Unit: *Getting Ready to Learn-Intro to Kindergarten*	**Time:** *August 2026*

Standards Taught

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs
- K.RL.5 With prompting and support, explain differences between common types of texts
- K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.
- K.RL.7 With prompting and support, explain the relationship between illustrations and the text
- K.RI.1 With prompting and support, ask and answer questions about key details in a text
- K.RI.2 With prompting and support, identify the main topic and retell key details of a text
- K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- K.RI.5 With prompting and support, know and use various text features.
- K.RI.6 Identify the author and illustrator and define the role of each in an informational text
- K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text
- K.RF.1 Demonstrate understanding of the organization and basic features of print.
    - a. Follow words from left to right, top to bottom, and page by page.
    - d. Recognize and name all upper- and lowercase letters of the alphabet. e. Identify the front cover, back cover, and title page of a book.
- K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - a. Recognize and produce rhyming words
    - d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. * (This does not include CVC sending with /l/, /r/, or /x/.)
- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    - c. Read grade-level appropriate high-frequency words by sight
- K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
    - a. Follow agreed-upon rules for discussions
    - b. Continue a conversation through multiple exchanges

- K.SL.2 Confirm understanding from a source of information 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. With prompting and support, provide additional detail.
- K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation.
    - b. Use frequently occurring nouns and verbs.
- K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings.
    - a. Sort common objects into categories to gain a sense of the concepts the categories represent
    - c. Identify real-life connections between words and their use.
- K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received extra individual practice and one on one help.	*The classroom is set up with five groups so students can collaborate. Overall the environment is structured and has rules and procedures in place. Each child has their own desk with whole group discussion.*	*To practice the various Letter, Number, rhyming skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Handwriting Letter A-J* • *Letter & Number Card Games* • *Listening to Rhyme Stories and then discussing them* • *Being able to recognize their first and last names*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students needed to know or have some idea of the alphabet and the alphabet song.	*Nursery Rhymes* *Rhyme* *Uppercase and Lowercase Letters A, B, C, D, E, F, G, H, I, J* *Blend Syllables*	*Handwriting pages will be done to make sure students have proper skills to make letters correctly.*

<table>
<tr><td></td><td>Segment Syllables</td><td>Recognize the Uppercase and Lowercase Letters A-J by writing them.

Distinguish between letters and numbers by using cards to short between the two.</td></tr>
<tr><td>Reflection: Overall, this unit was effective to start the year. Students learned letters A-J uppercase and lowercase, and the sounds each letter makes. We started working with blending and segmenting syllables and more work will be done as the year goes on.</td><td colspan="2">Essential Questions:
What is a rhyme?
What is your first and last name?
What is a syllable?
What sound does each letter make? (A-J)
What does an uppercase and lowercase letter look like? (A-J)
What are some words that start with each letter? (A-J)</td></tr>
<tr><td colspan="3">Relevance: Students are learning the letters A-J and being able to write uppercase and lowercase for each and identify their sound.</td></tr>
</table>

Unit: *Unit 1- Social Relationships*	**Time:** *September-October 2026*

Standards Taught

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, describe characters, settings, and major events in a story
- K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs
- K.RL.5 With prompting and support, explain differences between common types of texts
- K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.
- K.RL.7 With prompting and support, explain the relationship between illustrations and the text
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
- K.RL.10 By the end of the year read and comprehend a variety of literary text
- K.RI.1 With prompting and support, ask and answer questions about key details in a text
- K.RI.2 With prompting and support, identify the main topic and retell key details of a text
- K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- K.RI.5 With prompting and support, know and use various text features.
- K.RI.6 Identify the author and illustrator and define the role of each in an informational text
- K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text
- K.RF.1 Demonstrate understanding of the organization and basic features of print.
    - a. Follow words from left to right, top to bottom, and page by page.
    - d. Recognize and name all upper- and lowercase letters of the alphabet. e. Identify the front cover, back cover, and title page of a book.
    - e. Identify the front cover, back cover, and title page of a book.
- K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - a. Recognize and produce rhyming words
    - d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. * (This does not include CVC sending with /l/, /r/, or /x/.)
- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    - c. Read grade-level appropriate high-frequency words by sight

- K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
    - a. Follow agreed-upon rules for discussions
    - b. Continue a conversation through multiple exchanges
- K.SL.2 Confirm understanding from a source of information 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. With prompting and support, provide additional detail.
- K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation.
    - b. Use frequently occurring nouns and verbs.
- K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings.
    - a. Sort common objects into categories to gain a sense of the concepts the categories represent
    - c. Identify real-life connections between words and their use.
- K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received extra individual practice and one on one help. Title teachers and aids will be there to help.	*The classroom is set up with five groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.*	*To practice the various reading skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Writing Practices*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students needed to know what rhyming words are and the alphabet song so we can review letters.	*Sight words- I, like, the, and* *Rhyming Words* *Fluency* *Nouns for People* *Writing- Conventions* *Main Ideas* *Classify and Categorize* *Family words* *Antonyms* *Synonyms* *Beginning Sounds*	*Unit test reviewing all material covered in unit* *Work book comprehension questions* *Class discussion* *Handwriting test for letters A - Z*

Reflection: *Overall, this unit was effective in helping my students understand rhyming words and practicing letters.*	**Essential Questions:** • *What is the same about all families?* • *What are Rhyming words?* • *What are Nouns for People?* • *How do you Classify and Categorize Family Words?* • *What are Synonyms?* • *What are Antonyms?* • *What are Action Verbs in Present Tense?*
Relevance: It is important for the students to be able to use rhyming words and identify letters.	

Unit: *Unit 2- Life Science*	**Time:** *November 2026-December 2026*

Standards Taught

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, describe characters, settings, and major events in a story.
- K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs.
- K.RI.5 With prompting and support, know and use various text features
- K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.
- K.RL.7 With prompting and support, explain the relationship between illustrations and the text.
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
- K.RL.10 By the end of the year read and comprehend a variety of literary text.
- K.RI.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.2 With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5 With prompting and support, know and use various text features.
- K.RI.6 Identify the author and illustrator and define the role of each in an informational text.
- K.RI.9 With prompting and support compare and contrast two texts on the same topic (similarities and differences).
- K.RI.10 By the end of the year read and comprehends a variety of informational text.
- K.RF.1 Demonstrate understanding of the organization and basic features of print.
    - a. Follow words from left to right, top to bottom, and page by page
    - b. Recognize that spoken words are represented in written language by specific sequences of letters.
    - c. Understand that words are separated by spaces in print
    - d. Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - b. Count, pronounce, blend, and segment syllables in spoken words
    - c. Blend and segment onsets and rimes of single-syllable spoken words

  - d. 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/.)
- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant.
  - b. Associate the long and short sounds for the five vowels.
  - c. Read grade-level appropriate high-frequency words by sight.
- K.RF.4 Read emergent-reader texts with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding
- 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.
- 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.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.
- K.W.6 With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.
- K.W.7 Participate in shared research and writing projects.
- K.W.8 With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources.
- K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions.
  - b. Continue a conversation through multiple exchanges.
- K.SL.2 Confirm understanding from a source of information 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. With prompting and support, provide additional detail.
- K.SL.5 Add drawings or other visual displays 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 all uppercase (capital) and lowercase letters of the alphabet using correct formation.
  - d. Understand and use question words (interrogatives)

- 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.
  - a. With prompting and support, capitalize the first word in a sentence and the pronoun I.
  - b. Recognize and name end punctuation.
  - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes)
  - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
  - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings.
  - a. Sort common objects into categories 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
  - d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received extra individual practice and one on one help. Title teachers and aids will be there to help.	*The classroom is set up with five groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.*	*To practice the various reading skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Writing Practices* • *Flash Cards and Various review games for letter sounds, letter recognition, and sight word recognition* • *Reading & Listening to weekly stories*

<table>
<tr><th>Prior Knowledge Needed</th><th>Vocabulary</th><th>Assessments</th></tr>
<tr><td>Students needed to know what vowels and consonants are and start identifying the short and long sound of each letter.</td><td>Blend Phonemes
Sight words- see, we, a, to
Adjectives for Size and Shape
Adjectives for Numbers
Synonyms
Adjectives for Color
Sensory Words
Blend Onset and Rime
Segment Onset and Rime</td><td>Unit test reviewing all material covered in unit

Work book comprehension questions

Class discussion

Handwriting test for letters A - Z</td></tr>
<tr><td>Reflection: This unit went well. Students had learned some of this information previously, and then we had new material. Overall it went great.</td><td colspan="2">Essential Questions:
How do our senses help us learn about the world?
What are our 5 senses?
What are the 5 vowels?
How many letters are consonants?
What is the short a sound?
How do animals communicate?
How do people communicate?
What is the long a sound?
What sound does the c make?
What sound does the p make?
Why do different animals move in different ways?
Why do people use wheels?
What can we create with shapes?</td></tr>
<tr><td colspan="3">Relevance: Children will be able to identify sight words, letters and sounds (short and long), and identify adjectives for colors, numbers, size, and shapes.</td></tr>
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Unit: *Unit 3- Earth Science*	**Time:** *December 2026- January 2027*

Standards Taught

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, describe characters, settings, and major events in a story.
- K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs
- K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.
- K.RL.7 With prompting and support, explain the relationship between illustrations and the text.
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- K.RL.10 By the end of the year read and comprehend a variety of literary text.
  a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands.)
  b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks
- K.RI.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.2 With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5 With prompting and support, know and use various text features.
- K.RI.6 identify the author and illustrator and define the role of each in an informational text.
- K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text.
- K.RI.8 With prompting and support, identify the details/evidence an author gives to support points in a text.
- K.RI.9 With prompting and support compare and contrast two texts on the same topic (similarities and differences).
- K.RI.10 By the end of the year read and comprehends a variety of informational text.
  - A. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficultly and complexity (e.g., layout, text structure, language/literary features, knowledge demands.)
  - B. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.
- K.RF.1 Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.

    - c. Understand that words are separated by spaces in print.
    - d. Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - a. Recognize and produce rhyming words.
    - d. 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/.)
- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    - a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant.
    - b. Associate the long and short sounds for the five vowels.
    - c. Read grade-level appropriate high-frequency words by sight
- K.RF.4 Read emergent-reader texts with sufficient accuracy and fluency to support comprehension.
    - a. Read grade-level text with purpose and understanding.
    - b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.
    - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- 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 events in the order in which they occurred, and provide a reaction to what happened.
- K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.
- K.W.6 With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.
- K.W.7 Participate in shared research and writing projects.
- K.W.8 With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources.
- K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
    - a. Follow agreed-upon rules for discussions.
- K.SL.2 Confirm understanding from a source of information 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. With prompting and support, provide additional detail.
- K.SL.5 Add drawings or other visual displays 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 all uppercase (capital) and lowercase letters of the alphabet using correct formation.
    - b. Use frequently occurring nouns and verbs.
    - 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.
    - a. With prompting and support, capitalize the first word in a sentence and the pronoun I.
    - b. Recognize and name end punctuation.
    - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
    - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 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.5 With prompting and support, explore word relationships and subtle differences in word meanings.
    - a. Sort common objects into categories to gain a sense of the concepts the categories represent.
    - c. Identify real-life connections between words and their use
- K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received extra individual practice and one on one help. Title teachers and aids will be there to help.	*The classroom is set up with five groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.*	*To practice the various reading skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Writing Practices* • *Flash Cards and Various review games for letter sounds, letter recognition, and sight word recognition*

		• *Reading & Listening to weekly stories*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students needed to know what vowels and consonants are and start identifying the short and long sound of each letter.	*Blend Phonemes* *Sight words- Come, me, with, my, you, what, are, now* *Subject* *Punctuation* *Final Sound* *Verb* *Verbs Past Tense* *Middle Sound* *Simile*	*Unit test reviewing all material covered in unit* *Work book comprehension questions* *Class discussion* *Handwriting test for letters A - Z*
Reflection: *This unit went well. Students had learned some of this information previously, and then we had new material. Overall it went well with a few things that I could change for next year.*	**Essential Questions:** • *How does the weather change in different month and seasons?* • *What sound does a short a make?* • *What is a subject of the sentence?* • *What is a verb in a sentence?* • *What sound does the letter n make?* • *What do animals do when the weather changes?* • *What is the final sound of the word dog? Cat?* • *What sound does the letter f make?* • *How do animals use their different body parts?* • *What was the main idea of the short story?* • *What sound does the letter b make?* • *What is the middle sound of the word mat? Dog?* • *What is a verb in the past tense?* • *What sound does the long vowel a make?*	
Relevance: Children will be able to identify sight words, letters and sounds (short and long), and identify the subjects and verbs in sentences as well as the final and middle sounds for words.		

Unit: *Unit 4- General Science*	**Time:** *January- February 2027*

Standards Taught

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, describe characters, settings, and major events in a story.
- K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs
- K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.
- K.RL.7 With prompting and support, explain the relationship between illustrations and the text.
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- K.RL.10 By the end of the year read and comprehend a variety of literary text.
  a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands.)
  b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks
- K.RI.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.2 With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5 With prompting and support, know and use various text features.
- K.RI.6 identify the author and illustrator and define the role of each in an informational text.
- K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text.
- K.RI.8 With prompting and support, identify the details/evidence an author gives to support points in a text.

- K.RI.10 By the end of the year read and comprehends a variety of informational text.
  - A. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficultly and complexity (e.g., layout, text structure, language/literary features, knowledge demands.)
  - B. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.
- K.RF.1 Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.

    - d. Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - d. 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/.)
    - e. Add or substitute individual sounds (phonemes) in three phoneme words (consonant-vowel-consonant, or CVC) to make new words. *(This does not include CVCs ending with /l/, /r/, or /x.
- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    - a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant.
    - b. Associate the long and short sounds for the five vowels.
    - c. Read grade-level appropriate high-frequency words by sight
- K.RF.4 Read emergent-reader texts with sufficient accuracy and fluency to support comprehension.
    - a. Read grade-level text with purpose and understanding.
    - b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.
    - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- 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 events in the order in which they occurred, and provide a reaction to what happened.
- K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.
- K.W.6 With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.
- K.W.7 Participate in shared research and writing projects.
- K.W.8 With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources.
- K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
    - a. Follow agreed-upon rules for discussions.
    - b. Continue a conversation through multiple exchanges
- K.SL.2 Confirm understanding from a source of information 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. With prompting and support, provide additional detail.
- K.SL.5 Add drawings or other visual displays 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 all uppercase (capital) and lowercase letters of the alphabet using correct formation.
    - b. Use frequently occurring nouns and verbs.
    - d. Understand and use question words (interrogatives)
    - 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.
    - a. With prompting and support, capitalize the first word in a sentence and the pronoun I.
    - b. Recognize and name end punctuation.
    - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
    - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 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.5 With prompting and support, explore word relationships and subtle differences in word meanings.
    - a. Sort common objects into categories 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
    - d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received extra individual practice and one on one help. Title teachers and aids will be there to help.	*The classroom is set up with five groups so students can collaborate. Overall the environment is structured*	*To practice the various reading skills students completed:*

	and has rules and procedures in place.	• *Assignments which corresponded with the lesson.* • *Assessments* • *Writing Practices* • *Flash Cards and Various review games for letter sounds, letter recognition, and sight word recognition* • *Reading & Listening to weekly stories*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students needed to know what vowels and consonants are and start identifying the short and long sound of each letter. Students will start practicing blending phonemes to start reading words.	• *Blend Phonemes* • *Sight words- is, of, many, how, so, where, find, from, but, this, came, on, will, into, your, be, that, who, go, here, soon, for, they, up* • *Middle sound* • *Questions* • *Nouns for places, people, and pets* • *Segment phonemes* • *Verbs in Future Tense* • *Verbs in Past Tense* • *Verbs in Present Tense* • *Antonyms*	*Unit test reviewing all material covered in unit* *Work book comprehension questions* *Class discussion* *Handwriting test for letters A - Z*
Reflection: *This unit went well but it is starting to get a little harder because we are getting more sight words. Students had learned some of this information previously, and then we had new material. Overall it went well with a few things that I could change for next year.*	**Essential Questions:** • *What kinds of things do scientists study?* • *What is the middle sound of the word cat? Bit?* • *What does a question mark look like?* • *What is a word that has a short i sound in it?* • *What sound does a long i make?* • *How do living things change as they grow?* • *What is a noun for a place?* • *When sound does the letter r make?* • *In what ways is the Atlantic Ocean special that we discussed in the story?* • *What sound does the letter d make?*	

	• *What is a verb in past tense?* • *What is an antonym?* • *What do scientists do when they discover something new?* • *What is the difference between an antonym and a synonym?* • *What sound does the long i make?*
Relevance: Children will be able to identify sight words, letters and sounds (short and long), and identify the subjects and verbs (past, present, future) in sentences as well as the final and middle sounds for words. They will be able to tell the difference between synonyms and antonyms.	

Unit: *Unit 5- Social Relationships*	**Time:** *February- March 2027*

Standards Taught

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, describe characters, settings, and major events in a story.
- K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs
- K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.
- K.RL.7 With prompting and support, explain the relationship between illustrations and the text.
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- K.RL.10 By the end of the year read and comprehend a variety of literary text.
  a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands.)
  b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks
- K.RI.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.2 With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5 With prompting and support, know and use various text features.
- K.RI.6 identify the author and illustrator and define the role of each in an informational text.
- K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text.
- K.RI.8 With prompting and support, identify the details/evidence an author gives to support points in a text.
- K.RI.9 With prompting and support compare and contrast two texts on the same topic (similarities and differences).

- K.RI.10 By the end of the year read and comprehends a variety of informational text.
  - A. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficultly and complexity (e.g., layout, text structure, language/literary features, knowledge demands.)
  - B. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.
- K.RF.1 Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.

    - b. Recognize that spoken words are represented in written language by specific sequences of letters.
    - d. Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - d. 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/.)
    - e. Add or substitute individual sounds (phonemes) in three phoneme words (consonant-vowel-consonant, or CVC) to make new words. *(This does not include CVCs ending with /l/, /r/, or /x.
- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    - a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant.
    - b. Associate the long and short sounds for the five vowels.
    - c. Read grade-level appropriate high-frequency words by sight
- K.RF.4 Read emergent-reader texts with sufficient accuracy and fluency to support comprehension.
    - a. Read grade-level text with purpose and understanding.
    - b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.
    - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- 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 events in the order in which they occurred, and provide a reaction to what happened.
- K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.
- K.W.6 With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.
- K.W.7 Participate in shared research and writing projects.
- K.W.8 With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources.
- K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
    - a. Follow agreed-upon rules for discussions.
    - b. Continue a conversation through multiple exchanges

- K.SL.2 Confirm understanding from a source of information 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. With prompting and support, 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 all uppercase (capital) and lowercase letters of the alphabet using correct formation.
    - b. Use frequently occurring nouns and verbs.
    - c. Form regular plural nouns orally by adding /s/ or /es/
    - d. Understand and use question words (interrogatives)
    - 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.
    - a. With prompting and support, capitalize the first word in a sentence and the pronoun I.
    - b. Recognize and name end punctuation.
    - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
    - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 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.5 With prompting and support, explore word relationships and subtle differences in word meanings.
    - a. Sort common objects into categories 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
- K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received extra individual practice and one	*The classroom is set up with five groups so students can collaborate. Overall the environment is structured*	*To practice the various reading skills students completed:*

on one help. Title teachers and aids will be there to help.	*and has rules and procedures in place.*	• *Assignments which corresponded with the lesson.* • *Assessments* • *Writing Practices* • *Flash Cards and Various review games for letter sounds, letter recognition, and sight word recognition* • *Reading & Listening to weekly stories*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students needed to know what vowels and consonants are and start identifying the short and long sound of each letter. Students will start practicing blending phonemes to start reading words.	• *Blend Phonemes* • *Sight words- make, them, give, play, say, new, said, was, then, good, ate, could, she, all, over, when, her, some, he, away, must, no, by, there* • *Pronouns- he, she, we, they, it, I* • *Segment phonemes* • *Antonyms* • *Substitute phonemes* • *Proper Nouns for Days and Months* • *Questions* • *Exclamations*	*Unit test reviewing all material covered in unit* *Work book comprehension questions* *Class discussion* *Handwriting test for letters A - Z*
Reflection: *This unit went well but it is starting to get a little harder because we are getting more sight words. Students had learned some of this information previously, and then we had new material. Overall it went good and I found a few things that I could change for next year.*	**Essential Questions:** • *How do musicians work together to make music?* • *Is the word he a pronoun? She? We?* • *What sound does the long o make?* • *What sound does the short o make?* • *What sounds do the following letters make x and j?* • *What is an antonym?* • *Are the words they, it and I pronouns?* • *How do things change when someone is growing up?* • *What steps can someone follow to plant and grow flowers?* • *What are the seven days of the week?*	

	• *What are the twelve months of the year?* • *What sound does the long e make?* • *What letter does the word elephant start with?* • *What sounds do the letter h and k make?* • *What does a question mark look like?* • *What does an exclamation mark look like?* • *How do animals color help them survive?* • *How do people get food from plants?* • *What are the four seasons?*
Relevance: Children will be able to identify sight words, letters and sounds (short and long), and identify pronouns in sentences as well as the final and middle sounds for words. They will be able to tell the difference between exclamation and question sentences.	

Unit: *Unit 6- Values*	**Time:** *April - May 2027*

Standards Taught

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, describe characters, settings, and major events in a story.
- K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs
- K.RL.5 With prompting and support, explain differences between common types of texts
- K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.
- K.RL.7 With prompting and support, explain the relationship between illustrations and the text.
- K.RL.10 By the end of the year read and comprehend a variety of literary text.
  a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands.)
  b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks
- K.RI.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.2 With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.6 identify the author and illustrator and define the role of each in an informational text.
- K.RI.10 By the end of the year read and comprehends a variety of informational text.
  - A. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficultly and complexity (e.g., layout, text structure, language/literary features, knowledge demands.)
  - B. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.
- K.RF.1 Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - b. Count, pronounce, blend, and segment syllables in spoken words.

    - d. 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/.)
    - e. Add or substitute individual sounds (phonemes) in three phoneme words (consonant-vowel-consonant, or CVC) to make new words. *(This does not include CVCs ending with /l/, /r/, or /x.
- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    - a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant.
    - b. Associate the long and short sounds for the five vowels.
    - c. Read grade-level appropriate high-frequency words by sight
- K.RF.4 Read emergent-reader texts with sufficient accuracy and fluency to support comprehension.
    - a. Read grade-level text with purpose and understanding.
    - b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings.
    - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- 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.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.
- K.W.6 With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.
- K.W.7 Participate in shared research and writing projects.
- K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.
    - a. Follow agreed-upon rules for discussions.
    - b. Continue a conversation through multiple exchanges
- K.SL.2 Confirm understanding from a source of information 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. With prompting and support, 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 all uppercase (capital) and lowercase letters of the alphabet using correct formation.
    - b. Use frequently occurring nouns and verbs.

- c. Form regular plural nouns orally by adding /s/ or /es/
- e. Use the most frequently occurring prepositions
- 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.
  - a. With prompting and support, capitalize the first word in a sentence and the pronoun I.
  - b. Recognize and name end punctuation.
  - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 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.5 With prompting and support, explore word relationships and subtle differences in word meanings.
  - a. Sort common objects into categories 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
  - d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings
- K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received extra individual practice and one on one help. Title teachers and aids will be there to help.	*The classroom is set up with five groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.*	*To practice the various reading skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Writing Practices* • *Flash Cards and Various review games for letter sounds, letter recognition, and sight word recognition*

<table>
<tr><td></td><td></td><td>• Reading & Listening to weekly stories</td></tr>
<tr><td>Prior Knowledge Needed</td><td>Vocabulary</td><td>Assessments</td></tr>
<tr><td>Students needed to know what vowels and consonants are and start identifying the short and long sound of each letter. Students will start practicing blending phonemes to start reading words.</td><td>• Blend Phonemes
• Sight words- do, went, down, little, only, have, one, ask, help, every, walk, look, very, their, saw, put, out, off, our, day, take, too, show
• Nouns: Singular and Plural
• Antonyms
• Subject-Verb Agreement
• Substitute Phonemes
• Punctuation
• Prepositions: for, to, with, from, of, in, on, out, off, by
• Synonyms</td><td>Unit test reviewing all material covered in unit

Work book comprehension questions

Class discussion

Handwriting test for letters A - Z</td></tr>
<tr><td>Reflection: This unit went well as we end our last unit. Students had learned some of this information previously, and then we had new material. Overall it went good and I found a few things that I could change for next year.</td><td colspan="2">Essential Questions:
• Why is it important to try hard?
• Is the word dogs singular or plural?
• Is the word cat singular or plural?
• What sound does the long u make?
• How many vowels are there in the alphabet?
• What sounds do the letter l and w make?
• What is it like to be the youngest in a family?
• Why is it important to help your friends?
• What sounds do the letters v and z make?
• How many syllables does the word kindergarten have?
• List four prepositions we have talked about?
• What sound does the letter y make?
• What sound does the letter q make?
• What do children learn in Kindergarten?
• What is a synonym?
• What can I do to be a good friend or a good neighbor?
• Are the words in, on, out, off prepositions? Yes or No?</td></tr>
<tr><td colspan="3">Relevance: Children will be able to identify sight words, letters and sounds (short and long), and identify nouns and prepositions in sentences as well as the final and middle sounds for words. They will be able to tell the difference between synonyms and antonyms.</td></tr>
</table>