

Grade K Reading	Unit 1: School		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What is the alphabet and how does it work?</p> <p>2. How do the sounds of the language work together?</p> <p>3. What strategies and skills are needed to become a successful reader?</p> <p>4. What vocabulary strategies are necessary to expand student vocabularies by introducing them to new words and meanings?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-EP-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. <input type="checkbox"/> RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 <input type="checkbox"/> RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1 <input type="checkbox"/> RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-3.0.1 Students will explain a character’s actions based on a passage. DOK 3 <input type="checkbox"/> RD-EP-3.0.3 Students will identify an author’s purpose in a passage. DOK 2 <input type="checkbox"/> RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Rhythm <input type="checkbox"/> Rhyming <input type="checkbox"/> Thought cloud <input type="checkbox"/> Dialogue <input type="checkbox"/> Asking questions <input type="checkbox"/> Predicting <input type="checkbox"/> Monitoring & Clarifying <input type="checkbox"/> Visualization <input type="checkbox"/> Classification <input type="checkbox"/> Context clues <input type="checkbox"/> Sensory words 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Listen for sounds, rhythm (T25, 41, 63, 83, 91, 145, 159, 169). <input type="checkbox"/> RD-EP-1.0.1 What Did I Whisper? (T107, 129, 213). <input type="checkbox"/> RD-EP-1.0.1 Cat and Mouse Game (T187, 201). <input type="checkbox"/> RD-EP-1.0.1 Listening for Missing Sounds (T223). <input type="checkbox"/> RD-EP-1.0.1 Close eyes and identify the sounds that are made (T233). <input type="checkbox"/> RD-EP-1.0.1 Follow oral directions (T251, 279, 297). <input type="checkbox"/> RD-EP-1.0.1 One Potato, Two Potato (T83). <input type="checkbox"/> RD-EP-1.0.1 Find the Rhyme (T91, 145, 187, 233, 297). <input type="checkbox"/> RD-EP-1.0.1 Make a Rhyme (T107, 129, 201, 213, 251, 279, 315). <input type="checkbox"/> RD-EP-1.0.1 The Ship is Loaded with ___ Game (T159, 169, 223, 325). <input type="checkbox"/> RD-EP-1.0.5 Print and Book Awareness (T46, 81, 236, 328, 59, 77, 53, 55, 69, 123, 137, 139, 153, 204, 263, 265, 267, 291, 307, 71, 77, 73, 271, 75, 139, 305, 309, 287, 289, 269, 283, 261, 153, 117, 307, 49, 289, 287, 273, 271, 261, 121, 119, 57, 51) <input type="checkbox"/> RD-EP-1.0.6 Comprehension strategy of Asking Questions (T48, 50, 52, 54, 68, 70, 72, 74, 260, 262, 266, 268, 286, 288, 292, 304). <input type="checkbox"/> RD-EP-2.0.1 Fiction (T45) <input type="checkbox"/> RD-EP-2.0.2 Story crafting, discussing the selection (T87, 97, 125, 150, 164, 261, 275, 295, 313, 320) <input type="checkbox"/> RD-EP-2.0.3 Comprehension strategy of Monitoring and Clarifying (T115, 116, 118, 120, 122, 136, 138, 140, 151, 152, 153). <input type="checkbox"/> RD-EP-2.0.4 Vocabulary Skill Words (T38, 80, 88, 126, 142, 156, 166, 210, 220, 230, 240, 276, 312, 332, 294, 322) <input type="checkbox"/> RD-EP-2.0.4 Selection Vocabulary (T46, 66, 114, 134, 150, 196, 206, 258, 284, 302) <input type="checkbox"/> RD-EP-3.0.1 Discussing the read aloud, thought clouds, picture-text relationships, story crafting (T36, 59, 61, 73, 119, 121, 125, 141, 143, 150, 153, 155, 164, 197,

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	about a passage. DOK 2		261, 267, 271, 275, 287, 289, 293, 295, 305, 307, 309, 311, 320) <input type="checkbox"/> RD-EP-3.0.3 Purposes for reading (T59, 79, 125, 155, 197, 209, 275, 311) <input type="checkbox"/> RD-EP-4.0.1 Concept/question board, discussing the selection (T36, 141, 155, 157, 173, 211, 231, 241, 271, 313) <input type="checkbox"/> RD-EP-5.0.3 Imaging and use pictures to answer questions (T237, 283)

Grade K Reading	Unit 2: Shadows		Suggested Length: 4 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. What is the alphabet and how does it work? 2. How do the sounds of the language work together? 3. What strategies and skills are needed to become a successful reader? 4. What vocabulary strategies are 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-EP-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2 <input type="checkbox"/> RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-EP-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 <input type="checkbox"/> RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Rhymes <input type="checkbox"/> Word substitution <input type="checkbox"/> Ellipses <input type="checkbox"/> End punctuation marks <input type="checkbox"/> Capital letters <input type="checkbox"/> Asking questions <input type="checkbox"/> Monitoring & Clarifying <input type="checkbox"/> Predictions <input type="checkbox"/> Cause & Effect <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Visualizing <input type="checkbox"/> <u>Making Connections</u> <input type="checkbox"/> Reality <input type="checkbox"/> Fantasy <input type="checkbox"/> Context Clues <input type="checkbox"/> Sensory Words <input type="checkbox"/> End Marks <input type="checkbox"/> Capital Letters 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Identify spoken sentences (T23) <input type="checkbox"/> RD-EP-1.0.1 Identify words in spoken sentences (T35, 53, 65) <input type="checkbox"/> RD-EP-1.0.1 Identify the order of words in spoken sentences (T77, 93, 113, 127, 139, 147) <input type="checkbox"/> RD-EP-1.0.1 Word Substitution (T163, 175, 185, 197, 205) <input type="checkbox"/> RD-EP-1.0.1 Word Length and Meaning (T221, 247, 263, 279, 287) <input type="checkbox"/> RD-EP-1.0.1 Alpha ball (T78, 148, 264) <input type="checkbox"/> RD-EP-1.0.1 Alphabet Song (T140, 164, 264) <input type="checkbox"/> RD-EP-1.0.1 Ordering letters game (T78, 206) <input type="checkbox"/> RD-EP-1.0.1 Secret Pass letter (T24, 36, 54, 66, 94, 140, 164, 176, 186, 198, 222, 248) <input type="checkbox"/> RD-EP-1.0.1 Vowel Song (T54, 66, 78, 94, 148, 186, 206) <input type="checkbox"/> RD-EP-1.0.1 Alphabet Cheer (T36, 164, 198, 280) <input type="checkbox"/> RD-EP-1.0.1 Hop Along Game (T280) <input type="checkbox"/> RD-EP-1.0.1 Alphabet tic-tac-toe (T148, 264) <input type="checkbox"/> RD-EP-1.0.1 Show Me Game (T24, 66, 164)

Grade K Reading	Unit 2: Shadows		Suggested Length: 4 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>necessary to expand student vocabularies by introducing them to new words and meanings?</p>	<ul style="list-style-type: none"> ❑ RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 ❑ RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 ❑ RD-EP-3.0.1 Students will explain a character’s actions based on a passage. DOK 3 ❑ RD-EP-3.0.3 Students will identify an author’s purpose in a passage. ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 What is the letter? (T114, 128, 265, 280) ❑ RD-EP-1.0.1 Letter Hunt (T288) ❑ RD-EP-1.0.1 Match My Letter (T114) ❑ RD-EP-1.0.1 Alphabet Cheer (T114, 128) ❑ RD-EP-1.0.1 Alphabet Flash Cards (T176, 186, 198, 248) ❑ RD-EP-1.0.1 Catch Me If You Can (T222, 248) ❑ RD-EP-1.0.1 Explore Mm-Zz, Big Book Alphabet Book – Mm-Zz (T24, 25, 36, 37, 54, 55, 66, 67, 94, 95, 114, 115, 129, 140, 141, 164, 165, 176, 177, 186, 187, 198, 199, 222, 223, 248, 249) ❑ RD-EP-1.0.1 Sound and Letters pages 7, 8, 9, 10, 11, 12, 13, 14, 15 (37, 55, 141, 177, 199, 249) ❑ RD-EP-1.0.3 Shades of Meaning (T172, 173, 182, 183) ❑ RD-EP-1.0.5 Print and Book Awareness (T98, 168, 282, 43, 45, 101, 103, 107, 229, 231, 233, 235, 237, 239, 241) ❑ RD-EP-1.0.6 Comprehension strategy of Asking Questions (T29, 41, 42, 44, 48, 58, 60, 72, 100, 104, 106, 108, 118, 122, 132, 134). ❑ RD-EP-2.0.2 Story crafting, discussing the selection (T142, 282) ❑ RD-EP-2.0.3 Comprehension strategy of Monitoring and Clarifying (T41, 42, 44, 46, 57, 58, 60, 70, 100, 102, 108, 118, 120, 134, 169, 180, 228, 230, 232, 234, 236, 238, 242, 252, 254, 256, 258, 268, 270, 274). ❑ RD-EP-2.0.4 Vocabulary Skill Words (T32, 33, 50, 51, 51, 52, 74, 75, 82, 83, 32, 50, 62, 74, 82, 110, 124, 144, 152, 244, 260, 276, 284, 292, 172, 182, 210) ❑ RD-EP-2.0.4 Selection Vocabulary (T40, 56, 68, 98, 116, 130, 168, 178, 190, 226, 250, 266) ❑ RD-EP-2.0.7 Comprehension skill of Drawing Conclusions (T119, 121, 123, 131, 133, 135). ❑ RD-EP-3.0.1 Discussing the read aloud, thought clouds, picture-text relationships, story crafting (T59, 61, 105, 107, 109, 116, 119, 121, 123, 130, 133, 142, 171, 181, 241, 243, 253, 257, 259, 269, 271, 275, 282) ❑ RD-EP-3.0.3 Purposes for reading (T49, 73, 109, 135,

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Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
			171, 181, 193, 243) <input type="checkbox"/> RD-EP-4.0.1 Comprehension strategy of Making Connections (T228, 230, 240, 252, 254, 272) <input type="checkbox"/> RD-EP-4.0.1 Concept/question board, discussing the selection (T27, 28, 29, 33, 42, 43, 44, 45, 46, 47, 48, 49, 51, 58-61, 63, 75, 83, 97, 111, 125, 137, 145, 149, 153, 173, 183, 195, 203, 211, 245, 267, 277, 285) <input type="checkbox"/> RD-EP-5.0.3 Imaging and use pictures to answer questions (T178, 262) <input type="checkbox"/> RD-EP-5.0.4 Comprehension skill of Cause and Effect (T59, 61, 71, 73, 181).

Grade K Reading	Unit 3: Finding Friends		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What is the alphabet and how does it work?</p> <p>2. How do the sounds of the language work together?</p> <p>3. What strategies and skills are needed to become a successful reader?</p> <p>4. What vocabulary</p>	<p><u>Core Content</u></p> <p><input type="checkbox"/> RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2</p> <p><input type="checkbox"/> RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2</p> <p><input type="checkbox"/> RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1</p> <p><input type="checkbox"/> RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts.</p> <p><input type="checkbox"/> RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3</p> <p><input type="checkbox"/> RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1</p>	<input type="checkbox"/> Compound Words <input type="checkbox"/> Blending <input type="checkbox"/> Segmentation <input type="checkbox"/> Ellipses <input type="checkbox"/> Exclamation Mark <input type="checkbox"/> Question Mark <input type="checkbox"/> Capital Letter <input type="checkbox"/> Period <input type="checkbox"/> Asking Questions <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Monitoring & Clarifying <input type="checkbox"/> Predicting <input type="checkbox"/> <u>Making Connections</u> <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Visualization <input type="checkbox"/> Synonyms <input type="checkbox"/> Antonyms <input type="checkbox"/> Classification	<input type="checkbox"/> RD-EP-1.0.1 Oral Blending (T23, 35, 53, 69, 77, 93, 135, 149) <input type="checkbox"/> RD-EP-1.0.1 Oral Blending and Segmentation (T157, 173, 185, 193, 199, 207, 223, 247, 261, 275, 283) <input type="checkbox"/> RD-EP-1.0.1 I can spell anything (T25) <input type="checkbox"/> RD-EP-1.0.1 I'm a Letter Expert (T35, 53, 70, 71) <input type="checkbox"/> RD-EP-1.0.1 Letter Order (T94, 95, 120, 121, 135, 150, 151) <input type="checkbox"/> RD-EP-1.0.1 Sounds in Words (T174, 175, 185, 193, 200, 201) <input type="checkbox"/> RD-EP-1.0.1 Show and Tell (T223, 247, 261, 276, 277) <input type="checkbox"/> RD-EP-1.0.1 Blend syllables to make words (T93, 119). <input type="checkbox"/> RD-EP-1.0.2 Develop an understanding that generating words that are similar and opposite in meaning to a given word more fully develops the meaning of each word (T32, 33, 50, 51, 66, 67, 74, 75, 82, 83). <input type="checkbox"/> RD-EP-1.0.2 Antonyms (T32, 33, 50, 51, 66, 67, 74, 75, 82, 83) <input type="checkbox"/> RD-EP-1.0.2 Compound Words (T93, 119)

Grade K Reading	Unit 3: Finding Friends		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
strategies are necessary to expand student vocabularies by introducing them to new words and meanings?	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 <input type="checkbox"/> RD-EP-3.0.1 Students will explain a character’s actions based on a passage. DOK 3 <input type="checkbox"/> RD-EP-3.0.3 Students will identify an author’s purpose in a passage. <input type="checkbox"/> RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 <input type="checkbox"/> RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sensory Words 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.5 Print and Book Awareness (T31, 38, 98, 226, 41, 43, 45, 47, 101, 103, 107, 109, 111, 113, 229, 233, 235, 239, 241, 105, 231, 103, 237) <input type="checkbox"/> RD-EP-2.0.1 Fiction (T225) <input type="checkbox"/> RD-EP-2.0.2 Story crafting, discussing the selection (T49, 54, 73.3, 152, 160, 229, 243, 251, 253, 255, 265, 267, 269, 271, 278) <input type="checkbox"/> RD-EP-2.0.3 Comprehension strategy of Monitoring and Clarifying (T40, 42, 44, 46, 56, 58, 60, 62, 100, 102, 104, 114, 124, 126, 128, 144, 228, 230, 232, 236, 238, 240, 242, 250, 252, 254, 264, 266, 268, 270). <input type="checkbox"/> RD-EP-2.0.4 Vocabulary Skill Words (T32, 50, 66, 74, 82, 116, 132, 146, 154, 162, 182, 190, 204, 212, 244, 258, 272, 280, 288) <input type="checkbox"/> RD-EP-2.0.4 Selection Vocabulary (T38, 98, 122, 139, 178, 186, 226, 248, 262) <input type="checkbox"/> RD-EP-2.0.7 Comprehension skill of Drawing Conclusions (T125, 127, 129, 139, 141, 143, 145). <input type="checkbox"/> RD-EP-3.0.1 Discussing the read aloud, thought clouds, picture-text relationships, story crafting (T29, 49, 54, 57, 59, 61, 63, 65, 72, 73, 107, 115, 125, 127, 129, 131, 133, 136, 139, 141, 143, 145, 152, 160, 181, 186, 189, 191, 229, 235, 237, 239, 243, 251, 255, 257, 262, 265, 267, 269, 271, 278, 286) <input type="checkbox"/> RD-EP-3.0.3 Purposes for reading (T49, 65, 115, 131, 145, 181, 189, 243) <input type="checkbox"/> RD-EP-4.0.1 Comprehension strategy of Making Connections (T100, 104, 106, 108, 112, 124, 126, 128, 130, 142, 228, 232, 234, 236, 238, 240, 250, 254, 256, 264, 266, 268). <input type="checkbox"/> RD-EP-4.0.1 Concept/question board, discussing the selection (T153, 181, 183, 186, 189, 191, 278, 286) <input type="checkbox"/> RD-EP-5.0.3 Imaging and use pictures to answer questions (T122, 136, 209) <input type="checkbox"/> RD-EP-5.0.4 Comprehension skill Compare and Contrast. (T57, 59, 61, 63, 251, 253, 255, 265, 267, 269).

Grade K Reading	Unit 4: The Wind		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. What is the alphabet and how does it work? 2. How do the sounds of the language work together? 3. What strategies and skills are needed to become a successful reader? 4. What vocabulary strategies are necessary to expand student vocabularies by introducing them to new words and meanings? 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 ❑ RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1 ❑ RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 ❑ RD-EP-3.0.1 Students will explain a character’s actions based on a passage. DOK 3 ❑ RD-EP-3.0.3 Students will identify an author’s purpose in a passage. ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.3 Students will identify text 	<ul style="list-style-type: none"> ❑ Period ❑ Quotation Marks ❑ Exclamation Mark ❑ Headings ❑ Dialogue ❑ Asking Questions ❑ Monitoring & Clarifying ❑ Predicting ❑ Cause & Effect ❑ Classify & Categorize ❑ Visualization ❑ Reality ❑ Fantasy 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Oral Blending (T23, 37, 59, 79, 89, 107, 131, 143, 155, 167, 185, 197, 207, 215, 223, 241, 267, 283, 299, 307) ❑ RD-EP-1.0.1 Listening for long vowels (T24, 37, 79, 89, 108, 131, 143, 155, 167, 185) ❑ RD-EP-1.0.1 The sound of s, m, d, p, a, h, t, o, and n and linking the sound to the letter (T26, 27, 38, 39, 60, 61, 80, 81, 90, 91, 109, 110, 111, 132, 133, 144, 145, 156, 157, 168, 169, 186, 187, 198, 199, 208, 209, 216, 217, 224, 225, 242, 243, 268, 269, 284, 285, 286, 300, 301, 308, 309) ❑ RD-EP-1.0.2 Antonyms (T34, 35, 56, 57, 86, 87, 96, 97) ❑ RD-EP-1.0.5 Print and Book Awareness (T42, 190, 246, 249, 53, 117, 255, 47, 125, 121, 49, 47, 119, 251, 253, 123, 257, 261, 51, 45, 123, 251, 45, 249, 259) ❑ RD-EP-1.0.6 Comprehension strategy of Asking questions (T120, 122, 124, 138, 148, 160). ❑ RD-EP-2.0.1 Fiction (T41) ❑ RD-EP-2.0.2 Story crafting, discussing the selection (T51, 82, 83, 263, 279, 295, 297) ❑ RD-EP-2.0.2 Plot structure (T302) ❑ RD-EP-2.0.3 Comprehension strategy of Monitoring and Clarifying (T46, 50, 52, 66, 70, 72, 118, 126, 138, 150, 162, 248, 250, 252, 254, 256, 258, 260, 262, 272, 274, 276, 278, 288, 290, 292, 294). ❑ RD-EP-2.0.4 Vocabulary Skill Words (T34, 56, 76, 86, 93, 128, 140, 152, 164, 174, 194, 204, 212, 220, 230, 264, 280, 296, 304, 314) ❑ RD-EP-2.0.4 Selection Vocabulary (T42, 62, 114, 134, 146, 158, 190, 200, 246, 270, 286) ❑ RD-EP-3.0.1 Discussing the read aloud, thought clouds, picture-text relationships, story crafting (T31, 55, 65, 67, 69, 71, 73, 75, 82, 83, 93, 117, 123, 141, 193, 261, 263, 273, 275, 277, 279, 281, 289, 295, 297, 302) ❑ RD-EP-3.0.3 Purposes for reading (T55, 75, 127, 163, 193, 203, 263, 295)

Grade K Reading	Unit 4: The Wind		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<ul style="list-style-type: none"> ❑ RD-EP-4.0.1 Concept/question board, discussing the selection (T28-31, 41, 75, 89, 116-127, 129, 135-139, 141, 147-151, 159-163, 227, 245, 311) ❑ RD-EP-5.0.3 Imaging and use pictures to answer questions (T42, 114, 134, 146, 158, 190, 200, 270) ❑ RD-EP-5.0.4 Comprehension skill of cause and effect (T28-31, 116-127, 147-151, 159-163)

Grade K Reading	Unit 5: Stick to It		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What is the alphabet and how does it work?</p> <p>2. How do the sounds of the language work together?</p> <p>3. What strategies and skills are needed to become a successful reader?</p> <p>4. What vocabulary strategies are necessary to expand student</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 ❑ RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1 ❑ RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). 	<ul style="list-style-type: none"> ❑ Question Mark ❑ Setting ❑ Quotation Marks ❑ Ellipses ❑ Exclamation Mark ❑ Asking Questions ❑ Monitoring & Clarifying ❑ Predicting ❑ Sequencing ❑ <u>Making Connections</u> ❑ Compare & Contrast ❑ Visualization ❑ Drawing Conclusions ❑ Sequence ❑ Classification ❑ Synonyms ❑ Antonyms ❑ Sensory Words 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Oral Blending (T23, 35, 53, 69, 77, 93, 113, 125, 139, 147, 165, 177, 187, 195, 203, 219, 243, 259, 275, 283) ❑ RD-EP-1.0.1 Blending (T140, 141, 148, 195, 262, 276, 277) ❑ RD-EP-1.0.1 Sound of s, m, a, t, h, p, l, and l and linking the sound to the letter (T24, 25, 36, 37, 54, 55, 70, 71, 78, 79, 94, 95, 114, 115, 126, 127, 166, 167, 178, 179, 188, 189, 204, 205, 220, 221, 244, 245, 260, 261) ❑ RD-EP-1.0.2 Antonyms (T110, 111, 136, 137, 154, 155) ❑ RD-EP-1.0.2 Synonyms (T122, 123, 144, 145, 154, 155) ❑ RD-EP-1.0.2 Compound Words (T76) ❑ RD-EP-1.0.5 Print and Book Awareness (T40, 224, 105, 107, 103, 229, 45, 237, 101, 235, 43, 233, 47, 227, 231) ❑ RD-EP-2.0.2 Story crafting, discussing the selection (T45, 59, 61, 63, 65, 72, 73, 135, 237, 255, 278) ❑ RD-EP-2.0.2 Problem/resolution plots (T73, 143) ❑ RD-EP-2.0.3 Comprehension strategy of Monitoring and Clarifying (T42, 46, 58, 62, 226, 228, 230, 232, 236, 248, 250, 252, 254, 268).

Grade K Reading	Unit 5: Stick to It		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
vocabularies by introducing them to new words and meanings?	<p>DOK 2</p> <ul style="list-style-type: none"> ❑ RD-EP-2.0.5 Students will identify the correct sequence. DOK 1 ❑ RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 ❑ RD-EP-3.0.1 Students will explain a character’s actions based on a passage. DOK 3 ❑ RD-EP-3.0.2 Students will explain how a conflict in a passage is resolved. ❑ RD-EP-3.0.3 Students will identify an author’s purpose in a passage. ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<ul style="list-style-type: none"> ❑ RD-EP-2.0.4 Vocabulary Skill Words (T32, 50, 66, 74, 82, 110, 122, 136, 144, 154, 174, 184, 192, 200, 208, 240, 256, 272, 280) ❑ RD-EP-2.0.4 Selection Vocabulary (T40, 56, 98, 116, 128, 170, 180, 224, 246, 264) ❑ RD-EP-2.0.5 Comprehension skill of Sequencing (T57, 59, 61, 63, 65, 73). ❑ RD-EP-2.0.7 Drawing Conclusions (T249, 251, 253, 267, 269) ❑ RD-EP-3.0.1 Discussing the read aloud, thought clouds, picture-text relationships, story crafting (T29, 49, 51, 59, 61, 65, 72, 109, 121, 123, 131, 133, 135, 142, 235, 239, 249, 251, 253, 255, 267, 269, 271, 278) ❑ RD-EP-3.0.3 Purposes for reading (T49, 109, 135, 173, 183, 239, 271) ❑ RD-EP-4.0.1 Comprehension strategy of Making Connections (T100, 104, 108, 118, 130, 134, 226, 228, 232, 234, 238, 248, 250, 254, 266, 270) ❑ RD-EP-4.0.1 Concept/question board, discussing the selection (T33, 51, 67, 75, 83, 175, 185, 241, 257, 263, 273, 281, 289) ❑ RD-EP-5.0.3 Imaging and use pictures to answer questions (T56, 116, 264) ❑ RD-EP-5.0.4 Comprehension skill of sequencing (T57, 59, 61, 63, 65, 73) ❑ RD-EP-5.0.4 Comprehension skill of compare and contrast (T119, 121, 131, 133, 135)

Grade K Reading	Unit 6: Red, White, and Blue		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What is the alphabet and how does it	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural 	<ul style="list-style-type: none"> ❑ Headings ❑ Abbreviations ❑ Proper Noun 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Phoneme Replacement (T23, 35, 55, 67, 83, 99, 121, 135, 149, 159, 177, 191, 201, 209, 217, 235, 261, 275, 293, 303)

Grade K Reading	Unit 6: Red, White, and Blue		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>work?</p> <p>2. How do the sounds of the language work together?</p> <p>3. What strategies and skills are needed to become a successful reader?</p> <p>4. What vocabulary strategies are necessary to expand student vocabularies by introducing them to new words and meanings?</p>	<p>analysis) to determine pronunciations or meanings of words in passages. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. DOK 2 ❑ RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 ❑ RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 ❑ RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 2 ❑ RD-EP-3.0.1 Students will explain a character’s actions based on a passage. DOK 3 ❑ RD-EP-3.0.3 Students will identify an author’s purpose in a passage. ❑ RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3 ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, 	<ul style="list-style-type: none"> ❑ Exclamation Mark ❑ Capital Letter ❑ Quotation Marks ❑ Ellipses ❑ Accent Mark ❑ Asking Questions ❑ Main Ideas ❑ Details ❑ <u>Making Connections</u> ❑ Main Ideas & Details ❑ Predicting ❑ Visualizing ❑ Drawing Conclusions ❑ Concept Words ❑ Classification ❑ Sensory Words ❑ Antonyms 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 The sound of n, d, o, b, c, r, u, g, and j and linking the sound to the letter (T24, 25, 36, 37, 56, 57, 68, 69, 84, 85, 100, 101, 122, 123, 136, 137, 150, 151, 160, 161, 178, 179, 192, 193, 202, 203, 210, 211, 218, 219, 236, 237, 262, 263, 276, 277, 294, 295, 304, 305) ❑ RD-EP-1.0.1 Blending (T70, 71, 162, 163, 180, 181, 220, 221, 296, 297, 306, 307) ❑ RD-EP-1.0.2 Antonyms (T258, 259, 272, 273, 290, 291, 300, 301, 310, 311) ❑ RD-EP-1.0.5 Print and Book Awareness (T26, 40, 104, 184, 240, 249, 51, 257, 49, 115, 187, 43, 47, 107, 255, 243, 109, 117, 111, 247, 251, 45, 113, 245, 253, 113) ❑ RD-EP-1.0.6 Comprehension strategy of Asking questions (T42, 44, 60, 62, 242, 244, 248, 250, 252, 266, 268, 280, 282, 284). ❑ RD-EP-2.0.1 Nonfiction (T39) ❑ RD-EP-2.0.2 Story crafting, discussing the selection (T298) ❑ RD-EP-2.0.4 Vocabulary Skill Words (T32, 52, 64, 80, 88, 118, 132, 146, 156, 166, 188, 198, 206, 214, 224, 258, 272, 290, 300, 310) ❑ RD-EP-2.0.4 Selection Vocabulary (T40, 58, 72, 104, 124, 138, 184, 194, 240, 264, 278) ❑ RD-EP-2.0.7 Drawing Conclusions (T125, 126, 129, 131, 139, 140, 141, 143, 145, 266, 267, 269, 281, 282, 283, 285, 287, 289) ❑ RD-EP-3.0.1 Discussing the read aloud, thought clouds, picture-text relationships, story crafting (T30, 75, 77, 79, 117, 127, 129, 131, 141, 145, 257, 267, 269, 271, 281, 283, 285, 287, 289, 298) ❑ RD-EP-3.0.3 Purposes for reading (T51, 117, 145, 187, 197, 257) ❑ RD-EP-3.0.4 Comprehension skill of Main Ideas and Details (T61, 63, 75, 77, 79). ❑ RD-EP-4.0.1 Comprehension strategy of Making Connections (T42, 44, 46, 48, 50, 60, 62, 74, 76, 78, 242, 244, 246, 248, 250, 252, 254, 256, 266, 268, 270, 280, 282, 284, 286, 288)

Grade K Reading	Unit 6: Red, White, and Blue		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>captions, headings) to answer questions about a passage. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-4.0.1 Concept/question board, discussing the selection (T39-53, 61-67, 70, 75, 77-83, 89, 117, 119, 129, 145, 147, 157, 167, 187, 189, 197, 199, 311) <input type="checkbox"/> RD-EP-5.0.3 Imaging and use pictures to answer questions (T31, 40, 148, 184, 194)

Grade K Reading	Unit 7: Teamwork		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. How do the sounds of the language work together? 2. What strategies and skills are needed to become a successful reader? 3. What vocabulary strategies are necessary to expand student vocabularies by introducing them to new words and meanings? 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-EP-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. <input type="checkbox"/> RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 <input type="checkbox"/> RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-EP-2.0.5 Students will identify the correct sequence. DOK 3 <input type="checkbox"/> RD-EP-3.0.1 Students will explain a character's actions based on a passage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Quotation Mark <input type="checkbox"/> Exclamation Mark <input type="checkbox"/> Question Mark <input type="checkbox"/> Asking Questions <input type="checkbox"/> <u>Making Connections</u> <input type="checkbox"/> Main Ideas & Details <input type="checkbox"/> Visualizing <input type="checkbox"/> Predicting <input type="checkbox"/> Comparing & Contrasting <input type="checkbox"/> Sequence <input type="checkbox"/> Concept Words <input type="checkbox"/> Classification <input type="checkbox"/> Sensory Words 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-EP-1.0.1 Replace initial consonant sounds in words, using written clues (T23, 35, 71, 87). <input type="checkbox"/> RD-EP-1.0.1 Replace final consonant sounds in words using written clues (T127, 145, 159, 169). <input type="checkbox"/> RD-EP-1.0.1 Introduced to phoneme segmentation and segment two- and three-phoneme words (T23, 35, 71, 87, 127, 145, 159, 169). <input type="checkbox"/> RD-EP-1.0.1 Restore initial consonant sounds to words (T187, 201, 211, 219, 227) <input type="checkbox"/> RD-EP-1.0.1 Restore final consonant sounds to words (T245, 275, 293, 311, 323). <input type="checkbox"/> RD-EP-1.0.1 The sound of e, f, k, q, v, w, x, y, and z and linking the sound to the letter T58, 59, 72, 73, 24, 25, 36, 37, 202, 203, 212, 213, 220, 221, 228, 229, 296, 297, 314, 315, 160, 161, 170, 171, 88, 89, 104, 105, 246, 247, 276, 277, 128, 129, 146, 147). <input type="checkbox"/> RD-EP-1.0.5 Print and Book Awareness (T26, 40, 108, 194, 250, 45, 113, 253, 47, 111, 197, 49, 261, 263, 267, 117, 43, 51, 53, 115, 265, 267, 119, 121, 257, 259, 271, 255) <input type="checkbox"/> RD-EP-1.0.6 Comprehension strategy of Asking questions (T42, 44, 46, 48, 50, 52, 61, 62, 64, 66, 78, 80, 82). <input type="checkbox"/> RD-EP-2.0.1 Nonfiction (T39)

Grade K Reading	Unit 7: Teamwork		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>DOK 3</p> <ul style="list-style-type: none"> ❑ RD-EP-3.0.3 Students will identify an author’s purpose in a passage. ❑ RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3 ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2 ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<ul style="list-style-type: none"> ❑ RD-EP-2.0.2 Story crafting, discussing the selection (T30, 163, 164, 174, 281, 283, 289, 299, 307, 316, 319) ❑ RD-EP-2.0.4 Vocabulary Skill Words (T33, 55, 69, 85, 93, 125, 143, 157, 167, 177, 273, 291, 309, 321, 331, 199, 209, 217, 225, 235) ❑ RD-EP-2.0.4 Selection Vocabulary (T40, 60, 76, 109, 130, 148, 195, 204, 251, 280, 298) ❑ RD-EP-2.0.5 Comprehension skill of Sequencing (T283, 285, 287, 289, 291, 301, 303, 305, 307, 309). ❑ RD-EP-3.0.1 Discussing the read aloud, thought clouds, picture-text relationships, story crafting (T30, 39, 79, 81, 123, 143, 271, 281, 283, 285, 287, 291, 299, 301, 303, 305, 307, 316, 317, 318) ❑ RD-EP-3.0.3 Purposes for reading (T53, 197, 271) ❑ RD-EP-3.0.4 Comprehension skill of Main Ideas and Details (T63, 65, 67, 69, 79, 81, 83). ❑ RD-EP-4.0.1 Comprehension strategy of Making Connections (T42, 44, 46, 48, 50, 61, 62, 64, 66, 78, 80, 252, 254, 256, 260, 262, 270, 282, 284, 286, 290, 300, 308) ❑ RD-EP-4.0.1 Concept/question board, discussing the selection (T39, 67, 83, 141, 143, 207) ❑ RD-EP-5.0.3 Imaging and use pictures to answer questions (T31, 60, 70, 76, 148, 194, 200, 204, 296) ❑ RD-EP-5.0.4 Comprehension skill of sequencing (T283, 285, 287, 289, 291, 301, 303, 305, 307, 309) ❑ RD-EP-5.0.4 Comprehension skill of compare and contrast (T133, 135, 137, 139, 141, 151, 153, 155)

Grade K Reading	Unit 8: By the Sea		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How do the sounds of the	<p>Core Content</p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic 	<ul style="list-style-type: none"> ❑ Descriptive Words ❑ Quotation Mark 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Oral Blending (T23, 37, 59, 79, 89, 107, 131, 147, 161, 171)

Grade K Reading	Unit 8: By the Sea		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>language work together?</p> <p>2. What strategies and skills are needed to become a successful reader?</p> <p>3. What vocabulary strategies are necessary to expand student vocabularies by introducing them to new words and meanings?</p>	<p>principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 ❑ RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2 ❑ RD-EP-2.0.5 Students will identify the correct sequence. DOK 3 ❑ RD-EP-3.0.1 Students will explain a character’s actions based on a passage. DOK 3 ❑ RD-EP-3.0.3 Students will identify an author’s purpose in a passage. ❑ RD-EP-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification). ❑ RD-EP-5.0.3 Students will identify text 	<ul style="list-style-type: none"> ❑ Exclamation Mark ❑ Intonation ❑ Boldfaced Text ❑ Asking Questions ❑ Visualizing ❑ Predicting ❑ Compare & Contrast ❑ Sequence ❑ <u>Making Connections</u> ❑ Sequence ❑ Figurative Language ❑ Rhyming Words ❑ Classification ❑ Antonyms ❑ Sensory Words 	<ul style="list-style-type: none"> ❑ RD-EP-1.0.1 Segmentation (T23, 37, 59, 79, 89, 107, 131, 147, 161, 172) ❑ RD-EP-1.0.1 Blending (T25, 39, 61, 81, 91, 92, 109, 133, 149, 163, 173, 189, 200, 201, 209, 216, 217, 223, 239, 263, 277, 293, 301) ❑ RD-EP-1.0.2 Antonyms (T128, 129, 144, 145, 158, 159, 168, 169, 178, 179) ❑ RD-EP-1.0.5 Print and Book Awareness (T26, 42, 112, 192, 242, 53, 123, 245, 251, 253, 157, 45, 47, 49, 51, 115, 119, 121, 247, 249, 255, 257, 115, 269, 271, 125, 55, 117, 281, 283, 285, 287, 257) ❑ RD-EP-1.0.6 Comprehension strategy of Asking questions (T111, 114, 116, 126, 134, 136, 138, 140, 156). ❑ RD-EP-2.0.1 Nonfiction (T41, 110) ❑ RD-EP-2.0.2 Story crafting, discussing the selection (T165, 166, 167, 294) ❑ RD-EP-2.0.2 Plot structure (T82, 165) ❑ RD-EP-2.0.2 (T82, 84, 85, 143, 179) ❑ RD-EP-2.0.4 Vocabulary Skill Words (T34, 56, 76, 86, 96, 128, 144, 158, 168, 178, 196, 206, 212, 220, 228, 260, 274, 290, 298, 306) ❑ RD-EP-2.0.4 Selection Vocabulary (T42, 62, 112, 134, 150, 192, 202, 243, 266, 278) ❑ RD-EP-2.0.5 Comprehension skill of Sequencing (T137, 139, 141, 143, 153, 155, 157). ❑ RD-EP-3.0.1 Discussing the read aloud, thought clouds, picture-text relationships, story crafting (T57, 137, 139, 141, 143, 145, 153, 155, 157, 195, 205, 207, 269, 271, 273) ❑ RD-EP-3.0.3 Purposes for reading (T55, 127, 195, 259) ❑ RD-EP-4.0.1 Comprehension strategy of Making Connections (T31, 41-55, 63-75, 195, 244-258, 268 - 288). ❑ RD-EP-5.0.2 Figurative Language (T269, 271, 279) ❑ RD-EP-5.0.3 Imaging and use pictures to answer questions (T33, 78, 134, 150, 192, 202) ❑ RD-EP-5.0.4 Comprehension skill of sequencing (T137,

Grade K Reading	Unit 8: By the Sea		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2</p> <ul style="list-style-type: none"> ☐ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. 		<p>139, 141, 143, 153, 155, 157)</p> <ul style="list-style-type: none"> ☐ RD-EP-5.0.4 Comprehension skill of compare and contrast (T65, 67, 69, 71, 73, 75)