


Ganado Unified School District (English Language Arts/Kindergarten)

PACING Guide SY 2016-2017

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter (August 1st - October 7th 2016)				
Houghton Mifflin Harcourt: Reading Wonders Curriculum Start Smart UNIT 1 UNIT 2 <u>Resources</u> <ul style="list-style-type: none"> • Big Book and Little Book of Reading/Writing Workshop • Literature Big Books • Interactive Read-Aloud Cards • Teacher Editions • Teaching Posters • Puppet • Leveled Readers (orange – approaching, blue – on level, green – 	K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, settings, and major events in a story. K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.5 Identify the front cover, back cover, and title page of a book. K.RF.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written 	Unit 1	K.RL.2 I can retell a story. K.RL.3 I can name the characters, setting, and events in a story. K.RL.6 I can tell about the author and the illustrator of a story. K.RI.2 I can tell the topic and details of a story. K.RI.5 I can name the parts of a book. K.RF.1 I can tell how a book is organized. <ul style="list-style-type: none"> a. I can follow words from left to right, top to bottom, and page by page. b. I know that written words represent spoken words. c. I know that words are separated by spaces in print. d. I know and can name all of the letters of the alphabet. K.RF.2 I can use words, syllables, and sounds.	Unit 1
		Week 1: How can we get along with friends?		<u>Week 1</u>
		Week 2: How Do Baby Animals Move?		<u>Week 2</u>
		Week 3: How can your senses help you learn?		<u>Week 3</u>
		Unit 2		Unit 2
		Week 1: How do tools help us to explore?		<u>Week 1</u>
		Week 2: What shapes do you see around you?		<u>Week 2</u>
		Week 3: What kind of bugs do you know about?		<u>Week 3</u>
				<u>Week 1</u>
				<u>Week 2</u>
	<u>Week 3</u>			

<p>beyond level, <i>purple – ELL never received</i>)</p> <ul style="list-style-type: none"> • Student Practice Books • Visual Vocabulary Cards • Leveled Work Station Activity Cards • Retelling Cards • Photo Cards • High Frequency Word Cards • Sound Spelling Cards • Response Board • Unit Assessment • Benchmark Assessment <p><u>Digital Resources:</u> www.connected.mcgraw-hill.com</p> <ul style="list-style-type: none"> • Planning, Assessing, and Professional Development • ELL Activities • Tier 2 Intervention • Interactive Games and Activities 	<p>language by specific sequences of letters.</p> <ul style="list-style-type: none"> c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. I can count and say syllables in words. c. I can put together word parts. I can take apart word parts. d. I can read CVC words. I can say each sound of a word. <p>K.RF.3 I can decode words.</p> <ul style="list-style-type: none"> a. I know the sounds of each consonant. b. I can spell words with short and lone vowel sounds. c. I can read sight words. d. I can tell how two words that sound alike are different. <p>K.W.1 I can use pictures and words to tell what I think about a topic or a book.</p> <p>K.W.2 I can use pictures and words to tell about a topic.</p> <p>K.W.3 I can use pictures and words to tell about the events in a story. I can tell the events in order. I can tell how the story made me feel.</p> <p>K.W.4</p> <ul style="list-style-type: none"> a. <p>K.SL.1 I can take part in group talks about topics and stories.</p>	<p>Observe</p>
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- Word Building Cards
- Sound Spelling Cards
- Sound Pronunciation Audio
- Activities for Students at Home
- Messages from the Teacher
- Class Wall for Student Work

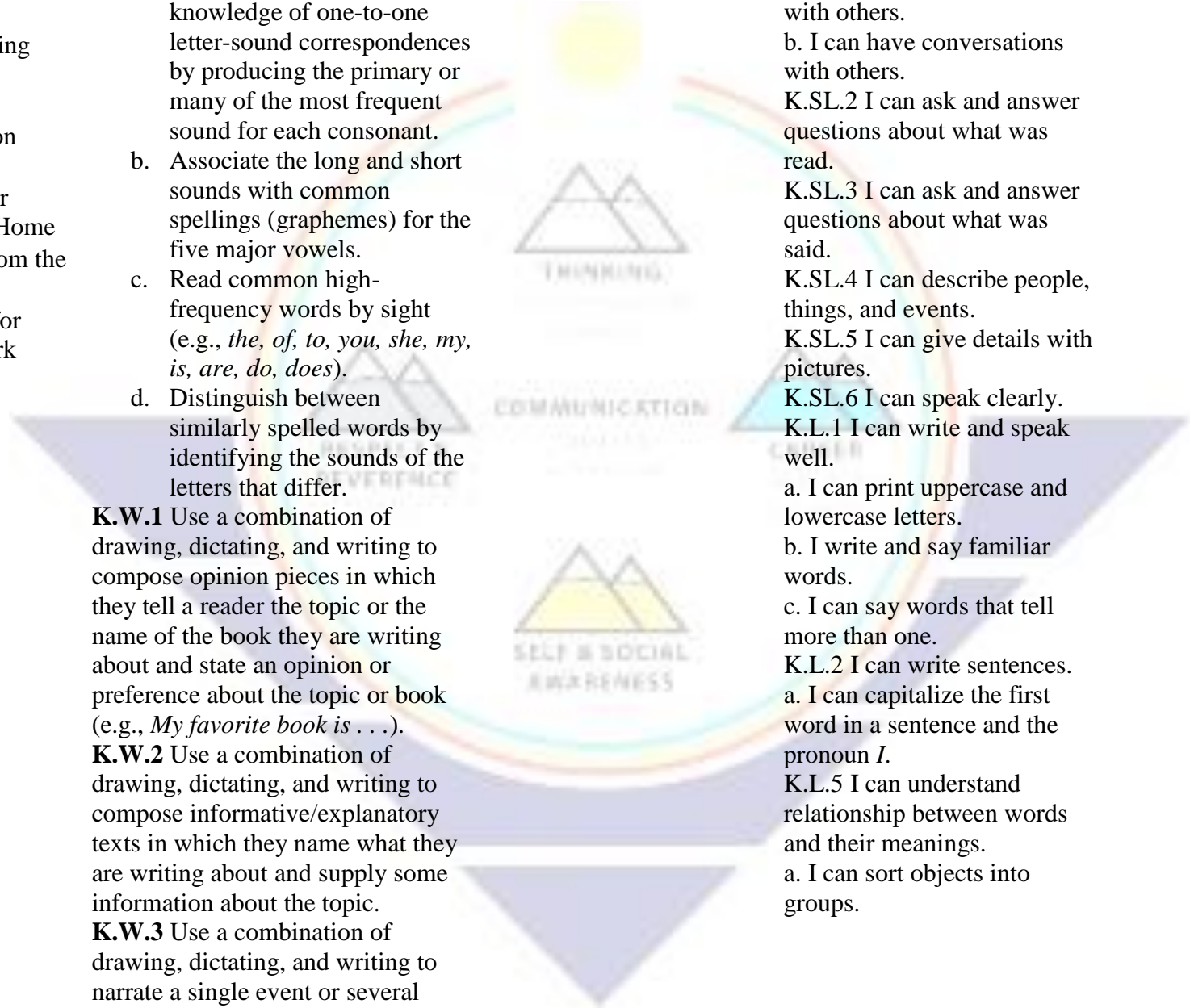
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the

- I can listen to and share with others.
 - I can have conversations with others.
- K.SL.2 I can ask and answer questions about what was read.
- K.SL.3 I can ask and answer questions about what was said.
- K.SL.4 I can describe people, things, and events.
- K.SL.5 I can give details with pictures.
- K.SL.6 I can speak clearly.
- K.L.1 I can write and speak well.
- I can print uppercase and lowercase letters.
 - I write and say familiar words.
 - I can say words that tell more than one.
- K.L.2 I can write sentences.
- I can capitalize the first word in a sentence and the pronoun *I*.
- K.L.5 I can understand relationship between words and their meanings.
- I can sort objects into groups.



events in the order in which they occurred, and provide a reaction to what happened.

K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments,

notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.

K.SL.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering



questions about key details and requesting clarification if something is not understood.

K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

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

K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.

K.L.5 With guidance and support from adults, explore word



relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Second Quarter (October 10th – December 16th 2016)

<p>Houghton Mifflin Harcourt: Reading Wonders Curriculum</p> <p>UNIT 3 UNIT 4 UNIT 5 week 1 & week 2</p> <ul style="list-style-type: none"> • Big Book and Little Book of Reading/Writing Workshop • Literature Big Books • Interactive Read-Aloud Cards • Teacher Editions • Teaching Posters • Puppet • Leveled Readers (orange – approaching, blue – on level, green – beyond level, 	<p>K.RL.1 With prompting and support, ask and answer questions about key details in a text</p> <p>K.RL.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant- 	<p style="text-align: center;">Unit 3</p> <p>Week 1: What rules do we follow in different places?</p> <p>Week 2: What are the different sounds we hear?</p> <p>Week 3: What places do you go to during the week?</p> <p style="text-align: center;">Unit 4</p> <p>Week 1: Who are your neighbors?</p> <p>Week 2: How can people help to make your</p> <p>Week 3: What do living things need to grow?</p>	<p>ELA 2nd Quarter</p> <p>K.RL.1. I can ask and answer questions about what was read.</p> <p>K.RL.5 I can tell difference between stories, poems, and other things to read.</p> <p>K.RI.1 I can ask and answer questions about what I read.</p> <p>K.RI.6 I can name the author and the illustrator and tell what they do.</p> <p>K.RF.2 I can use words, syllables, and sounds.</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. I can count and say syllables in words. c. I can put together word parts. I can take apart word parts. d. I can read CVC words. I can say each sound of a word. <p>K.W.5 I can answer questions about what I write.</p> <p>K.W.6 I can use a computer to write and publish a story.</p>	<p style="text-align: center;">UNIT 3</p> <p><u>Week 1</u></p> <p>Rules Prank Responsible Cooperate Guard</p> <p><u>Week 2</u></p> <p>Chat Exclaimed Familiar Listen Volume</p> <p><u>Week 3</u></p> <p>Intelligent Local Neighborhood Volunteer</p> <p style="text-align: center;">UNIT 4</p> <p><u>Week 1</u></p> <p>Equipment Expect Remained Uniform</p>
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purple – ELL never received)

- Student Practice Books
- Visual Vocabulary Cards
- Leveled Work Station Activity Cards
- Retelling Cards
- Photo Cards
- High Frequency Word Cards
- Sound Spelling Cards
- Response Board
- Unit Assessment
- Benchmark Assessment

Digital Resources:

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- Planning, Assessing, and Professional Development
- ELL Activities
- Tier 2 Intervention
- Interactive Games and Activities

vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

- d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

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

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

K.SL.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).

Unit 5

Week 1: How do living things change as they grow?



COMMUNICATION



K.SL.1 I can take part in group talks about topics and stories.

- a. I can listen to and share with others.
- b. I can have conversations with others.

K.SL.2 I can ask and answer questions about what was read.

K.SL.3 I can ask and answer questions about what was said.

K.SL.4 I can describe people, places, things, and events.

K.SL.5 I can give details with pictures.

K.L.1 I can write and speak well.

- d. I can use questions words.
- e. I can use prepositions.
- f. I can use complete sentences.

K.L.2 I can write sentences.

- b. I can name punctuation marks.
- c. I can write a letter or letters for consonant and short vowel sounds.

Utensils

Week 2

Appreciate Cultures
Prefer Proud Tradition

Week 3

Community Confused Harvest Improve Quarrel

UNIT 5

Week 1

Soak Plant Require Crowd Harmful

- Word Building Cards
- Sound Spelling Cards
- Sound Pronunciation Audio
- Activities for Students at Home
- Messages from the Teacher
- Class Wall for Student Work

- b. Continue a conversation through multiple exchanges.
- K.SL.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.
- K.L.2** Demonstrate command of the conventions of Standard English



capitalization, punctuation, and spelling when writing.

b. Recognize and name end punctuation.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Third Quarter (January 2nd – March 10th 2017)

<p>Houghton Mifflin Harcourt: Reading Wonders Curriculum</p> <p>UNIT 5 week 3 UNIT 6 UNIT 7 UNIT 8 week 1</p> <ul style="list-style-type: none"> • Big Book and Little Book of Reading/Writing Workshop • Literature Big Books • Interactive Read-Aloud Cards • Teacher Editions • Teaching Posters • Puppet • Leveled Readers (orange – approaching, blue – on level, green – beyond level, 	<p>K.RL.4 Give examples of how the weather affects people’s daily activities.</p> <p>K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p>	<p>Unit 5</p> <p>Week 2: What kinds of things grow on a farm?</p> <p>Week 3: How are the seasons different?</p> <p>Unit 6</p> <p>Week 1: What happens in different kinds of weather?</p> <p>Week 2: How can you stay safe in bad weather?</p> <p>Week 3: How are some animals the alike and how are they different?</p> <p>Unit 7</p> <p>Week 1: How do you take care of different kinds of pets?</p> <p>Week 2: Where do animals live?</p>	<p>K.RL.4 I can ask and answer questions about words I do not know in a story.</p> <p>K.RL.7 I can tell how the story and the pictures go together.</p> <p>K.RI.4 I can ask and answer questions about words I do not know in a story.</p> <p>K.RI.6 I can name the author and the illustrator and tell what they do.</p> <p>K.RI.8 I can tell what the author is thinking and why.</p> <p>K.RF.2 I can use words, syllables, and sounds.</p> <p>a. Recognize and produce rhyming words.</p> <p>b. I can count and say syllables in words.</p> <p>c. I can put together word parts. I can take apart words parts.</p> <p>d. I can read CVC words. I can say each sound of a word.</p> <p>K.RF.3 I can decode words.</p>	<p>UNIT 5</p> <p><u>Week 3</u></p> <p>Beneath Delicious Fresh Raise Special</p> <p>UNIT 6</p> <p><u>Week 1</u></p> <p>Active Migrate Seasons Spot Weather</p> <p><u>Week 2</u></p> <p>Clever Drought Predict Storm Temperature</p> <p><u>Week 3</u></p> <p>Celebration Enough Notice</p>
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**purple – ELL
never received)**

- Student Practice Books
- Visual Vocabulary Cards
- Leveled Work Station Activity Cards
- Retelling Cards
- Photo Cards
- High Frequency Word Cards
- Sound Spelling Cards
- Response Board
- Unit Assessment
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Digital Resources:

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- Planning, Assessing, and Professional Development
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- Interactive Games and Activities

- b. Count, pronounce, blend, and segment syllables in spoken words.
Blend and segment onsets and rimes of single-syllable spoken words.
- c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
- d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

- a. I know the sounds of each consonant.
- b. I spell words with short and long vowel sounds.
- c. I can read sight words.
- d. I can tell how two words that sound alike are different.
- K.RF.4 I can understand what I read.
- K.W.6 I can use a computer to write and publish a story.
- K.W.7 I can work with others to read and write about a topic.
- K.W.8 I can use what I know or learn to answer questions.
- K.SL.2 I can ask and questions about what was read.
- K.SL.4 I can describe people, place, things, and events.
- K.SL.5 I can give details with pictures.
- K.SL.6 I can speak clearly.
- K.L.2 I can write sentences.
- d. I can spell simple words.
- e.
- f.
- K.L.4 I know the meanings of unknown and multiple-meaning words and phrases.
 - a. I can learn new meanings for words I know.

Prepare
Safe

UNIT 7

Week 1
Appearance
Behavior
Exercise
Plenty
Wander

Week 2
Compared
depend

- Word Building Cards
- Sound Spelling Cards
- Sound Pronunciation Audio
- Activities for Students at Home
- Messages from the Teacher
- Class Wall for Student Work

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RF.4 Read emergent-reader texts with purpose and understanding.

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

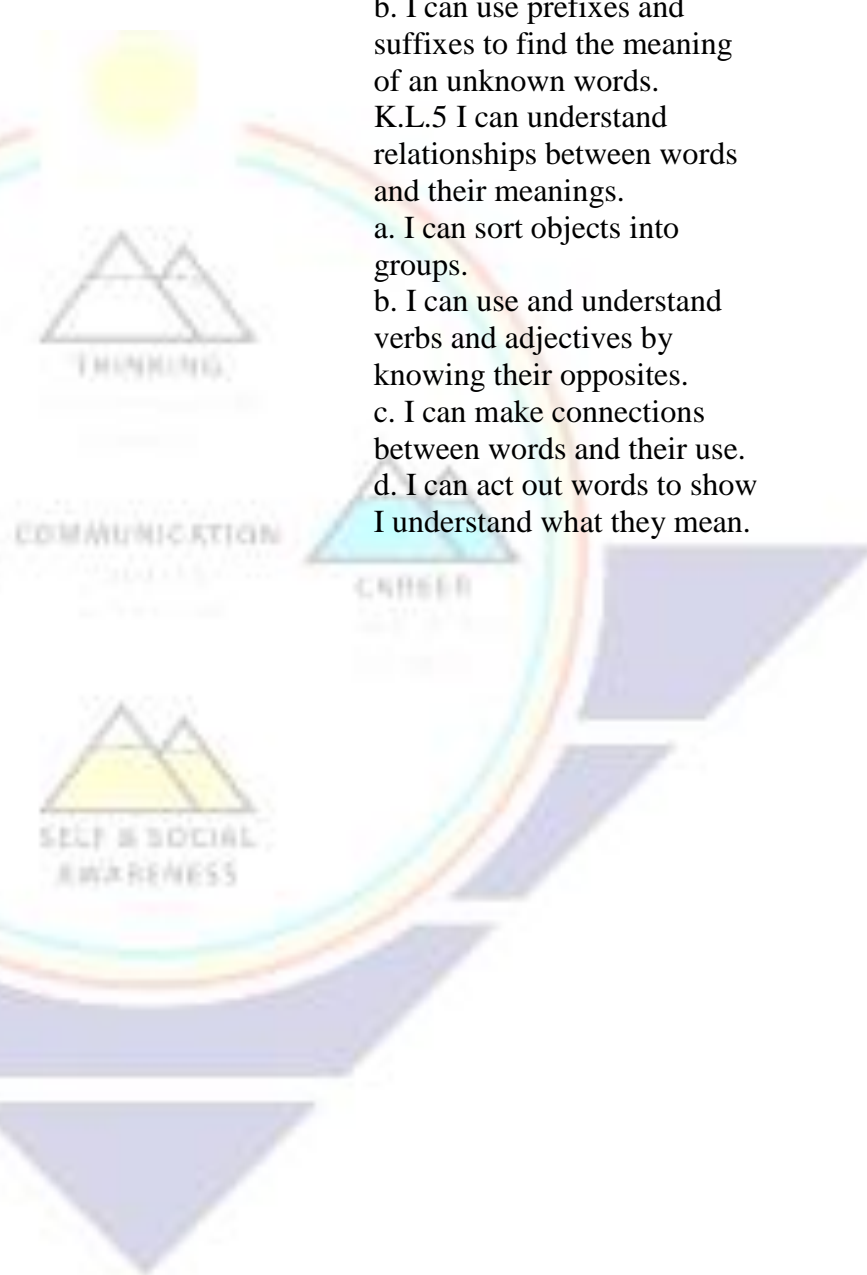
K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

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

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



b. I can use prefixes and suffixes to find the meaning of an unknown words.

K.L.5 I can understand relationships between words and their meanings.

a. I can sort objects into groups.

b. I can use and understand verbs and adjectives by knowing their opposites.

c. I can make connections between words and their use.

d. I can act out words to show I understand what they mean.

K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- d. Capitalize the first word in a sentence and the pronoun I.
- e. Recognize and name end punctuation.
- f. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

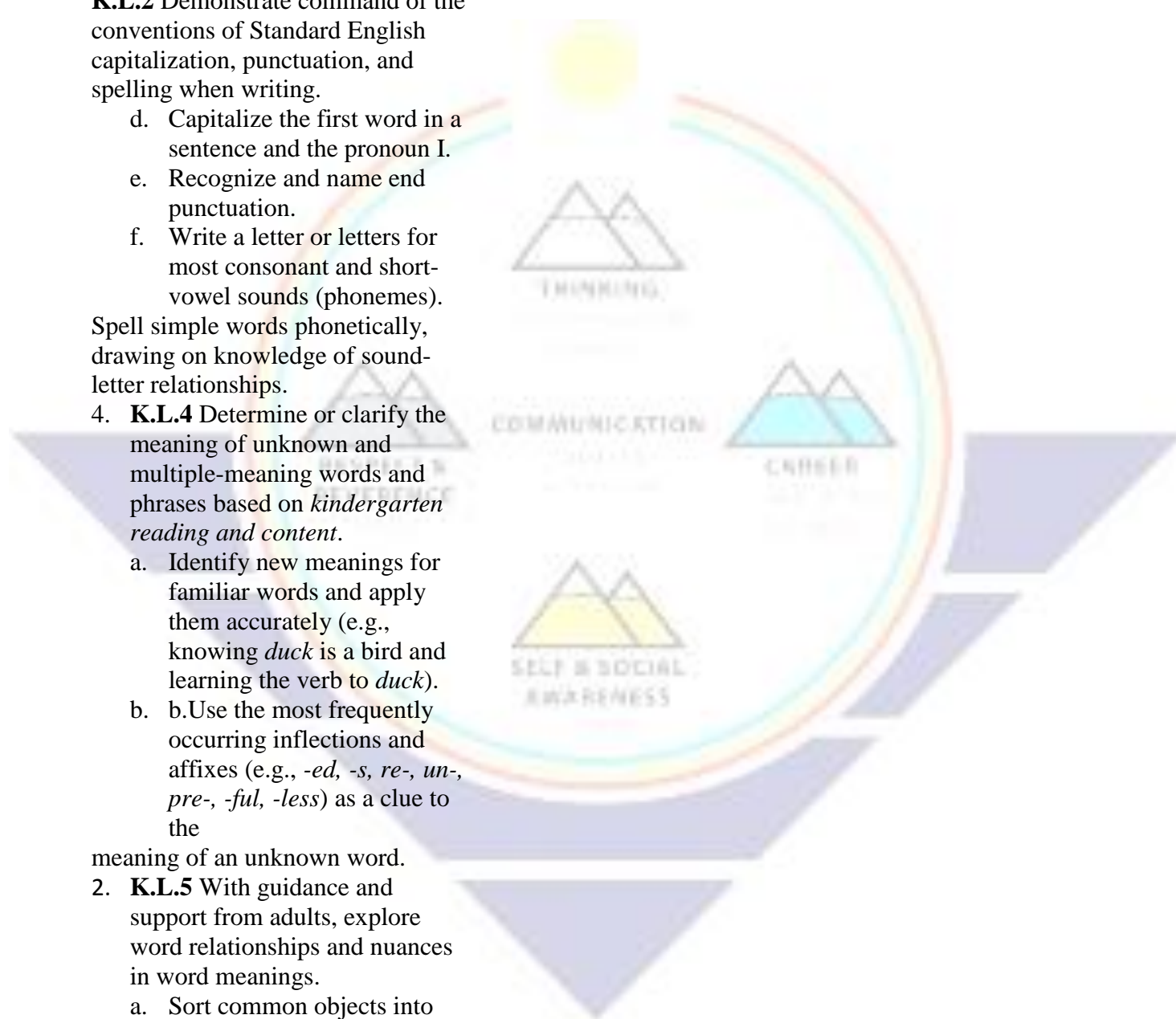
4. **K.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the

meaning of an unknown word.

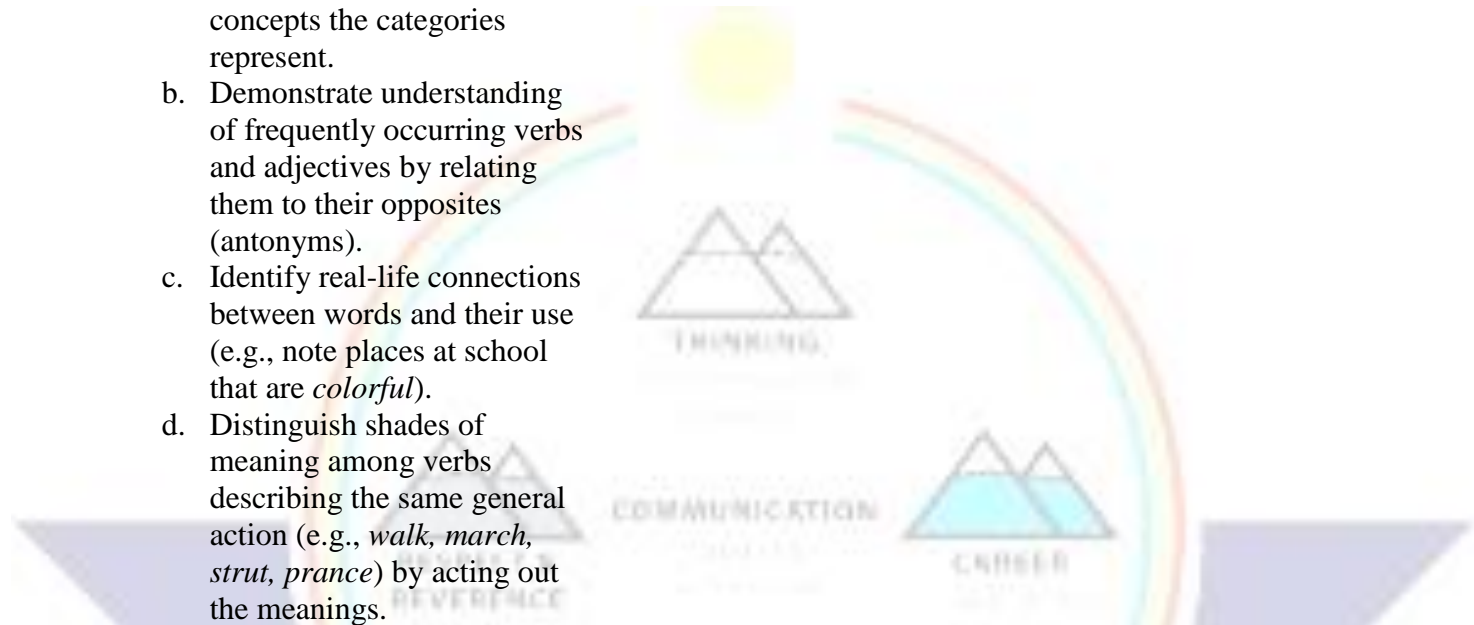
2. **K.L.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes,



foods) to gain a sense of the concepts the categories represent.

- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.



Fourth Quarter (March 21st – May 19th 2017)

<p>Houghton Mifflin Harcourt: Reading Wonders Curriculum</p> <p>UNIT 8 week 2 & week 3 UNIT 9 UNIT 10</p> <ul style="list-style-type: none"> • Big Book and Little Book of Reading/Writing Workshop • Literature Big Books 	<p>K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>UNIT 8</p> <p>Week 1: What can help you go from here to there?</p> <p>Week 2: What do you know about our country?</p> <p>Week 3: What do you see in the Sky?</p> <p>UNIT 9</p> <p>Week 1: How can you help out at home?</p>	<p>K.RL.10 I can take group reading activities.</p> <p>K.RI.7 I can tell how the pictures and the words go together.</p> <p>K.RI.9 I can compare two stories.</p>	<p>UNIT 8</p> <p><u>Week 1</u> Here Me</p> <p><u>Week 2</u> Careful Connect Country Purpose Travel This What</p> <p><u>Week 3</u> Challenge</p>
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- Interactive Read-Aloud Cards
- Teacher Editions
- Teaching Posters
- Puppet
- Leveled Readers (orange – approaching, blue – on level, green – beyond level, **purple – ELL never received**)
- Student Practice Books
- Visual Vocabulary Cards
- Leveled Work Station Activity Cards
- Retelling Cards
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- High Frequency Word Cards
- Sound Spelling Cards
- Response Board
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Digital Resources:
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- Planning, Assessing, and

K.RI.10 Actively engage in group reading activities with purpose and understanding.

a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.

K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RF.4 Read emergent-reader texts with purpose and understanding.

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

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.SL.2 Confirm understanding of a text read aloud or information

Week 2: What do good Citizen do?

Week 3: How can things in nature be used to make new things?

UNIT 10
 Week 1: What can happen when we work together?

Week 2: In what ways are things alike? How are they different?

Week 3: What ideas can you suggest to protect the environment?



K.RI.10 I can take part in group reading activities.

a. I can understand what I read.

K.RF.3 I can decode words.

b. I can spell words with short and long vowel sounds.

c. I Can read sight words.

d. I can tell how two words that sound alike are different.

K.RF.4 I can understand what I read.

K.W.7 I can work with others to read and write about a topic.

K.W.8 I can use what I know or learn to answer questions.

Distance recognize space surface

UNIT 9

Week 1
 chores contribute

Week 2
 citizen respect

Week 3
 Natural resources create

UNIT 10

Week 1
 decide opinion

Week 2
 sort similar

Week 3
 Environment protect

- Professional Development
- ELL Activities
- Tier 2 Intervention
- Interactive Games and Activities
- Word Building Cards
- Sound Spelling Cards
- Sound Pronunciation Audio
- Activities for Students at Home
- Messages from the Teacher
- Class Wall for Student Work

presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

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

