensive Language and Literacy Guide  WSG = Word Study Guide

LRSD Elementary Literacy Department

Kindergarten Literacy & Integrated Content Curriculum

Revised 2013
## UNIT 1 LESSON 4

### Community Workers

<table>
<thead>
<tr>
<th>COMMUNITY WORKERS</th>
<th>WRITING WORKSHOP: WHOLE GROUP LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCKW3 Use a combination of drawing, dictating in 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.</td>
<td><strong>WRITING</strong> Personal Narrative</td>
</tr>
<tr>
<td></td>
<td><strong>SUW</strong></td>
</tr>
<tr>
<td></td>
<td>• 3-2 For kindergarten &amp; other beginning writers, 3-part sentence oral action p.106</td>
</tr>
<tr>
<td></td>
<td>• 3-2 For kindergarten &amp; other beginning writers, Add details to action sequence p.106</td>
</tr>
<tr>
<td></td>
<td>• 3-3 3-part sentence p.107 Tool 3-3a</td>
</tr>
<tr>
<td></td>
<td>• 3-5 For kindergarten &amp; other beginning writers, 3-part action sentence p.112, Tool 3-5b</td>
</tr>
<tr>
<td></td>
<td>• 3-5 For kindergarten &amp; other beginning writers, 3-part action sentence, oral &amp; support for written, p.112</td>
</tr>
<tr>
<td>CCKL1b Use frequently occurring nouns and verbs. CCKL5c Identify real-life connections between words and their uses.</td>
<td><strong>GRAMMAR</strong> Action verbs: Present Tense</td>
</tr>
<tr>
<td></td>
<td>p. T260, T276, T292, T298</td>
</tr>
</tbody>
</table>

### CONTENT INTEGRATION

<table>
<thead>
<tr>
<th>SCIENCE STANDARDS September</th>
<th>FOCUS</th>
<th>MATERIALS</th>
<th>NOTEBOOK PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Lesson 1, pg. 10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### KEY
- WTK – Welcome to Kindergarten
- PA – Phonemic Awareness
- p. – page
- RA – Read Aloud
- BB – Big Book
- TE – Teacher's Edition
- EXT – Teacher Support Booklet Extending the Common Core
- HFW – High Frequency Word
- SUW – Step Up to Writing
- CLLG – Comprehensive Language and Literacy Guide
- WSG – Word Study Guide

LRSD Elementary Literacy Department  
Kindergarten Literacy & Integrated Content Curriculum  
Revised 2013
## UNIT 1 LESSON 4

### Community Workers Unit: Our Community

**Essential Question(s):**
1. Why do we work?
2. What jobs do people in the community have?
3. How do people pay for goods and services?
4. What is a producer or consumer? (buyer and seller)

**Guiding Question(s):**
1. What is the role of a producer or consumer?

**Social Studies SLE's:**
- E.8.K.3 Discuss how people earn a living in the community and places they work.
- E.9.K.3 Identify services people do for each other.
- E.8.K.1 Identify human resources
- E.9.K.1 Recognize that money is used to purchase items
- E.8.K.2 Discuss the roles of producers and consumers

**See Social Studies Curriculum Map for Detailed Lessons and Resources**

### CONTENT INTEGRATION

#### SOCIAL STUDIES CONTENT & STANDARDS

**Unit:** Our Community

**Essential Question(s):**
1. Why do we work?
2. What jobs do people in the community have?
3. How do people pay for goods and services?
4. What is a producer or consumer? (buyer and seller)

**Guiding Question(s):**
1. What is the role of a producer or consumer?

**Social Studies SLE’s:**
- E.8.K.3 Discuss how people earn a living in the community and places they work.
- E.9.K.3 Identify services people do for each other.
- E.8.K.1 Identify human resources
- E.9.K.1 Recognize that money is used to purchase items
- E.8.K.2 Discuss the roles of producers and consumers

**See Social Studies Curriculum Map for Detailed Lessons and Resources**

### FOCUS/VOCABULARY

**SS FOCUS**
The Community  
Community Helpers

**VOCABULARY**
- money
- earn
- services
- goods
- Capital Resources
- tools
- Human Resources
- purchase
- producers
- consumers

**HMH Journeys Leveled Readers**
- My Mom the Mayor
- Animal helpers
- Hospital Workers

**HMH Journeys Vocab Readers**
- Trip to the Fire Station Lesson 30

### MATERIALS AND LINKS TO LESSONS

**Social Studies Content**
- Harcourt SS Unit 3 p.155-158 Lesson 1 Workers
- Harcourt SS TE Unit 3 pp168-170 Money/Goods/Services

**Community Workers Lesson** (Taken from Maryland Council of Economic Education)

**Reading Connections**
- CLLG MINILESSON Text and Graphic Features p. 47
- Journeys Unit 1 Lesson 4---Use the following stories in Journeys to teach economic concepts.
  - RA Everybody Works (Consumers, producers, human resources, goods, services)
  - BB The Elves and the Shoemaker (capital resources, human resources, services, good, natural resources, tools, producer)
  - RA Pizza at Sally's (capital resources, natural resources, goods, services, consumer, producer) Pizza at Sally's Economic Lesson

**Writing Connections**
- Draw a community helper providing a service to the community.
- What job did you choose and why? Write an action sentence that tells what he/she does.

**Assessment**
- Harcourt SS TE 158 Performance Activity—Act Out a Poem about Workers
- Pizza at Sally’s Lesson Plan—Use activity page 3 to sequence process for making pizza. List natural resources in the story “Pizza at Sally’s”.

**Community Workers Lesson**—T-Chart Workers and What They Do
<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCKRL2 With prompting &amp; support, retell familiar stories, including key details. CCKRL3 With prompting &amp; support, identify characters, settings, &amp; major events in a story. CCKSL2 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. CCKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td>COMPREHENSION/FLUENCY</td>
<td>COMPREHENSION/FLUENCY</td>
<td>RA Little Red Hen, CLLG 49, p. T334-335 BB Kite Flying, CLLG 48, p. T346-353 BB Kite Festival Today, CLLG 49, p. T370-371</td>
</tr>
<tr>
<td>CCKRF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCKL4 Determine or clarify the meaning of unknown &amp; multiple-meaning words &amp; phrases based on kindergarten reading &amp; content. b. Use the most frequently occurring inflections &amp; affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. CCKL5 With guidance &amp; support from adults, explore word relationships &amp; nuances in word meanings. CCKL5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. CCKL5b Identify real-life connections between words &amp; their use (e.g., note places at school that are colorful).</td>
<td>VOCABULARY/WORD STUDY</td>
<td>VOCABULARY/WORD STUDY</td>
<td>p. T338-339, T346, T368, T376</td>
</tr>
<tr>
<td>CCKRF2d Isolate &amp; pronounce the initial, medial, &amp; final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.) CCKRF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</td>
<td>P.A./PHONICS</td>
<td>P.A./PHONICS</td>
<td>Unit 2 p. T336-376 Unit 3 p. T96-T216</td>
</tr>
</tbody>
</table>
**WRITING WORKSHOP: WHOLE GROUP LESSONS**

| CCKW1 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 and they are writing about and state an opinion or preference about the topic or book (e.g. *My favorite book is…*). CCKW5 With guidance & support from adults, respond to questions & suggestions from peers & add details to strengthen writing as needed. | WRITING | SUW | 1-9 Two-column guided responses, p.14-15
• Listen to story, draw & write/dictate about favorite part of the story.
• Orally rehearse
• Quick sketch
• Add details & sketch
• Dictate/write about sketch |

<table>
<thead>
<tr>
<th>CCKL1b Use frequently occurring nouns and verbs. CCKL5c Identify real-life connections between words and their uses.</th>
<th>GRAMMAR</th>
<th>p. T340, T356, T364, T372, T378</th>
</tr>
</thead>
</table>

**CONTENT INTEGRATION**

<table>
<thead>
<tr>
<th>SCIENCE STANDARDS October</th>
<th>FOCUS/VOCABULARY</th>
<th>MATERIALS</th>
<th>NOTEBOOK PROMPTS</th>
</tr>
</thead>
</table>
| ESS.8.K.6 Describe the four seasons. ESS.8.K.7 Demonstrate safety procedures related to severe weather. LS.3.K.1 Describe plant development and growth. | SCIENCE FOCUS
How does weather change with the seasons?
How do plants grow & change?
VOCABULARY
demonstrate
grow
change | BB of Science Reader
The Garden, p. 65-72
BB of Science Poems & Rhymes
p. 21 Plants
p. 22 Oats, Peas, Beans, & Barley Grow
p. 23 I'm a Little Cactus
Trade books
The Reasons for Seasons, Gail Gibbons
Seeds Get Around, Melvin Berger
I Am a Seed, Jean Marzollo
Seeds, Seeds, Seeds, Nancy Wallace
Pumpkin, Pumpkin, Jeanne Titherington | Take a walk outside & find your tree. Observe how the tree looks in fall.
• Draw your tree in fall & tell about how it looks.
• Describe how it looks different than it did in summer.
| Draw & label the pumpkin plant at each stage of development. |

**FOOTER**

LRSD Kindergarten Literacy & Integrated Content Curriculum Revised 2013

### UNIT 1 LESSON 5

#### Community

<table>
<thead>
<tr>
<th>SOCIAL STUDIES CONTENT &amp; STANDARDS</th>
<th>CONTENT INTEGRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit: From Farm to Table</strong></td>
<td><strong>FOCUS/VOCABULARY</strong></td>
</tr>
<tr>
<td><strong>Essential Question(s)</strong></td>
<td><strong>SS FOCUS</strong></td>
</tr>
<tr>
<td>1. How do products go from the farm to the table?</td>
<td>From Farm to Table</td>
</tr>
<tr>
<td>2. How do people in the community depend on each other to satisfy their economic needs?</td>
<td>Goods and Services</td>
</tr>
<tr>
<td>3. How do farms differ today than from those in the past?</td>
<td>Producers and Consumers</td>
</tr>
<tr>
<td>4. What is a producer or consumer?</td>
<td><strong>VOCABULARY</strong></td>
</tr>
<tr>
<td>5. Where do people in other communities around the world buy things?</td>
<td>human</td>
</tr>
<tr>
<td><strong>Social Studies SLE’s:</strong></td>
<td>goods</td>
</tr>
<tr>
<td>E.9.K.4 Recognize that people choose among a variety of goods and services.</td>
<td>resources</td>
</tr>
<tr>
<td>G.2.K.2 Discuss the location of community &amp; the ways that location affects the people of the community.</td>
<td>services</td>
</tr>
<tr>
<td>E.8.K.5 Discuss capital resources</td>
<td>markets</td>
</tr>
<tr>
<td>E.8.K.2 Discuss the roles of producers and consumers.</td>
<td>economy</td>
</tr>
<tr>
<td>E.9.K.6 Understand that markets exist in a community.</td>
<td>natural resources</td>
</tr>
<tr>
<td><strong>See Social Studies Curriculum Map for Detailed Lessons &amp; Resources</strong></td>
<td>urban</td>
</tr>
<tr>
<td></td>
<td>rural</td>
</tr>
<tr>
<td></td>
<td>community workers</td>
</tr>
<tr>
<td></td>
<td>capital resources</td>
</tr>
<tr>
<td></td>
<td>(tools of the trade)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use pictures p. 190 Harcourt SS text. Have students retell steps in tortilla making process. Use the book Tortilla Factory by Gary Paulsen and the St. Louis Federal Reserve Lesson</td>
</tr>
</tbody>
</table>

#### Reading Connections

- Harcourt SS TE Unit 3 pp190-191 From Farm to Table
- Harcourt SS TE Unit 3 pp180-183 Using Resources
- Harcourt SS Unit 4 pp 255-256 “City and Farm Life”
- Harcourt SS WB p. 28, 29, 39
- Harcourt SS Unit 3 pp193-195 Goods Around the World

#### Materials and Links to Lessons

- CLLG Sequence of Events/Compare & Contrast pp 49 and 51
- Journeys Text
- RA The Little Red Hen Lesson 5
- Capital & natural resources used to make cake; ID steps to make cake. Use to teach economic terms.
- Compare & Contrast: Use resources below to compare & contrast farms then & now.
- Smart Exchange: Farms-then & now
- Pictures of Farms Past and Present
- Writing Connections
- Draw pictures of different kinds of crops & animals on a farm. Label pictures. The Little Red Hen should/should not have let the dog, cat, and mouse eat the cake. Give a reason for what you think.

#### Assessment

Use pictures p. 190 Harcourt SS text. Have students retell steps in tortilla making process. Use the book Tortilla Factory by Gary Paulsen and the St. Louis Federal Reserve Lesson (Resource to support).
### UNIT 2 LESSON 6

**READING WORKSHOP: WHOLE GROUP LESSONS**

#### COMMON CORE STATE STANDARDS

- **CCKRI1** With prompting & support, ask & answer questions about key details in a text.
- **CCKRI5** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **CCKSL2** 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.

- **CCKRF3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **CCKL4** Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on kindergarten reading and content.
  - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck.)
  - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- **CCKL5** With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - c. Identify real-life connections between words and their use.
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

- **CCKRF3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **CCKRF2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).

#### LESSON FOCUS

- **COMPREHENSION/FLUENCY**
  - **Skill:** Compare and Contrast
  - **Strategy:** Monitor/Clarify
  - **Genre:** Informational Text
  - **Genre:** Concept Book
  - **Genre:** Poetry
  - **Author & Illustrator**
  - **Fluency:** Pause for Punctuation
  - **Identify Supporting Reasons**

- **VOCABULARY/WORD STUDY**
  - **HFW:** see
  - **Selected Vocabulary**
    - aware
    - senses
    - sight
    - touch
  - **Vocabulary Strategy**
    - Context clues

- **P.A./PHONICS**
  - **Phonics**
    - short /a/ review
  - **PA**
    - Blend phonemes in CVC words

- **MATERIALS**
  - **CLLG p. 14 Suggested Weekly Focus**
  - **BB My Five Senses** CLLG 50, TE p. T28-35
  - **RA Listen, Listen** CLLG 51, TE p. T14-15
  - **BB Poems About Senses** CLLG 51, TE p. T32-38
  - **EXT Unit 2 pp. C2-C3 “Name the Author & Illustrator/Photographer”**
  - **EXT Unit 2 pp. C4-C5 “Identify Supporting Reasons”**
  - **Daily 5, p. 92**

- **ASSESSMENTS**
  - **Continue Progress Monitoring**
  - Students who scored 2/8 on ELS Use Progress Monitoring Assessment Book

---


---

LRSD Elementary Literacy Department  Kindergarten Literacy & Integrated Content Curriculum  Revised 2013
## UNIT 2 LESSON 6

### The Senses

**WRITING WORKSHOP: WHOLE GROUP LESSONS**

<table>
<thead>
<tr>
<th>CCKW1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCKW5</td>
<td>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</td>
</tr>
</tbody>
</table>

**SUW** | Opinion |

- 1-9, For Kindergarten & Other Beginning Writers, p.15
- **Draw/write about something you like to hear.**
- **Draw/write about something you like to see.**
- **Draw/write about something you like to touch.**
- **Draw/write about something you like to smell.**
- **Draw/write about something you like to taste.**
- Orally rehearse
- Quick sketch
- Add details
- Write/dictate

**GRAMMAR** | Sensory Words |

- p. T20, T36, T44, T52, T58

**CCKSL4** | Describe familiar people, laces, things, & events & with prompting & support, provide additional detail. |

- Using the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**CONTENT INTEGRATION**

<table>
<thead>
<tr>
<th>SCIENCE STANDARDS</th>
<th>FOCUS</th>
<th>MATERIALS</th>
<th>NOTEBOOK PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Lesson 5, pg 18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES CONTENT &amp; STANDARDS</th>
<th>FOCUS/VOCABULARY</th>
<th>MATERIALS AND LINKS TO LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Lesson 5, pg 19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**KEY:**
- **WTK** – Welcome to Kindergarten
- **PA** – Phonic Awareness
- **p.** – page
- **RA** – Read Aloud
- **BB** – Big Book
- **TE** – Teacher's Edition
- **EXT** – Teacher Support Booklet Extending the Common Core
- **HFW** – High Frequency Word
- **SUW** – Step Up to Writing
- **CLLG** – Comprehensive Language and Literacy Guide
- **WSG** – Word Study Guide

---

**LRSD Elementary Literacy Department**

**Kindergarten Literacy & Integrated Content Curriculum**

**Revised 2013**
<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCRF1 With prompting and support, ask and answer questions about key details in a text.</td>
<td><strong>READING WORKSHOP: WHOLE GROUP LESSONS</strong></td>
<td></td>
<td>For students reading leveled texts: Administer &amp; analyze one running record per child for 10 children each week using leveled text.</td>
</tr>
<tr>
<td>CCKSL1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
<td>CCKSL2 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCKRF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CC.K.L.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td>
<td>CCKRF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. CCKRF2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING WORKSHOP: WHOLE GROUP LESSONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong> Opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2 TE T127 Daily Vocabulary Boost SUW 1-38 Great Short Answers, pg 59 • Name a person who is special to you. • Tell what costume you might wear. Why would you choose it? • What candy is your favorite? Why? ✓ Orally rehearse ✓ Quick sketch ✓ Add details ✓ Write/dictate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**LRSD KINDERGARTEN CURRICULUM MAP: LITERACY AND INTEGRATED CONTENT**

**UNIT 2 LESSON 7**

**Animals**

**READING WORKSHOP: WHOLE GROUP LESSONS**

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING WORKSHOP: WHOLE GROUP LESSONS</strong></td>
<td></td>
<td></td>
<td>For students reading leveled texts: Administer &amp; analyze one running record per child for 10 children each week using leveled text.</td>
</tr>
<tr>
<td><strong>WRITING WORKSHOP: WHOLE GROUP LESSONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong> Opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2 TE T127 Daily Vocabulary Boost SUW 1-38 Great Short Answers, pg 59 • Name a person who is special to you. • Tell what costume you might wear. Why would you choose it? • What candy is your favorite? Why? ✓ Orally rehearse ✓ Quick sketch ✓ Add details ✓ Write/dictate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**LRSD Elementary Literacy Department**

**Kindergarten Literacy & Integrated Content Curriculum**

**Revised 2013**

**22**
**LRSD KINDERGARTEN CURRICULUM MAP: LITERACY AND INTEGRATED CONTENT**

### UNIT 2 LESSON 7

#### Animals

| CCKSL4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| CCKL4b | Using the most frequently occurring inflections and affixes (e.g., -ed, -s, -es, -en, -es, -ful, -less) as a clue to the meaning of an unknown word. |
| CCKL5d | Distinguish shades of meaning among verbs. |

<table>
<thead>
<tr>
<th>GRAMMAR</th>
<th>Sensory Words</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>UNIT 2 LESSON 7</th>
<th>WRITING WORKSHOP: WHOLE GROUP LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. T100, T116, T124, T132, T138</td>
<td></td>
</tr>
</tbody>
</table>

### CONTENT INTEGRATION

#### SCIENCE STANDARDS

**FOCUS**

**MATERIALS**

**NOTEBOOK PROMPTS**

See Lesson 5, pg 18

### SOCIAL STUDIES CONTENT & STANDARDS

**FOCUS/VOCABULARY**

**MATERIALS AND LINKS TO LESSONS**

**Unit:** Long Ago  
**Columbus Day/ Exploration**

**Essential Question:** How should we remember Columbus?  
**Guiding Questions:**  
Why do we celebrate holidays?  
What are some different kinds of land?  
What are some different kinds of water?  

**Social Studies SLE’s:**  
H.6.K.10 Discuss Christopher Columbus and his discovery of America. (The impact of Columbus coming to the Americas: trade, Columbian Exchange, and interactions between Europeans and the Native Americans.)  
H.6.K.1 Recognize celebrations and holidays as a way of remembering and honoring events and people of the past.  
H.6.K.6 Discuss how historical events relate to present day

**SS FOCUS**

**Exploration**  
**Geography – Land & Water**

**VOCABULARY**

**explorer**  
**discovery**  
**Columbian Exchange**

**Social Studies Content**

Harcourt S.S. Textbook Unit 4 Lesson 1 pp228-229—Land & Water on Earth  
Columbian Exchange—Whose Lunch Is It Anyway  
http://ageofex.marinersmuseum.org/games/lunch/

**Reading Connections:** CLLG Understanding Characters p. 53 Use a book on Columbus to reinforce/teach this lesson.

**Writing Connections**

Harcourt TE p 231 Performance Activity  
Student draws picture of themselves doing something on land and water. Write a sentence about what they are doing.  
The most important thing we got in the New World after Columbus was ______. Why?  

**Assessment**

What did Columbus see? Have students draw a picture of what Columbus might have seen when he landed. Compare/contrast land and water. Venn diagram of things you can do on the water and things you can do on land. Identify things you can do on both.  
Harcourt SS text p. 227

See Social Studies Curriculum Map for Detailed Lessons & Resources
<table>
<thead>
<tr>
<th>UNIT 2 LESSON 8</th>
<th>Move</th>
<th>UNIT 2 LESSON 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING WORKSHOP: WHOLE GROUP LESSONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMON CORE STATE STANDARDS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>MATERIALS</strong></td>
</tr>
<tr>
<td>CCKRI1 With prompting and support, ask &amp; answer questions about key details in a text. CCKRI2 With prompting &amp; support, identify the main topic &amp; retell key details of a text. CCKL5c Identify real-life connections between words &amp; their use (e.g., note places at school that are colorful).</td>
<td><strong>COMPREHENSION/FLUENCY</strong></td>
<td>CLLG p. 16 Suggested Weekly Focus RA Jonathan &amp; His Mommy CLLG 55 p. T174-175 BB Move! CLLG 54, p. T186-193 BB The Hare and the Tortoise CLLG 55 p. T210-211 p. T175, T201, T203, T216, T217 Daily 5 p. 60-78</td>
</tr>
<tr>
<td>CCKRF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCKL4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. CCKL5 With guidance &amp; support from adults, explore word relationships &amp; nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Identify real-life connections between words &amp; their use (e.g., note places at school that are colorful). c. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</td>
<td><strong>VOCABULARY/WORD STUDY</strong></td>
<td>WSG p. 116-117 Oral Vocabulary Development</td>
</tr>
<tr>
<td>CCKRF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. CCKRF2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</td>
<td><strong>P.A./PHONICS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PHONICS</strong></td>
<td><strong>Materials</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Review short /i/ and short /a/ word families</td>
<td><strong>P.A.</strong></td>
</tr>
<tr>
<td><strong>PA</strong></td>
<td></td>
<td><strong>WSG pp. 76-77</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2 LESSON 8</th>
<th>Move</th>
<th>UNIT 2 LESSON 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING WORKSHOP: WHOLE GROUP LESSONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about &amp; supply some information about the topic. CCKSL4. Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>WRITING</td>
<td>Unit 2 TE p. T175, T181, T197, T205, T219</td>
</tr>
<tr>
<td></td>
<td>Informational: Opinion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Where do you like to go on a walk?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe the place and tell why you like it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have students write about their favorite thing (e.g. toy, game, food, cartoon, etc.).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe the item and tell why you like it.</td>
<td></td>
</tr>
<tr>
<td>CCKSL4 Describe familiar people, laces, things, &amp; events &amp; with prompting and support, provide additional detail.</td>
<td>GRAMMAR</td>
<td>p. T180, T196, T204, T212, T218</td>
</tr>
<tr>
<td></td>
<td>Adjectives for color</td>
<td></td>
</tr>
</tbody>
</table>

**CONTENT INTEGRATION**

<table>
<thead>
<tr>
<th>SCIENCE STANDARDS October</th>
<th>FOCUS</th>
<th>MATERIALS</th>
<th>NOTEBOOK PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Lesson 5, pg 18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOCIAL STUDIES CONTENT & STANDARDS**

<table>
<thead>
<tr>
<th>Unit: Long Ago and Today- Transportation</th>
<th>FOCUS/VOCABULARY</th>
<th>MATERIALS AND LINKS TO LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question: How has transportation changed from long ago?</td>
<td>SS FOCUS Transportation Long Ago and Today</td>
<td>Social Studies Content</td>
</tr>
<tr>
<td>Guiding Questions: 1. What are some ways we can travel today? 2. What were some ways people travelled long ago?</td>
<td>VOCABULARY Past Present</td>
<td>SMART Exchange: Transportation (by P. Sands)</td>
</tr>
<tr>
<td>Social Studies SLEs H.6.K.9 Recognize examples of current and early transportation G.3.K.1 Identify different types of transportation</td>
<td></td>
<td>My Blue Suitcase Activity</td>
</tr>
<tr>
<td>See Social Studies Curriculum Map for Detailed Lessons and Resources</td>
<td></td>
<td>Harcourt Arkansas Student Resource Book pp18-19 Lesson 5: Here and There</td>
</tr>
</tbody>
</table>

**MATERIALS AND LINKS TO LESSONS**

- Social Studies Content
- SMART Exchange: Transportation (by P. Sands)
- My Blue Suitcase Activity
- Harcourt Arkansas Student Resource Book pp18-19 Lesson 5: Here and There

**Reading Connections**

- Weekly Correlated Lesson Plan: CCLG p. 54 MINILESSON 8--Details Journeys Big Book
- Wheels Long ago and Today Lesson 9 TE pp290-291 Big Book pp 32-39
- Share books on different modes of transportation.
- Choose a book to read and have students to listen to find out what this type of transportation is like and what word clues tell them this.

**Writing Connections**

- T Chart—Draw pictures of transportation Now and Long—Label pictures
- The best mode of transportation that has been invented is Car/Plane/Bus/Train. Give two reasons why you think so.

**Assessment:** Sort pictures of different types of transportation (Land, Water, Air) & create a class mural.
If I were traveling, I would take.....
- Assessment Resources (This are needed to complete the assessment. They are taken from the Columbus Sailed the Ocean Blue Unit)

---

**NOTEBOOK PROMPTS**

- **UNIT 2 LESSON 8**
  - **WRITING WORKSHOP: WHOLE GROUP LESSONS**
    - **CCKW2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about & supply some information about the topic. CCKSL4. Speak audibly and express thoughts, feelings, and ideas clearly.
    - **WRITING** Informational: Opinion
    - **FOCUS** Unit 2 TE p. T175, T181, T197, T205, T219
      - Where do you like to go on a walk?
      - Describe the place and tell why you like it.
      - Have students write about their favorite thing (e.g. toy, game, food, cartoon, etc.).
      - Describe the item and tell why you like it.
    - **GRAMMAR** Adjectives for color
    - **FOCUS/VOCABULARY** p. T180, T196, T204, T212, T218
      - Past Present
      - Car Bus
      - Wagon Bike
      - airplane/planet jet
      - streetcars subway
    - **SOCIAL STUDIES CONTENT & STANDARDS**
      - **Unit: Long Ago and Today- Transportation**
        - **Essential Question:** How has transportation changed from long ago?
        - **Guiding Questions:**
          1. What are some ways we can travel today?
          2. What were some ways people travelled long ago?
        - **Social Studies SLEs**
          H.6.K.9 Recognize examples of current and early transportation
          G.3.K.1 Identify different types of transportation
      - **See Social Studies Curriculum Map for Detailed Lessons and Resources**
    - **CONTENT INTEGRATION**
      - **SCIENCE STANDARDS October**
      - **FOCUS**
      - **MATERIALS**
      - **NOTEBOOK PROMPTS**
    - **MATERIALS AND LINKS TO LESSONS**
      - Social Studies Content
      - SMART Exchange: Transportation (by P. Sands)
      - My Blue Suitcase Activity
      - Harcourt Arkansas Student Resource Book pp18-19 Lesson 5: Here and There
    - **Reading Connections**
      - Weekly Correlated Lesson Plan: CCLG p. 54 MINILESSON 8--Details Journeys Big Book
      - Wheels Long ago and Today Lesson 9 TE pp290-291 Big Book pp 32-39
      - Share books on different modes of transportation.
      - Choose a book to read and have students to listen to find out what this type of transportation is like and what word clues tell them this.
    - **Writing Connections**
      - T Chart—Draw pictures of transportation Now and Long—Label pictures
      - The best mode of transportation that has been invented is Car/Plane/Bus/Train. Give two reasons why you think so.
    - **Assessment:** Sort pictures of different types of transportation (Land, Water, Air) & create a class mural.
    - If I were traveling, I would take.....
    - Assessment Resources (This are needed to complete the assessment. They are taken from the Columbus Sailed the Ocean Blue Unit)