

**Module 1**  
**Kindergarten Curriculum Map Literacy & Integrated Content**

**MODULE 1 SUMMARY**

*“All our knowledge begins with the senses.”*

*—Immanuel Kant, Critique of Pure Reason*

The module begins with Margaret Miller’s *My Five Senses*, which uses engaging, relatable photographs of children to introduce the five senses and their connection to emotion. To support the work of the first text, students consider Pablo Picasso’s blue-period painting *Le Gourmet*, exploring the senses they use to appreciate and understand a painting. They also examine the senses the subject of the painting uses. Next, students approach the patterned language in Alike’s accessible *My Five Senses*, with a focus on the relationship between words and illustrations.

Students examine the way these elements work together, like our senses, to provide awareness of the world around us. The class then explores *Last Stop on Market Street*, the narrative of a boy’s journey through the city with his wise grandmother, who helps him appreciate the beauty of his surroundings. Students make inferences based on Lois Ehlert’s vivid illustrations while reading the classic *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault. They examine the rhythm of the book’s repeated refrains.

As the culmination of this exploration in the End-of-Module Task, students write and illustrate an original book detailing how their senses help them (as readers) to learn from texts. Their books also explore how a character from a module text uses senses to learn about the world.

**MODULE LEARNING GOALS**

**KNOWLEDGE GOALS**

- Recognize and describe the five senses and related body parts.
- Identify rhyme and repetition within texts.
- Describe the use of color and shape in visual art.

**READING GOALS**

- Answer questions about key details using details from the text’s words and illustrations. (RL.K.1, RI.K.1, L.K.1.j)
- Ask and answer questions about unknown words in text. (RI.K.4)
- Identify the front cover, back cover, and cover page and the information contained on each. (RI.K.5)
- Differentiate between the words and illustrations in a text, including describing the role the author and illustrator play in the development of these text features. (RI.K.6, RL.K.6)

**WRITING GOALS**

- Use a combination of drawing, dictating, and writing to respond to a prompt to supply information about a topic. (W.K.2)
- Collect evidence from the texts and use it to support responses to a prompt (W.K.8)
- Produce and expand sentences using details from the text. (L.K.1.h)

**SPEAKING AND LISTENING GOALS**

- Follow agreed-upon rules of discussion, such as *one voice speaks at a time* and *listen attentively to the speaker*. (SL.K.1.a)
- Engage in conversations with peers about the text, using text evidence to support a response. (SL.K.1.b)

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<p><b>LANGUAGE GOALS</b></p> <ul style="list-style-type: none"> <li>• Ask questions about key details in texts using the question words <i>who, what, where, when, why, and how</i>. (L.K.1.j)</li> <li>• Write the letters that represent most phonemes and apply them to their own writing and drawing. (L.K.2.d)</li> <li>• Expand their understanding of word meanings through discussion and real-life connections. (L.K.5c)</li> </ul> <p>Use words acquired through reading and apply them to conversation about the text. (L.K.6)</p>			
<p><b>CORE TEXTS</b></p> <p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• <i>My Five Senses</i>, Aiki</li> <li>• <i>My Five Senses</i>, Margaret Miller</li> <li>• <i>Rap a Tap Tap</i>, Leo and Diane Dillon</li> </ul> <p><b>Literary</b></p> <ul style="list-style-type: none"> <li>• <i>Chicka Chicka Boom Boom</i>, Bill Martin Jr. and John Archambault; Illustrations, Lois Ehlert</li> <li>• <i>Last Stop on Market Street</i>, Matt de la Peña; Illustrations, Christian Robinson</li> </ul>		<p><b>SUPPLEMENTARY TEXTS</b></p> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>• “Great Depression,” Children’s Encyclopedia</li> <li>• “The Harlem Renaissance,” Bryan Brown</li> </ul> <p><b>Paintings</b></p> <ul style="list-style-type: none"> <li>• <i>Flower Day</i>, Diego Rivera</li> <li>• <i>Le Gourmet</i>, Pablo Picasso</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• “Bojangles Step Dance”</li> <li>• “Chicka Chicka Boom Boom”</li> </ul>	
<p><b>TRANSFER GOALS</b>  <b>MODULE 1</b></p> <p>Transfer Goals highlight the effective use of understanding, knowledge, and skill that we want students to be able to do when they confront new challenges. It is the ability to transfer learning independently in not just one setting but varied real-world situations.</p>			
<p><b>KNOWLEDGE</b></p> <p><b>Students will be able to independently transfer their learning to:</b></p> <p>Use sensory experiences to process information conveyed by the words and illustrations in texts.</p>	<p><b>READING</b></p> <p><b>Students will be able to independently transfer their learning to:</b></p> <p>Ask and answer questions about key details from the text’s words and illustrations.</p>	<p><b>WRITING</b></p> <p><b>Students will be able to independently transfer their learning to:</b></p> <p>Communicate ideas effectively in writing using words and illustrations.</p>	<p><b>SPEAKING/LISTENING</b></p> <p><b>Students will be able to independently transfer their learning to:</b></p> <p>Engage in a range of reciprocal conversations to build content knowledge supported with textual evidence.</p>

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**MODULE 1**  
**LESSONS: 1-5**  
**ESSENTIAL QUESTION: How do our senses help us learn?**  
**WRITING: Informative**  
**FOCUS QUESTION: What are our five senses?**

**STAGE 1-DESIRED RESULTS**

**FOCUS STANDARDS** are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (\*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING/ LISTENING STANDARDS	LANGUAGE STANDARDS
<p><b>READING INFORMATION:</b>  <b>RI.K.1*</b> With prompting and support, ask and answer questions about key details in a text  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.7</b> With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).</p>	<p><b>W.K.8*</b> Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.K.1.a*</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p>	<p><b>L.K.1.j*</b> Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).  <b>L.K.1.f</b> Use conjunctions (e.g., and, but, or, so, because).  <b>L.K.1.h</b> Independently produce and expand complete sentences in shared language activities. With prompting and support, use spaces to separate words in a sentence.  <b>L.K.4.a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  <b>L.K.5.c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).  <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts</p>

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<b>STUDENT FRIENDLY LANGUAGE READING I can....</b>	<b>STUDENT FRIENDLY LANGUAGE WRITING I can....</b>	<b>STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can....</b>	<b>STUDENT FRIENDLY LANGUAGE LANGUAGE I can....</b>
<p><b>RI.K.1</b> I can ask and answer questions about a text. I can retell details from a text.</p> <p><b>RI.K.2</b> I pick the main topic of the story when given choices. I can list details of a story.</p> <p><b>RI.1.K.7</b> I can match pictures to words or Sentences.</p>	<p><b>W.K.2</b> I can share information through my drawings. I can share information through my writing/dictating. I can tell you about my writing.</p> <p><b>W.K.8</b> I can draw a picture to recall information about an experience with help. I can write a sentence to tell about my experiences with help. I can tell about my experiences with help. I can use picture books to answer questions with help. I can write a sentence to ask a question with help.</p>	<p><b>SL.K.1.a</b> I can talk and listen in a small group. I can talk and listen in a large group.</p>	<p><b>L.K.1.j</b> I can use question words.</p> <p><b>L.K.1.f</b> I can use words like, and, but, for, &amp; so.</p> <p><b>L.K.1.h</b> I can write sentences with others.</p> <p><b>L.K.2.d</b> I can use the sounds I know to help me spell words.</p> <p><b>L.K.4.a</b> I know that some words have more than one meaning.</p> <p><b>L.K.5.c</b> I can give real world examples of words.</p> <p><b>L.K.6</b> I can listen when someone reads to me and learn new words. I can read a story and learn new words in</p>

**ELP STANDARDS**

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards - Kindergarten Correspondence](#)

**STAGE 2—ASSESSMENT EVIDENCE---REQUIRED**

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**.

It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

**Lesson 5**

**FOCUS QUESTION TASK 1**

As a group, write a book that identifies the five senses. Match each sense with its corresponding sensory organ and describe a related sensory experience.

[FQT1](#)

**END OF MODULE TASK**

Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.

- Demonstrate an understanding of how characters and people use their senses.
- Use sentence frames, cutting, pasting, and drawing to organize a response.

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- Include evidence from the text and label with initial letter sounds.

[EOM](#)

**This assessment should be completed by the end of Module 1.**

**Answer Keys and Rubrics:**

[Lesson 5: Focusing Question Task 1 Sample Response](#)

**STAGE 3---LEARNING ACTIVITIES**  
**MODULE 1**  
**LESSONS: 1-5**  
**ESSENTIAL QUESTION: How do our senses help us learn?**  
**WRITING: Informative**  
**FOCUS QUESTION: *What are our five senses?***

**SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS**

Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.
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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<b>L1</b>  <b>Lesson at a Glance</b> <b>TE p. 20</b>	Ask questions about the illustrations in <i>My Five Senses</i> . <b>(RI.K.1)</b>  Represent learning through drawing and dictation. <b>(W.K.8)</b>  Ask and answer questions about key vocabulary in <i>My Five Senses</i> . <b>(L.K.1.j, L.K.6)</b>	<i>My Five Senses</i>	<b>Wonder:</b> What do I notice and wonder about <i>My Five Senses</i> ?  <a href="#">Handout 1A: Question Corner Signs</a>  <a href="#">Wonder Wheel</a>  <b>Launch</b> TE pp. 22-23 <b>Learn</b> TE pp. 23-29 <b>Land</b> TE p. 29	<b>Examine:</b> Why is organizing your writing important?  <b>Experiment:</b> How does organizing a Response Journal work?	<b>Deep Dive:</b> <b>Vocabulary</b> Ask and answer questions  <b>Vocabulary:</b> senses, shadow, city, ocean, piano  <b>Launch</b> TE p. 31 <b>Learn</b> TE pp. 32-33 <b>Land</b> TE p. 34

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			<b>Wrap</b> TE pp. 29-30		
<b>L2</b>  <b>Lesson at a Glance</b> TE p. 36	Identify key details and discuss the main topic of <i>My Five Senses</i> . <b>(RI.K.2)</b>  Interpret expressions from <i>My Five Senses</i> and link them to sensory experiences and feelings. <b>(L.K.4.a)</b>	<i>My Five Senses</i>  <a href="#">Le Gourmet</a> Picasso painting	<b>Organize:</b> What is happening in <i>My Five Senses</i> ?  <b>Launch</b> TE pp. 37-38 <b>Learn</b> TE pp. 38-43 <b>Land</b> TE p. 44 <b>Wrap</b> TE p. 45	<b>Experiment:</b> How does organizing a Response Journal work?	<b>Deep Dive: Vocabulary</b> Feeling Words  <b>Launch</b> TE p. 46 <b>Learn</b> TE pp. 46-48 <b>Land</b> TE p. 48  <b>Vocabulary:</b> garbage, fire engine, rabbit
<b>L3</b>  <b>Lesson at a Glance</b> TE p. 50	Identify how words and pictures work together in <i>My Five Senses</i> to communicate key details. <b>(RI.K.7)</b>  Identify whether information responds to a prompt. <b>(SL.K.1.a)</b>  Experiment with answering a prompt by completing a sentence frame. <b>(L.K.1.f)</b>	<i>My Five Senses</i> Miller  <a href="#">Le Gourmet</a> Picasso painting	<b>Reveal:</b> What does a deeper exploration of the words and pictures reveal in <i>My Five Senses</i> ?  <b>Launch</b> TE pp. 51-52 <b>Learn</b> TE pp. 52-58 <b>Land</b> TE p. 58 <b>Wrap</b> TE p. 59	<b>Examine:</b> Why is responding to the prompt important?  <a href="#">Writing Anchor Chart</a>	<b>Deep Dive: Style and Conventions</b> Responding to a prompt  <b>Launch</b> TE p. 60 <b>Learn</b> TE p. 61 <b>Land</b> TE p. 62  <b>Experiment:</b> How does responding to a prompt work? <a href="#">Writing Anchor Chart</a>
<b>L4</b>  <b>Lesson at a Glance</b> TE p. 64	Use the pictures and language in <i>My Five Senses</i> to determine the text's essential meaning. <b>(RI.K.2)</b>  Execute verbally responding to a prompt. <b>(W.K.8)</b>	<i>My Five Senses</i>  <a href="#">Le Gourmet</a> Picasso painting	<b>Distill:</b> What is the essential meaning of <i>My Five Senses</i> ?  <b>Launch</b> TE pp. 65-66 <b>Learn</b> TE pp. 66-71 <b>Land</b> TE p. 71 <b>Wrap</b> TE p. 71	<b>Execute:</b> How do I respond to the prompt in my Focusing Question Task? <a href="#">Sentence Frames</a>  <a href="#">Sensory Cards</a>	<b>Deep Dive: Vocabulary</b> Sensory Word Jars  <b>Vocabulary:</b> enjoy  <b>Launch</b> TE pp. 73-74 <b>Learn</b> TE pp. 74-75 <b>Land</b> TE p. 76

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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	Generate and apply sensory adjectives for taste to real-life situations. ( <a href="#">L.K.1.h</a> , <a href="#">L.K.5.c</a> )				
<p style="text-align: center;"><b>L5</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 78</p> <p><b>Assessment:</b> As a group, write a book that identifies the five senses. Match each sense with its corresponding sensory organ and describe a related sensory experience. <a href="#">FQT1</a></p>	<p>Verbalize understanding of My Five Senses. (<a href="#">SL.K.1.a</a>, <a href="#">W.K.8</a>)</p> <p>Express understanding of the function and purpose of the five senses. (<a href="#">W.K.8</a>)</p> <p>Generate and apply sensory adjectives for smell to real-life situations. (<a href="#">L.K.1.h</a>, <a href="#">L.K.5.c</a>)</p>	<p><i>My Five Senses</i></p> <p><a href="#">Le Gourmet</a> Picasso painting</p>	<p><b>Know:</b> How does <i>My Five Senses</i> build my knowledge of the senses?</p> <p><b>Launch</b> TE pp. 79-80  <b>Learn</b> TE pp. 80-84  <b>Land</b> TE p. 85  <b>Wrap</b> TE p. 86</p>	<p><b>Execute:</b> How do I respond to the prompt in my Focusing Question Task?</p> <p><a href="#">Sentence Frames</a></p> <p><a href="#">Sensory Cards</a></p>	<p><b>Deep Dive: Vocabulary</b> Sensory Word Jars</p> <p><a href="#">Sensory Jar: Smell</a></p> <p><b>Launch</b> TE p. 87  <b>Learn</b> TE p. 88  <b>Land</b> TE p. 89</p>

<b>Step Up to Writing</b> <b>Correlation to Module 1 Lessons 1-5</b>		
These lessons and tools can provide additional support for the EOM writing prompt. Choose lesson(s) that provide students with a foundation for writing effective sentences.		
STANDARDS	FOCUS	TOOLS
<b>RF.K.1</b> With prompting and support, ask and answer questions about key details in a text. <b>SL.K.5</b> Add drawings or other visual displays to descriptions of familiar people, places, things, and events as desired to provide additional detail.	Picture story/Word story 4 <sup>th</sup> ed. <b>SUW</b> TE pp. 114	<a href="#">B2-1a</a>
<b>W.K.5</b> With prompting and support, respond to questions and add details to strengthen writing as needed	Prewriting: Brainstorming 4 <sup>th</sup> ed. <b>SUW</b> TE p.145	<a href="#">B1-34a</a> , <a href="#">B2-15a</a>
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	Complete Sentences 4 <sup>th</sup> ed. <b>SUW</b> TE pp. 187	<a href="#">B2-32a</a>

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<p><b>RF.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Sentenced Strips  <b>4<sup>th</sup> ed. SUW TE</b> pp. 192</p>	<p><b>B2-35a, B2-35b</b></p>
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<b>SOCIAL STUDIES</b> <b>Correlation to MODULE 1</b> <b>Lessons 1-5</b>			
<b>STANDARDS &amp; LEARNING GOALS</b>	<b>FOCUS</b>	<b>FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS</b>	<b>ASSESSMENTS WRITING</b>
<p><b>C.3.K.1</b> Recognize the need for rules and consequences  <b>C.2.K.3</b> Discuss responsibilities of being a good citizen  <b>C.2.K.4</b> Follow agreed upon rules for listening, consensus-building, and voting procedures in the classroom  <b>C.2.K.2</b> Identify the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American flags.</p> <p><b>Wit and Wisdom Module Learning Goals</b>            Use text and lesson in social studies to reinforce literacy goals.            Answer questions about the illustrations. <b>(Lesson 1)</b>            Represent learning through drawing and dictation. <b>(Lesson 1)</b>            Ask and answer questions about key vocabulary. <b>(Lesson 1)</b>            Identify key details and discuss the main topic. <b>(Lesson 2)</b>            Identify how words and pictures work together. <b>(Lesson 3)</b>            Execute verbally responding to a prompt. <b>(Lesson 4)</b></p>	<p><b>Essential Question:</b>            Are all rules good rules?</p> <p><b>Guiding Questions:</b>            1. Why do we have rules at home in the classroom, in the school and in the community?            2. Who enforces the rules/laws?            3. Why is getting along important when being a good citizen?            4. What is the procedure for the reciting the Pledge of Allegiance? 5. What is the proper etiquette for the Arkansas and the American Flag?</p> <p><b>Rituals and Routines</b>            Identify rituals that students have at school. Introduce rituals at school.</p> <p><b>Pledge of Allegiance/Flag</b>  <i>Pledge of Allegiance Lessons (Use books from lesson to teach or substitute other books on the Pledge of Allegiance and the Flag)</i></p> <ul style="list-style-type: none"> <li>• <i>The Pledge of Allegiance by Francis Bellamy</i></li> <li>• <i>The Flag We Love by Pam Munoz Ryan</i></li> </ul>	<p><b>TCM - <a href="#">Primary Source Reader: Rules at School</a> ereader</b>  <a href="#">Lesson (pp. 1-16)</a>  <a href="#">Before, During, and After Reading Activities (pp. 4-6)</a>  <a href="#">"In the Picture" (p. 104)</a></p> <p>Use <a href="#">TCM Primary Source Reader TE</a> to guide lesson.</p> <p><b>BEFORE READING:</b>            Learn that pictures in a nonfiction book contain important information. Ask and answer questions about key vocabulary.</p> <p><b>DURING READING:</b>            Practice using the pictures to learn more about the subject and write opinions about school rules. Answer questions about the illustrations. Discuss how words and pictures work together.</p> <p><b>AFTER READING:</b>            Use the text and pictures to answer questions. Identify key details and discuss the main topic.</p> <p><b>TCM - <a href="#">Primary Source Reader: Rules at School</a></b></p>	<p>Tell students you want to know their opinions about what they think is the most important rule in school.            Write "The most important rule at school is...." for students to see and ask them to share and tell why. Remind them there are no wrong answers. Record their responses on the chart paper.</p> <p><b>Writing Prompt</b>            Social Studies Prompt:  <b>TCM - <a href="#">Primary Source Reader: Rules at School</a></b>  <a href="#">Lesson Writing Activity (p. 5)</a>  <a href="#">"My Important Rule" (p. 9)</a></p> <p><b>Social Studies Writing Prompt:</b>            Illustrate and label a two-sided picture showing a rule being followed on one side and a rule not being followed on the opposite side.</p> <p><b>TCM Primary Sources <i>Citizenship &amp; Government</i></b>  <a href="#">"School Rules" Document-Based</a></p>

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	<ul style="list-style-type: none"> <li>• <i>The Flag</i> by M. Hubbard</li> <li>• <i>Pocket chart and sentence strips needed</i></li> </ul> <p><b>Vocabulary</b>  flag, Pledge of Allegiance, United States, Arkansas, Little Rock, learn, rule, share</p>	<p><a href="#">Lesson (pp. 99-108)</a>  <a href="#">Write It! Activity (p. 102)</a>  <a href="#">Primary Source Activity (p. 103)</a>  <a href="#">School Days Image</a>  <a href="#">"Safety First" (p. 107)</a>  <b>TCM - Exploring Social Studies: Arkansas Edition Student Handbook "Why We Have Rules" (p. 20)</b></p> <p><b>Primary Source Lesson</b>  <b>TCM Primary Sources <i>Citizenship and Government</i></b>  <a href="#">Rules and Laws Lesson (pp. 46-55)</a>  <a href="#">Part A: <i>Staying Safe</i>, Photograph Card</a>  <a href="#">Part B: <i>Class Rules</i>, The Facsimile</a></p> <p>The readings can be used to reinforce this week's skill and strategy lessons. Use the content to discuss rituals and routines for your classroom.</p> <p><a href="#">Jon Follows School Rules Readworks</a>  <a href="#">Who Is a Good Citizen At School Readworks</a>  <a href="#">Jose and the Blue Crayons</a></p>	<p><a href="#">Assessments (p. 108)</a>  <a href="#">Raise Your Hand Image (raise.pdf)</a>  <b>TCM - Primary Source Reader: <i>Rules at School</i></b>  <a href="#">Lesson</a>  <a href="#">Your Turn! Activity (p. 6)</a></p> <p>Cite the Pledge of Allegiance to the Flag</p> <p>As students read about the U.S. and Arkansas flags and the Pledge of Allegiance each day, create a class chart listing things they learn.</p>
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**MODULE 1**  
**LESSONS: 6-10**  
**ESSENTIAL QUESTION: How do our senses help us learn?**  
**WRITING: Informative**  
**FOCUS QUESTION: *How do people use their senses to learn about the world?***

**SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS**

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Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.
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**STAGE 1-DESIRED RESULTS**

**FOCUS STANDARDS** are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (\*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
<p><b>READING INFORMATION:</b></p> <p><b>RI.K.1*</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.4*</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5*</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).</p>	<p><b>W.K.2*</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.</p> <p><b>W.K.8*</b> Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.K.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>L.K.1.h</b> Independently, produce and expand complete sentences in shared language activities. With prompting and support, use spaces to separate words in a sentence.</p> <p><b>L.K.1.j*</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p><b>L.K.5.c</b> With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>
STUDENT FRIENDLY LANGUAGE READING I can....	STUDENT FRIENDLY LANGUAGE WRITING I can....	STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can....	STUDENT FRIENDLY LANGUAGE LANGUAGE I can....
<p><b>RI.K.1</b> With help, I can ask questions about details in a nonfiction text. With help, I can answer questions about details in a nonfiction text.</p> <p><b>RI.K.2</b></p>	<p><b>W.K.2</b> I can share information through my drawings. I can share information through my writing/dictating. I can tell you about my writing.</p>	<p><b>SL.K.1a</b> I can print my upper and lowercase letters.</p> <p><b>SL.K.3</b> I can ask and answer questions when I need help. I can ask and answer questions to get</p>	<p><b>L.K.1.h</b> I can speak using complete sentences.</p> <p><b>L.K.1.j</b> I can use question words.</p> <p><b>L.K.5.c</b> I can recognize how words I know</p>

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<p>I can tell what a story is about.          With help, I can tell the important parts about a story.</p> <p><b>RI.K.4</b>          I can figure out what to do when I come to a word I don't know.          I can look at the pictures to help me figure out the word.          I can get my mouth ready when I start a word I don't know.          I can ask questions.</p> <p><b>RI.K.5</b>          I can identify the front cover of a book.          I can identify the back cover of a book.          I can identify the title page of a book.</p> <p><b>RI.K.7</b>          I can use the illustrations to help me follow the directions for building a model rocket.          When reading about the rainforest, I can look at the visual images to know how the jungle looks.</p>	<p><b>W.K.8</b>          I can draw a picture to recall information about an experience with help.          I can write a sentence to tell about my experiences with help.          I can tell about my experiences with help.          I can use picture books to answer questions with help.          I can write a sentence to ask a question with help.</p>	<p>information.          I can ask questions when I do not understand something.</p>	<p>describe things around me.</p> <p><b>L.K.6</b>          I can use new words and phrases I have learned from text.          I can use new words and phrases by listening to others (conversations).          I can learn new words and phrases by reading books.          I can learn new words and phrases by being read to.</p>
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**ELP STANDARDS**

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards - Kindergarten Correspondence](#)

**STAGE 2----ASSESSMENT EVIDENCE REQUIRED**

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**  
 It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

**Lesson 9**

**FOCUS QUESTION TASK 2**

As a group, write a book that identifies how the boy from Aliko's *My Five Senses* uses his senses in the story.

[FQT 2](#)

**Lesson 10**

**NEW READ ASSESSMENT 1**

Identify the front cover, back cover, and title page of a book by placing the correct color of sticky note on each part of the book, as prompted by the teacher.

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[NR 1](#)

**END OF MODULE TASK**

Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.

- Demonstrate an understanding of how characters and people use their senses.
- Use sentence frames, cutting, pasting, and drawing to organize a response.
- Include evidence from the text and label with initial letter sounds.

[EOM Task 1](#)

[EOM Task 2](#)

[EOM Task 3](#)

**This assessment should be completed by the end of Module 1.**

**Answer Keys and Rubrics:**

[Lessons 10, 16, 22, 28, and 31: FQT 2, 3, 4, 5, and EOM Task Rubric](#)

[Lesson 10: Focusing Question Task 2 Sample Response](#)

[Lesson 10: New-Read Assessment 1 Answer Key](#)

**STAGE 3---LEARNING ACTIVITIES**

**MODULE 1**

**LESSONS: 6-10**

**ESSENTIAL QUESTION: How do our senses help us learn?**

**WRITING: Informative**

**FOCUS QUESTION: How do people use their senses to learn about the world?**

**SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS**

Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.
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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p style="text-align: center;"><b>L6</b></p> <p style="text-align: center;"><b>Lesson at Glance</b> TE p. 92</p>	<p>Ask questions about <i>My Five Senses</i>. <a href="#">(RI.K.1)</a></p> <p>Explain the importance of taking turns in conversation. <a href="#">(SL.K.1.a)</a></p> <p>Ask and answer questions about key vocabulary in <i>My Five Senses</i>. <a href="#">(L.K.1.j, L.K.6)</a></p>	<p><i>My Five Senses</i></p>	<p><b>Wonder:</b> What do I notice and wonder about <i>My Five Senses</i>?</p> <p><b>Launch</b> TE p. 94  <b>Learn</b> TE pp. 94-99  <b>Land</b> TE pp. 99-100  <b>Wrap</b> TE p. 100</p>	<p><b>Examine:</b> Why is it important for just one speaker at a time to speak?</p> <p><a href="#">Speaking and Listening Anchor Chart</a></p>	<p><b>Deep Dive: Vocabulary</b> Ask and answer questions</p> <p><b>Vocabulary:</b> wherever, whatever, every</p> <p><b>Launch</b> TE p. 101  <b>Learn</b> TE pp. 101-102  <b>Land</b> TE p. 102</p>
<p style="text-align: center;"><b>L7</b></p> <p style="text-align: center;"><b>Lesson at Glance</b> TE p. 104</p>	<p>Identify key details and discuss the main topic of <i>My Five Senses</i>. <a href="#">(RI.K.2)</a></p> <p>Use text evidence to answer student-generated questions. <a href="#">(RI.K.1, SL.K.3)</a></p> <p>Experiment with using text evidence to identify which sense the boy is using in <i>My Five Senses</i>. <a href="#">(L.K.1.h, RI.K.1, W.K.8)</a></p>	<p><i>My Five Senses</i></p>	<p><b>Organize:</b> What is happening in <i>My Five Senses</i>?</p> <p><a href="#">Handout 4A: Sensory Cards (retain for future use)</a></p> <p><b>Launch</b> TE p. 106  <b>Learn</b> TE pp. 106-111  <b>Land</b> TE p. 111  <b>Wrap</b> TE p.112</p>	<p><b>Experiment:</b> How does speaking one voice at a time work?</p> <p><a href="#">Speaking and Listening Anchor Chart</a></p> <p><b>Examine:</b> Why is text evidence important?</p> <p><a href="#">Sample Writing Anchor Chart: Use Text Evidence</a></p>	<p><b>Deep Dive: Style and Conventions</b> Text Evidence</p> <p><b>Experiment:</b> How does using text evidence work?</p> <p><b>Launch</b> TE p.113  <b>Learn</b> TE pp. 113-114  <b>Land</b> TE p. 114</p> <p><b>Vocabulary:</b> more</p>
<p style="text-align: center;"><b>L8</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p.116</p>	<p>Identify how words and illustrations work together to communicate key details in <i>My Five Senses</i>. <a href="#">(RI.K.7)</a></p> <p>Use text evidence to</p>	<p><i>My Five Senses</i></p>	<p><b>Reveal:</b> What does a deeper exploration of words and illustrations reveal in <i>My Five Senses</i>?</p> <p><a href="#">Handout 4A: Sensory</a></p>	<p><b>Execute:</b> How do I use text evidence in my Focusing Question Task?</p> <p><a href="#">Sample Writing Anchor Chart: Use Text Evidence</a></p>	<p><b>Deep Dive: Vocabulary</b> Sensory Word Jars</p> <p><a href="#">Sensory Jar- Touch</a></p> <p><b>Vocabulary:</b> once</p>

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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	verbally complete sentence frames. ( <a href="#">RI.K.7</a> , <a href="#">W.K.8</a> )  Generate and apply sensory adjectives for touch to real-life situations. ( <a href="#">L.K.1.h</a> , <a href="#">L.K.5.c</a> )		<a href="#">Cards (retain for future use)</a>  <b>Launch</b> TE p. 118 <b>Learn</b> TE pp. 119-124 <b>Land</b> TE p. 125 <b>Wrap</b> TE p. 126	<a href="#">Sentence Frames</a>	<b>Launch</b> TE p. 127 <b>Learn</b> TE pp. 127-129 <b>Land</b> TE p. 130
<p style="text-align: center;"><b>L9</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 132</p> <p><b>Assessment:</b> As a group, write a book that identifies how the boy from Ailiki’s <i>My Five Senses</i> uses his senses in the story. <a href="#">FQT 2</a></p>	Identify the essential meaning in <i>My Five Senses</i> using illustrations and words from the text. ( <a href="#">RI.K.1</a> , <a href="#">RI.K.2</a> , <a href="#">RI.K.4</a> )  Use evidence from the Evidence Organizer to complete sentence frames. ( <a href="#">W.K.2</a> , <a href="#">W.K.8</a> )  Generate and apply sensory adjectives for sight to real-life situations. ( <a href="#">L.K.1.h</a> , <a href="#">L.K.5.c</a> )	<i>My Five Senses</i>	<b>Wonder:</b> What is the essential meaning of <i>My Five Senses</i> ?  <b>Launch</b> TE pp.133-134 <b>Learn</b> TE pp. 134-137 <b>Land</b> TE pp. 137-138 <b>Wrap</b> TE p. 138	<b>Execute:</b> How do I use text evidence in my Focusing Question Task?  <a href="#">Evidence Organizer</a>	<b>Deep Dive: Vocabulary</b> Sensory Word Jars  <a href="#">Sensory Jar: Sight</a>  <b>Vocabulary:</b> aware  <b>Launch</b> TE p.139 <b>Learn</b> TE pp.139-141 <b>Land</b> TE pp.141-142
<p style="text-align: center;"><b>L10</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 144</p> <p><b>Assessment:</b> Identify the front cover, back cover, and title page</p>	Provide examples of how the five senses help us learn about the world. ( <a href="#">RI.K.2</a> , <a href="#">W.K.2</a> , <a href="#">W.K.8</a> )  Annotate the parts of a book. ( <a href="#">RI.K.5</a> )  Generate and apply sensory adjectives for	<i>My Five Senses</i>	<b>Know:</b> How does <i>My Five Senses</i> build our knowledge about the senses?  <a href="#">Handout 10A: Book Cover</a>  <b>Launch</b> TE pp. 145-146 <b>Learn</b> TE pp. 146-150	<b>Execute:</b> How do I use text evidence in my Focusing Question Task?  <a href="#">Evidence Organizer</a>	<b>Deep Dive: Vocabulary</b> Sensory Word Jars  <a href="#">Sensory Jar: Hearing</a>  <b>Launch</b> TE p. 152 <b>Learn</b> TE pp. 152-154 <b>Land</b> TE p. 154

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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
of a book by placing the correct color of sticky note on each part of the book, as prompted by the teacher. <a href="#">NR 1</a>	hearing to real-life situations. <a href="#">(L.K.1.h, L.K.5.c)</a>		<b>Land</b> TE p. 150 <b>Wrap</b> TE p. 151		

<b>Step Up to Writing</b> <b>Correlation to Module 1 Lesson 6-10</b>		
These lessons and tools can provide additional support for the EOM writing prompt. Choose lesson(s) that provide students with a foundation for writing effective sentences.		
STANDARDS	FOCUS	TOOLS
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Kindergarten. <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	Building Sentences 4 <sup>th</sup> ed. <b>SUW</b> TE pp. 238	<a href="#">B3-5a</a>
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Kindergarten. <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	Writing Meaningful Vocabulary Sentences 4 <sup>th</sup> ed. <b>SUW</b> TE pp. 240	<a href="#">B3-6a</a> <a href="#">B3-6b</a>
<b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings. <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	Vocabulary Maps 4 <sup>th</sup> ed. <b>SUW</b> TE pp. 242	<a href="#">B3-7a</a> , <a href="#">B3-7b</a> , <a href="#">B3-7c</a> , <a href="#">B3-7d</a> , <a href="#">B3-7e</a> , <a href="#">B3-7f</a>
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. <b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.	Sorting Words 4 <sup>th</sup> ed. <b>SUW</b> TE pp. 249	<a href="#">B3-11a</a> , <a href="#">B3-11b</a>

<b>SOCIAL STUDIES</b> Correlation to <b>MODULE 1</b> Lessons 6-10
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STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS	ASSESSMENTS WRITING
<p><b>C.2.K.3</b> Discuss responsibilities of being a good citizen</p> <p><b>Social Studies Goal</b> Understand the importance of responsibility and learn about jobs at school.</p> <p><b>Wit and Wisdom Literacy Goals</b> Ask questions about text. <b>(Lesson 6)</b> Explain the importance of taking turns in conversation. <b>(Lesson 6)</b> Ask and answer questions about key vocabulary. <b>(Lesson 6)</b> Identify key details and discuss the main topic. <b>(Lesson 7)</b> Use text evidence to answer student generated questions. <b>(Lesson 7)</b> Identify how words and illustrations work together to communicate key details. <b>(Lesson 8)</b> Annotate the parts of the book. <b>(Lesson10)</b></p>	<p><b>Unit 1: My School and School Community: Roles of a Citizen</b></p> <p><b>Essential Question:</b> Why do I have to be responsible?</p> <p><b>Guiding Questions:</b> What does responsibility look like? What are my responsibilities at home and school? What would happen if I weren't responsible?</p> <p><b>Vocabulary</b> chart jobs lead</p>	<p><a href="#">TCM- We Work at School Teachers Guide</a></p> <p><a href="#">TCM - Primary Source Reader: We Work at School Book</a> <a href="#">Before, During, and After Reading Activities (pp. 4-6)</a> <a href="#">Primary Source Activity (p. 7)</a> <a href="#">Picking Up Image "Helping Out" (p. 147)</a> <a href="#">Interactiv-eBook (see DVD in kit)</a></p> <p><b>TCM – <a href="#">Primary Source Reader: We Work at School Quiz (p. 148)</a></b></p> <p>Reinforce the literacy goals as you read and discuss social studies content.</p> <p><b>BEFORE READING:</b> Introduce the word “responsibility” and engage students in a discussion on its meaning. After establishing its meaning, teachers can help students make a connection between Discuss how the pictures relate to the text. Introduce vocabulary words—chart, jobs, and lead</p> <p><b>DURING READING:</b> Discuss the images and text in the book and write and draw about their favorite job from the book.</p> <p><b>AFTER READING:</b> Create another page for the book. Give students a copy of <i>One More Job</i>. Read the directions aloud. Have them discuss which job they would like to add to the book.</p>	<p><b>Writing Activity</b>—Tell students they will be writing about their favorite job from the book. Explain to students that they must pick one job listed in the book.</p> <p>Draw or write about how you can be a better member of your family and class by being responsible. Share with another classmate.</p> <p>Have students draw a picture of themselves acting responsibly and describe the picture to a partner.</p> <p>Construct a class T-chart showing home based and school-based responsibilities.</p> <p>Construct a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities.</p> <p>Optional: As a class, plan a class community-service project to complete.</p> <p><a href="#">TCM We Work at School ebook.</a></p>

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		<p><b>PRIMARY SOURCE ACTIVITY:</b>            Draw pictures of their favorite job at school and discuss why they do jobs at school.</p> <p>Use the following inquiry to learn more about responsibility.  <a href="#">Why Do I Have to Be Responsible? Inquiry</a></p>
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<p><b>MODULE 1</b>  <b>LESSONS: 11-16</b>  <b>ESSENTIAL QUESTION: How do our senses help us learn?</b>  <b>WRITING: Informative</b>  <b>FOCUS QUESTION: How does CJ use his senses to learn about the world in Last Stop on Market Street?</b></p>			
<p><b>STAGE 1 DESIRED RESULTS</b></p>			
<p><b>FOCUS STANDARDS</b> are explicitly taught and practiced throughout the module. <b>SUPPORTING STANDARDS</b> are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. <b>CONTINUING STANDARDS</b> are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards</p>			
<p><b>READING STANDARDS</b></p>	<p><b>WRITING STANDARDS</b></p>	<p><b>SPEAKING/LISTENING STANDARDS</b></p>	<p><b>LANGUAGE STANDARDS</b></p>
<p><b>READING LITERATURE:</b>  <b>RL.K.1*</b>With prompting and support, ask and answer questions about key details in a text.  <b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.  <b>RL.K.6*</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  <b>READING INFORMATION:</b>  <b>RI.K.1*</b> With prompting and support, ask</p>	<p><b>W.K.2*</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.  <b>W.K.8*</b> Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.K.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><b>L.K.1.h</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Kindergarten. Independently, produce and expand complete sentences in shared language activities. With prompting and support, use spaces to separate words in a sentence.  <b>L.K.1.j*</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).  <b>L.K.4.a</b> Determine or clarify the meaning</p>

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<p>and answer questions about key details in a text.  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>			<p>of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).  <b>L.K.5.c</b> With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>
<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE READING</b> I can....</p> <p><b>RL.K.1</b> I can ask and answer questions about what has been read to me.  <b>RL.K.2</b> With help I can retell a story I know and use details.  <b>RL.K.6</b> I can tell you what the author does. I can tell you what the illustrator does. I can name the author. I can name the illustrator.  <b>RI.K.1</b> With help, I can ask questions about details in a nonfiction text. With help, I can answer questions about details in a nonfiction text.  <b>RI.K.2</b> I can tell what a story is about. With help, I can tell the important parts</p>	<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE WRITING</b> I can....</p> <p><b>W.K.2</b> I can share information through my drawings. I can share information through my writing/dictating. I can tell you about my writing.  <b>W.K.8</b> I can draw a picture to recall information about an experience with help. I can write a sentence to tell about my experiences with help. I can tell about my experiences with help. I can use picture books to answer questions with help. I can write a sentence to ask a question with help.</p>	<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING</b> I can....</p> <p><b>SL.K.1.a</b> I can talk and listen in a small group. I can talk and listen in a large group.</p>	<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE LANGUAGE</b> I can....</p> <p><b>L.K.1.h</b> I can speak using complete sentences.  <b>L.K.1.j</b> I can use question words.  <b>L.K.4.a</b> I can use words with more than one meaning correctly. I can learn new meanings for words I know.  <b>L.K.5.c</b> I can recognize how words I know describe things around me.  <b>L.K.6</b> I can use new words and phrases I have learned from text. I can use new words and phrases by listening to others (conversations). I can learn new words and phrases by reading books.</p>

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about a story.			I can learn new words and phrases by being read to.
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<p><b>ELP STANDARDS</b>          The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. <a href="#">ELP Standards - Kindergarten Correspondence</a></p>
<b>STAGE 2---ASSESSMENT EVIDENCE REQUIRED</b>
<p>Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module <b>FOCUS STANDARDS</b>          It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.</p>
<p><b>Lesson 15</b>  <b>FOCUS QUESTION TASK 3</b>          In pairs, write a book that identifies how a character uses his senses of sight and hearing to learn about the world. Add details from the text to provide more information.  <a href="#">FQT 3</a></p> <p><b>Lesson 16</b>  <b>SOCRATIC SEMINAR</b>          Discuss how CJ uses his senses in <i>Last Stop on Market Street</i> and reflect on what the text reveals about the senses.  <a href="#">SS</a></p> <p><b>VOCABULARY ASSESSMENT</b>          Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.  <a href="#">Vocabulary Assessment</a></p> <p><b>NEW READ ASSESSMENT 1</b>          Identify the front cover, back cover, and title page of a book by placing the correct color of sticky note on each part of the book, as prompted by the teacher.  <a href="#">NR 1</a></p> <p><b>END OF MODULE TASK</b>          Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of how characters and people use their senses.</li> <li>• Use sentence frames, cutting, pasting, and drawing to organize a response.</li> </ul>

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- Include evidence from the text and label with initial letter sounds.

[EOM Task 1](#)

[EOM Task 2](#)

[EOM Task 3](#)

This assessment should be completed by the end of Module 1.

**Answer Keys and Rubrics:**

[Lesson 16: Practice Vocabulary Assessment Answer Key](#)

[Lessons 16 and 29: Socratic Seminar Speaking and Listening Process Rubric](#)

[Lesson 16: Focusing Question Task 3 Sample Response](#)

[Lesson 16: New-Read Assessment 2 Answer Key](#)

[Lessons 10, 16, 22, 28, and 31: FQT 2, 3, 4, 5, and EOM Task Rubric](#)

**STAGE 3---LEARNING ACTIVITIES**

**MODULE 1**

**LESSONS: 11-16**

**ESSENTIAL QUESTION: How do our senses help us learn?**

**WRITING: Informative**

**FOCUS QUESTION: How does CJ use his senses to learn about the world in Last Stop on Market Street?**

**SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS**

Decodable text in K-2.	Tier 2 intervention for students who need a “double- dose” of Foundation.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module.
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LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
L11  Lesson at a Glance TE p. 156	Ask questions <i>about Last Stop on Market Street</i> . <a href="#">(RI.K.1)</a>  Examine the importance of listening with your senses. <a href="#">(SL.K.1.a)</a>	<i>Last Stop on Market Street</i>	<b>Wonder:</b> What do I notice and wonder about <i>Last Stop on Market Street</i> ?  <a href="#">Wonder Chart for Last Stop on Market Street</a>	<b>Examine:</b> Why is it important to use all of your senses to listen?  <a href="#">Speaking and Listening Anchor Chart</a>	<b>Deep Dive:</b> <b>Vocabulary</b> Ask and Answer Questions  <a href="#">Wonder Wheel</a>  <b>Vocabulary:</b> coin, knitting

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LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	Ask and answer questions about key vocabulary in <i>Last Stop on Market Street</i> . ( <a href="#">L.K.1.j</a> , <a href="#">L.K.6</a> )		<a href="#">Handout 4A: Sensory Cards</a> <b>Launch</b> TE p.158 <b>Learn</b> TE pp.158-164 <b>Land</b> TE p. 164 <b>Wrap</b> TE p. 165		<b>Launch</b> TE p.166 <b>Learn</b> TE pp. 166-167 <b>Land</b> TE p. 168
<p style="text-align: center;"><b>L12</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 170</p>	Identify key events in <i>Last Stop on Market Street</i> . ( <a href="#">RL.K.2</a> )  Experiment with listening with your senses. ( <a href="#">SL.K.1.a</a> )  Determine new meanings for familiar words from <i>Last Stop on Market Street</i> and act out their different meanings. ( <a href="#">L.K.4.a</a> )	<i>Last Stop on Market Street</i>	<b>Wonder:</b> What do I notice and wonder about <i>Last Stop on Market Street</i> ?  <b>Launch</b> TE pp. 172-173 <b>Learn</b> TE pp. 173-178 <b>Land</b> TE p. 179 <b>Wrap</b> TE p. 179	<b>Experiment:</b> How does listening with your senses work?  <a href="#">Speaking and Listening Anchor Chart</a>  <b>Examine:</b> Why is adding details important?  <a href="#">Sample Detail Chart</a>	<b>Deep Dive: Vocabulary</b> Multiple Meaning  <a href="#">Wheels on the Bus</a>  <b>Vocabulary:</b> creaked, signed, sagged, freckled, ducked  <b>Launch</b> TE p.180 <b>Learn</b> TE pp. 180-182 <b>Land</b> TE p. 182
<p style="text-align: center;"><b>L13</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 185</p>	Answer questions about the illustrations and words in the text to identify which senses CJ uses to engage with his surroundings. ( <a href="#">RL.K.1</a> , <a href="#">W.K.8</a> )  Experiment with adding details to a drawing. ( <a href="#">RL.K.1</a> )  Identify sensory adjectives from <i>Last Stop on Market Street</i> and use them in sentences to describe real-	<i>Last Stop on Market Street</i>	<b>Reveal:</b> What does a deeper exploration of words and pictures reveal in <i>Last Stop on Market Street</i> ?  <a href="#">Handout 4A: Sensory Cards</a> <a href="#">Sample Evidence Organizer</a>  <b>Launch</b> TE pp.186-187 <b>Learn</b> TE pp. 187-190 <b>Land</b> TE pp. 190-191 <b>Wrap</b> TE p. 191	<b>Experiment:</b> How does adding details work?  <a href="#">Image of CJ</a>	<b>Deep Dive: Vocabulary</b> Sensory Words  <b>Vocabulary:</b> lurch, skipped, hummed, spotted  <b>Launch</b> TE p.192 <b>Learn</b> TE pp.192-193 <b>Land</b> TE p.193

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LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	life experiences. <a href="#">(L.K.1.h, L.K.5.c)</a>				
<p style="text-align: center;"><b>L14</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 196</p>	Analyze descriptive words in the text to gather more details about text evidence in preparation for the Focusing Question Task. <a href="#">(RL.K.1, W.K.8)</a>  Experiment with adding details from the text to a drawing. <a href="#">(W.K.8)</a>  Identify the parts of a complete sentence. <a href="#">(L.K.1.h)</a>	<i>Last Stop on Market Street</i>	<b>Reveal:</b> What does a deeper exploration of words and pictures reveal in <i>Last Stop on Market Street</i> ?  <a href="#">Handout 14A: Drawing of City Street</a>  <b>Launch</b> TE pp.198-199 <b>Learn</b> TE pp. 199-204 <b>Land</b> TE p. 204 <b>Wrap</b> TE p. 20	<b>Experiment:</b> How does adding details work?	<b>Deep Dive:</b> <b>Style and Conventions</b> Speaking in Sentences  <a href="#">Sample Anchor Chart</a>  <b>Launch</b> TE p. 206 <b>Learn</b> TE pp. 206-208 <b>Land</b> TE p. 208
<p style="text-align: center;"><b>L15</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 210</p> <p><b>Assessment:</b>            Write a book that identifies how a character uses his senses of sight and hearing to learn about the world. Add details from the text to provide more information.  <a href="#">FQT 3</a></p>	Use the illustrations and the words to identify the essential meaning of <i>Last Stop on Market Street</i> . <a href="#">(RL.K.1)</a>  Express understanding of how CJ's senses help him learn about the world. <a href="#">(RI.K.1, W.K.2, W.K.8)</a>  Produce complete sentences about the illustrations in <i>Last Stop on Market Street</i> . <a href="#">(L.K.1.h)</a>	<i>Last Stop on Market Street</i>	<b>Distill:</b> What is the essential meaning of <i>Last Stop on Market Street</i> ?  <a href="#">Handout 15A: CJ and Nana</a>  <b>Launch</b> TE pp. 211-212 <b>Learn</b> TE pp. 212-216 <b>Land</b> TE pp. 216-217 <b>Wrap</b> TE p. 217	<b>Execute:</b> How do I add details in my Focusing Question Task?  <a href="#">Sample Evidence Organizer</a>	<b>Deep Dive:</b> <b>Style and Conventions</b> Experiment with speaking in sentences  <a href="#">Sample Anchor Chart</a>  <b>Vocabulary:</b> familiar  <b>Launch</b> TE p. 218 <b>Learn</b> TE pp.218-219 <b>Land</b> TE p. 219
<p style="text-align: center;"><b>L16</b></p>	Practice speaking one	<i>Last Stop on Market Street</i>	<b>Know:</b>	<b>Execute:</b>	<b>Deep Dive:</b>

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LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 222</p> <p><b>Assessment(s):</b> Discuss how CJ uses his senses in <i>Last Stop on Market Street</i> and reflect on what the text reveals about the senses. <b>SS</b></p> <p>Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. <b>Vocabulary Assessment</b></p> <p>Identify the front cover, back cover, and title page of a book by placing the correct color of sticky note on each part of the book, as prompted by the teacher. <b>NR 1</b></p>	<p>voice at a time. <a href="#">(RL.K.1, SL.K.1.a)</a></p> <p>Express understanding of how CJ's senses help him learn about the world. <a href="#">(RI.K.1, W.K.2, W.K.8)</a></p> <p>Identify the author and illustrator in <i>Last Stop on Market Street</i> and define their role in telling the story. <a href="#">(RL.K.6)</a></p> <p>Demonstrate understanding of grade-level vocabulary. <a href="#">(L.1.6)</a></p>		<p>How does <i>Last Stop on Market Street</i> build our knowledge about the senses?</p> <p><a href="#">Handout 16A: Book Cover</a></p> <p><b>Launch</b> TE p. 224  <b>Learn</b> TE pp. 224-230  <b>Land</b> TE p. 231  <b>Wrap</b> TE p. 232</p>	<p>How do we use voice at a time in a Socratic Seminar?</p> <p><b>Execute:</b> How do I use adding details in my Focusing Question Task?</p>	<p><b>Vocabulary</b> Vocabulary Assessment</p> <p><b>Launch</b> TE p. 233  <b>Learn</b> TE pp. 233-234  <b>Land</b> TE p. 234</p>

<p><b>Step Up to Writing</b>  <b>Correlation to Module 1 Lessons 11-16</b></p>		
<p>These lessons and tools can provide additional support for the EOM writing prompt. Choose lesson(s) that provide students with a foundation for writing effective sentences.</p>		
<b>STANDARDS</b>	<b>FOCUS</b>	<b>TOOLS</b>

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<p><b>W.K.5</b> With prompting and support, respond to questions and add details to strengthen writing as needed.</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions of familiar people, places, things, and events as desired to provide additional detail.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	Using Your Senses 4 <sup>th</sup> ed. SUW TE pp. 272	<a href="#">B3-21a</a> <a href="#">B3-21b</a>
<p><b>W.K.5</b> With prompting and support, respond to questions and add details to strengthen writing as needed.</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions of familiar people, places, things, and events as desired to provide additional detail.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	Using Action Verbs 4 <sup>th</sup> ed. SUW TE pp. 271	<a href="#">B3-22a</a> , <a href="#">B3-22b</a>

SOCIAL STUDIES Correlation to MODULE 1 Lessons 11-16			
STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS	ASSESSMENTS WRITING
<p><b>STANDARDS</b></p> <p><b>C.2.K.2</b> Discuss the responsibilities of being a good citizen.</p> <p><b>C.2.K.4</b> Follow agreed upon rules for listening, consensus-building, and voting procedures in the classroom</p> <p><b>C.3.K.3</b> Discuss the importance of problem solving related to classroom issues</p> <p><b>Wit and Wisdom Literacy Goals</b> Reinforce the literacy goals as you read and discuss social studies content.</p> <p>Ask and answer questions about text. <b>(Lesson 11)</b> Ask and answer questions about key vocabulary. <b>(Lesson 11)</b> Identify key events. <b>(Lesson 12)</b> Ask questions about illustrations and words in the text. <b>(Lesson 13)</b></p>	<p><b>Unit: My School and School Community: Celebrating Constitution Day</b></p> <p><b>Essential Question:</b> What are our responsibilities as a citizen? What are my rights and responsibilities as a citizen of my classroom? How is voting both a right and responsibility for a good citizen?</p> <p><b>Guiding Question(s):</b> Why do we celebrate Constitution Day? What is the difference between a right and a responsibility?</p> <p>Paraphrase in student friendly words background information on Constitution Day. In 1956 President Truman renamed "Citizenship Day" and proclaimed the</p>	<p><a href="#">Rights and Responsibilities Lesson</a>—</p> <p>This week's lesson relates to the importance of voting.</p> <p>Reinforce the literacy goals as you read and discuss social studies content.</p> <p><b>BEFORE READING:</b> TCM Primary Sources <i>Citizenship and Government Civic Values Lesson (pp. 56-65)</i> <a href="#">Part A: Being a Good Citizen, Photograph Card</a> <a href="#">Part B: National Union Ticket, The Facsimile</a></p> <p>Tell students they will be reading "<a href="#">Let's Vote On It</a>" or "<a href="#">Election Day</a>" to find out the reasons people vote and the methods they use to vote. <a href="#">Central Arkansas Library Bookflix</a>—You will need library card to</p>	<p>Have students share with a partner then with the class "How is voting both a right and responsibility for a good citizen.</p> <p>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.</p>

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<p>Experiment with adding details to a drawing. <b>(Lesson 13)</b>  Practice speaking one voice at a time. <b>(Lesson 16)</b>  Identify the author and illustrator of book. <b>(Lesson 16)</b>  Demonstrate understanding of grade-level vocabulary. <b>(Lesson 16)</b></p>	<p>week beginning September 17 and ending September 23 each year as “Constitution Week.”</p> <p>In 2005 Congress changed the name of the September 17 holiday to “Constitution Day and Citizenship Day.” The law is the set of rules that we live by. The Constitution is the highest law. It belongs to the United States. It belongs to all Americans.</p> <p>The Constitution says how the government works. It creates the Presidency. It creates the Congress.</p>	<p>access these online ebooks.</p> <p><b>DURING READING:</b> Stop as you read the book "Let's Vote" or "Election Day" to identify reasons people vote and the methods they use to vote.</p> <p><b>AFTER READING:</b> Use the following lesson to provide students with an opportunity to participate in the voting process and teach them about the rights and responsibilities you have as a citizen of the classroom.</p>	
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<p><b>MODULE 1</b>  <b>LESSONS 17-22</b>  <b>ESSENTIAL QUESTION: How do our senses help us learn?</b>  <b>WRITING: Informative</b>  <b>FOCUS QUESTION: <i>How do our senses help us learn from Chicka Chicka Boom Boom?</i></b></p>			
<p><b>STAGE 1-DESIRED RESULTS</b></p>			
<p><b>FOCUS STANDARDS</b> are explicitly taught and practiced throughout the module. <b>SUPPORTING STANDARDS</b> are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. <b>CONTINUING STANDARDS</b> are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards</p>			
<p style="text-align: center;"><b>READING STANDARDS</b></p> <p><b>READING LITERATURE:</b>  <b>RL.K.1*</b> With prompting and support, ask and answer questions about key details in a text.  <b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p>	<p style="text-align: center;"><b>WRITING STANDARDS</b></p> <p><b>W.K.2*</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.  <b>W.K.8*</b> Recall information, with prompting</p>	<p style="text-align: center;"><b>SPEAKING/LISTENING STANDARDS</b></p>	<p style="text-align: center;"><b>LANGUAGE STANDARDS</b></p> <p><b>LK.2.d*</b> .Write a letter or letters for most consonant and short-vowel sounds (phonemes), spell consonant-vowel-consonant (CVC) words correctly, spell words phonetically, drawing on knowledge of sound-letter relationships.</p>

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<p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6*</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).</p> <p><b>READING INFORMATION</b></p> <p><b>RI.K.1*</b> With prompting and support, ask and answer questions about key details in a text</p>	<p>and support, from experiences or gather information from provided sources to answer a question.</p>		<p><b>L.K.4.b</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p> <p><b>L.K.5.c</b> With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>
<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE</b>  <b>READING</b>  I can....</p> <p><b>RL.K.1</b>  With help I can learn to ask questions about details of a story.  With help, I can learn to answer questions about details of a story.</p> <p><b>RL.K.2</b>  With help I can retell a story I know and use details.</p> <p><b>RL.K.3</b>  With help, I can name the characters in a story.  With help, I can tell about the setting of a story.  With help, I can tell major events of a story</p> <p><b>RL.K.6</b></p>	<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE</b>  <b>WRITING</b>  I can....</p> <p><b>W.K.2</b>  I can share information through my drawings.  I can share information through my writing/dictating.  I can tell you about my writing.</p> <p><b>W.K.8</b>  I can draw a picture to recall information about an experience with help.  I can write a sentence to tell about my experiences with help.  I can tell about my experiences with help.  I can use picture books to answer questions with help.  I can write a sentence to ask a question</p>	<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE</b>  <b>SPEAKING/LISTENING</b>  I can...</p>	<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE</b>  <b>LANGUAGE</b>  I can....</p> <p><b>L.K.2.d</b>  I can use the sounds I know to help me spell words.</p> <p><b>L.K.4.b</b>  I can use words with more than one meaning correctly.  I can use prefixes and suffixes as a clue to figure out what words mean.</p> <p><b>L.K.5.c</b>  I can recognize how words I know describe things around me.</p> <p><b>L.K.6</b>  I can use new words and phrases I have learned from text.  I can use new words and phrases by</p>

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<p>I can tell you what the author does. I can tell you what the illustrator does. I can name the author. I can name the illustrator.</p> <p><b>RL.K.7</b> With help, I can describe what is happening in a story by looking at the illustrations.</p> <p><b>RI.K.1</b> With help, I can ask questions about details in a nonfiction text. With help, I can answer questions about details in a nonfiction text.</p>	<p>with help.</p>		<p>listening to others (conversations). I can learn new words and phrases by reading books. I can learn new words and phrases by being read to.</p>
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**ELP STANDARDS**

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards - Kindergarten Correspondence](#)

**STAGE 2---ASSESSMENT EVIDENCE REQUIRED**

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**  
It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

**Lesson 21**

**FOCUS QUESTION TASK 4**

In pairs, write a book that describes how the senses of sight and hearing help readers to learn from the text *Chicka Chicka Boom Boom*. Label drawings with initial letter sounds.

[FQT 4](#)

**VOCABULARY PART 1**

Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.

[Vocabulary Assessment Part I](#)

**END OF MODULE OF TASK**

Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.

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- Demonstrate an understanding of how characters and people use their senses.
- Use sentence frames, cutting, pasting, and drawing to organize a response.
- Include evidence from the text and label with initial letter sounds.

[EOM Task 1](#)

[EOM Task 2](#)

[EOM Task 3](#)

**This assessment should be completed by the end of Module 1.**

[Lesson 21: Vocabulary Assessment, Part I Answer Key](#)

[Lesson 22: Focusing Question Task 4 Sample Response](#)

**STAGE 3---LEARNING ACTIVITIES**

**MODULE 1**

**LESSONS: 17-22**

**ESSENTIAL QUESTION: How do our senses help us learn?**

**WRITING: Informative**

**FOCUS QUESTION: *How do our senses help us learn from Chicka Chicka Boom Boom?***

**SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS**

Decodable text in K-2.	Tier 2 intervention for students who need a “double- dose” of Foundation.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module.
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LESSON & ASSESSMENTS	LEARNING GOALS & ASSESSMENTS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<b>L17</b>  <b>Lesson at a Glance</b> <b>TE p. 236</b>	Ask questions about the events in <i>Chicka Chicka Boom Boom</i> . ( <a href="#">RI.K.1</a> )  Participate in shared writing to label details in Flower Day. ( <a href="#">L.K.2c</a> )	<i>Chicka Chicka Boom Boom</i>  <a href="#">Flower Day</a>	<b>Wonder:</b> What do I notice and wonder about <i>Chicka Chicka, Boom Boom</i> ?  <b>Launch</b> TE p.238 <b>Learn</b> TE pp.238-244 <b>Land</b> TE p.244 <b>Wrap</b> TE p.245	<b>Examine:</b> Why is labeling with letters important?	<b>Deep Dive:</b> <b>Style and Conventions</b> Labeling Details  <b>Vocabulary:</b> alphabet, enough  <b>Launch</b> TE p.246 <b>Learn</b> TE pp.246-247

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LESSON & ASSESSMENTS	LEARNING GOALS & ASSESSMENTS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
					Land TE p.248
<p style="text-align: center;"><b>L18</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 250</p>	<p>Identify key events and details in <i>Chicka Chicka Boom Boom</i>. (<a href="#">RL.K.2</a>)</p> <p>Label main figures and objects in <i>Flower Day</i> using initial letter sounds. (<a href="#">L.K.2.c</a>, <a href="#">L.K.6</a>)</p> <p>Define descriptive words and phrases from <i>Chicka Chicka Boom Boom</i> and use them to describe real-life experiences. (<a href="#">L.K.5.c</a>)</p>	<p><i>Chicka Chicka, Boom Boom</i></p> <p><a href="#">Flower Day</a></p>	<p><b>Organize:</b> What is happening in <i>Chicka Chicka Boom Boom</i>?</p> <p><a href="#">Handout 18A: Flower Day</a></p> <p><b>Launch</b> TE p.252  <b>Learn</b> TE pp.252-256  <b>Land</b> TE p.257  <b>Wrap</b> TE p.257</p>	<p><b>Experiment:</b> How does labeling with letters work?</p>	<p><b>Deep Dive: Vocabulary</b> Text Based Descriptions</p> <p><b>Vocabulary:</b> stooped, tag-along, tangled, knotted</p> <p><b>Launch</b> TE p. 258  <b>Learn</b> TE pp. 258-259  <b>Land</b> TE p. 259</p>
<p style="text-align: center;"><b>L19</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 263</p>	<p>Identify how words and illustrations work together to communicate key details in <i>Chicka Chicka Boom Boom</i>. (<a href="#">RL.K.1</a>, <a href="#">RL.K.6</a>, <a href="#">RL.K.7</a>)</p> <p>Label details in a drawing about <i>Chicka Chicka Boom Boom</i> using initial sounds. (<a href="#">W.K.2</a>, <a href="#">L.K.2.c</a>, <a href="#">L.K.2.d</a>, <a href="#">L.K.6</a>)</p> <p>Speak in complete sentences while describing the events in <i>Chicka Chicka Boom Boom</i>.</p>	<p><i>Chicka Chicka, Boom Boom</i></p> <p><a href="#">Chicka Chicka Boom Boom Song You Tube</a></p> <p><a href="#">Flower Day</a></p> <p><a href="#">Le Gourmet (painting)</a></p>	<p><b>Reveal:</b> What does a deeper exploration of the illustration and words reveal in <i>Chicka Chicka Boom Boom</i>?</p> <p><b>Launch</b> TE p. 264  <b>Learn</b> TE pp. 264-268  <b>Land</b> TE p. 269  <b>Wrap</b> TE p. 270</p>	<p><b>Execute:</b> How do I label with letters in my illustration of <i>Chicka Chicka Boom Boom</i>?</p> <p><b>Execute:</b> How do I use complete sentences to describe the letters in <i>Chicka Chicka Boom Boom</i>?</p>	<p><b>Deep Dive: Style and Conventions</b> How do I use complete sentences to describe the letters in <i>Chicka Chicka Boom Boom</i>?</p> <p><b>Vocabulary:</b> whole</p> <p><b>Launch</b> TE p. 271  <b>Learn</b> TE p. 271  <b>Land</b> TE p. 272</p>

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LESSON & ASSESSMENTS	LEARNING GOALS & ASSESSMENTS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p style="text-align: center;"><b>L20</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 275</p>	<p><a href="#">(L.K.1.f)</a></p> <p>Identify and interpret repetitions and emphasis of words in <i>Chicka Chicka Boom Boom</i>. <a href="#">(RL.K.1, RL.K.3, RL.K.6)</a></p> <p>Use illustrations and words from the text to collect evidence for Focusing Question Task 4. <a href="#">(W.K.8)</a></p> <p>Define and use words with the morpheme re- <a href="#">(L.K.4.b)</a></p>	<p><i>Chicka Chicka, Boom Boom</i></p> <p><a href="#">Flower Day</a></p>	<p><b>Reveal:</b> What does a deeper exploration of words reveal in <i>Chicka Chicka Boom Boom</i>?</p> <p><b>Launch</b> TE p. 276  <b>Learn</b> TE pp. 276-280  <b>Land</b> TE p. 280  <b>Wrap</b> TE p. 281</p>		<p><b>Deep Dive: Vocabulary</b> Define morpheme</p> <p><a href="#">Repeated Language Chart</a></p> <p><b>Launch</b> TE p. 282  <b>Learn</b> TE pp. 282-283  <b>Land</b> TE p. 283</p>
<p style="text-align: center;"><b>L21</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 287</p> <p><b>Assessment:</b> In pairs, write a book that describes how the senses of sight and hearing help readers to learn from the text <i>Chicka Chicka Boom Boom</i>. Label drawings with initial letter sounds. <a href="#">FQT 4</a></p> <p>Demonstrate understanding of academic, text-critical, and domain-specific words, phrases,</p>	<p>Use the words and illustrations to interpret the essential meaning in <i>Chicka Chicka Boom Boom</i>. <a href="#">(RL.K.1, RL.K.7)</a></p> <p>Express understanding of how the five senses help readers learn from <i>Chicka Chicka Boom Boom</i>. <a href="#">(RL.K.1, W.K.2, L.K.2.c, L.K.2.d)</a></p> <p>Demonstrate understanding of grade-level vocabulary. <a href="#">(L.1.6)</a></p>	<p><i>Chicka Chicka, Boom Boom</i></p> <p><a href="#">Flower Day</a></p>	<p><b>Distill:</b> What is the essential meaning of <i>Chicka Chicka Boom Boom</i>?</p> <p><b>Launch</b> TE p. 288  <b>Learn</b> TE pp. 288-293  <b>Land</b> TE p. 293  <b>Wrap</b> TE p. 294</p>	<p><b>Execute:</b> How do use labeling with letters in my Focusing Question Task?</p>	<p><b>Deep Dive: Vocabulary</b> Vocabulary Assessment</p> <p><b>Launch</b> TE p. 295  <b>Learn</b> TE p. 295  <b>Land</b> TE p. 295</p>

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LESSON & ASSESSMENTS	LEARNING GOALS & ASSESSMENTS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
and/or word parts.  <a href="#">Vocabulary Assessment Part I</a>					
<b>L22</b>  <b>Lesson at a Glance</b> TE p. 298	Express understanding of how the five senses help readers learn from <i>Chicka Chicka Boom Boom</i> . ( <a href="#">RL.K.1</a> , <a href="#">W.K.2</a> , <a href="#">L.K.2.d</a> )  Use phonetic spelling to label a drawing to add detail to the Focusing Question Task. <a href="#">(W.K.2, L.K.2.d)</a>	Chicka Chicka, Boom Boom  <a href="#">Flower Day</a>	<b>Know:</b> How does <i>Chicka Chicka Boom Boom</i> build my knowledge of the senses?  <b>Launch</b> TE p. 300 <b>Learn</b> TE pp. 300-303 <b>Land</b> TE p. 303 <b>Wrap</b> TE p. 304	<b>Execute:</b> How do I label with letters in my Focusing Question Task?	<b>Deep Dive:</b> <b>Style and Conventions</b> Labeling Details  <b>Excel:</b> How do I excel at labeling with letters in my Focusing Question Task?  <b>Launch</b> TE p. 305 <b>Learn</b> TE p. 305 <b>Land</b> TE p. 3

<b>Step Up to Writing</b> <b>Correlation to Module 1 Lessons</b>		
These lessons and tools can provide additional support for the EOM writing prompt. Choose lesson(s) that provide students with a foundation for writing effective sentences.		
STANDARDS	FOCUS	TOOLS
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print. <b>RF.K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning. <b>RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet. <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Kindergarten. Print all upper- and lowercase letters legibly. <b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Kindergarten.	Writing the Alphabet 4 <sup>th</sup> ed. <b>SUW</b> pp.124	<a href="#">B2-5s(1)-B25a(29)</a> <a href="#">B2-5b(10)-B2-5b(29)</a>

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<b>SOCIAL STUDIES</b> Correlation to <b>MODULE 1</b> Lessons 17–22			
<b>STANDARDS &amp; LEARNING GOALS</b>	<b>FOCUS VOCABULARY</b>	<b>FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS</b>	<b>ASSESSMENTS WRITING</b>
<p><b>G.8.K.1</b> Describe familiar places using words related to location, direction, and distance.</p> <p><b>G.8.K.2</b> Use maps, globes, and photographs to identify and describe the physical characteristics of familiar places.</p> <p><b>G.8.K.3</b> Explain map symbols, legends, and compass rose</p> <p><b>Wit and Wisdom Literacy Goals</b>            Ask questions about text. <b>(Lesson 17)</b>            Participate in shared writing to label details. <b>(Lesson 17)</b>            Identify key events and details in text. <b>(Lesson 18)</b>            Identify how words and illustrations work together to communicate key details. <b>(Lesson 19)</b>            Label details in a drawing about a text. <b>(Lesson 19)</b>            Speak in complete sentence while describing the events in a book. <b>(Lesson 19)</b>            Use illustrations and words from a text to collect evidence. <b>(Lesson 20)</b>            Demonstrate understanding of grade-level vocabulary. <b>(Lesson 21)</b></p>	<p><b>My School and School Community: Maps and Our Surroundings</b>  <b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Where Am I?</li> <li>2. How can maps and other geographic tools be used to locate places in the classroom, school and home?</li> </ol> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Where do I live and attend school?</li> <li>• What should a map include to help us locate where places and things are?</li> <li>• How can I use positional words to describe my surroundings?</li> </ul> <p><b>Vocabulary</b>            map, legend, key, symbol, compass rose, address, Little Rock, Arkansas, North America, United States, directional words (i.e., right, left, up, down, across)</p>	<p><b>Introduce Places and People at School</b></p> <p><b>BEFORE READING:</b> Using a map and <a href="#">Google Earth</a> show students the state, city and neighborhood in which their school is located. Use the satellite and street view. Zoom in on the school. Introduce how maps can be used to locate places and people.</p> <p>Read the traditional version of the Gingerbread Man to the class or provide students with a summary of the book. Introduce <a href="#">The Gingerbread Man Loose on the School</a> by Laura Murray and make a list of possible places the Gingerbread Man might go if he was loose in the school. (All schools have been provided a copy of the book)</p> <p><b>DURING READING:</b> Read Aloud or watch a video of the book being read aloud. As you read, stop to discuss the different places he goes. <a href="#">Gingerbread Man Loose in the School Video</a></p> <p><b>AFTER READING:</b> Show students a map of their school and locate your classroom. Make a list of places and people in the school. Use the lesson below and the clues provided to take students on a hunt for the Gingerbread Man throughout the school. Modify the clues and activity as</p>	<p>Discuss the name of your school—Draw a picture of your school and write its name.</p> <p>Be able to recognize home address, city, and state in which you live.</p> <p>Draw a picture of the classroom and talk about its parts. Use words related to location to discuss. I.e. up/down, here/there</p> <p>Ask students questions using positional words such as "What's above the door?" "What is to the left of the reading center?" Or "What is near the bathroom?"  <a href="#">Position Word Flash Cards</a></p>

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		<p>needed. Story Map: The Gingerbread Manhunt (Any version of the story) A map of the school will be needed.</p> <p>The Gingerbread Man Loose in the School by Laura Murray Lesson <a href="#">Gingerbread Man and School Hunt : A Teacher's Guide</a> <a href="#">Teacher Clues for the Gingerbread School Hunt</a> <a href="#">Teacher Printable Clues for School Hunt</a></p>	
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**MODULE 1**  
**LESSONS: 23-28**  
**ESSENTIAL QUESTION: How do our senses help us learn?**  
**WRITING: Informative**  
**FOCUS QUESTION LESSON: *How do our senses help us learn from Rap a Tap Tap?***

<b>SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS</b>			
Decodable text in K-2.	Tier 2 intervention for students who need a “double- dose” of Foundation.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module.

<b>STAGE 1 DESIRED RESULTS</b>			
<p><b>FOCUS STANDARDS</b> are explicitly taught and practiced throughout the module. <b>SUPPORTING STANDARDS</b> are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. <b>CONTINUING STANDARDS</b> are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.</p>			
<b>READING STANDARDS</b>	<b>WRITING STANDARDS</b>	<b>SPEAKING/LISTENING STANDARDS</b>	<b>LANGUAGE STANDARDS</b>
<p><b>READING LITERATURE:</b> <b>RL.K.1*</b> With prompting and support, ask and answer questions about key details in a text. <b>RL.K.2</b> With prompting and support, retell</p>	<p><b>W.K.2*</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.</p>	<p><b>SL.K.1b</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. Continue a conversation through multiple</p>	<p><b>L.K.1.j*</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). <b>L.K.1.g</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off,</i></p>

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<p>familiar stories, including key details.  <b>R.L.K.6*</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>READING INFORMATION:</b>  <b>RI.K.1*</b> With prompting and support, ask and answer questions about key details in a text  <b>RI.K.4*</b> With prompting and support, ask and answer questions about unknown words in a text  <b>RI.K.7</b> With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).</p>		<p>exchanges</p>	<p>for, of, by, with).  <b>L.K.1.h</b> Independently, produce and expand complete sentences in shared language activities. With prompting and support, use spaces to separate words in a sentence.  <b>L.K.2.d*</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes), spell consonant-vowel-consonant (CVC) words correctly, spell words phonetically, drawing on knowledge of sound-letter relationships.  <b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>
<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE  READING  I can....</b></p> <p><b>RL.K.1</b>  With help I can learn to ask questions about details of a story.  <b>RL.K.2</b>  With help, I can learn to answer questions about details of a story.  With help I can retell a story I know and use details.  <b>RL.K.6</b>  I can tell you what the author does.  I can tell you what the illustrator does.  I can name the author.  I can name the illustrator.  <b>RI.K.7</b>  With help, I can describe what is happening in a story by looking at the</p>	<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE  WRITING  I can....</b></p> <p><b>W.K.2</b>  I can share information through my drawings.  I can share information through my writing/dictating.  I can tell you about my writing.</p>	<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE  SPEAKING/LISTENING  I can...</b></p> <p><b>SL.K.1.b</b>  I can talk and listen in a small group.  I can talk and listen in a large group.  I can take turns listening and speaking.</p>	<p style="text-align: center;"><b>STUDENT FRIENDLY LANGUAGE  LANGUAGE  I can...</b></p> <p><b>L.K.1.j</b>  I can use question words.  <b>L.K.1.g</b>  I can use prepositions when I talk, to help make my communication clear.  <b>L.K.1.h</b>  I can speak using complete sentences.  <b>L.K.2.d</b>  I can use the sounds I know to help me spell words.  <b>L.K.6</b>  I can use new words and phrases I have learned from text.  I can use new words and phrases by listening to others (conversations).  I can learn new words and phrases by</p>

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<p>illustrations.</p> <p><b>RI.K.1</b>          With help, I can ask questions about details in a nonfiction text.          With help, I can answer questions about details in a nonfiction text.</p> <p><b>RI.K.4</b>          I can figure out what to do when I come to a word I don't know.          I can look at the pictures to help me figure out the word.          I can get my mouth ready when I start a word I don't know.          I can ask questions.</p> <p><b>RI.K.7</b>          I can use the illustrations to help me understand the text with help.</p>			<p>reading books.          I can learn new words and phrases by being read to.</p>
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<p><b>ELP STANDARDS</b>          The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. <a href="#">ELP Standards - Kindergarten Correspondence</a></p>
<p><b>STAGE 2—ASSESSMENT EVIDENCE---REQUIRED</b></p>
<p>Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module <b>FOCUS STANDARDS</b>          It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.</p>
<p><b>Lesson 23</b>  <b>NEW READ ASSESSMENT 3</b>          Ask and answer questions about the key events, details, and words in <i>Rap a Tap Tap</i>.  <a href="#">NR 3</a></p> <p><b>Lesson 28</b>  <b>FOCUS QUESTION TASK 5</b>          Individually, write a book that describes how the senses of sight and hearing were used to learn from the text <i>Rap a Tap Tap</i>. Label drawings with initial letter sounds.  <a href="#">FQT 5</a></p>

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**END OF MODULE TASK**

Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.

- Demonstrate an understanding of how characters and people use their senses.
- Use sentence frames, cutting, pasting, and drawing to organize a response.
- Include evidence from the text and label with initial letter sounds.

[EOM Task 1](#)

[EOM Task 2](#)

[EOM Task 3](#)

**This assessment should be completed by the end of Module 1.**

**Assessment:**

[Lesson 23: New-Read Assessment 3 Answer Key](#)

[Lesson 28: Focusing Question Task 5 Sample Response](#)

**STAGE 3---LEARNING ACTIVITIES**

**MODULE 1**

**LESSONS 23- 28**

**ESSENTIAL QUESTION: How do our senses help us learn?**

**WRITING: Informal Writing**

**FOCUS QUESTION LESSON: How do our senses help us learn from *Rap a Tap Tap?***

**SMALL GROUP / INDEPENDENT/LITERATURE DISCUSSION GROUPS**

Decodable text in K-1.	Tier 2 intervention for students who need	Small group reading with appropriate text	Extended independent reading from
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	a “double- dose” of Foundation.	based on student need.	Appendix D of each Wit and Wisdom Module.
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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p style="text-align: center;"><b>L23</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 308</p> <p><b>ASSESSMENT:</b>  <b>New Read Assessment</b>            Ask and answer questions about the key events, details, and words in <i>Rap a Tap Tap</i>.  <a href="#">NR 3</a></p>	<p>Ask questions about the key events, details, and words in <i>Rap a Tap Tap</i>. (<a href="#">RI.K.1</a>, <a href="#">RI.K.4</a>)</p> <p>Using labeling with letters, label a drawing from the text as a class. (<a href="#">L.K.2.d</a>)</p> <p>Ask and answer questions about key vocabulary in <i>Rap a Tap Tap</i>. (<a href="#">L.K.1.j</a>, <a href="#">L.K.6</a>)</p>	<p><i>Rap a Tap Tap</i></p> <p><a href="#">Eight Year Old Tap</a>  <a href="#">Prodigy Little Luke</a></p>	<p><b>Wonder:</b>            What do I notice and wonder about <i>Rap a Tap Tap</i>?</p> <p><b>Launch</b> TE p. 310  <b>Learn</b> TE pp. 310-316  <b>Land</b> TE p. 316  <b>Wrap</b> TE p. 317</p>	<p><b>Examine:</b>            Why is labeling with letters important?</p>	<p><b>Deep Dive: Vocabulary</b>            Ask and Answer Questions</p> <p><b>Launch</b> TE p. 318  <b>Learn</b> TE pp. 318-320  <b>Land</b> TE p. 320</p> <p><b>Vocabulary:</b> art, greet, folks</p>
<p style="text-align: center;"><b>L24</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 322</p>	<p>Identify key details in <i>Rap a Tap Tap</i>. (<a href="#">RI.K.2</a>)</p> <p>Using labeling with letters, label a drawing from the text. (<a href="#">L.K.2.d</a>)</p> <p>With support, identify and explain the purpose of prepositions. (<a href="#">L.K.1.g</a>)</p>	<p><i>Rap a Tap Tap</i></p> <p><a href="#">Great Depression</a></p>	<p><b>Organize:</b>            What is happening in <i>Rap a Tap Tap</i>?</p> <p><b>Launch</b> TE p. 324  <b>Learn</b> TE pp. 324-327  <b>Land</b> TE p. 327  <b>Wrap</b> TE p. 328</p>	<p><b>Experiment:</b>            How does labeling with letters work?</p>	<p><b>Deep Dive: Style and Conventions</b>            Experiment with Prepositions</p> <p><b>Examine:</b>            Why are prepositions important?</p> <p><b>Launch</b> TE p. 329  <b>Learn</b> TE pp. 330-331  <b>Land</b> TE p. 331</p>
<p style="text-align: center;"><b>L25</b></p>	<p>Identify how illustrations reveal deeper meaning in <i>Rap a Tap Tap</i>. (<a href="#">RI.K.7</a>)</p>	<p><i>Rap a Tap Tap</i></p> <p><a href="#">Harlem Renaissance</a></p>	<p><b>Reveal:</b>            What does a deeper exploration of the</p>	<p><b>Examine:</b>            Why are conversations important?</p>	<p><b>Experiment:</b> How does labeling with letters work?</p>

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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p><b>Lesson at a Glance</b> TE p. 334</p>	<p>Examine the importance of collaborative conversations. (<a href="#">SL.K.1.b</a>)</p> <p>Draw and label one thing you learned from the illustrations. (<a href="#">W.K.2</a>, <a href="#">L.K.2.d</a>)</p>		<p>illustration reveal in <i>Rap a Tap Tap</i>?</p> <p><b>Launch</b> TE p. 336 <b>Learn</b> TE pp. 336-342 <b>Land</b> TE pp. 343-344 <b>Wrap</b> TE p. 344</p>	<p><a href="#">Conversation Anchor Chart</a></p>	<p><b>Vocabulary:</b> pleasure, joy, closed</p> <p><b>Launch</b> TE p. 345 <b>Learn</b> TE p. 345 <b>Land</b> TE p. 346</p>
<p><b>L26</b></p> <p><b>Lesson at a Glance</b> TE p. 349</p>	<p>Describe words and sounds in <i>Rap a Tap Tap</i>, including how they reveal deeper meaning in the text. (<a href="#">RI.K.1</a>)</p> <p>Using the Evidence Organizer, construct sentences to begin Focusing Question Task 5. (<a href="#">W.K.2</a>, <a href="#">L.K.1.h</a>, <a href="#">L.K.2.d</a>)</p> <p>With support, use prepositions to complete a sentence frame. (<a href="#">L.K.1.g</a>)</p>	<p><i>Rap a Tap Tap</i></p> <p><a href="#">Bojangles Step Dance</a></p>	<p><b>Reveal:</b> What does a deeper exploration of words reveal in <i>Rap a Tap Tap</i>?</p> <p><b>Launch</b> TE pp. 350-351 <b>Learn</b> TE pp. 351-356 <b>Land</b> TE p. 357 <b>Wrap</b> TE p. 357</p>	<p><b>Execute:</b> How do use labeling with letters in my Focusing Question Task? <a href="#">FQT5</a></p> <p><b>Experiment:</b> How do prepositions work?</p>	<p><b>Deep Dive: Style and Conventions</b> Experiment with Prepositions</p> <p><b>Experiment:</b> How do prepositions work?</p> <p><b>Launch</b> TE p. 358 <b>Learn</b> TE pp. 358-359 <b>Land</b> TE p. 359</p> <p><b>Vocabulary:</b> rhyme</p>
<p><b>L27</b></p> <p><b>Lesson at a Glance</b> TE p. 362</p>	<p>Use illustrations and words to identify the essential meaning of <i>Rap a Tap Tap</i>. (<a href="#">RI.K.1</a>)</p> <p>Experiment with having collaborative conversations. (<a href="#">SL.K.1.b</a>)</p>	<p><i>Rap a Tap Tap</i></p> <p><a href="#">Bojangles Step Dance</a></p>	<p><b>Distill:</b> What is the essential meaning of <i>Rap a Tap Tap</i>?</p> <p><b>Launch</b> TE pp. 363-364 <b>Learn</b> TE pp. 364-367 <b>Land</b> TE p. 368 <b>Wrap</b> TE p. 369</p>	<p><b>Experiment:</b> How do conversations work?</p> <p><a href="#">Speaking and Listening Anchor Chart</a></p> <p><b>Execute:</b> How do I use labeling with letters in my</p>	<p><b>Experiment:</b> How do prepositions work?</p> <p><b>Launch</b> TE p. 370 <b>Learn</b> TE pp. 370-371 <b>Land</b> TE p. 371</p>

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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	<p>Use labeling with letters to add detail to the Focusing Question Task.  <a href="#">(W.K.2, L.K.2.d)</a></p> <p>With support, verbally create a sentence with a preposition.  <a href="#">(L.K.1.g, L.K.1.h)</a></p>			<p>Focusing Question Task?  <a href="#">FQT5</a></p>	
<p style="text-align: center;"><b>L28</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b>  <b>TE p. 374</b></p> <p>Individually, write a book that describes how the senses of sight and hearing were used to learn from the text <i>Rap a Tap Tap</i>. Label drawings with initial letter sounds.  <a href="#">FQT 5</a></p>	<p>Express understanding of how the senses help readers learn from <i>Rap a Tap Tap</i>.  <a href="#">(RI.K.1, W.K.2, L.K.2.d)</a></p> <p>With support, verbally create a sentence with a preposition.  <a href="#">(L.K.1.g, L.K.1.h)</a></p>	<p><i>Rap a Tap Tap</i>  <a href="#">Bojangles Step Dance</a></p>	<p><b>Know:</b> How does <u>Rap a Tap Tap</u> build my knowledge of the senses?</p> <p><b>Launch</b> TE p. 376  <b>Learn</b> TE pp. 376-377  <b>Land</b> TE p. 378  <b>Wrap</b> TE p. 379</p>	<p><b>Execute:</b> How do I label with letters in my Focusing Question Task?  <a href="#">FQT5</a></p>	<p><b>Execute:</b> How do I use prepositions to describe Bojangles?</p> <p><b>Launch</b> TE p. 380  <b>Learn</b> TE pp. 380-381  <b>Land</b> TE p. 381</p>

**Step Up to Writing**  
**Correlation to Module Lessons 23-28**

The following lessons can be used to assist students in completing the EOM writing task. Select lessons that will provide additional support that student may need.

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STANDARDS	FOCUS	TOOLS
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print. B. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning	Naming the Alphabet <b>4<sup>th</sup> ed. SUW TE</b> pp. 123	<b>B2-4a, B2-4b</b>
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print. B. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning D. Recognize and name all upper- and lowercase letters of the alphabet <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Kindergarten. A. Print all upper- and lowercase letters legibly. <b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Kindergarten.	Writing the Alphabet <b>4<sup>th</sup> ed. SUW TE</b> pp. 124	<b>B2-5a(3), B2-5a(4), B2-5a(29), B2-5b(1)</b>

<b>SOCIAL STUDIES</b> <b>Correlation to MODULE 1</b> <b>Lessons 23-28</b>			
STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS	ASSESSMENTS WRITING
<b>STANDARDS</b> <b>G.8.K.1</b> Describe familiar places using words related to location, direction, and distance. <b>G.8.K.2</b> Use maps, globes, and photographs to identify and describe the physical characteristics of familiar places. <b>G.8.K.3</b> Explain map symbols, legends,	<b>My School and School Community: Maps and Our Surroundings</b> <b>Essential Question(s):</b> 3. Where Am I? 4. How can maps and other geographic tools be used to locate places in the classroom, school and home? <b>Guiding Questions:</b>	Use TCM primary source <i>Map It</i> to introduce maps and discuss the relationship between maps and places.  <b>BEFORE READING:</b> Collect pictures of places and maps. Ask students to sort as photographs and maps. Introduce Map It and take students on a	<b>TCM - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook "Arkansas Maps" (pp. 7-8)</a></b> Arkansas Political Map Physical State Map Our State Capital—Little Rock p. 9

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<p>and compass rose</p> <p><b>Wit and Wisdom Literacy Goals</b>  Ask questions about key events, details, and words in text. <b>(Lesson 23)</b></p> <p>Using labeling with letters, label a drawing from the text as a class. <b>(Lesson 23)</b></p> <p>Ask and answer questions about key vocabulary in text. <b>(Lesson 23)</b></p> <p>Identify how illustrations reveal deeper meaning in a text. <b>(Lesson 25)</b></p> <p>Examine the importance of collaborative conversations. <b>(Lesson 25)</b></p> <p>Draw and label one thing you learned from illustrations. <b>(Lesson 25)</b></p>	<ul style="list-style-type: none"> <li>• Where do I live and attend school?</li> <li>• What should a map include to help us locate where places and things are?</li> <li>• How can I use positional words to describe my surroundings?</li> </ul> <p><b>Vocabulary</b>  map  map key  place</p>	<p>picture walk focusing on the images.</p> <p><b>DURING READING:</b>  Divide students into two groups—place and map. On pages 6-7, have one group read place and one read map. Reinforce that images on a map represent real places.</p> <p><b>AFTER READING:</b>  Review the differences between map and a place and complete the activities outlined in the lesson.</p> <p><a href="#">TCM - Primary Source Reader: <i>Map It!</i> Lesson (pp. 1-16)</a>  <a href="#">After Reading Activity (p. 6)</a>  <a href="#">"My School" (p. 10)</a>  <a href="#">Primary Source Activity (p 7)</a>  <a href="#">"Map Fun" (p. 7)</a>  <a href="#">TCM - Exploring Social Studies: Arkansas Edition Student Handbook "Where Do I Sit" (p. 36) Directional Words</a>  <a href="#">TCM - Primary Source Reader: <i>Map It!</i> Quiz (p. 12)</a>  <a href="#">TCM - Primary Source Reader: <i>Map It!</i> Lesson</a>  <a href="#">During Reading Writing Activity (p. 5)</a>  <a href="#">"Using Map Keys" (p. 9)</a></p>
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<p><b>MODULE 1</b>  <b>LESSONS: 29-30</b>  <b>ESSENTIAL QUESTION: How do our senses help us learn?</b>  <b>WRITING: Informative</b>  <b>FOCUS QUESTION LESSON: <i>How do our senses help us learn?</i></b></p>
<p><b>STAGE 1—DESIRED RESULTS</b></p>

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**FOCUS STANDARDS** are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (\*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
<p><b>READING LITERATURE:</b>  <b>RL.K.1*</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>READING INFORMATION:</b>  <b>RI.K.1*</b> With prompting and support, ask and answer questions about key details in a text</p>	<p><b>W.K.2*</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.</p> <p><b>W.K.8*</b> Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.K.1.b</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. Continue a conversation through multiple exchanges.</p>	<p><b>L.K.1.h</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Kindergarten. Independently, produce and expand complete sentences in shared language activities. With prompting and support, use spaces to separate words in a sentence.</p> <p><b>L.K.2.d*</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Kindergarten.</p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes), spell consonant-vowel-consonant (CVC) words correctly, spell words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>

STUDENT FRIENDLY LANGUAGE READING I can....	STUDENT FRIENDLY LANGUAGE WRITING I can....	STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can...	STUDENT FRIENDLY LANGUAGE LANGUAGE I can...
<p><b>RL.K.1</b>            I can ask and answer questions about what has been read to me.</p>	<p><b>W.K.2</b>            I can share information through my drawings.</p>	<p><b>SL.K.1.b</b>            I can take turns listening and speaking.</p>	<p><b>L.K.1.h</b>            I can speak using complete sentences.</p> <p><b>L.K.2.d</b></p>

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<p><b>RI.K.1</b>          I can ask questions about what I read.          I can answer questions about what I read.</p>	<p>I can share information through my writing/dictating.          I can tell you about my writing.  <b>W.K.8</b>          I can draw a picture to recall information about an experience with help.          I can write a sentence to tell about my experiences with help.          I can tell about my experiences with help.          I can use picture books to answer questions with help.          I can write a sentence to ask a question with help.</p>	<p>I can use the sounds I know to help me spell words.  <b>L.K.6</b>          I can use new words and phrases I have learned from text.          I can use new words and phrases by listening to others (conversations).          I can learn new words and phrases by reading books.          I can learn new words and phrases by being read to.</p>
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**STAGE 2—ASSESSMENT EVIDENCE---REQUIRED**

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**  
 It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

**Lesson 29**

**SOCRATIC SEMINAR**

Analyze how people and characters in both versions of *My Five Senses* use their senses to learn about the world.

[SS](#)

**END OF MODULE TASK**

Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.

- Demonstrate an understanding of how characters and people use their senses.
- Use sentence frames, cutting, pasting, and drawing to organize a response.
- Include evidence from the text and label with initial letter sounds.

[EOM Task 1](#)

[EOM Task 2](#)

[EOM Task 3](#)

**This assessment should be completed by the end of Module 1.**

Answers Keys and Rubrics:

[Lesson 29: Direct Vocabulary Assessment, Part 2 Answer Key](#)

[Lesson 31: EOM Task Annotated Sample Response](#)

**SMALL GROUP / INDEPENDENT/LITERATURE DISCUSSION GROUPS**

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Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Foundation.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module.
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**STAGE 3—LEARNING ACTIVITIES**  
**MODULE 1**  
**LESSONS 29-31**  
**ESSENTIAL QUESTION: How do our senses help us learn?**  
**WRITING: Informative**  
**FOCUS QUESTION: *How do our senses help us learn?***

<b>SMALL GROUP / INDEPENDENT</b>			
Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Foundation.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module.

<b>LESSONS &amp; ASSESSMENTS</b>	<b>LEARNING GOALS &amp; STANDARDS</b>	<b>TEXT</b>	<b>CONTENT FRAMING QUESTIONS READING</b>	<b>CRAFT QUESTIONS WRITING</b>	<b>DEEP DIVE VOCABULARY/ STYLE &amp; CONVENTIONS</b>
<p style="text-align: center;"><b>L29</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 384</p> <p><b>Assessment(s):</b> Analyze how people and characters in both versions of <i>My Five Senses</i> use their senses to learn about the world. <a href="#">SS</a></p>	<p>Engage in a collaborative conversation to synthesize information from Module 1 texts. (<a href="#">RL.K.1</a>, <a href="#">SL.K.1.b</a>)</p> <p>Demonstrate understanding of grade-level vocabulary. (<a href="#">L.K.6</a>)</p>	<p><i>My Five Senses</i></p>	<p><b>Know:</b> How do both versions of <i>My Five Senses</i> build our knowledge of how our senses help us learn?</p> <p><b>Launch</b> TE p. 386  <b>Learn</b> TE pp. 386-391  <b>Land</b> TE p. 391  <b>Wrap</b> TE p. 391</p>	<p><b>Execute:</b> How do I have conversations in a Socratic Seminar?</p> <p><a href="#">Speaking and Listening Anchor Chart</a></p>	<p><b>Deep Dive:</b> <b>Vocabulary</b> Vocabulary Assessment</p> <p><b>Launch</b> TE p. 393  <b>Learn</b> TE p. 393  <b>Land</b> TE p. 393</p>

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LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. <a href="#">Vocabulary Assessment Part 2</a>					
<p style="text-align: center;"><b>L30</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 398</p> <p><b>Assessments:</b> Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.</p> <p><a href="#">EOM Planning Sheet</a>  <a href="#">EOM Task</a>  <a href="#">EOM Task Checklist</a></p>	Express understanding of how the senses help us learn. <a href="#">(RI.K.1, W.K.2, W.K.8, L.K.2.d)</a>  With support, evaluate writing and use complete sentences to share reflections. <a href="#">(L.K.1.h)</a>	<i>My Five Senses</i>  <i>My Five Senses</i>  <i>Last Stop on Market Street</i>  Chicka Chicka, Boom Boom  Rap a Tap Tap	<p><b>Know:</b> How do the Module 1 texts build my knowledge of the senses?</p> <p><b>Launch</b> TE p. 398  <b>Learn</b> TE pp. 398-401  <b>Land</b> TE p. 401  <b>Wrap</b> TE p. 402</p>	<p><b>Execute:</b> How do I execute my End-of-Module Task?</p>	<p><b>Deep Dive: Style and Conventions</b> Excel with prompts</p> <p><b>Excel:</b> How do I improve my ability to respond to a prompt?</p> <p><b>Launch</b> TE p. 403  <b>Learn</b> TE p. 404  <b>Land</b> TE p. 404</p>
<p style="text-align: center;"><b>L31</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> TE p. 406</p> <p><b>Assessment:</b></p>	Express understanding of how the senses help us learn. <a href="#">(RI.K.1, W.K.2, W.K.8, L.K.2.d)</a>  With support, evaluate writing, and use complete	<i>My Five Senses</i>  <i>Last Stop on Market Street</i>  <i>Chicka Chicka, Boom Boom</i>  <i>Rap a Tap Tap</i>	<p><b>Know:</b> How do the Module 1 texts build my knowledge of the senses?</p> <p><b>Launch</b> TE p. 408  <b>Learn</b> TE pp. 408-410  <b>Land</b> TE p. 410</p>	<p><b>Execute:</b> How do I execute my End-of-Module Task?</p>	<p><b>Deep Dive: Style and Conventions</b> Excel with Prompts</p> <p><b>Excel:</b> How do I improve my ability to respond to a prompt?</p>

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LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
Write an informative explanatory book describing how the five senses help both you and a character from a text learn.  <a href="#">EOM Planning Sheet</a> <a href="#">EOM Task</a> <a href="#">EOM Task Checklist</a>	sentences to share reflections. ( <a href="#">L.K.1.h</a> )		Wrap TE p. 411		Launch TE p. 412 Learn TE pp. 412-413 Land TE p. 413

<b>Step Up to Writing</b> <b>Correlation to Module 1 Lessons 29-31</b>		
The following lessons can be used to assist students in completing the EOM writing task. Select lessons that will provide additional support that student may need.		
STANDARDS	FOCUS	TOOLS
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. <b>SL.K.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <b>SL.K.1b</b> Continue a conversation through multiple exchanges. <b>SL.K.2</b> With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media. <b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	Asking and Answering Questions 4 <sup>th</sup> ed. <b>SUW</b> TE pp. 590	<a href="#">B1-34a</a>
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. <b>A.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Good Listening Skills 4 <sup>th</sup> ed. <b>SUW</b> TE pp. 593	<a href="#">B1-15a</a>
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. <b>SL.K.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <b>SL.K.1b</b> Continue a conversation through multiple exchanges. <b>SL.K.2</b> With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud,	Participating in a Discussion 4 <sup>th</sup> ed. <b>SUW</b> TE pp. 594	<a href="#">B1-16a</a>

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<p>presented orally, or through other media.  <b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  <b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>		
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<b>SOCIAL STUDIES</b> <b>Correlation to MODULE 1</b> <b>Lessons 29 - 31</b>			
<b>STANDARDS &amp; LEARNING GOALS</b>	<b>FOCUS</b>	<b>FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS</b>	<b>ASSESSMENTS WRITING</b>
<p><b>G.8.K.1</b> Describe familiar places using words related to location, direction, and distance.  <b>G.8.K.2</b> Use maps, globes, and photographs to identify and describe the physical characteristics of familiar places.  <b>G.8.K.3</b> Explain map symbols, legends, and compass rose</p> <p><b>Wit and Wisdom Literacy Goals</b>  Engage in a collaborative conversation to synthesize information from text. <b>(Lesson 29)</b>  Demonstrate understanding of grade-level vocabulary. <b>(Lesson 29)</b>  With support, evaluate writing, and use complete sentences to share reflections. <b>(Lesson 31)</b></p>	<p><b>My School and School Community: Maps and Our Surroundings</b>  <b>Essential Question(s):</b>  Where Am I?  How can maps and other geographic tools be used to locate places in the classroom, school and home?  <b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Where do I live and attend school?</li> <li>• What should a map include to help us locate where places and things are?</li> <li>• How can I use positional words to describe my surroundings?</li> </ul> <p><b>Vocabulary</b>  map  map key  place</p>	<p><i>Places</i> Readworks—Read the articles about different places from Readworks and find them on a map.  <a href="#">Places</a></p> <p><i>Goodnight Little Rock</i> by Emily Wyatt  (Copies of book provided to each school)</p> <p><b>BEFORE READING</b>  Review the difference between Place and Map. Locate Little Rock, Arkansas and the United States on a map. Show students pictures of places in Little Rock, Arkansas, and the United States.</p> <p><b>DURING READING:</b>  As you read the book, <i>Goodnight Little Rock</i> by Emily Wyatt find the places in the book on a map of Little Rock or display a google map of Little Rock and locate each place. Discuss with students the places they have visited.</p> <p><b>AFTER READING:</b>  Brainstorm other places in Little Rock that could be added to the book. Choose 2-3</p>	

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		<p>places and work with students follow the pattern of the book and write about each.</p> <p><a href="#">Hansel and Gretel/We Need Directions Bookflix Lesson and Books</a>—Use to discuss how to draw a map of the story with a map key. Create a map together.</p>	
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SOCIAL STUDIES			
MODULE 1 CORRELATION with LESSONS 29-31			
STANDARDS	FOCUS	TASK(S)/QUESTIONING/MATERIALS	ASSESSMENTS
	<p><b>Unit:</b></p> <p><b>Essential Question:</b></p> <p><b>Supporting Question(s):</b></p> <p><b>Literacy Skill:</b> Main Idea and Summarizing</p> <p><b>Vocabulary:</b></p> <p><b>Instructional Routines:</b> Annotations</p>	<p><b>TCM - <a href="#">Primary Source Reader: We Go to School</a></b>  <a href="#">Lesson (pp. 149-158)</a>  <a href="#">"School Then and Now" (p. 54)</a>  <a href="#">Primary Source Activity (p. 53)</a>  <a href="#">"School Long Ago" (p. 57)</a></p> <p><b>TCM - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook "My Time Line" (p. 48)</a></b></p> <p><b>TCM - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook "How Is Your Life Different?" (p. 50)</a></b></p> <p><b>TCM - <a href="#">Primary Source Reader: We Go to School Quiz (p. 158)</a></b></p> <p><b>TCM - <a href="#">Primary Source Reader: We Go to School</a></b>  <a href="#">Lesson</a>  <a href="#">Activities from the Book, Write It!</a></p>	<p><b>Social Studies Writing Prompt:</b></p>

**Module 1**  
**Kindergarten Curriculum Map Literacy & Integrated Content**

		<a href="#">Activity (p. 52)</a> <b>TCM</b> - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook "From Long Ago" (p. 49)</a>	
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