

Rhodes School District 84.5

Kindergarten ReadyGen Curriculum Guide

Unit 1	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
1	A (13 Lessons) <i>Living Together: This is Home</i>	How do readers use both words and illustrations to understand stories?	Readers understand that there is a relationship between illustrations and words. Learners understand that home is an important concept to all living things.	Readers will use both words and illustrations to retell stories. Learners will recognize the importance of home to all living things.	RL.K.2: With prompting and support, retell familiar stories, including key details. RL.K.3: With prompting and support, identify characters, setting, and major events in a story.	Performance-Based Assessment: *Select Little Pip or Hermit Crab to tell about a major event that happened to the character. Remember to draw a picture of the animal or event. *Write or orally tell your teacher what is happening in the picture.	Anchor Text: Where is Home, Little Pip? Supporting Texts-Text Collection: A House for Hermit Crab Poetry-Text Collection: “Ducks Quack Me Up” “Sea Creatures”	Module Planner Teacher’s Guide (TG) pgs. 8-9 Scaffolded Strategies Handbook (SSH) Where is Home, Little Pip? Unlock the Text p.6-7. A House for Hermit Crab Unlock the Text p. 12-13. Sleuth/Small Group Support or Extension: Riding Mr. Frank’s Bus Module A, Lesson 3 pgs. 36-37. Gadget is Gone! Module A, Lesson 13, pgs. 136-137.	Letter Recognition Aa-Ss Sight Words: I, am, the, little
1	B (12 Lessons) <i>Living Together: This is Home</i>	How do readers use text evidence to answer questions about	Readers understand that asking and answering questions helps them understand	Readers will answer questions about key details in informational texts.	RI.K.1: Ask and Answer questions about key details in a text.	Optional Performance-Based Assessment: *Write about a special home.	Anchor Text: Life in a Pond Supporting Texts-Text Collection:	Module Planner (TG) pg. 158-159 SSH-Life in a Pond	Letter Recognition: Tt-Zz Sight words: a, to, am, little

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		informational texts?	information in texts. Learners understand that the environment affects living things.	Learners will identify different environments and their effects on living things.		Children will select an animal or plant from one of the selections. They will explain about the animal's or plants home. Optional Unit 1- Check Progress Unit 1- End of Unit Assessment: Comprehension, Vocabulary, Writing.	A Bed for the Winter Poetry-Text Collection: "Daddy Fell into the Pond" "Deer Mouse"	Unlock the Text pg. 18-19 SSH-A Bed for the Winter Unlock the Text pg. 24-25 Sleuth/Small Group Support or Extension: Mr. Squirrel Module B, Lesson 8 pg. 236-237	/m/ Spelled Mm /t/ Spelled Tt
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Unit 2	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
2	A (13 Lessons) <i>Understanding Then and Now</i>	How do readers look closely at stories to identify its characters, setting, and major events?	Readers understand that stories have characters, settings, and major events. Learners understand the concept of "then" and "now."	Readers will retell stories, including characters, settings, and major events. Learners will understand the difference between "then" and "now."	RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	Performance-Based Assessment: *At the beginning of the story, where is The Little House and how does she feel? In the middle of the story, where is The Little House and how does she feel? How does The Little House feel at the end of the story and why?	Anchor Text: The Little House Supporting Text-Text Collection: Four Seasons Make a Year Poetry-Text Collection: "Houses" "Seasons of the Year"	Module Planner Teacher's Guide (TG) pgs. 8-9 Scaffolded Strategies Handbook (SSH) The Little House Unlock the Text p.32-33. Four Seasons Make a Year Unlock the Text p. 38-39.	/a/ Spelled Aa /s/ Spelled Ss /p/ Spelled Pp Sight Words: have, is, little, am, we, like, my

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								<p>Sleuth/Small Group Support or Extension: School Buses Then and Now Module A, Lesson 3 pgs. 36-37.</p> <p>Our Travels in Thailand Module A, Lesson 13, pgs. 136-137.</p>	
2	<p>B (12 Lessons) Understanding Then and Now</p>	<p>How do readers ask questions to help them understand informational texts?</p>	<p>Readers understand that asking questions helps them understand a text.</p> <p>Learners understand that people's lives "then" were different from our lives today.</p>	<p>Readers will ask questions to better understand informational texts.</p> <p>Learners will identify similarities and differences between people's lives "then" and our lives today.</p>	<p>RI.K.1: With prompting and support, ask questions and key details in a text.</p>	<p>Optional-Performance-Based Assessment:</p> <p>*Write about Life on a Farm. Children will write about something in farm life that has changed over time.</p> <p>Optional Unit 2-Check Progress</p> <p>Unit 2- End of Unit Assessment: Comprehension, Vocabulary, Writing.</p>	<p>Anchor Text: Farming Then and Now</p> <p>Supporting Text-Text Collections: The Old Things</p> <p>Poetry-Text Collections: "Grandpa's Stories" "Children of Long Ago"</p>	<p>Module Planner (TG) pg. 158-159</p> <p>SSH-Farming Then and Now Unlock the Text pg. 44-45.</p> <p>SSH-The Old Things Unlock the Text pg. 50-51.</p> <p>Sleuth/Small Group Support or Extension: When the Lights Went Out Module B, Lesson 8 pg. 236-237</p>	<p>/k/ Spelled Cc /i/ Spelled li</p> <p>Sight Words: we, like, my, he, for</p>

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Unit 3	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
3	A (13 Lessons) <i>Predicting Change</i>	How do readers identify character experiences and reactions?	Readers understand that characters in literary texts have different experiences and reactions. Learners understand that we can use observations to predict change.	Readers will retell stories focusing on character experiences and reactions. Learners will use observations to predict change.	RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	Performance-Based Assessment: *How does Tessie react when she sees the rain? How does Peter react when he sees the snow? Are their reactions the same or different?	Anchor Text: Come on, Rain! Supporting Text-Text Collections: The Snowy Day Poetry-Text Collections: "Spring Rain" "Listen"	Module Planner Teacher's Guide (TG) pgs. 8-9 Scaffolded Strategies Handbook (SSH) Come, on Rain! Unlock the Text p.58-59. The Snowy Day Unlock the Text p. 64-65. Sleuth/Small Group Support or Extension: Bear and Fox Module A, Lesson 3 pgs. 36-37. Our Snowy Discovery Module A, Lesson 13, pgs. 136-137.	/n/ Spelled Nn /b/ Spelled Bb /r/ Spelled Rr /d/ Spelled Dd /k/ Spelled Kk Sight Words: me, with, she, little
3	B (12 Lessons) <i>Predicting Change</i>	How do readers ask and answer questions to better understand a text?	Readers understand that asking and answering questions helps them understand a text.	Readers will ask and answer questions to better understand informational texts.	RI.K.1: With prompting and support, ask questions and key details in a text.	Optional Unit 3- Check Progress Unit 3- End of Unit Assessment:	Anchor Text: What will the Weather Be? Supporting Text-Text Collections:	Module Planner (TG) pg. 158-159 SSH-What Will the Weather Be? Unlock the Text pg. 70-71.	/f/ Spelled Ff /o/ Spelled Oo Sight Words: see, look, for, they, you, of, she, we

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			Learners understand that sharing observations about the weather helps us gain information.	Learners will make and share weather observations to describe patterns of change.		Comprehension, Vocabulary, Writing.	Weather Words and What they Mean Poetry-Text Collections: "Weather Together" "Weather"	SSH-Weather Words and What They Mean Unlock the Text pg. 76-77. Sleuth/Small Group Support or Extension: Exploring Antarctica Module B, Lesson 8 pg. 236-237	
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Unit 4	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
4	A (13 Lessons) <i>Learning about Each Other and the World</i>	How do readers compare and contrast the experiences of different characters?	Readers understand that characters have similar experiences in different stories. Learners understand that different cultures share similar experiences.	Readers will compare and contrast characters and their experiences in stories. Learners will understand that different cultures blend together in both families and communities.	RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Performance-Based Assessment: *Draw and write about an experience the girl has in I Love Saturdays y domingos. Draw and write about an experience the girl has in Apple Pie 4 th of July. Are the experiences in both the stories the same or different? Why?	Anchor Text: I Love Saturdays y domingos Supporting Text-Text Collections: Apple Pie 4 th of July Poetry-Text Collections: "Grandmas and Grandpas" "The Crayon Box that Talked"	Module Planner Teacher's Guide (TG) pgs. 8-9 Scaffolded Strategies Handbook (SSH) I Love Saturdays y domingos Unlock the Text p.84-85. Apple Pie 4 th of July Unlock the Text p. 90-91.	/h/ Spelled Hh /l/ Spelled Ll Initial Consonant Blends with l Sight words: are, that, do, one, two, three, four, five

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								<p>Sleuth/Small Group Support or Extension: Two Talented Friends Module A, Lesson 3 pgs. 36-37.</p> <p>The Spider Weaver Module A, Lesson 13, pgs. 136-137.</p>	
4	<p>B (12 Lessons)</p> <p><i>Learning about Each Other and the World</i></p>	How do readers use text features to better understand informational text?	<p>Readers understand that informational texts may have a variety of text features.</p> <p>Learners understand that learning about different traditions helps us better understand others.</p>	<p>Readers will use text features to demonstrate understanding of informational texts.</p> <p>Learners will understand what makes different cultures unique and what makes them similar.</p>	<p>RL.K.5: Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.3: With prompting and support, describe the connection between individuals, events, ideas, or pieces of information in a text.</p>	<p>Optional-Performance-Based Assessment:</p> <p>*Write questions and answers. Children will think of two questions about the selections Making Music and Clothes in Many Cultures. They will use evidence from the texts to answer the questions. Pg. 282</p> <p>Optional Unit 4-Check Progress</p> <p>Unit 4- End of Unit Assessment:</p>	<p>Anchor Text: Making Music</p> <p>Supporting Text-Text Collections: Clothes in Many Cultures</p> <p>Poetry-Text Collections: "Kids" "It's a Small World"</p>	<p>Module Planner (TG) pg. 158-159</p> <p>SSH-Making Music Unlock the Text pg. 96-97. SSH-Clothes in Many Cultures Unlock the Text pg. 102-103.</p> <p>Sleuth/Small Group Support or Extension: Fun with Marbles Module B, Lesson 8 pg. 236-237</p>	<p>/g/ Spelled Gg /e/ Spelled Ee</p> <p>Sight Words: one, two, three, four, five, here, go, from</p>

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						Comprehension, Vocabulary, Writing.			
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Unit 5	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
5	A (13 Lessons) <i>Knowing about Patterns and Structures</i>	How do readers identify literary texts?	<p>Readers understand that literary texts can have different structures.</p> <p>Learners understand that patterns exist both in literary texts and in the natural world.</p>	<p>Readers will identify different types of literary texts.</p> <p>Learners will demonstrate understanding of various patterns in the world around them.</p>	RL.K.5: Recognize common types of texts (e.g., storybooks, poems)	<p>Performance-Based Assessment:</p> <p>*Students will retell the major events of their favorite text using pictures and words: The Tiny See or Jack's Garden.</p>	<p>Anchor Text: The Tiny Seed</p> <p>Supporting Text-Text Collections: Jack's Garden</p> <p>Poetry-Text Collection: "The Seed" "Green Plants"</p>	<p>Module Planner Teacher's Guide (TG) pgs. 8-9</p> <p>Scaffolded Strategies Handbook (SSH) The Tiny Seed Unlock the Text p.110-111. Jack's Garden Unlock the Text p. 116-117.</p> <p>Sleuth/Small Group Support or Extension: The Fish Brothers Race Module A, Lesson 3 pgs. 36-37.</p> <p>Trucks in the Neighborhood</p>	<p>/j/ Spelled Jj /w/ Spelled Ww /ks/ Spelled Xx /u/ Spelled Uu</p> <p>Sight Words: yellow, blue, green, have, for, what, said, was, she</p>

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								Module A, Lesson 13, pgs. 136-137.	
5	B (12 Lessons) <i>Knowing about Patterns and Structures</i>	How do readers identify the main topic and supporting details of an informational text? How does research on a topic strengthen informational writing?	Readers understand that texts contain a main idea and details support it. Learners understand that there are different kinds of patterns in nature.	Readers will determine the main topic and supporting details in informational texts. Learners will demonstrate understanding patterns in nature.	RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	Optional- Performance- Based Assessment: *Create a Did you Know? book. Children will research patterns in nature using Plant Patterns and Swirl by Swirl: Spirals in Nature, along with additional sources found during research. Children will then write Did you Know? books about patterns in nature that include information learned from their research. pg. 282 Optional Unit 5- Check Progress Unit 5- End of Unit Assessment: Comprehension, Vocabulary, Writing.	Anchor Text: Plant Patterns Supporting Text-Text Collections: Swirl by Swirl: Spirals in Nature Poetry-Text Collections: "Rainbow" "Zigzag"	Module Planner (TG) pg. 158-159 SSH-Plant Patterns Unlock the Text pg. 122-123. SSH-Swirl by Swirl: Spirals in Nature Unlock the Text pg. 128-129. Sleuth/Small Group Support or Extension: Simple Machines Module B, Lesson 8 pg. 236-237	/u/ Spelled Uu /v/ Spelled Vv /z/ Spelled Zz /y/ Spelled Yy /kw/ Spelled Qq Sight Words: what, said, was, am, where, is, come, she, we

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Unit 6	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
6	A (13 Lessons) <i>Exploring Communities</i>	How do readers make connections between literary and informational texts on the same topic?	Readers understand that literacy and informational texts can explore similar topics. Learners understand that people participate in their communities in a variety of ways.	Readers will use both literary and informational texts to better understand a topic. Learners will explore various ways in which people participate in their communities.	RL.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.1: With prompting and support, ask questions and key details in a text.	Performance-Based Assessment: *Students will write a question about a person or place in one of the communities in <i>On the Town: A Community Adventure</i> or <i>Places in My Neighborhood</i> . Students will write or draw an answer to the question.	Anchor Text: On the Town: A Community Adventure Supporting Texts-Text Collection: Places in My Neighborhood Poetry-Text Collection: "Our Blocks" "This is My Community"	Module Planner Teacher's Guide (TG) pgs. 8-9 Scaffolded Strategies Handbook (SSH) On the Town: A Community Adventure Unlock the Text p.136-137. Places in My Neighborhood Unlock the Text p. 142-143. Sleuth/Small Group Support or Extension: City Adventures: San Francisco Module A, Lesson 3 pgs. 36-37. A Lucky Guy	/a/ Spelled a_e /e/ Spelled ee, ea /i/ Spelled i_e Sight Words: do, little, with, what, where, go, that, come, was, like, the, from

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								Module A, Lesson 13, pgs. 136-137.	
6	B (12 Lessons) <i>Exploring Communities</i>	How can readers ask and answer questions before, during, and after reading to better understand what they read?	Readers understand that asking questions before, during, and after reading helps them grasp the meaning of a text. Learners understand that cities are made up of neighborhoods where people live, work, and have fun together.	Readers will ask and answer questions before, during, and after reading about details in the text. Learners will understand why people and places in an urban community are important.	RL.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.1: With prompting and support, ask questions and key details in a text	Optional- Performance- Based Assessment: *Using information from the anchor and supporting texts and their own words and pictures, children will create a travel brochure that convinces people to visit a big city. Pg. 282 Optional Unit 5- Check Progress Unit 5- End of Unit Assessment: Comprehension, Vocabulary, Writing.	Anchor Text: Neighborhood Walk Supporting Texts-Text Collection: While I am Sleeping Poetry-Text Collection: "Sing a Song of Cities" "Manhattan Lullably" "Skyscraper"	Module Planner (TG) pg. 158-159 SSH-Plant Patterns Unlock the Text pg. 122-123. SSH-Swirl by Swirl: Spirals in Nature Unlock the Text pg. 128-129. Sleuth/Small Group Support or Extension: Simple Machines Module B, Lesson 8 pg. 236-237	/o/ Spelled o_e, oa /u/ Spelled u_e Short and Long Vowel Patterns Sight Words: of, my, yellow, we, blue, they, have, for, three, look, said, you