

# Wisconsin Standards for English Language Arts

[dpi.state.wi.us](http://dpi.state.wi.us) › standards

Revised state standards (2020) K-Kindergarten, 1 = first grade, 2 = second grade

**ELA Standards** – that can be used for:

**The Gingerbread Man in a Football Town** by Vicki Boileau

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| <b>R.K,1,2.1</b> | <b>Key idea and details: Develop and answer questions about key ideas and details in a text. (RI&amp;RL)</b> |
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| <b>When was the gingerbread man baked?</b>          | He was baked on a cold game day.   |
| <b>Who made him?</b>                                | Nana baked him and the grandchildren frosted him.  |
| <b>Why didn't the children decorate the cookie?</b> | The cookie ran away.   |
| <b>Where is the gingerbread man running?</b>        | He is running to a big, green field.   |
| <b>What is his wish?</b>                            | He wants to throw a football across the field.   |
| <b>What do the chasers wish to do?</b>              | The chasers want to eat the big cookie.  |
| <b>Did their wishes come true? How?</b>             | Yes, the cookie got to throw the football across the big field and the chasers got to eat him. |

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| <b>L.K.1.2.2</b> | <b>Vocabulary Acquisition and Use - Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</b> |
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**VOCABULARY WORDS:** Definitions are taken from: [en.m.wikipedia.org/wiki/](http://en.m.wikipedia.org/wiki/) and [www.merriam-webster.com](http://www.merriam-webster.com) › dictionary

**gingerbread** p.9 - Gingerbread is a kind of baked good flavored with ginger, cloves, nutmeg, and cinnamon. It is sweetened with brown sugar, honey or molasses. Gingerbread foods can vary from a moist cake, bread or crisp cookie. The spices, brown sugar and molasses help give it a brown color.

**pre-game** p.12 – Pre-game is the time before the game. The prefix, pre, means “before”.

**tailgaters** p.18 – There are several meanings. Since a tailgate party is a social event held around an open tailgate of a vehicle, tailgaters are people who take food and supplies out from the (tailgate) back of their vehicle to eat, usually before a game. They may grill or bring a ready-made meal and snacks. They could choose to throw a ball, play lawn/table games or just sit in lawn chairs to visit with others prior to the game or event.

**especially** p.38 – having “special” significance, mostly

**young at heart** p.38 [www.merriam-webster.com](http://www.merriam-webster.com) › dictionary

The meaning of the phrase, YOUNG AT HEART, is thinking and acting like young people.

Young people are energetic, like to play games, and enjoy cookies and treats! Think young!

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| <b>RI.K.2</b> | <b>With prompting and support, identify the main topic and retell key details of a text.</b> |
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**What is the main topic?.**

The cookie runs faster than those chasing him, until he finds a field, throws a football, and gets eaten.

**Who is chasing the gingerbread man?**

First, the man and woman; then, the tailgaters, fans, cops, and referee chase the cookie.

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| <b>RI.K.3</b> | <b>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b> |
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**What is the connection between the man, woman and children in this story?**

The man and woman are the grandparents of the children who decorated the cookie.

### What is the connection between a football game and lots of traffic?

Football stadiums can hold hundreds to thousands of people. There is a lot of traffic with big crowds of fans parking and walking to the stadium.

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| RI.K.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (eg.in illustrations, descriptions, or procedures). |
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**What are some similarities and differences between two different Gingerbread Man stories?** Where does each story take place? Who made the cookie? Who chased the cookie? Where is the cookie going? Who ate the cookie? Are the illustrations the same? Are there similar procedures?

Here are some texts: The Gingerbread Man Told by Nancy Nolte, Pictures by Richard Scarry  
The Gingerbread Man Retold by Eric A. Kimmel, illustrated by Megan Lloyd  
The Gingerbread Man Text by Scholastic, Inc, Pictures by Karen Schmidt  
The Gingerbread Man Retold by Mairi Mackinnon, illustrated by Elena Temporin

*It is not against the law to have the same title for a story. It is against the law to copy someone else's story.*

I have always compared two texts that have the gingerbread man, old man and old woman as main characters along with animals. The animals used are different.

**Activity:** Use a Venn Diagram to compare characters (*use pictures or words*) in this story to a different Gingerbread Man story. (Use two different color ropes on the floor or on paper.) Characters in both – are placed in the middle of the intersecting rings.  
Characters, only in the first story, are placed in the outer left ring. (Story A)  
Characters, only in the second story, are placed in the outer right ring. (Story B)

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| RI.K.10 | Actively engage in group activities with purpose and understanding. |
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Since this story is a second grade - third grade reading level, it is usually read to the lower grade classes. Have the students read along with the teacher, the repeating gingerbread man phrases “Run, run, as fast as you can. You can’t catch me; I’m the gingerbread man. I ran from the ...” to engage listeners!

I read in 3-4K - 3<sup>rd</sup> grade classrooms and they enjoyed the repeated, engaging text!

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| <b>RF.K.2.a</b> | <b>Phonological awareness: Recognize and produce rhyming words.</b> |
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**man can ran** - tan Dan pan ban fan van

**play say way** - day bay hay clay may lay ray

**fame game** - same name came frame lame tame blame

**run fun bun** – gun nun pun sun

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| <b>RF.K.2e</b>                     | <b>Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b>  |
| <b>RF.1.2.e</b><br><b>RF.2.2.e</b> | <b>Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.</b> |

1 syllable CVC words (short vowel)

**Initial: wig** – big, dig, fig, pig

**Medial: big** - bag, bug, beg, bog

**Final: big** – bin, bit, bib, fib, rib

**Long vowel: make** – bake, take, wake, cake, fake, lake

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| <b>RF.K.3.c</b> | <b>Phonics and Word Recognition: Read common high-frequency words by sight. (e.g. the, of, to, you, she my, is, are, do, does)</b> |
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**Pre-primer:** (40 words) a and away big blue can come down find for funny go help here I in is it jump little look make me I not one play red run said see the three to two up we where yellow you

**Primer** (52 words) all am are at ate be black brown but came did do eat four get good have he into like must new no now on our out please pretty ran ride saw say she so soon that there they this too under want was well went what white who will with yes

**1st grade** (41 words) after again an any as ask by could every fly from give giving had has her him his how just know let live may of old once open oven put round some stop take thank them then think walk were when

**2nd grade** (46 words) always around because been before best both buy call cold does  
don't fast first five found gave goes green its made many off or pull read write sing sit sleep  
tell their these those upon us use very wash which why wish work would write your

**3rd grade** (8 words used in text) eight got only seven six ten today together

**Nouns** (11 words used in text) car children day eye game house leg man street time way

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| <b>RF.K.2.a</b> | <b>Phonological awareness: Recognize and produce rhyming words.</b> |
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**man can ran** - tan Dan pan ban fan van

**play say way** - day bay hay clay may lay ray

**fame game** - same name came frame lame tame

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| <b>RF.1.3.b</b> | <b>Phonological awareness: Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).</b> |
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One-syllable words CVC:

**big** p.4 **sit** p.8 **had** p.10 **yes** p.10 **can** p.10 **red** p.10 **ran** p.12 **not** p.12 **got** p.14  
**man** p.14 **run** p.14 **him** p.14 **did** p.16 **but** p.32 **ten** p.32 **ref** p.36

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| <b>RF.1.3.c</b> | <b>Phonics and word recognition: Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).</b> |
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**town** p.4 **game** p.6 **made** p.8 **bake** p.9 **eat** p.9 **brown** p.9 **write** p.9 **team** p.10  
**day** p.10 **may** p.10 **make** p.10 **smile** p.10 **see** p.12 **like** p.12 **street** p.14  
**down** p.14 **time** p.14 **here** p.15 **stay** p.15 **ate** p.18 **please** p.26 **how** p.28  
**fame** p.28 **now** p.28 **green** p.30 **field** p.30 **sleep** p.30 **gave** p.32 **three** p.32  
**five** p.32 **nine** p.32 **sweet** p.32 **treat** p.32 **crowd** p.34 **way** p.34 **ate** p.36

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| <b>RF.2.3.</b><br>a.b.c.<br>d.e.f. | <b>Phonics and word recognition: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.). d. Decode words with common prefixes and suffixes. e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). o Know when to double the final consonant when adding a suffix. - ing, -ed. f. Recognize and read grade-appropriate irregularly spelled words.</b> |
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**One-syllable:** See CVC word list (RF.1.3.b)

tell p.14 will p.14 jump p.18 went p.18 stop p.26 cops p.26 wink p.28  
left p.30 best p.30 just p.30 grab p.34 must p.38

**Two-syllable words:** After p.8 today p.10 helmet p.12 hotdogs p.18 seven p.  
yellow p.18 mustard p.18 driveways p.6 sorry p. going p.22 around p.  
before.28 under p.28 exit p.32 hoping p.32 wanted p.34 tackled p.36  
across p.30 again p.24 away p.38 worry p.38 reminds p.38

**Three syllable words:** gingerbread p.9 favorite p.10 excitement p.12  
tailgaters p.18 following p.26 stadium p.30 together p.36 everyone p.38

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| <b>RF.1.3. f</b>       | <b>Phonics and word recognition: Read words with inflectional endings (i.e., -s, -ed, -ing)</b>  |
| <b>RF.2.3.</b><br>d.e. | <b>d. Decode words with common prefixes and suffixes. e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. - Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). - Know when to double the final consonant when adding a suffix. - ing, -ed.</b> |

**Common suffixes:** ed, en, ing - lived p.4 parking p.6 added p.9 wanted p.10  
finished p.12 happened p.12 yelled p.16 doing p.16 wearing p.18 Joined p.22  
going p.23 following p.26 giving p.28 looked p.30 eating p.37 running p.32  
hoping p.32 tackled p.36 waited p.37 eating p.37 eaten p.38 enjoyed p.38

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| <b>R.2.4</b> | <b>Craft And structure: Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&amp;RL)</b> |
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p.12

**When they finished, they ran to Papa and said. “Come here! You must see our cookie!**

The children are very excited for Papa to come see their football player shaped cookie!

p.16

**...yelled, “Run, run, as fast as you can. You can’t catch me; I’m the gingerbread man, and I can run from you. Yes, I can!”**

The gingerbread man is feeling very confident that he can outrun the chasers.

p.18

**...he would be a good snack** The tailgaters want to eat him.

p.22

**...saw where the cookie was going.** The fans are curious.

p.26

**“Cops shouted, “What are you doing?” “Don’t go there! Stop!”**

The cops are confused and worried.

(supported by illustration p.27)

Infer that the cops want him to be safe when they say, **“Don’t go there! Stop!”**

p.28

**Giving them a wink, he said, “I am so sorry!”** He’s trying to be respectful. He feels bad about running from them, but he needs to get to the stadium.

p.30

**It does look like my wish has come true!** The gingerbread man is happy to be on the field and throw a football! (supported by illustrations p.31 & 35)

p.32

**Then a ref yelled, “What is this? ... This isn’t how it goes!”** The ref is confused. (supported by illustration p.33)