

Grade K • Unit | 1 Identity: Once Upon a Story | Essential Question: What is a story?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How can stories teach us about ourselves?</p>	<p>Title: Connecting to Stories</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Listen Attentively</p> <p>Presentation Skill: Speak Clearly</p>	<p>Read Aloud: "Saturday Story Hour"</p> <p>Genre: Realistic Fiction Lexile: 510L</p> <p>Central Text: <i>Alma and How She Got Her Name</i> by Juana Martinez-Neal Genre: Realistic Fiction Lexile: 490L</p> <p>Companion Text: "Lunch with Friends" with Harold Green III Genre: Realistic Fiction Lexile: 500L</p>	<p>Concept Words: story, connect, similar, special</p> <p>Target Words: hoped, travel, artist, ancestors</p> <p>Skill: Categories</p> <p>Activity: Sorting</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Character</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Repetition</p> <p>Concepts of Print: Concept of a letter</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Character</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Character Words and Actions</p>	<p>Phonological Awareness</p> <p>Lesson 3: Sentence Segmentation</p> <p>Lesson 5: Sentence Segmentation</p> <p>Phonemic Awareness</p> <p>Lessons 1-2: Identify Phoneme (initial)</p> <p>Lessons 3-4: Blend Phonemes (cont.)</p>	<p>Phonics: Letter Identification</p> <p>Lesson 1: Aa, Bb</p> <p>Lesson 2: Cc, Dd</p> <p>Lesson 3: Ee, Ff</p> <p>Lesson 4: Gg, Hh</p> <p>Handwriting/Spelling</p> <p>Lesson 1: Aa, Bb</p> <p>Lesson 2: Cc, Dd</p> <p>Lesson 3: Ee, Ff</p> <p>Lesson 4: Gg, Hh</p>	<p>Lesson 1: I (♥: I) can (♥: c, a, n) Lesson 2: see (♥: s, ee)</p>	<p>Decoding Strategy: Point!</p>	<p>Writing Skill: Draw a picture to tell an idea</p> <p>Grammar Skill: n/a</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Match images to speech</p>	<p>Culminating Task Checkpoint #1 Children will draw and label two characters sharing a story together.</p>
<p>Week 2</p> <p>Focus Question: How can stories help us explore our imagination?</p>	<p>Title: Stories Help Us Explore</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Listen Attentively</p> <p>Presentation Skill: Add drawings to clarify ideas/ thoughts/feelings</p>	<p>Read Aloud: "Animal Artist Jerry Pinkney"</p> <p>Genre: Informational Lexile: 510L</p> <p>Central Text: <i>Once Upon a Book</i> by Grace Lin and Kate Messner Genre: Fantasy Lexile: 460L</p> <p>Companion Text: "Uncle Josh's Trip" by Dan Saks Genre: Realistic Fiction Lexile: 500L</p>	<p>Concept Words: imagine, discover, explore, curious</p> <p>Target Words: sparkling, confused, crowded, free</p> <p>Skill: Categories</p> <p>Activity: Sorting</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Setting</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Illustrations</p> <p>Concepts of Print: Concept of a letter</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Setting</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Multiple Meaning Words</p>	<p>Phonological Awareness</p> <p>Lesson 8: Sentence Segmentation</p> <p>Lesson 10: Sentence Segmentation</p> <p>Phonemic Awareness</p> <p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Identify Phoneme</p>	<p>Phonics: Letter Identification</p> <p>Lesson 6: Ii, Jj</p> <p>Lesson 7: Kk, Ll</p> <p>Lesson 8: Mm, Nn</p> <p>Lesson 9: Oo, Pp</p> <p>Handwriting/Spelling</p> <p>Lesson 6: Ii, Jj</p> <p>Lesson 7: Kk, Ll</p> <p>Lesson 8: Mm, Nn</p> <p>Lesson 9: Oo, Pp</p>	<p>Lesson 6: the (♥: th, e) have (♥: h, a, ve) Lesson 7: a (♥: n/a)</p>	<p>Decoding Strategy: Point!</p>	<p>Writing Skill: Draw a picture to tell an idea</p> <p>Grammar Skill: n/a</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Match images to speech</p>	<p>Culminating Task Checkpoint #2 Children will draw and label one way they can use their imagination.</p>

Grade K • 1 Identity: Once Upon a Story | Essential Question: What is a story?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: What do stories teach us about traditions?</p>	<p>Title: Learning Traditions Through Stories</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Listen Attentively</p> <p>Presentation Skill: Review Skills from W1 and W2</p>	<p>Read Aloud: "Storytellers"</p> <p>Genre: Informational</p> <p>Lexile: 530L</p> <p>Central Text: <i>Meeting Max: A Friend Like Me</i> by Andrea Page</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 460L</p> <p>Companion Text: <i>"Mooncake Magic"</i> by Helen Wu</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 510L</p>	<p>Concept Words: custom, traditions</p> <p>Target Words: soar, stomp</p> <p>Skill: Categories</p> <p>Activity: Sorting</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Character</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Character Words and Actions</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Setting</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Illustrations</p>	<p>Phonological Awareness</p> <p>Lesson 13: Sentence Segmentation</p> <p>Lesson 15: Sentence Segmentation</p> <p>Phonemic Awareness</p> <p>Lessons 11-12: Blend Phonemes (cont.)</p> <p>Lesson 13-14: Segment Phonemes</p>	<p>Phonics: Letter Identification</p> <p>Lesson 11: Qq, Rr</p> <p>Lesson 12: Ss, Tt</p> <p>Lesson 13: Uu, Vv, Ww</p> <p>Lesson 14: Xx, Yy, Zz</p> <p>Handwriting/Spelling</p> <p>Lesson 11: Qq, Rr</p> <p>Lesson 12: Ss, Tt</p> <p>Lesson 13: Uu, Vv, Ww</p> <p>Lesson 14: Xx, Yy, Zz</p>	<p>Lesson 11: it (♥: i, t) you (♥: y, ou)</p> <p>Lesson 12: go (♥: g, o)</p>	<p>Decoding Strategy: Point!</p>	<p>Writing Skill: Draw a picture to tell an idea</p> <p>Grammar Skill: n/a</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Match images to speech</p>	<p>Culminating Task Checkpoint #3 Children will draw and label a familiar tradition.</p> <p>Final Product: Class Book</p>

Grade K • Unit 2 | Civics: Working Together | Essential Question: How can we work together at school?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How can we each play a role in our school?</p>	<p>Title: Our Roles at School</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Take Turns Speaking</p> <p>Presentation Skill: Speak at the appropriate volume</p>	<p>Read Aloud: "You Can Be a Leader"</p> <p>Genre: Informational Text</p> <p>Lexile: 490L</p> <p>Central Text: <i>This Is a School</i> by John Schu</p> <p>Genre: Informational Text</p> <p>Lexile: 330L</p> <p>Companion Text: "Kindergarten Shining Stars" by Phillip D. Cortez</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 510L</p>	<p>Concept Words: role, responsible, together, patient</p> <p>Target Words: welcome, celebrating, trust, important</p> <p>Skill: Categories</p> <p>Activity: Sorting</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Print Styles</p> <p>Concepts of Print: Book concepts</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Events</p> <p>Story Structure: Problem and Solution</p> <p>Author's Craft: Character Mood</p>	<p>Phonological Awareness</p> <p>Lesson 3: Recognize Rhyme</p> <p>Lesson 5: Recognize Rhyme</p> <p>Phonemic Awareness</p> <p>Lessons 1-2: Identify Phoneme</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 1-2: /m/m</p> <p>Lessons 3-4: /h/h</p> <p>Handwriting</p> <p>Lessons 1-2: Mm</p> <p>Lessons 3-4: Hh</p>	<p>Lesson 1: we (♥: w, e) he (♥: h, e)</p> <p>Lesson 2: she (♥: sh, e)</p>	<p>Decoding Strategy: Focus! Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Draw and label to tell an idea</p> <p>Grammar Skill: Nouns (People)</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Words are made up of letters</p>	<p>Culminating Task</p> <p>Checkpoint #1</p> <p>Children draw out a scene that depicts an example of people playing a role in their school.</p>
<p>Week 2</p> <p>Focus Question: How can we get along?</p>	<p>Title: Getting Along at Recess</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Take Turns Speaking</p> <p>Presentation Skill: Use correct phrasing and intonation</p>	<p>Read Aloud: "Teamwork Makes a Garden Grow"</p> <p>Genre: Informational Text</p> <p>Lexile: 540L</p> <p>Central Text: <i>The Kindest Red: A story of Hijab and Friendship</i> by Ibtihaj Muhammad and S.K. Ali</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 510L</p> <p>Companion Text: "Juniper's Jump Shot" by Khodi Dill</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 490L</p>	<p>Concept Words: decide, cooperate, kind, teamwork</p> <p>Target Words: strong, world, siblings, passing</p> <p>Skill: Categories</p> <p>Activity: Sorting</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Events</p> <p>Story Structure: Description</p> <p>Author's Craft: Illustrations</p> <p>Concepts of Print: Book Concepts</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Events</p> <p>Story Structure: Description</p> <p>Author's Craft: Sound Words</p>	<p>Phonological Awareness</p> <p>Lesson 8: Produce Rhyme</p> <p>Lesson 10: Produce Rhyme</p> <p>Phonemic Awareness</p> <p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Identify Phoneme</p>	<p>Phonics/Spelling:</p> <p>Lessons 6-9: /a/a</p> <p>Handwriting</p> <p>Lessons 6-9: Aa</p>	<p>Lesson 6: is (♥: l, s) they (♥: th, ey)</p> <p>Lesson 7: like (♥: l, i, ke)</p>	<p>Decoding Strategy: Focus! Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Draw and label to tell an idea</p> <p>Grammar Skill: Nouns (Places)</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Words are made up of letters</p>	<p>Culminating Task</p> <p>Checkpoint #2</p> <p>Children will draw a scene that depicts an example of people getting along with one another.</p>

Grade K • Unit 2 | Civics: Working Together | Essential Question: How can we work together at school?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: Why do we need rules?</p>	<p>Title: Rules Help Us</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Take Turns Speaking</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "Rules Change"</p> <p>Genre: Informational Text</p> <p>Lexile: 500L</p> <p>Central Text: <i>Attention, Please!</i> by Minh Le</p> <p>Genre: Fantasy</p> <p>Lexile: 530L</p> <p>Companion Text: "A Challenging Case" by Omar Abed</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 500L</p>	<p>Concept Words: rules, fair</p> <p>Target Words: attention, robot</p> <p>Skill: Categories</p> <p>Activity: Sorting</p>	<p>Central Text:</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Events</p> <p>Story Structure: Problem and Solution</p> <p>Author's Craft: Repetition</p> <p>Concepts of Print: Sound-Letter Correspondence</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Events</p> <p>Story Structure: Problem and Solution</p> <p>Author's Craft: Illustrations</p>	<p>Phonological Awareness</p> <p>Lesson 13: Recognize Alliteration</p> <p>Lesson 15: Recognize Alliteration</p> <p>Phonemic Awareness</p> <p>Lessons 11-12: Blend Phonemes</p> <p>Lessons 13-14: Segment Phonemes</p>	<p>Phonics/Spelling:</p> <p>Lessons 11-12: /d/d</p> <p>Lessons 13-14: /s/s</p> <p>Handwriting</p> <p>Lessons 11-12: Dd</p> <p>Lessons 13-14: Ss</p>	<p>Lesson 11: when (♥: wh, e, n) to (♥: t, o)</p> <p>Lesson 12: do (♥: o)</p>	<p>Decoding Strategy: Focus!</p>	<p>Weekly Writing</p> <p>Writing Skill: Draw and label to tell an idea</p> <p>Grammar Skill: Nouns (Things)</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Words are made up of letters</p>	<p>Culminating Task</p> <p>Checkpoint #3 Children will draw someone following a rule at school.</p> <p>Final Product: Act out a scene.</p>

Grade K • Unit 3: Let's Explore Weather | Essential Question: Why is it important to understand the weather?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How can we describe the weather?</p>	<p>Title: Describing Weather</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Add to Others' Ideas</p> <p>Presentation Skill: Use complete sentences</p>	<p>Read Aloud: "Words of Weather" and "Weather"</p> <p>Genre: Informational Text and Poem</p> <p>Lexile: 430L</p> <p>Central Text: <i>Raindrops Roll</i> by April Pulley Sayre</p> <p>Genre: Informational Text</p> <p>Lexile: 560L</p> <p>Companion Text: "Rainbows" by Dan Paley</p> <p>Genre: Informational Text</p> <p>Lexile: 540L</p>	<p>Concept Words: weather, sky, cloud, rain</p> <p>Target Words: shines, darkens, magnify, linger</p> <p>Skill: Categories</p> <p>Activity: Sorting</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Alliteration</p> <p>Concepts of Print: Sound-Letter Correspondence</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Diagram and Labels</p>	<p>Phonological Awareness</p> <p>Lesson 3: Produce Alliteration</p> <p>Lesson 5: Produce Alliteration</p> <p>Phonemic Awareness</p> <p>Lessons 1-2: Identify Phoneme</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling:</p> <p>Lessons 1-4: /i/i</p> <p>Handwriting</p> <p>Lessons 1-4: li</p>	<p>Lesson 1: this (♥: th) that (♥: th, t)</p> <p>Lesson 2: for (♥: f, o, r)</p>	<p>Title: "We Did It!"</p> <p>Genre: Nonfiction</p> <p>Title: "For Him!"</p> <p>Genre: Fiction</p> <p>Title: "Sad Sid"</p> <p>Genre: Fiction</p> <p>Title: "I Hid It!"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Draw and label to tell an idea</p> <p>Grammar Skill: Present-Tense Verbs</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Tap sounds to write words</p>	<p>Culminating Task Checkpoint #1</p> <p>Children will draw and write to describe types of weather.</p>

Grade K • Unit 3 | Earth Science: Let's Explore Weather | Essential Question: Why is it important to understand the weather?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 2</p> <p>Focus Question: How does the weather change?</p>	<p>Title: Weather Changes</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Add to Others' Ideas</p> <p>Presentation Skill: Express ideas and feelings clearly</p>	<p>Read Aloud: "Weather Can Change"</p> <p>Genre: Informational</p> <p>Lexile: 510L</p> <p>Central Text: <i>Snow</i> by Ann Herriges</p> <p>Genre: Informational Text</p> <p>Lexile: 470L</p> <p>Companion Text: "Not All Clouds are the Same" by Guy Brown</p> <p>Genre: Informational Text</p> <p>Lexile: 510L</p>	<p>Concept Words: temperature, snow, wind, storm</p> <p>Target Words: icy, dangerous, melts, crystals</p> <p>Skill: Categories</p> <p>Activity: Sorting</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Glossary and Bold Words</p> <p>Concepts of Print: Concept of a Word</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Text Features: Speech Bubbles</p>	<p>Phonological Awareness</p> <p>Lesson 8: Segment Syllables: Count</p> <p>Lesson 10: Segment Syllables: Count</p> <p>Phonemic Awareness</p> <p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Identify Phoneme</p>	<p>Phonics/Spelling:</p> <p>Lessons 6-7: /t/t</p> <p>Lessons 8-9: /n/n</p> <p>Handwriting</p> <p>Lessons 6-7: Tt</p> <p>Lessons 8-9: Nn</p> <p>Lesson 10: n/a</p>	<p>Lesson 6: and (♥: n) get (♥: g, e)</p> <p>Lesson 7: with (♥: w, th)</p>	<p>Title: "Tim and Dad"</p> <p>Genre: Fiction</p> <p>Title: "Tam Is It!"</p> <p>Genre: Fiction</p> <p>Title: "Hat, Hat, Hat"</p> <p>Genre: Fiction</p> <p>Title: "We Can Do It!"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Draw and label to tell an idea</p> <p>Grammar Skill: Present-Tense Verbs</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Tap sounds to write words</p>	<p>Culminating Task</p> <p>Checkpoint #2</p> <p>Children will draw and write about weather changes.</p>
<p>Week 3</p> <p>Focus Question: What choices do we make because of the weather?</p>	<p>Title: Preparing for Our Day</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Add to Others' Ideas</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "Weather Can Change Our Plans"</p> <p>Genre: Informational Text</p> <p>Lexile: 490L</p> <p>Central Text: <i>Zap! Clap! Boom! The Story of a Thunderstorm</i> by Laura Purdie Salas</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 360L</p> <p>Companion Text: "Dress for Fun in Any Weather" by Sadaf Siddique</p> <p>Genre: Informational Text</p> <p>Lexile: 480L</p>	<p>Concept Words: track, prepare</p> <p>Target Words: calm, fiercely</p> <p>Skill: Categories</p> <p>Activity: Sorting</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Repetition</p> <p>Concepts of Print: Concept of a Word</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Illustrations</p>	<p>Phonological Awareness</p> <p>Lesson 13: Blend Syllables</p> <p>Lesson 15: Blend Syllables</p> <p>Phonemic Awareness</p> <p>Lessons 11-12: Blend Phonemes</p> <p>Lessons 13-14: Segment Phonemes</p>	<p>Lessons 11-12: /m/m, /h/h, /a/a, /d/d (review)</p> <p>Lessons 13-14: /s/s, /l/l, /t/t, /n/n (review)</p> <p>Review of all U2-U3</p>	<p>Lesson 11: his (♥: s) has (♥: s)</p> <p>Lesson 12: there (♥: th, e, re)</p>	<p>Title: "Hit a Tin Can!"</p> <p>Genre: Fiction</p> <p>Title: "A Hat for Tim"</p> <p>Genre: Fiction</p> <p>Title: "Nat"</p> <p>Genre: Fiction</p> <p>Title: "He Did It"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Draw and label to tell an idea</p> <p>Grammar Skill: Past-Tense Verbs</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Tap sounds to write words</p>	<p>Culminating Task</p> <p>Checkpoint #3</p> <p>Children will draw and write about choices they might make because of weather.</p> <p>Final Product: Mini Book</p>

Grade K • Unit 4 | Storytelling: Once Upon a Time | Essential Question: Why do we share stories?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How are stories entertaining?</p>	<p>Title: Sharing Stories We Love</p> <p>Video type: Live Action</p> <p>Collaborative Conversations: Answer Questions</p> <p>Presentation Skill: Use conventions of language</p>	<p>Read Aloud: "The Three Little Chickens"</p> <p>Genre: Fantasy</p> <p>Lexile: 500L</p> <p>Central Text: <i>Mrs. Chicken and the HungryCrocodile</i> by Won-Ldy Paye and Margaret H. Lippert</p> <p>Genre: Folktale</p> <p>Lexile: 470L</p> <p>Companion Text: "Juanita Goes to the Laundromat" by Dania Ramos</p> <p>Genre: Folktale</p> <p>Lexile: 510L</p>	<p>Concept Words: exciting, adventure, surprise, funny</p> <p>Target Words: rafters, speckled, chuckled, opposite</p> <p>Skill: Synonyms/ Antonyms</p> <p>Activity: Jump Up and Say It</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Events</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Humor</p> <p>Concepts of Print: Concept of a Word</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Events</p> <p>Story Structure: Cause and Effect</p> <p>Author's Craft: Humor</p>	<p>Phonological Awareness</p> <p>Lesson 3: Segment Syllables: Identify</p> <p>Lesson 5: Segment Syllables: Identify</p> <p>Phonemic Awareness</p> <p>Lessons 1-2: Identify Phoneme (medial)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 1-4: /o/o</p> <p>Handwriting</p> <p>Lessons 1-4: Oo</p> <p>Lesson 5: n/a</p>	<p>Lesson 1: look (♥: l, oo, k) are (♥: are)</p> <p>Lesson 2: was (♥: w, a, s)</p>	<p>Title: "It Is Hot!"</p> <p>Genre: Nonfiction</p> <p>Title: "For Mom"</p> <p>Genre: Fiction</p> <p>Title: "Mom and Dom Go"</p> <p>Genre: Fiction</p> <p>Title: "Dot"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Draw and write words to tell an idea</p> <p>Grammar Skill: Nouns and Verbs</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Match print to speech with Left-to-Right Progression</p>	<p>Culminating Task Checkpoint #1</p> <p>Children will draw and write to tell how stories can be entertaining.</p>
<p>Week 2</p> <p>Focus Question: How can stories change the way we think?</p>	<p>Title: Changing Our Minds</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Answer Questions</p> <p>Presentation Skill: Speak to the point (stay on topic/ be concise)</p>	<p>Read Aloud: "A New Perspective"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 500L</p> <p>Central Text: <i>The Contest Between the Sun and the Wind</i> by Heather Forest</p> <p>Genre: Fable</p> <p>Lexile: 520L</p> <p>Companion Text: "One Foot in Front of the Other" by Bobby Norfolk</p> <p>Genre: Fable</p> <p>Lexile: 450L</p>	<p>Concept Words: opinion, adjust, perspective, expect</p> <p>Target Words: challenge, discouraged, clung, swirl</p> <p>Skill: Synonyms/ Antonyms</p> <p>Activity: Jump Up and Say It</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Character and Events</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Print Styles</p> <p>Concepts of Print: Concept of a Word</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Character and Events</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Sound Words</p>	<p>Phonological Awareness</p> <p>Lesson 8: Blend Onset and Rime</p> <p>Lesson 10: Blend Onset and Rime</p> <p>Phonemic Awareness</p> <p>Lesson 6-7: Segment Phonemes</p> <p>Lessons 8-9: Identify Phoneme (initial/final)</p>	<p>Phonics /Spelling</p> <p>Lessons 6-7: /p/p</p> <p>Lessons 8-9: /l/l</p> <p>Lesson 10: n/a</p> <p>Handwriting</p> <p>Lessons 6-7: Pp</p> <p>Lessons 8-9: Ll</p>	<p>Lesson 6: what (♥: wh, a) my (♥: y)</p> <p>Lesson 7: her (♥: er)</p>	<p>Title: "Tap, Dip, Tip"</p> <p>Genre: Nonfiction</p> <p>Title: "Pin It On!"</p> <p>Genre: Fiction</p> <p>Title: "We Hid I It"</p> <p>Genre: Fiction</p> <p>Title: "Pop, Pop, Pop!"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Draw and write words to tell an idea</p> <p>Grammar Skill: Nouns and Verbs</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Match print to speech with Left-to-Right Progression</p>	<p>Culminating Task Checkpoint #2</p> <p>Children will draw and write to tell how stories can change the way we think.</p>

Grade K • Unit 4 | Storytelling: Once Upon a Time | Essential Question: Why do we share stories?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: What can we learn from stories?</p>	<p>Title: Stories Teach Us Lessons</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Answer Questions</p> <p>Presentation Skill: Review Skills from W1 and W2</p>	<p>Read Aloud: "The Mitten in the Forest"</p> <p>Genre: Fiction</p> <p>Lexile: 440L</p> <p>Central Text: <i>A Drop of Kindness</i> by Andrea Wang</p> <p>Genre: Fable</p> <p>Lexile: 540L</p> <p>Companion Text: "The Elephant and the Mice" by Sudha Ramaswami</p> <p>Genre: Fable</p> <p>Lexile: 530L</p>	<p>Concept Words: generous, helpful</p> <p>Target Words: scorched, spare</p> <p>Skill: Synonyms/ Antonyms</p> <p>Activity: Jump Up and Say It</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Character and Events</p> <p>Story Structure: Cause and Effect</p> <p>Author's Craft: Character Words and Actions</p> <p>Concepts of Print: Concept of a Word</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Character and Events</p> <p>Story Structure: Cause and Effect</p> <p>Author's Craft: Character Words and Actions</p>	<p>Phonological Awareness</p> <p>Lesson 13: Segment Onset and Rime</p> <p>Lesson 15: Segment Onset and Rime</p> <p>Phonemic Awareness</p> <p>Lesson 11-12: Blend Phonemes</p> <p>Lessons 13-14: Segment Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 11-12: /k/c</p> <p>Lessons 13-14: /g/g</p> <p>Handwriting</p> <p>Lessons 11-12: Cc</p> <p>Lessons 13-14: Gg</p>	<p>Lesson 11: play (♥: ay) me (♥: e)</p> <p>Lesson 12: your (♥: y, ou, r)</p>	<p>Title: "Cam and Cal"</p> <p>Genre: Fiction</p> <p>Title: "Pam and Her Cap"</p> <p>Genre: Fiction</p> <p>Title: "Play with Pip"</p> <p>Genre: Fiction</p> <p>Title: "A Pig Can"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Draw and write words to tell an idea</p> <p>Grammar Skill: Nouns and Verbs</p> <p>Mechanics: n/a</p> <p>Emergent Writing Skill: Match print to speech with Left-to-Right Progression</p>	<p>Culminating Task</p> <p>Checkpoint #3 Children will draw and write to share something they have learned from a story.</p> <p>Final Product: Write a story with audio recording</p>

Grade K • Unit 5 | History: Everything Changes | Essential Question: How do communities change?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: What happens in different communities?</p>	<p>Title: What Makes a Community</p> <p>Video Type: <i>Collage</i></p> <p>Collaborative Conversations: Ask Questions: Confirm Comprehension</p> <p>Presentation Skill: Describe with detail: content</p>	<p>Read Aloud: "Living in Communities"</p> <p>Genre: Informational Text</p> <p>Lexile: 520L</p> <p>Central Text: <i>When the Shadbush Blooms</i> by Carla Messinger, with Susan Katz</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 660L</p> <p>Companion Text: "Big Lake, Small City" by Malcolm Newsome</p> <p>Genre: Informational Text</p> <p>Lexile: 560L</p>	<p>Concept Words: community, urban, suburban, rural</p> <p>Target Words: stalks, gourd, mends, sap</p> <p>Skill: Synonyms/ Antonyms</p> <p>Activity: Word Clues</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Setting and Events</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Illustrations</p> <p>Concepts of Print: Concept of a Sentence</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Headings</p>	<p>Phonological Awareness</p> <p>Lesson 3: Recognize Rhyme</p> <p>Lesson 5: Recognize Rhyme</p> <p>Phonemic Awareness</p> <p>Lesson 1: Identify Phoneme (initial)</p> <p>Lesson 2: Identify Phoneme (initial/final)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling:</p> <p>Lessons1-2: /r/r</p> <p>Lessons 3-4: /k/k, ck</p> <p>Handwriting</p> <p>Lessons 1-2: Rr</p> <p>Lessons 3-4: Kk</p>	<p>Lesson 1: said (♥: ai) them (♥: th, e)</p> <p>Lesson 2: of (♥: o, f)</p>	<p>Title: "Ron and Rin"</p> <p>Genre: Fiction</p> <p>Title: "Hot Rod"</p> <p>Genre: Fiction</p> <p>Title: "Pack It!"</p> <p>Genre: Nonfiction</p> <p>Title: "Nick is Sick!"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Reread It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a simple sentence</p> <p>Grammar Skill: Adjectives</p> <p>Mechanics: Capitalization: First word in a sentence</p> <p>Emergent Writing Skill: Sentences are made up of words</p>	<p>Culminating Task</p> <p>Checkpoint #1: Children will think about, draw, and write about something that happens in their community.</p>
<p>Week 2</p> <p>Focus Question: What changes can happen in a community over time?</p>	<p>Title: Communities Can Change</p> <p>Video Type: <i>Collage</i></p> <p>Collaborative Conversations: Confirm Comprehension</p> <p>Presentation Skill: Add Visuals</p>	<p>Read Aloud: "Communities Over Time"</p> <p>Genre: Informational Text</p> <p>Lexile: 570L</p> <p>Central Text: <i>Mommy's Hometown</i> by Hope Lim</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 580L</p> <p>Companion Text: "Library Rising" by Nadia Salomon</p> <p>Genre: Informational Text</p> <p>Lexile: 560L</p>	<p>Concept Words: past, present, change, replaced</p> <p>Target Words: treasures, hometown, walkways, lonely</p> <p>Skill: Synonyms/ Antonyms</p> <p>Activity: Word Clues</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Setting and Events</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Descriptive Words</p> <p>Concepts of Print: Concept of a Sentence</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Problem and Solution</p> <p>Author's Craft: Text Features: Captions</p>	<p>Phonological Awareness</p> <p>Lesson 8: Produce Rhyme</p> <p>Lesson 10: Produce Rhyme</p> <p>Phonemic Awareness</p> <p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Identify Phoneme (initial/medial)</p>	<p>Phonics/Spelling</p> <p>Lessons 6-9: /u/u</p> <p>Handwriting</p> <p>Lessons 6-9: Uu</p>	<p>Lesson 6: from (♥: f, o) their (♥: th, ei)</p> <p>Lesson 7: our (♥: ou)</p>	<p>Title: "A Pug"</p> <p>Genre: Nonfiction</p> <p>Title: "The Puck"</p> <p>Genre: Fiction</p> <p>Title: "In the Sun"</p> <p>Genre: Nonfiction</p> <p>Title: "Mud on the Rug"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Reread It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a simple sentence</p> <p>Grammar Skill: Adjectives</p> <p>Mechanics: Capitalization: First word in a sentence</p> <p>Emergent Writing Skill: Sentences are made up of words</p>	<p>Culminating Task</p> <p>Checkpoint #2: Children will think about, draw, and write about how a community can change over time.</p>

Grade K • Unit 5 | History: Everything Changes | Essential Question: How do communities change?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How have people changed their community?</p>	<p>Title: Community Helpers</p> <p>Video Type: <i>Collage</i></p> <p>Collaborative Conversations: Confirm Comprehension</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "Bye Bye Plastic"</p> <p>Genre: Informational Text</p> <p>Lexile: 520L</p> <p>Central Text: <i>Slow Down! The Story of Garrett Morgan's Traffic Signal</i> by Rita Lorraine Hubbard</p> <p>Genre: Informational Text: Biography</p> <p>Lexile: 570L</p> <p>Companion Text: "The Story of Mary Kawena Pukui" by Adam Keawe Manalo-Camp</p> <p>Genre: Informational Text: Biography</p> <p>Lexile: 590L</p>	<p>Concept Words: problem, solve</p> <p>Target Words: invent, intersection</p> <p>Skill: Synonyms/ Antonyms</p> <p>Activity: Word Clues</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Cause and Effect</p> <p>Author's Craft: Text Features: Headings</p> <p>Concepts of Print: Concept of a Sentence</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Problem and Solution</p> <p>Author's Craft: Text Features: Captions</p>	<p>Phonological Awareness</p> <p>Lesson 13: Recognize Alliteration</p> <p>Lesson 15: Recognize Alliteration</p> <p>Phonemic Awareness</p> <p>Lessons 11-12: Blend Phonemes</p> <p>Lessons 13-14: Segment Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 11-12: /p/p, /l/, /k/c, /o/o</p> <p>Lessons 13-14: /g/g, /r/r, /k/k, ck, /u/u</p> <p>Handwriting</p> <p>Lessons 11-12: Cc, Ll, Pp, Oo</p> <p>Lessons 13-14: Gg, Rr, Kk, Uu</p>	<p>Lesson 11: where (♥: wh, e, re) find (♥: f, i)</p> <p>Lesson 12: or (♥: o)</p>	<p>Title: "Pam Got It"</p> <p>Genre: Fiction</p> <p>Title: "On a Map"</p> <p>Genre: Fiction</p> <p>Title: "Gus Got a Sock"</p> <p>Genre: Fiction</p> <p>Title: "A Duck Can"</p> <p>Genre: Nonfiction</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a simple sentence.</p> <p>Grammar Skill: Adjectives</p> <p>Mechanics: End punctuation: Periods</p> <p>Emergent Writing Skill: Sentences are made up of words</p>	<p>Culminating Task</p> <p>Checkpoint #3: Children will think about, draw, and write about what they've learned about communities and how they can make a change in their community.</p> <p>Final Product: Create a poster.</p>

Grade K • Unit 6 | Storytelling: Once Upon a Character | Essential Question: How can characters affect us?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How can characters help us learn about ourselves?</p>	<p>Title: Connecting to Characters</p> <p>Video Type: <i>Animation</i></p> <p>Collaborative Conversations: Clarify Information</p> <p>Presentation Skill: Speak clearly</p>	<p>Read Aloud: "The Little Red Hen"</p> <p>Genre: Folktale</p> <p>Lexile: 510L</p> <p>Central Text: <i>The Little Red Fort</i> by Brenda Maier</p> <p>Genre: Folktale</p> <p>Lexile: 470L</p> <p>Companion Text: "The Honest Fisherman" by Chika Unigwe</p> <p>Genre: Fable</p> <p>Lexile: 530L</p>	<p>Concept Words: affect, character, independent, persistent</p> <p>Target Words: mind, pretended, howled, aroma</p> <p>Skill: Synonyms/ Antonyms</p> <p>Activity: Jump Up and Say It</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Character, Setting, and Events</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Repetition</p> <p>Concepts of Print: Match Print to Speech</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Character, Setting, and Events</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Character Mood</p>	<p>Phonological Awareness</p> <p>Lesson 3: Produce Alliteration</p> <p>Lesson 5: Produce Alliteration</p> <p>Phonemic Awareness</p> <p>Lessons 1-2: Identify Phoneme (initial/final)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 1-2: /b/b</p> <p>Lessons 3-4: /f/f</p> <p>Handwriting</p> <p>Lessons 1-2: Bb</p> <p>Lessons 3-4: Ff</p>	<p>Lesson 1: saw (♥: aw) by (♥: y)</p> <p>Lesson 2: day (♥: ay)</p>	<p>Title: "A Bus or a Cab"</p> <p>Genre: Nonfiction</p> <p>Title: "A Big Day"</p> <p>Genre: Fiction</p> <p>Title: "Fun in Fog"</p> <p>Genre: Fiction</p> <p>Title: "Cat Fun"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Check the Meaning!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a simple sentence</p> <p>Grammar Skill: Nouns and Verbs: Subject-verb agreement</p> <p>Mechanics: End punctuation: Periods</p> <p>Emergent Writing Skill: Write on the lines</p> <p>Extended Writing</p> <p>N/A</p>	<p>Culminating Task</p> <p>Checkpoint #1: Children will think about, draw, and write about a character that helped them learn about themselves.</p>
<p>Week 2</p> <p>Focus Question: How can we learn from the choices characters make?</p>	<p>Title: Learning Lessons from Characters</p> <p>Video Type: <i>Animation</i></p> <p>Collaborative Conversations: Clarify Information</p> <p>Presentation Skill: Add Visuals</p>	<p>Read Aloud: "The Huge Turnip"</p> <p>Genre: Folktale</p> <p>Lexile: 550L</p> <p>Central Text: <i>The Three Billy Goats Gruff</i> by Jerry Pinkney</p> <p>Genre: Fairy Tale</p> <p>Lexile: 540L</p> <p>Companion Text: "The Little Hummingbird" by Darlene P. Campos</p> <p>Genre: Folktale</p> <p>Lexile: 550L</p>	<p>Concept Words: choice, cause, outcome, example</p> <p>Target Words: tempted, hearty, scrawny, begged</p> <p>Skill: Synonyms/ Antonyms</p> <p>Activity: Jump Up and Say It</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Character, Setting, and Events</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Print Styles</p> <p>Concepts of Print: Match Print to Speech</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Character, Setting, and Events</p> <p>Story Structure: Problem and Solution</p> <p>Author's Craft: Descriptive Words</p>	<p>Phonological Awareness</p> <p>Lesson 8: Segment Syllables: Count</p> <p>Lesson 10: Segment Syllables: Count</p> <p>Phonemic Awareness</p> <p>Lessons 6-7: Segment Phonemes (initial/medial)</p> <p>Lessons 8-9: Identify Phoneme (medial)</p>	<p>Phonics/Spelling</p> <p>Lessons 6-9: /e/e</p> <p>Handwriting</p> <p>Lessons 6-9: Ee</p>	<p>Lesson 6: out (♥: ou) who (♥: wh, o)</p> <p>Lesson 7: part (♥: ar)</p>	<p>Title: "Get Up, Ken!"</p> <p>Genre: Fiction</p> <p>Title: "A Big Net"</p> <p>Genre: Fiction</p> <p>Title: "A Kid and a Pet"</p> <p>Genre: Nonfiction</p> <p>Title: "A Red Hen"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Check the Meaning!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a simple sentence</p> <p>Grammar Skill: Nouns and Verbs: Subject-Verb Agreement</p> <p>Mechanics: Capitalization: First word in a sentence</p> <p>Emergent Writing Skill: Write on the lines</p> <p>Extended Writing</p> <p>Writing Genre: Personal Narrative</p>	<p>Culminating Task</p> <p>Checkpoint #2: Children will think about, draw, and write about a choice a character made.</p>

Grade K • Unit 6 | Storytelling Once Upon a Character | Essential Question: How can characters affect us?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How can characters change the way we think?</p>	<p>Title: Characters Change Our Thinking</p> <p>Video Type: <i>Animation</i></p> <p>Collaborative Conversations: Clarify Information</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "The Adventures of Tom Thumb"</p> <p>Genre: Folktale</p> <p>Lexile: 520L</p> <p>Central Text: <i>Toby, the Not-Quite Duckling</i> by Stephen Briseño</p> <p>Genre: Fairy Tale</p> <p>Lexile: 560L</p> <p>Companion Text: "Binu and the Jackfruit Tree" by Derek Mascarenhas</p> <p>Genre: Fairy Tale</p> <p>Lexile: 530L</p>	<p>Concept Words: unexpected, doubt</p> <p>Target Words: tucked, brood</p> <p>Skill: Synonyms/ Antonyms</p> <p>Activity: Jump Up and Say It</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Character, Setting, and Events</p> <p>Story Structure: Compare and Contrast</p> <p>Author's Craft: Repetition</p> <p>Concepts of Print: Review Concept of a Sentence</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Descriptive Words</p>	<p>Phonological Awareness</p> <p>Lesson 13: Blend Syllables</p> <p>Lesson 15: Blend Syllables</p> <p>Phonemic Awareness</p> <p>Lessons 11-12: Blend Phonemes</p> <p>Lessons 13-14: Segment Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 11-12: /w/w, /v/v</p> <p>Lessons 13-14: /ks/x</p> <p>Handwriting</p> <p>Lesson 11: Ww</p> <p>Lesson 12: Ww, Vv</p> <p>Lesson 13: Vv, Xx</p> <p>Lesson 14: Xx</p>	<p>Lesson 11: write (♥: wr, i, te) about (♥: a, ou)</p> <p>Lesson 12: words (♥: or, s)</p>	<p>Title: "A Vet Can"</p> <p>Genre: Nonfiction</p> <p>Title: "Viv Can Pick"</p> <p>Genre: Fiction</p> <p>Title: "In a Box"</p> <p>Genre: Nonfiction</p> <p>Title: "Rex Had Fun"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Check the Meaning!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a simple sentence</p> <p>Grammar Skill: Nouns and Verbs: Subject-Verb Agreement</p> <p>Mechanics: Capitalization: First word in a sentence</p> <p>Emergent Writing Skill: Write on the lines</p> <p>Extended Writing</p> <p>Writing Genre: Personal Narrative</p> <p>Writing Product: Write a narrative story about something you did. Tell the events of the story in order.</p>	<p>Culminating Task</p> <p>Checkpoint #3: Children will think about, draw, and write about what they've learned about characters and how they affect us.</p> <p>Final Product: Act out a character.</p>

Grade K • Unit 7 | Physical Science: Let's Explore Motion | Essential Question: What causes things to move?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: What is motion?</p>	<p>Title: Motion All Around</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Listen Attentively</p> <p>Presentation Skill: Speak clearly</p>	<p>Read Aloud: "Motion at the Museum" and "Push Power" (poem)</p> <p>Genre:</p> <p>Card A: Informational Text</p> <p>Card B: Poetry</p> <p>Lexile:</p> <p>Card A: 490L</p> <p>Card B: NP</p> <p>Central Text: <i>Oscar and the Cricket: A Book About Moving and Rolling</i> by Geoff Waring</p> <p>Genre: Fantasy</p> <p>Lexile: 500L</p> <p>Companion Text: "Amusement Parks: Fun in Motion" by Tammy Enz</p> <p>Genre: Informational Text</p> <p>Lexile: 500L</p>	<p>Concept Words: motion, push, pull, speed</p> <p>Target Words: groaned, smoother, farther, muscles</p> <p>Skill: Shades of Meaning</p> <p>Activity: Word Clues</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Cause and Effect</p> <p>Author's Craft: Motion Words</p> <p>Concepts of Print: Review Concept of a Sentence</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Captions</p>	<p>Phonological Awareness</p> <p>Lesson 3: Manipulate Syllables: Add</p> <p>Lesson 5: Manipulate Syllables: Add</p> <p>Phonemic Awareness</p> <p>Lessons 1-2: Identify Phoneme (initial)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 1-2: /j/, /y/</p> <p>Lessons 3-4: /kw/qu, /z/z</p> <p>Handwriting</p> <p>Lesson 1: Jj</p> <p>Lesson 2: Jj, Yy</p> <p>Lesson 3: Yy, Qq</p> <p>Lesson 4: Qq, Zz</p>	<p>Lesson 1: called (♥: a, ll, ed) want (♥: a)</p> <p>Lesson 2: come (♥: o, me)</p>	<p>Title: "Up in a Big Jet"</p> <p>Genre: Nonfiction</p> <p>Title: "Jan Had Jam!"</p> <p>Genre: Fiction</p> <p>Title: "Zack Can!"</p> <p>Genre: Fiction</p> <p>Title: "A Big Cat Quiz"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a question</p> <p>Grammar Skill: Question Words: (When, Where, Why, Who, What)</p> <p>Mechanics: End punctuation: Question marks</p> <p>Emergent Writing Skill: Spaces Between Words</p> <p>Extended Writing</p> <p>N/A</p>	<p>Culminating Task</p> <p>Checkpoint #1: Children will draw things in the classroom that move and write a sentence to describe their drawing.</p>
<p>Week 2</p> <p>Focus Question: How can pushes and pulls make things move?</p>	<p>Title: Field Day</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Take Turns Speaking</p> <p>Presentation Skill: Describe with detail: conventions</p>	<p>Read Aloud: "The Science Challenge"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 540L</p> <p>Central Text: <i>Give It a Push! Give It a Pull! A Look at Forces</i> by Jennifer Boothroyd</p> <p>Genre: Informational Text</p> <p>Lexile: 500L</p> <p>Companion Text: "Makani's Beach Day" by Ilima Loomis</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 530L</p>	<p>Concept Words: forward, backward, direction, distance</p> <p>Target Words: force, gentle, heavy, light</p> <p>Skill: Shades of Meaning</p> <p>Activity: Word Clues</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Cause and Effect</p> <p>Author's Craft: Text Features: Captions</p> <p>Concepts of Print: Review Concept of a Sentence</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Cause and Effect</p> <p>Author's Craft: Motion Words</p>	<p>Phonological Awareness</p> <p>Lesson 8: Manipulate Syllables: Delete</p> <p>Lesson 10: Manipulate Syllables: Delete</p> <p>Phonemic Awareness</p> <p>Lessons 6-7: Segment Phonemes</p> <p>Lessons 8-9: Add Phoneme (initial)</p>	<p>Phonics/Spelling</p> <p>Lessons 6-9: Double final consonants (ll, ss, ff, zz, dd, tt, gg)</p> <p>Handwriting</p> <p>Lesson 6: Bb, Ff</p> <p>Lesson 7: Ee, Vv</p> <p>Lesson 8: Xx, Jj</p> <p>Lesson 9: Yy, Qq, Zz</p>	<p>Lesson 6: into (♥: o) now (♥: ow)</p> <p>Lesson 7: eat (♥: ea)</p>	<p>Title: "Pass the Puck!"</p> <p>Genre: Fiction</p> <p>Title: "Egg in a Pan"</p> <p>Genre: Nonfiction</p> <p>Title: "A Big Mess!"</p> <p>Genre: Fiction</p> <p>Title: "Will It Go?"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a question</p> <p>Grammar Skill: Question Words: (When, Where, Why, Who, What)</p> <p>Mechanics: End punctuation: Question marks</p> <p>Emergent Writing Skill: Spaces Between Words</p> <p>Extended Writing</p> <p>Writing Genre: Informative</p>	<p>Culminating Task</p> <p>Checkpoint #2: Children will draw something they can push or pull and write a sentence to describe their drawing.</p>

Grade K • Unit 7 | Physical Science: Let's Explore Motion | Essential Question: What causes things to move?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task (Type of Project)
<p>Week 3</p> <p>Focus Question: How can tools help us move things?</p>	<p>Title: Tools Can Help</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Review skills from W1 and W2</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "A House in the Trees"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 520L</p> <p>Central Text: <i>Simple Machines Give Us Superpowers!</i> by Bernard Mensah</p> <p>Genre: Informational Text</p> <p>Lexile: 580L</p> <p>Companion Text: "Ramps and Wheels: Skatebaord Thrills" by Teresa Robeson</p> <p>Genre: Informational Text</p> <p>Lexile: 560L</p>	<p>Concept Words: tool, machine</p> <p>Target Words: wedge, lever</p> <p>Skill: Shades of Meaning</p> <p>Activity: Word Clues</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Print Styles</p> <p>Concepts of Print: Review Concept of a Sentence</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Cause and Effect</p> <p>Author's Craft: Motion Words</p>	<p>Phonological Awareness</p> <p>Lesson 13: Blend Onset and Rime</p> <p>Lesson 15: Blend Onset and Rime</p> <p>Phonemic Awareness</p> <p>Lessons 11-12: Identify Phoneme</p> <p>Lessons 13-14: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 11-12: /b/b, /f/f, /e/e, /w/w, /v/v</p> <p>Lessons 13-14: /ks/x, /j/j, /y/y, /kw/qu, /z/z</p> <p>Handwriting</p> <p>Lessons 11-12: Aa</p> <p>Lessons 13-14: Bb</p>	<p>Lesson 11: which (♥: wh, ch) one (♥: o, ne)</p> <p>Lesson 12: how (♥: ow)</p>	<p>Title: "A Fun Job"</p> <p>Genre: Fiction</p> <p>Title: "A Cub Can Have Fun"</p> <p>Genre: Nonfiction</p> <p>Title: "Rex and Russ"</p> <p>Genre: Fiction</p> <p>Title: "Buzz, Quack, Hiss"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write a question</p> <p>Grammar Skill: Question Words: (When, Where, Why, What, How)</p> <p>Mechanics: End</p> <p>Punctuation: Question Marks</p> <p>Emergent Writing Skill: Spaces Between Words</p> <p>Extended Writing</p> <p>Writing Genre: Informative</p> <p>Writing Product: Write an informative text about something that moves. Ask a question and give one piece of information about the topic.</p>	<p>Culminating Task</p> <p>Checkpoint #3: Children will draw and write about what they've learned about motion and how things move.</p> <p>Final Product: Create a digital presentation (slideshow or similar)</p>

Grade K • Unit 8 | Expression and the Arts: The World of Art | Essential Question: What is art?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How can artists use color and pattern in art?</p>	<p>Title: The Works of Art</p> <p>Video type: <i>Interactive</i></p> <p>Collaborative Conversations: Add to Others' Ideas</p> <p>Presentation Skill: Add visuals</p>	<p>Read Aloud: "Color Everywhere!"</p> <p>Genre: Informational Text</p> <p>Lexile: 540L</p> <p>Central Text: <i>Masterpiece</i> by Alexandra Hoffman</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 580L</p> <p>Companion Text: "Playful Patterns and Brilliant Colors" by David Bowles</p> <p>Genre: Informational Text</p> <p>Lexile: 580L</p>	<p>Concept Words: artwork, original, color, pattern</p> <p>Target Words: masterpiece, shades, sapphire, blurted</p> <p>Skills: Synonyms and Antonyms</p> <p>Activity: Word Stories</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Theme</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Character Point of View</p> <p>Concepts of Print: Directionality</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Text Features: Photographs</p>	<p>Phonological Awareness</p> <p>Lesson 3: Segment Onset and Rime</p> <p>Lesson 5: Segment Onset and Rime</p> <p>Phonemic Awareness</p> <p>Lessons 1-2: Segment Phonemes</p> <p>Lessons 3-4: Delete Phoneme</p>	<p>Phonics/Spelling</p> <p>Lessons 1-2: Plural /s/-s, /z/-s</p> <p>Lessons 3-4: Inflectional /s/-s, /z/-s</p> <p>Handwriting</p> <p>Lessons 1-2: Cc</p> <p>Lessons 3-4: Dd</p>	<p>Lesson 1: two (♥: wo) three (♥: th, ee) Lesson 2: four (♥: ou)</p>	<p>Title: "Pals With Packs"</p> <p>Genre: Nonfiction</p> <p>Title: "We Pack Bins"</p> <p>Genre: Fiction</p> <p>Title: "Val Runs and Kicks"</p> <p>Genre: Fiction</p> <p>Title: "A Kid Digs"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write an exclamatory sentence</p> <p>Grammar Skill: Plural Nouns</p> <p>Mechanics: End punctuation: Exclamation marks</p> <p>Emergent Writing Skill: Return Sweep</p> <p>Extended Writing</p> <p>N/A</p>	<p>Culminating Task Checkpoint #1: Children will think about, draw, and write about how artists can use colors and patterns in art.</p>
<p>Week 2</p> <p>Focus Question: What materials can we use to make art?</p>	<p>Title: Creating Art</p> <p>Video type: <i>Live Action</i></p> <p>Collaborative Conversations: Answer Questions</p> <p>Presentation Skill: Describe with detail: content</p>	<p>Read Aloud: "Art from the Earth"</p> <p>Genre: Informational Text</p> <p>Lexile: 540L</p> <p>Central Text: <i>Rainbow Weaver</i> by Linda Elovitz Marshall</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 580L</p> <p>Companion Text: "What Makes Art?" by Cecilia André</p> <p>Genre: Informational Text: Opinion</p> <p>Lexile: 550L</p>	<p>Concept Words: materials, reuse, unusual, collect</p> <p>Target Words: weave, thread, littered, market</p> <p>Skills: Synonyms and Antonyms</p> <p>Activity: Word Stories</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Problem and Solution</p> <p>Author's Craft: Character Mood</p> <p>Concepts of Print: Directionality</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Photographs</p>	<p>Phonological Awareness</p> <p>Lesson 8: Blend Syllables</p> <p>Lesson 10: Blend Syllables</p> <p>Phonemic Awareness</p> <p>Lesson 6: Identify Phoneme (initial)</p> <p>Lesson 7: Identify Phoneme (final)</p> <p>Lessons 8-9: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 6-7: Continuous Blends: bl, cl, fl</p> <p>Lessons 8-9: Continuous Blends: sl, pl, gl</p> <p>Handwriting</p> <p>Lessons 6-7: Ee</p> <p>Lessons 8-9: Ff</p>	<p>Lesson 6: each (♥: ea, ch) all (♥: a) Lesson 7: other (♥: o, th, er)</p>	<p>Title: "A Class Flag"</p> <p>Genre: Fiction</p> <p>Title: "Clocks"</p> <p>Genre: Nonfiction</p> <p>Title: "A Fun Sled Plan"</p> <p>Genre: Fiction</p> <p>Title: "Big Plans"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write an exclamatory sentence</p> <p>Grammar Skill: Pronouns (Subjective): I, You, It, We, They, He ,She</p> <p>Mechanics: Capitalization: The pronoun I</p> <p>Emergent Writing Skill: Return Sweep</p> <p>Extended Writing</p> <p>Writing Genre: Opinion</p>	<p>Culminating Task Checkpoint #2: Children will think about, draw, and write about different materials that can be used to make art.</p>

Grade K • Unit 8: | Expression and the Arts: The World of Art | Essential Question: What is art?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How can we experience art?</p>	<p>Title: Art that Moves</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Review skills from W1 and W2</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "A Trip to the Theater"</p> <p>Genre: Informational Text</p> <p>Lexile: 530L</p> <p>Central Text: <i>My Dancing Dreams</i> by Srividhya Venkat</p> <p>Genre: Informational Text: Personal Narrative</p> <p>Lexile: 530L</p> <p>Companion Text: "Maggie Feels the Music" by Deborah Bernstein</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 540L</p>	<p>Concept Words: perform, senses</p> <p>Target Words: graceful, dizzy</p> <p>Skills: Synonyms and Antonyms</p> <p>Activity: Word Stories</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Sequence</p> <p>Author's Craft: Text Features: Glossary and Bold Words</p> <p>Concepts of Print: Directionality</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Character, Setting, and Events</p> <p>Story Structure: Description</p> <p>Author's Craft: Sensory Words</p>	<p>Phonological Awareness</p> <p>Lesson 13: Manipulate Syllables: Add</p> <p>Lesson 15: Manipulate Syllables: Delete</p> <p>Phonemic Awareness</p> <p>Lessons 11-12: Segment Phonemes</p> <p>Lessons 13-14: Substitute Phoneme (final)"</p>	<p>Phonics/Spelling</p> <p>Lessons 11-12: Continuous Blends: br, fr, cr, dr</p> <p>Lesson 13: Continuous Blends: gr, tr, pr</p> <p>Lesson 14: Continuous Blends: sn, sm, sw</p> <p>Handwriting</p> <p>Lessons 11-12: Gg</p> <p>Lessons 13-14: Hh</p>	<p>Lesson 11: first (♥: ir)</p> <p>many (♥: a, y)</p> <p>Lesson 12: more (♥: o, re)</p>	<p>Title: "A Big Drum Is First!"</p> <p>Genre: Nonfiction</p> <p>Title: "Fred Frog Gets a Pal"</p> <p>Genre: Fiction</p> <p>Title: "A Truck Can Do It!"</p> <p>Genre: Nonfiction</p> <p>Title: "A Fun Trip"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Blend It!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write an exclamatory sentence</p> <p>Grammar Skill: Pronouns (Subjective): I, You, It, We, They, He, She</p> <p>Mechanics: End punctuation: Exclamation marks</p> <p>Emergent Writing Skill: Return Sweep</p> <p>Extended Writing</p> <p>Writing Genre: Opinion</p> <p>Writing Product: Write an opinion about artwork. State the topic and your opinion or preference.</p>	<p>Culminating Task Checkpoint #3: Children will think about, draw, and write about what they've learned about art and how it's created.</p> <p>Final Product: Create a piece of artwork.</p>

Grade K • Unit 9 | Economics and Geography: Our Community at Work | Essential Question: Why do we work?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: Why are jobs important to a community?</p>	<p>Title: Jobs Help Our Community</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Confirm Comprehension</p> <p>Presentation Skill: Describe with detail: conventions</p>	<p>Read Aloud: "Small Business, Big Impact"</p> <p>Genre: Informational Text</p> <p>Lexile: 640L</p> <p>Central Text: <i>Night in the City</i> by Julie Downing</p> <p>Genre: Informational Text</p> <p>Lexile: 560L</p> <p>Companion Text: "I Am a Primary Care Doctor" by Dr. Crystal Maddox</p> <p>Genre: Informational Text: Personal Narrative</p> <p>Lexile: 560L</p>	<p>Concept Words: job, assist, skills, necessary</p> <p>Target Words: layers, uniform, underground, shift</p> <p>Skills: Synonyms and Antonyms</p> <p>Activity: Word Stories</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Text Features: Illustrations</p> <p>Concepts of Print: Review Concept of a Word</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Captions</p>	<p>Phonological Awareness</p> <p>Lesson 3: Manipulate Syllables: Substitute</p> <p>Lesson 5: Manipulate Syllables: Substitute</p> <p>Phonemic Awareness</p> <p>Lesson 1: Identify Phoneme (initial)</p> <p>Lesson 2: Identify Phoneme (medial)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 1-2: Stop Blends (initial): sp, st</p> <p>Lesson 3: Stop Blends (initial): sk</p> <p>Lesson 4: Stop Blends (initial): review sp, st, sk</p> <p>Handwriting</p> <p>Lessons 1-2: li</p> <p>Lessons 3-4: Jj</p> <p>Lesson 5: n/a</p>	<p>Lesson 1: please (♥: ea, se) were (♥: ere)</p> <p>Lesson 2: good (♥: oo)</p>	<p>Title: "Spin a Web"</p> <p>Genre: Nonfiction</p> <p>Title: "Meg Can Spin!"</p> <p>Genre: Fiction</p> <p>Title: "Kids Skills"</p> <p>Genre: Nonfiction</p> <p>Title: "A Good Plan"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Got Stuck?</p>	<p>Weekly Writing</p> <p>Writing Skill: Write using a variety of sentence types</p> <p>Grammar Skill: Pronouns (Subjective): I, You, It, We, They, He, She</p> <p>Mechanics: Capitalization: The pronoun I</p> <p>Emergent Writing Skill: Correct letter formation</p> <p>Extended Writing</p> <p>N/A</p>	<p>Culminating Task Checkpoint #1</p> <p>Children will think about, draw, and write about what they have learned regarding jobs in their community.</p>
<p>Week 2</p> <p>Focus Question: How can people work to improve their community?</p>	<p>Title: Making a Difference in Our Community</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Clarify Information</p> <p>Presentation Skill: Speak Clearly</p>	<p>Read Aloud: "Labor of Love"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 540L</p> <p>Central Text: <i>The One Day House</i> by Julia Durango</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 470L</p> <p>Companion Text: "Helping Bella" by AJ Eversole</p> <p>Genre: Drama</p> <p>Lexile: 500L</p>	<p>Concept Words: donate, work, neighborhood, improve</p> <p>Target Words: idea, company, view, warmth</p> <p>Skills: Synonyms and Antonyms</p> <p>Activity: Word Stories</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Theme</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Repetition</p> <p>Concepts of Print: Review Concept of a Word</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Character, Setting, and Events</p> <p>Story Structure: Sequence</p> <p>Author's Craft: Character Words and Actions</p>	<p>Phonological Awareness</p> <p>Lesson 8: Blend Onset and Rime</p> <p>Lesson 10: Blend Onset and Rime</p> <p>Phonemic Awareness</p> <p>Lessons 6-7: Segment Phonemes</p> <p>Lesson 8: Add Phoneme (final)</p> <p>Lesson 9: Add Phoneme (initial)</p>	<p>Phonics/Spelling</p> <p>Lessons 6-7: Stop Blends (final):-st, -sk, -mp, -lp</p> <p>Lesson 8-9: Stop Blends (final): -nt, -nd, -ft</p> <p>Handwriting</p> <p>Lessons 6-7: Kk</p> <p>Lessons 8-9: Ll</p> <p>Lesson 10: n/a</p>	<p>Lesson 6: way (♥: ay) say (♥: ay)</p> <p>Lesson 7: does (♥: oe)</p>	<p>Title: "Nests"</p> <p>Genre: Nonfiction</p> <p>Title: "Dax Gets a Cast"</p> <p>Genre: Fiction</p> <p>Title: "The Red Raft"</p> <p>Genre: Fiction</p> <p>Title: "Wind"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Got Stuck?</p>	<p>Weekly Writing</p> <p>Writing Skill: Write using a variety of sentence types</p> <p>Grammar Skill: Pronouns (objective): Me, You, It, Her, Him, Us, Them</p> <p>Mechanics: End punctuation: Periods, exclamation marks, question marks</p> <p>Emergent Writing Skill: Correct letter formation</p> <p>Extended Writing</p> <p>Writing Genre: (Personal) Narrative</p>	<p>Culminating Task Checkpoint #2</p> <p>Children will think about, draw, and write about things people do to improve their community.</p>

Grade K • Unit 9 | Economics and Geography: Our Community at Work | Essential Question: Why do we work?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: What can we do with money?</p>	<p>Title: Working to Save</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Review skills from W1 and W2</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "Henry and Jimmy Save Up!"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 580L</p> <p>Central Text: <i>Money: How to Earn and Use It</i> by Dr. Melinda Jiménez Pérez</p> <p>Genre: Informational Text</p> <p>Lexile: 565L</p> <p>Companion Text: "Layan's Choice" by Razan Abdin</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 540L</p>	<p>Concept Words: purchase, save</p> <p>Target Words: worth, fundraiser</p> <p>Skills: Synonyms and Antonyms</p> <p>Activity: Word Stories</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Headings</p> <p>Concepts of Print: Review Concept of a Word</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Make and Confirm Predictions</p> <p>Comprehension Skill: Key Details</p> <p>Story Structure: Cause and Effect</p> <p>Author's Craft: Character Point of View</p>	<p>Phonological Awareness</p> <p>Lesson 13: Segment Onset and Rime</p> <p>Lesson 15: Segment Onset and Rime</p> <p>Phonemic Awareness</p> <p>Lesson 11: Identify Phoneme (final)</p> <p>Lesson 12: Identify Phoneme</p> <p>Lessons 13-14: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 11-12: Plural Inflectional -s, /z/s, Continuous Blends (U8 VCC, CCVC, CVCC, CVCCC words)</p> <p>Lessons 13-14: Stop Initial Blends, Stop Final Blends (U9 VCC, CCVC, CVCC, CVCCC words)</p> <p>Handwriting</p> <p>Lessons 11-12: Mm</p> <p>Lessons 13-14: Nn</p> <p>Lesson 10: n/a</p>	<p>Lesson 11: would (♥: ou, ld) could (♥: ou, ld)</p> <p>Lesson 12: over (♥: o, er)</p>	<p>Title: "Frogs Can Jump"</p> <p>Genre: Nonfiction</p> <p>Title: "Greg Helps Pops"</p> <p>Genre: Fiction</p> <p>Title: "The Class Sells Crafts"</p> <p>Genre: Fiction</p> <p>Title: "Craft Sticks"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Got Stuck?</p>	<p>Weekly Writing</p> <p>Writing Skill: Write using a variety of sentence types.</p> <p>Grammar Skill: Pronouns (Objective): Me, You, It, Her, Him, Us, Them</p> <p>Mechanics: End punctuation: periods, exclamation marks, question marks</p> <p>Emergent Writing Skill: Correct letter formation.</p> <p>Extended Writing</p> <p>Writing Genre: (Personal) Narrative</p> <p>Writing Product: Write about a special moment in your life and provide a reaction to it.</p>	<p>Culminating Task Checkpoint #3</p> <p>Children will think about, draw, and write about what they've learned regarding money and how people spend what they've earned</p> <p>Final Product: Create a poster</p>

Grade K • Unit 10 | Life Science: | Essential Question: How do animals get what they need from where they live?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: What do animals need to live and grow?</p>	<p>Title: Living and Nonliving Things</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Listen Attentively</p> <p>Presentation Skill: Describe with detail: content</p>	<p>Read Aloud: "Caring For Pets Is Important"</p> <p>Genre: Informational Text: Opinion</p> <p>Lexile: 570L</p> <p>Central Text: <i>A House in the Sky</i> by Steve Jenkins</p> <p>Genre: Informational Text</p> <p>Lexile: 840L</p> <p>Companion Text: "What Do Animals Eat?" by Geraldo Valério</p> <p>Genre: Informational Text</p> <p>Lexile: 580L</p>	<p>Concept Words: needs, shelter, living, nonliving</p> <p>Target Words: hideaway, borrowed, treetops, suspended</p> <p>Skills: Categories</p> <p>Activity: Jump Up and Say It</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Text Features: Captions</p> <p>Concepts of Print: Review Directionality</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Text Features: Headings</p>	<p>Phonological Awareness</p> <p>Lesson 3: Recognize Rhyme</p> <p>Lesson 5: Produce Rhyme</p> <p>Phonemic Awareness</p> <p>Lesson 1: Identify Phoneme (medial)</p> <p>Lesson 2: Identify Phoneme (final)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 1-4: /ā/a_e</p> <p>Handwriting</p> <p>Lessons 1-2: Oo</p> <p>Lessons 3-4: Pp</p> <p>Lesson 5: n/a</p>	<p>Lesson 1: blue (♥: ue) water (♥: a, er)</p> <p>Lesson 2: under (♥: er)</p>	<p>Title: "It Is a Snake"</p> <p>Genre: Nonfiction</p> <p>Title: "At the Lake"</p> <p>Genre: Nonfiction</p> <p>Title: "Brave in a Cave"</p> <p>Genre: Fiction</p> <p>Title: "Kate Can Skate"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write using a variety of sentence types</p> <p>Grammar Skill: Adjectives</p> <p>Mechanics: Capitalization: the pronoun I</p> <p>Emergent Writing Skill: Left-to-Right and Top-to-Bottom Progression</p> <p>Extended Writing</p> <p>N/A</p>	<p>Culminating Task Checkpoint #1</p> <p>Children will think about what animals need to live and grow and select an animal to draw and write about.</p>
<p>Week 2</p> <p>Focus Question: How do animals get what they need to live and grow?</p>	<p>Title: Animals in the Wild</p> <p>Video type: <i>Interactive</i></p> <p>Collaborative Conversations: Take Turns Speaking</p> <p>Presentation Skill: Add visuals</p>	<p>Read Aloud: "Why Do Animals Hibernate"</p> <p>Genre: Informational Text</p> <p>Lexile: 560L</p> <p>Central Text: <i>Animals Communicate</i> by Nadia Ali</p> <p>Genre: Informational Text</p> <p>Lexile: 540L</p> <p>Companion Text: "Animal Babies" by Dr. Solomon David</p> <p>Genre: Informational Text</p> <p>Lexile: 560L</p>	<p>Concept Words: protect, support, safety, signals</p> <p>Target Words: chirp, guard, trail, thump</p> <p>Skills: Categories</p> <p>Activity: Jump Up and Say It</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Glossary and Bold Words</p> <p>Concepts of Print: Review Directionality</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Text Features: Photographs</p>	<p>Phonological Awareness</p> <p>Lesson 8: Recognize Alliteration</p> <p>Lesson 10: Produce Alliteration</p> <p>Phonemic Awareness</p> <p>Lesson 6: Identify Phoneme (medial)</p> <p>Lesson 7: Identify Phoneme (final)</p> <p>Lessons 8-9: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 6-9: /r/i_e</p> <p>Handwriting</p> <p>Lessons 6-7: Qq</p> <p>Lessons 8-9: Rr</p> <p>Lesson 10: n/a</p>	<p>Lesson 6: funny (♥: nn, y) some (♥: o, me)</p> <p>Lesson 7: people (♥: eo, le)</p>	<p>Title: "Time Will Tell"</p> <p>Genre: Fiction</p> <p>Title: "A Pile of Tires"</p> <p>Genre: Nonfiction</p> <p>Title: "A Bike Ride"</p> <p>Genre: Fiction</p> <p>Title: "A Red Fire Truck"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write using a variety of sentence types</p> <p>Grammar Skill: Adjectives with Articles</p> <p>Mechanics: End punctuation: Periods, exclamation marks, question marks</p> <p>Emergent Writing Skill: Left-to-Right and Top-to-Bottom Progression</p> <p>Extended Writing</p> <p>Writing Genre: Informative</p>	<p>Culminating Task Checkpoint #2</p> <p>Children will write about and draw how animals get what they need to live and grow.</p>

Grade K • Unit 10 | Life Science: Animals | Essential Question: How do animals get what they need from where they live?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: Where do animals find what they need to live and grow?</p>	<p>Title: Animal Locations</p> <p>Video type: <i>Interactive</i></p> <p>Collaborative Conversations: Review skills from W1 and W2</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "Animals on the Move"</p> <p>Genre: Informational Text</p> <p>Lexile: 570L</p> <p>Central Text: <i>The Journey of African Elephants</i> by Dr. Festus Ihwagi</p> <p>Genre: Informational Text</p> <p>Lexile: 610L</p> <p>Companion Text: "Animals That Stay at Home" by Anita Sanchez</p> <p>Genre: Informational Text</p> <p>Lexile: 620L</p>	<p>Concept Words: migrate, location</p> <p>Target Words: herd, matriarch</p> <p>Skills: Categories</p> <p>Activity: Jump Up and Say It</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Diagram and Labels</p> <p>Concepts of Print: Review Directionality</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Main Topic and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Photographs</p>	<p>Phonological Awareness</p> <p>Lesson 13: Blend Syllables</p> <p>Lesson 15: Blend Syllables</p> <p>Phonemic Awareness</p> <p>Lessons 11-12: Segment Phonemes</p> <p>Lesson 13: Substitute Phoneme (medial)</p> <p>Lesson 14: Substitute Phoneme (final)"</p>	<p>Phonics/Spelling</p> <p>Lessons 11-14: /ō/o, o_e</p> <p>Handwriting</p> <p>Lesssons 11-12: Ss</p> <p>Lessons 13-14: Tt</p> <p>Lesson 15: n/a</p>	<p>Lesson 11: long (♥: ng) too (♥: oo)</p> <p>Lesson 12: been (♥: ee)</p>	<p>Title: "A Mole Hole"</p> <p>Genre: Nonfiction</p> <p>Title: "A Class Vote"</p> <p>Genre: Fiction</p> <p>Title: "Time to Go!"</p> <p>Genre: Fiction</p> <p>Title: "It Is a Home!"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p>	<p>Weekly Writing</p> <p>Writing Skill: Write using a variety of sentence types</p> <p>Grammar Skill: Possessive Adjectives: My, His, Her, Their</p> <p>Mechanics: End punctuation: Periods, exclamation marks, question marks</p> <p>Emergent Writing Skill: Left-to-Right and Top-to-Bottom Progression</p> <p>Extended Writing</p> <p>Writing Genre: Informative</p> <p>Writing Product: Write an inromative text about animal homes using two facts about the topic.</p>	<p>Culminating Task Checkpoint #3</p> <p>Children will think about, draw, and write what they have learned about where animals go to get what they need to live and grow.</p> <p>Final Product: Create a book about animals.</p>

Grade K • Unit 11 | Poetry: World of Poetry | Essential Question: What experiences can we share through poems?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: What can poems show us about friendship?</p>	<p>Title: Friendship and Poems</p> <p>Video type: Animation</p> <p>Collaborative Conversations: Add to Others' Ideas</p> <p>Presentation Skill: Speak clearly</p>	<p>Read Aloud: "The Pen Pal Project"</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 550L</p> <p>Central Texts:</p> <p>Poem #1: "What Friends Are For" by Douglas Florian</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Poem #2: "We Go Together" by Calef Brown</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Poem #3: "Abuelita's Lap" by Pat Mora</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Companion Texts:</p> <p>Poem #4: "I Am the Book" by Tom Robert Shields</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Nursery Rhyme Day</p> <p>Poem #5: "The More We Get Together"</p> <p>Genre: Nursery Rhyme</p> <p>Lexile: n/a</p>	<p>Concept Words: thankful, comfort, companion, confide</p> <p>Target Words: forgiving, lending, chums, gliding</p> <p>Skills: Shades of Meaning</p> <p>Activity: Word Clues</p>	<p>Central Texts</p> <p>Poem #1:</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Literary Skill: Rhyme</p> <p>Author's Craft: Descriptive Words</p> <p>Poem #2:</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Literary Skill: Rhyme</p> <p>Author's Craft: Humor</p> <p>Poem #3:</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Literary Skill: Repetition</p> <p>Author's Craft: Descriptive Words</p> <p>Companion Texts</p> <p>Poem #4:</p> <p>Self-Monitoring Strategy: Reread</p> <p>Literary Skill: Rhyme</p> <p>Author's Craft: Illustrations</p> <p>Nursery Rhyme Day</p> <p>Poem #5:</p> <p>Self-Monitoring Strategy: Reread</p> <p>Literary Skill: Rhythm</p> <p>Author's Craft: Illustrations</p>	<p>Phonological Awareness</p> <p>Lesson 3: Segment Syllables: Identify</p> <p>Lesson 5: Segment Syllables: Identify</p> <p>Phonemic Awareness</p> <p>Lesson 1: Identify Phoneme (medial)</p> <p>Lesson 2: Identify Phoneme (final)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling</p> <p>Lessons 1-2: /ē/e, e_e, ee</p> <p>Lessons 3-4: /ū/u_e</p> <p>Handwriting</p> <p>Lessons 1-2: Uu</p> <p>Lessons 3-4: Vv</p> <p>Lesson 5: n/a</p>	<p>Lesson 1: yellow (♥: ll, ow) brown (♥: ow)</p> <p>Lesson 2: pretty (♥: e, tt, y)</p>	<p>Title: "A Peek at Bees"</p> <p>Genre: Nonfiction</p> <p>Title: "Queen Eve Needs Sleep!"</p> <p>Genre: Fiction</p> <p>Title: "Meet the Mule Deer"</p> <p>Genre: Nonfiction</p> <p>Title: "Fen Can Use Cubes"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p>	<p>Weekly Writing</p> <p>Writing Skill: Expand sentences by adding details</p> <p>Grammar Skill: Prepositions: To, From Of, With, In, Out, For, On, By</p> <p>Mechanics: Capitalization: Proper nouns, the pronoun I, first word in a sentence</p> <p>Emergent Writing Skill: Use Word Bank</p> <p>Extended Writing</p> <p>N/A</p>	<p>Culminating Task Checkpoint #1</p> <p>Children will think and write about what poems tell us about friendship.</p>

Grade K • Unit 11 | Poetry: World of Poetry | Essential Question: What experiences can we share through poems?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 2</p> <p>Focus Question: What can poems show us about playing?</p>	<p>Title: Playful Poems</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Answer Questions</p> <p>Presentation Skill: Add visuals</p>	<p>Read Aloud: "Poetry Can Be Fun!" and "Flying Kites"</p> <p>Genres:</p> <p>Card A: Informational Text</p> <p>Card B: Poetry</p> <p>Lexiles:</p> <p>Card A: 620L</p> <p>Card B: NP</p> <p>Central Texts:</p> <p>Poem #1: "Swings" by Luz Maria Mack</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Poem #2: "Jump Rope Jingle" by Betsy Franco</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Poem #3: "Kitty Caught a Caterpillar" by Jack Prelutsky</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Companion Texts:</p> <p>Poem #4: "Climbing" by Aileen L. Fisher</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Nursery Rhyme Day</p> <p>Poem #5: "Here Is the Beehive"</p> <p>Genre: Nursery Rhyme</p> <p>Lexile: n/a</p>	<p>Concept Words: playful, entertain, amusing, lyrical</p> <p>Target Words: queasy, double, caught, bit (as in small piece)</p> <p>Skills: Shades of Meaning</p> <p>Activity: Word Clues</p>	<p>Central Texts</p> <p>Poem #1:</p> <p>Self-Monitoring Strategy: Reread</p> <p>Literary Skill: Alliteration</p> <p>Author's Craft: Descriptive Words</p> <p>Poem #2:</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Literary Skill: Repetition</p> <p>Author's Craft: Print Styles</p> <p>Poem #3:</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Literary Skill: Alliteration</p> <p>Author's Craft: Humor</p> <p>Companion Texts</p> <p>Poem #4:</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Literary Skill: Rhyme</p> <p>Author's Craft: Illustrations</p> <p>Nursery Rhyme Day</p> <p>Poem #5</p> <p>Self-Monitoring Strategy: Reread</p> <p>Literary Skill: Rhyme</p> <p>Author's Craft: Sound Words</p>	<p>Phonological Awareness</p> <p>Lesson 8: Manipulate Syllables: Add</p> <p>Lesson 10: Manipulate Syllables: Delete</p> <p>Phonemic Awareness</p> <p>Lessons 6-7: Segment Phonemes</p> <p>Lesson 8: Add Phoneme (initial)</p> <p>Lesson 9: Delete Phoneme (initial)</p>	<p>Phonics/Spelling</p> <p>Lessons 6-7: sh, th</p> <p>Lessons 8-9: ch, /w/wh</p> <p>Handwriting</p> <p>Lessons 6-7: Ww</p> <p>Lessons 8-9: Xx</p> <p>Lesson 10: n/a</p>	<p>Lesson 6:</p> <p>number (♥: er)</p> <p>may (♥: ay)</p> <p>Lesson 7:</p> <p>down (♥: ow)</p> <p>away (♥: a, ay)</p>	<p>Title: "Lots of Shells"</p> <p>Genre: Fiction</p> <p>Title: "Big Ships"</p> <p>Genre: Nonfiction</p> <p>Title: "Chess with Champ"</p> <p>Genre: Fiction</p> <p>Title: "Whales Swim"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p>	<p>Weekly Writing</p> <p>Writing Skill: Expand sentences by adding details</p> <p>Grammar Skill: Prepositions: To, From Of, With, In, Out, For, On, By</p> <p>Mechanics: Capitalization: proper nouns, the pronoun I, first word in a sentence</p> <p>Emergent Writing Skill: Use Word Bank</p> <p>Extended Writing</p> <p>Writing Genre: Opinion</p>	<p>Culminating Task Checkpoint #2</p> <p>Children will think and write about what poems tell us about playing.</p>

Grade K • Unit 11 | Poetry: World of Poetry | Essential Question: What experiences can we share through poems?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How can poems help us explore our imagination?</p>	<p>Title: Poems and Imagination</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Review skills from W1 and W2</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "Poet Shel Silverstein"</p> <p>Genre: Informational Text: Biography</p> <p>Lexile: 570L</p> <p>Central Texts:</p> <p>Poem #1: "Last Night I Dreamed of Chickens" by Jack Prelutsky</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Poem #2: "A Cardboard Box" by Carole Boston Weatherford</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Companion Texts:</p> <p>Poem #3: "Rainbows" by Nikki Giovanni</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p> <p>Poem #4: "From The Bed Book" by Sylvia Plath</p> <p>Genre: Rhyming Poem</p> <p>Lexile: n/a</p>	<p>Concept Words: dream, whimsy</p> <p>Target Words: pecking, roosting</p> <p>Skills: Shades of Meaning</p> <p>Activity: Word Clues</p>	<p>Central Texts</p> <p>Poem #1:</p> <p>Self-Monitoring Strategy: Reread</p> <p>Literary Skill: Rhythm</p> <p>Author's Craft: Humor</p> <p>Poem #2:</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Literary Skill: Rhyme</p> <p>Author's Craft: Descriptive Words</p> <p>Companion Texts</p> <p>Poem #3:</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Literary Skill: Rhyme</p> <p>Author's Craft: Illustrations</p> <p>Poem #4:</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Literary Skill: Repetition</p> <p>Author's Craft: Descriptive Words</p>	<p>Phonological Awareness</p> <p>Lesson 13: Manipulate Syllables: Substitute</p> <p>Lesson 15: Manipulate Syllables: Substitute</p> <p>Phonemic Awareness</p> <p>Lesson 11: Identify Phoneme (medial)</p> <p>Lesson 12: Identify Phoneme</p> <p>Lesson 13: Substitute Phoneme (initial)</p> <p>Lesson 14: Substitute Phoneme</p>	<p>Phonics/Spelling</p> <p>Lessons 11-12: Review Long Vowels /ā/a_e, /ī/i_e, /ō/o, o_e (U10 Cve, CV, CVCe, CVCeC, CCVCC words)</p> <p>Lessons 13-14: Review Long Vowels /ē/e, e_e, ee, /ū/u_e,</p> <p>Review Digraphs: sh, th, ch, wh (U11 Cve, CVCe, CVCeC, CCVCC words)</p> <p>Handwriting</p> <p>Lessons 11-12: Yy</p> <p>Lessons 13-14: Zz</p> <p>Lesson 15: n/a</p>	<p>Lesson 11: soon (♥: oo) new (♥: ew)</p> <p>Lesson 12: here (n/a) little (♥: tt, le)</p>	<p>Title: "On a Plate"</p> <p>Genre: Nonfiction</p> <p>Title: "Time to Rake"</p> <p>Genre: Fiction</p> <p>Title: "A Shell for Whale"</p> <p>Genre: Fiction</p> <p>Title: "At a Reef"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Look for the Spelling Pattern!</p>	<p>Weekly Writing</p> <p>Writing Skill: Expand sentences by adding details</p> <p>Grammar Skill: Prepositions: To, From, Of, With, In, Out, For, On, By</p> <p>Mechanics: Capitalization: Proper nouns, the pronoun I, first word in a sentence</p> <p>Emergent Writing Skill: Use Word Bank</p> <p>Extended Writing</p> <p>Writing Genre: Opinion</p> <p>Writing Product: Write an opinion about a poem and give a reason or detail as support.</p>	<p>Culminating Task Checkpoint #3</p> <p>Children will think and write about what poems tell us about our imagination.</p> <p>Final Product: Write and share a poem.</p>

Grade K • Unit 12 | Life Science: Plants | Essential Question: Why is it important to understand plants?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 1</p> <p>Focus Question: How can we describe plants?</p>	<p>Title: Learning About Plants</p> <p>Video type: <i>Animation</i></p> <p>Collaborative Conversations: Confirm Comprehension</p> <p>Presentation Skill: Speak clearly</p>	<p>Read Aloud: "What Makes a Plant?"</p> <p>Genre: Informational Text</p> <p>Lexile: 550L</p> <p>Central Text: <i>Plants Can't Sit Still</i> by Rebecca E. Hirsch</p> <p>Genre: Informational Text</p> <p>Lexile: 510L</p> <p>Companion Text: "Plants, Plants Everywhere" by Nicholas Solis</p> <p>Genre: Informational Text</p> <p>Lexile: 600L</p>	<p>Concept Words: observe, flower, tree, seed</p> <p>Target Words: squirm, reach, folding, fling</p> <p>Skills: Synonyms and Antonyms</p> <p>Activity: Word Clues</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Make Inferences</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Print Styles</p> <p>Concepts of Print: Review Match Print to Speech</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Reread</p> <p>Comprehension Skill: Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Text Features: Speech Bubbles</p>	<p>Phonological Awareness</p> <p>Lesson 3: Manipulate Syllables: Substitute</p> <p>Lesson 5: Manipulate Syllables: Substitute</p> <p>Phonemic Awareness</p> <p>Lesson 1: Identify Phoneme (medial)</p> <p>Lesson 2: Identify Phoneme (initial)</p> <p>Lessons 3-4: Blend Phonemes</p>	<p>Phonics/Spelling:</p> <p>Lesson 1: Short Vowel Review</p> <p>Lesson 2: Long Vowel Review</p> <p>Lessons 3-4: Long and Short a Review</p> <p>Handwriting</p> <p>Lesson 1: Bb, Cc</p> <p>Lesson 2: Dd, Ff</p> <p>Lesson 3: Aa, Gg</p> <p>Lesson 4: Hh, Jj</p>	<p>Lesson 1 Review: little, away</p> <p>Lesson 2 Review: look, which</p> <p>Lesson 3 Review: first, does</p> <p>Lesson 4 Review: all, some</p>	<p>Title: "A Trip to a Pond"</p> <p>Genre: Fiction</p> <p>Title: "We Like Grapes!"</p> <p>Genre: Nonfiction</p> <p>Title: "A Plan for a Plane"</p> <p>Genre: Fiction</p> <p>Title: "Time for a Snack!"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Review all decoding strategies</p>	<p>Weekly Writing</p> <p>Writing Skill: Review: expand sentences by adding details</p> <p>Grammar Skill: Review: Adjectives and Prepositions</p> <p>Mechanics: Review: Capitalization and punctuation</p> <p>Emergent Writing Skill: Review: left-to-Right and top-to-bottom progression</p> <p>Extended Writing</p> <p>N/A</p>	<p>Culminating Task Checkpoint #1</p> <p>Children will make-up a plant, draw it, and describe what it looks like.</p>
<p>Week 2</p> <p>Focus Question: How do plants get what they need?</p>	<p>Title: What do Plants Need?</p> <p>Video type: <i>Collage</i></p> <p>Collaborative Conversations: Clarify Information</p> <p>Presentation Skill: Describe with Detail: conventions</p>	<p>Read Aloud: "Plants Have Needs Too" and poem "The Little Plant" by Kate Brown</p> <p>Genres:</p> <p>Card A: Informational Text</p> <p>Card B: Poetry</p> <p>Lexiles:</p> <p>Card A: 550L</p> <p>Card B: NP</p> <p>Central Text: <i>Plant Secrets</i> by Emily Goodman</p> <p>Genre: Informational Text</p> <p>Lexile: 580L</p> <p>Companion Text: "The Places Plants Grow!" by Tony Hillery</p> <p>Genre: Informational Text</p> <p>Lexile: 570L</p>	<p>Concept Words: grow, sprout, soil, sunlight</p> <p>Target Words: specks, hidden, carried, clusters</p> <p>Skills: Synonyms and Antonyms</p> <p>Activity: Word Clues</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Text Features: Print Styles</p> <p>Concepts of Print: Review Match Print to Speech</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Diagrams and Labels</p>	<p>Phonological Awareness</p> <p>Lesson 8: Segment Onset and Rime</p> <p>Lesson 10: Segment Onset and Rime</p> <p>Phonemic Awareness</p> <p>Lessons 6-7: Segment Phonemes</p> <p>Lesson 8: Add Phoneme (final)</p> <p>Lesson 9: Add Phoneme (initial)</p>	<p>Phonics/Spelling</p> <p>Lessons 6-7: Long and Short Ee Review</p> <p>Lessons 8-9: Long and Short Ii Review</p> <p>Handwriting</p> <p>Lesson 6: Ee, Kk</p> <p>Lesson 7: Ll, Mm</p> <p>Lesson 8: Ii, Nn</p> <p>Lesson 9: Pp, Qq</p>	<p>Lesson 6 Review: new, little</p> <p>Lesson 7 Review: look, water</p> <p>Lesson 8 Review: find, many</p> <p>Lesson 9 Review: have, more</p>	<p>Title: "Seeds"</p> <p>Genre: Nonfiction</p> <p>Title: "Creek Fun"</p> <p>Genre: Fiction</p> <p>Title: "Shapes and Sides"</p> <p>Genre: Nonfiction</p> <p>Title: "A Fine Time"</p> <p>Genre: Fiction</p> <p>Decoding Strategy: Review all decoding strategies</p>	<p>Weekly Writing</p> <p>Writing Skill: Review: expand sentences by adding details</p> <p>Grammar Skill: Review: Adjectives and Prepositions</p> <p>Mechanics: Review: capitalization and punctuation</p> <p>Emergent Writing Skill: Review: left-to-right and top-to-bottom progression</p> <p>Extended Writing</p> <p>Writing Genre: Research and inquiry</p>	<p>Culminating Task Checkpoint #2</p> <p>Children will write about and draw what their made-up plants needs.</p>

Grade K • Unit 12: Plants | Essential Question: Why is it important to understand plants?

UNIT/WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics /Handwriting/ Spelling	High-Frequency Words	Decodable Readers	Writing and Grammar	Culminating Task
<p>Week 3</p> <p>Focus Question: How are plants useful to animals and people?</p>	<p>Title: Plants are Helpful</p> <p>Video type: <i>Interactive</i></p> <p>Collaborative Conversations: Review skills from W1 and W2</p> <p>Presentation Skill: Review skills from W1 and W2</p>	<p>Read Aloud: "Plants Help Animals"</p> <p>Genre: Informational Text</p> <p>Lexile: 550L</p> <p>Central Text: <i>Plant Power</i> by Edward Dennis</p> <p>Genre: Informational Text</p> <p>Lexile: 610L</p> <p>Companion Text: "Nature All Around Me" by Mavasta Honyouti</p> <p>Genre: Informational Text</p> <p>Lexile: 580L</p>	<p>Concept Words: useful, depend</p> <p>Target Words: pods, energy</p> <p>Skills: Synonyms and Antonyms</p> <p>Activity: Word Clues</p>	<p>Central Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Compare and Contrast</p> <p>Author's Craft: Text Features: Diagrams and Labels</p> <p>Concepts of Print: Review Match Print to Speech</p> <p>Companion Text</p> <p>Self-Monitoring Strategy: Ask and Answer Questions</p> <p>Comprehension Skill: Main Idea and Key Details</p> <p>Text Structure: Description</p> <p>Author's Craft: Text Features: Photographs</p>	<p>Phonological Awareness</p> <p>Lesson 13: Blend Onset and Rime</p> <p>Lesson 15: Blend Onset and Rime</p> <p>Phonemic Awareness</p> <p>Lesson 11: Delete Phoneme (initial)</p> <p>Lesson 12: Delete Phoneme (final)</p> <p>Lesson 13: Substitute Phoneme (medial)</p> <p>Lesson 14: Substitute Phoneme (initial)</p>	<p>Phonics/Spelling</p> <p>Lessons 11-12: Long and Short o Review</p> <p>Lessons 13-14: Long and Short u Review</p> <p>Handwriting</p> <p>Lesson 11: Oo, Rr</p> <p>Lesson 12: Ss, Tt</p> <p>Lesson 13: Uu, Vv, Ww</p> <p>Lesson 14: Xx, Yy, Zz</p>	<p>Lesson 11 Review: down, one</p> <p>Lesson 12 Review: look, into</p> <p>Lesson 13 Review: first, could</p> <p>Lesson 14 Review: what, please</p>	<p>Title: "Cole and Hope Hop"</p> <p>Genre: Fiction</p> <p>Title: "Lots of Homes"</p> <p>Genre: Nonfiction</p> <p>Title: "Fun Crafts"</p> <p>Genre: Nonfiction</p> <p>Decoding Strategy: Review all decoding strategies</p>	<p>Weekly Writing</p> <p>Writing Skill: Review: expand sentences by adding details</p> <p>Grammar Skill: Review: Adjectives and Prepositions</p> <p>Mechanics: Review: capitalization and punctuation</p> <p>Emergent Writing Skill: Review: left-to-right and top-to-bottom progression</p> <p>Extended Writing</p> <p>Writing Genre: Research and Inquiry</p> <p>Writing Product: Create a shared research project (children will vote as a class on what the final product will be)</p>	<p>Culminating Task Checkpoint #3</p> <p>Children will draw and write about how their imaginary plant is useful.</p> <p>Final Product: Create a poster.</p>