# Reading Wonders Curriculum Guide
## UNIT 1

**Grade K Content Area: Reading**

### Unit 1: Take A New Step

**Big Idea:** What Can We Learn When We Try New Things?  
15 days to complete unit

### Week 1: Make New Friends

5 days for week 1

**Essential Question(s):**
How Can We Get Along With New Friends?

**Vocabulary:**
Friend     problem    escape    grasped    rescue

### Common Core ELA Standards:

- 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. **SL.K.2**
- Read common high-frequency words by sight. **RF.K.3c**
- Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the sounds for each constant. **RF.K.3a**
- With prompting and support, ask then answer questions about key details in a text. **RL.K.1**
- With prompting and support, describe the relationship between illustrations and the story in which they appear. **RL.K.7**
- Identify real-life connections between words and their use. **L.K.5c**
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. **RF.K.2d**

### INTRODUCE:

**Background Knowledge**
Make New Friends (but Keep the Old) - Poem
“Come and Play” – Big Book pp. 6-7

### TEACH:

**Close Read:** What About Bear? - fantasy (BRL)
**Mini Lesson:** Strategy: Ask and Answer Questions/ Skill: Key Details  Phonics: /m/ m- final and initial

### APPLY:

**Paired Text:** “How to Be a Friend” – informational text (130L)
**Shared Reading:** “I Can” – Nonfiction (BRL)
“Can I” - Fiction (BRL)
**Mount Holly Schools: Reading Wonders Curriculum Guide**

**UNIT 1**

Grade K Content Area: Reading

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<tr>
<th>DIFFERENTIATE: Guided Reading (Each has a paired selection inside)</th>
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<td>A: Soup (BRL)</td>
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<tr>
<td>O: Mouse and Monkey (BRL)</td>
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<tr>
<td>ELL: Mouse and Monkey (BRL)</td>
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<tr>
<td>B: Come and Play! (90L)</td>
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<tr>
<th>INTEGRATE: Whole Group</th>
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<tr>
<td>Research and Inquiry – create poster about how to be a good friend T52-53 <strong>W.K.7, W.K.8</strong></td>
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<tr>
<td>Text Connections- making friends T54 <strong>RL.K.9, SL.K.1</strong></td>
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<tr>
<td>Talk About Reading- fantasy, asking/answering questions, key details T55 <strong>SL.K.2</strong></td>
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<th>ASSESS:</th>
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<tr>
<td><strong>Week 1 Assessments</strong></td>
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<td>Phonemic Awareness/Phonics: Letter /m/ (initial/final)- practice book pp.27-28, 30</td>
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<td>High Frequency Words: the-practice book pp. 31-32</td>
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<td>Comprehension: Key Details- practice book p.29</td>
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**Unit 1: Take A New Step**

<table>
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<tr>
<th>Big Idea: What Can We Learn When We Try New Things?</th>
<th>15 days to complete unit</th>
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**Week 2: Get Up and Go!**

<table>
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<tr>
<th>Essential Question(s):</th>
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<tr>
<td>How do baby animals move?</td>
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<table>
<thead>
<tr>
<th>Vocabulary:</th>
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<tr>
<td>adventure movement arrived exciting exhausted</td>
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**READING**
Common Core ELA Standards:
- 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. **SL.K.2**
- Read common high-frequency words by sight. **RF.K.3c**
- Associate the long and short sounds with common spelling for the five major vowels. **RF.K.3b**
- With prompting and support, ask then answer questions about key details in a text. **RL.K.1**
- With prompting and support, describe the relationship between illustrations and the story in which they appear. **RL.K.7**
- Identify real-life connections between words and their use. **L.K.5c**
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. **RF.K.2d**

INTRODUCE:
- Background Knowledge
  - Animals in Motion- Poem
  - “On the Move” – Big Book, pp 24-25

TEACH:
- Close Read: Pouch! – fantasy (290L)
- Mini Lesson: Strategy: Ask and Answer Questions, Skills: Key Details  Phonics: /a/ a- initial and medial

APPLY:
- Shared Reading: “We Can”-Nonfiction (BRL)
  - “I Can, We Can”- Fiction (BRL)
- Paired Text: “Baby Animals on the Move” – informational text (140L)

DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
- A: Hop! (BRL)
- O: We Hop! (BRL)
- ELL: We Hop! (BRL)
- B: We Can Move! (140L)

INTEGRATE: Whole Group
- Research and Inquiry – Animal Puppet T134-135  **W.K.7, W.K.8**
- Text Connections- Compare How baby Animals Move T136  **RL.K.9, SL.K.1**
- Talk About Reading- Becoming Readers  T137  **SL.K.2**

ASSESS:
- Week 2 Assessments
  - Phonemic Awareness/Phonics: Letter /a/ (initial/final)- practice book pp.35-36, 38
  - High Frequency Words: we- practice book pp. 39-40
  - Comprehension: Key Details- practice book p.37
## Unit 1: Take A New Step

### Big Idea: What Can We Learn When We Try New Things?

15 days to complete unit

### Week 3: Use Your Senses

5 days for week 3

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
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<tbody>
<tr>
<td>How can your senses help you learn?</td>
<td>explore, senses, feast, finished, kneads</td>
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### Common Core ELA Standards:

- 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. SL.K.2
- Read common high-frequency words by sight. RF.K.3c
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- With prompting and support, ask then answer questions about key details in a text. RL.K.1
- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- Identify real-life connections between words and their use. L.K.5c
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. RF.K.2d

### INTRODUCE:

- Background Knowledge
  - The Sailor Went Sea, Sea, Sea-Poem
  - My Five Senses, Big Book pp. 42-43

### TEACH:

- **Close Read:** Senses at the Shore-informational text (190)
- **Mini Lesson:** Strategy: Ask and Answer Questions, Skill: Key Details  Phonics: /s/ s- initial

### APPLY:

- **Shared Reading:** “Sam Can See” (BRL)
  - “I Can See” (BRL)
- **Paired Text:** “I Smell Springtime”- Poetry (NP)
**DIFFERENTIATE: Guided Reading (Each has a paired selection inside)**

A: At the Beach (BRL)
O: At School (BRL)
ELL: At School (BRL)
B: See it Grow (BRL)

**INTEGRATE: Whole Group**

Research and Inquiry – Senses Display T216-T217 **W.K.7**
Text Connections - Compare How People Use Their Senses T218 **RI.K.9, RL.K.5**
Talk About Reading - Become Readers T219 **SL.K.2**

**ASSESS:**

**Week 3 Assessments**

*Phonemic Awareness/Phonics:* Letter /s/ (initial) - practice book pp. 43-44, 46
*High Frequency Words:* see - practice book pp. 47-48
*Comprehension:* Key Details - practice book p.45

**Unit Assessments:**
- Quarterly Comprehension Assessment
- STAR Early Literacy Assessment