

KINDERGARTEN UNIT SCOPE AND SEQUENCES

Unit 1: The Classroom Community (Fiction, Nonfiction, and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>Chicka Chicka Boom Boom</i> “Twinkle, Twinkle, Little Star” “I’m a Little Teapot”	Comprehension Fluency Concepts of print Phonological awareness Letter and word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Sing the alphabet song ▪ Learn and sing songs with hand motions ▪ Identify rhyming words 	
Letter Names	(Begins in Week 3)		
Vocabulary	(Begins in Unit 2)		
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> ▪ Learn the purposes of independent work ▪ Learn the purposes and procedures for independent reading ▪ Build stamina for reading independently ▪ Develop independent work habits 	Class Assessment
Handwriting	(Begins in Week 3)		
Social Development in Whole-Class Instruction	Classroom community Caring environment Listening and speaking skills	<ul style="list-style-type: none"> ▪ Learn classroom procedures ▪ Listen carefully ▪ Take responsibility for learning and behavior ▪ Work and participate responsibly 	

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Unit 1: The Classroom Community (Fiction, Nonfiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 2			
Whole-Class Reading Texts: <i>The Alphabet</i> "I'm a Little Teapot" "Under a Button" "A-Hunting We Will Go"	Comprehension Fluency Concepts of print Phonological awareness Letter and word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Learn and practice reading names ▪ Practice reading the letters of the alphabet ▪ Review and build the alphabet ▪ Learn a poem ▪ Identify and discuss rhyming words 	Class Assessment
Letter Names	(Begins in Week 3)		
Vocabulary	(Begins in Unit 2)		
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> ▪ Learn the purposes and procedures for independent word work ▪ Build stamina for reading independently ▪ Develop and discuss independent work habits 	Class Assessment
Handwriting	(Begins in Week 3)		
Social Development in Whole-Class Instruction	Classroom community Caring environment Listening and speaking skills	<ul style="list-style-type: none"> ▪ Take responsibility for learning and behavior ▪ Listen carefully ▪ Participate responsibly 	
Week 3			
Whole-Class Reading Texts: "The Itsy Bitsy Spider" "I'm a Little Teapot" "A-Hunting We Will Go" "Under a Button"	Comprehension Fluency Concepts of print Phonological awareness High-frequency word recognition	<ul style="list-style-type: none"> ▪ Learn and sing a song ▪ Make text-to-self connections ▪ Learn and practice choral reading ▪ Discuss return sweep ▪ Count words in a line ▪ Identify and discuss rhyming words ▪ Learn and identify the high-frequency words <i>the, and, and is</i> ▪ Use classmates' names in a poem 	Class Assessment

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Unit 1: The Classroom Community (Fiction, Nonfiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Letter Names Texts: <i>Kipper’s A to Z: An Alphabet Adventure</i>	Letter recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Learn the letters <i>Rr</i>, <i>Tt</i>, <i>Nn</i>, <i>Ss</i>, and <i>li</i> ▪ Review previously learned letters 	Class Assessment
Vocabulary	(Begins in Unit 2)		
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> ▪ Learn the purposes and procedures for independent writing ▪ Discuss and choose writing ideas ▪ Build stamina for reading and writing independently ▪ Develop independent work habits 	Class Assessment
Handwriting Texts: “The Train Is Coming” “Where Is Thumbkin?”	Preparation for letter formation	<ul style="list-style-type: none"> ▪ Participate in hand-strengthening activities 	
Social Development in Whole-Class Instruction	Classroom community Caring environment Listening and speaking skills	<ul style="list-style-type: none"> ▪ Learn “Turn to Your Partner” ▪ Take turns talking and listening ▪ Listen carefully ▪ Participate responsibly 	
Week 4			
Whole-Class Reading Texts: <i>I Went Walking</i> “The Ants Go Marching”	Comprehension Fluency Concepts of print Phonological awareness High-frequency word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Discuss the roles of the author and illustrator ▪ Make text-to-self connections ▪ Chorally read a story ▪ Discuss a character’s feelings ▪ Learn and identify the high-frequency words <i>I</i>, <i>see</i>, <i>a</i>, <i>you</i>, and <i>me</i> ▪ Learn and sing part of a song with hand motions ▪ Identify rhyming words 	Class Assessment Small-Group Placement Assessment (begin administering)

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Unit 1: The Classroom Community (Fiction, Nonfiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Letter Names Texts: <i>A Child's Day: An Alphabet of Play</i>	Letter recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a book ▪ Act out words from a book ▪ Learn the letters <i>Ll, Cc, Dd, Mm, Aa, Pp, Ff,</i> and <i>Vv</i> ▪ Review previously learned letters 	Class Assessment
Vocabulary	(Begins in Unit 2)		
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> ▪ Choose books for toolboxes ▪ Build stamina for working independently ▪ Write to share information ▪ Explore new word work materials ▪ Review independent work habits 	Class Assessment
Handwriting	Preparation for letter formation	<ul style="list-style-type: none"> ▪ Participate in hand-strengthening activities ▪ Practice gross-motor movements and good posture 	
Social Development in Whole-Class Instruction	Classroom community Caring environment Listening and speaking skills	<ul style="list-style-type: none"> ▪ Take turns talking and listening ▪ Participate responsibly ▪ Listen carefully 	
Week 5			
Whole-Class Reading Texts: "The More We Get Together" "The Ants Go Marching" "One, Two, Three, Four, Five" "Way Down South"	Comprehension Fluency Concepts of print Phonological awareness High-frequency word recognition	<ul style="list-style-type: none"> ▪ Learn, sing, and chorally read a song ▪ Learn signs for words in the song ▪ Review return sweep ▪ Learn and say a poem ▪ Sort the names of pictures by beginning sound ▪ Learn and identify the high-frequency words <i>we</i> and <i>are</i> ▪ Review high-frequency words 	Class Assessment Small-Group Placement Assessment (continue administering)

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Unit 1: The Classroom Community (Fiction, Nonfiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Letter Names Texts: <i>A Child's Day: An Alphabet of Play</i>	Letter recognition	<ul style="list-style-type: none"> Listen to and discuss a book Act out words from the book Learn the letters Gg, Ee, Bb, Hh, Kk, Ww, Oo, and Xx Review previously learned letters 	Class Assessment
Vocabulary	(Begins in Unit 2)		
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> Learn and practice procedures for working in and rotating through the three work areas Build stamina for working independently Develop independent work habits 	Class Assessment
Handwriting Texts: "The Train Is Coming" "Where Is Thumbkin?"	Preparation for letter formation	<ul style="list-style-type: none"> Review hand-strengthening activities Learn and practice pincer and pencil grips 	Class Assessments
Social Development in Whole-Class Instruction	Classroom community Caring environment Listening and speaking skills	<ul style="list-style-type: none"> Share thinking Participate responsibly Listen carefully Take turns talking and listening 	
Week 6			
Whole-Class Reading Texts: <i>Hands Can</i> "The Ants Go Marching" "One, Two, Three, Four, Five" "Way Down South"	Comprehension Fluency Concepts of print Phonological awareness High-frequency word recognition	<ul style="list-style-type: none"> Listen to and discuss a nonfiction book Make text-to-self connections Chorally read a book Learn and identify the high-frequency word <i>can</i> Review high-frequency words Revisit a familiar song and poems Sort the names of pictures by beginning sound 	Small-Group Placement Assessment (continue administering)

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Unit 1: The Classroom Community (Fiction, Nonfiction, and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Letter Names Texts: <i>A Child's Day: An Alphabet of Play</i> <i>Kipper's A to Z: An Alphabet Adventure</i>	Letter recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss texts ▪ Find letters in the classroom ▪ Learn the letters Zz, Jj, Qq, Yy, and Uu ▪ Review previously learned letters ▪ Act out words from the book 	(Optional) Individual Letter Name Assessment
Vocabulary	(Begins in Unit 2)		
Independent Work: Setting the Foundation	Procedures Work habits	<ul style="list-style-type: none"> ▪ Rotate to all three work areas ▪ Use all of the work habits ▪ Build stamina for working independently 	Class Assessment
Handwriting	Preparation for letter formation	<ul style="list-style-type: none"> ▪ Review hand-strengthening activities ▪ Practice the pincer and pencil grips ▪ Explore wipe-off boards 	
Social Development in Whole-Class Instruction	Classroom community Caring environment Listening and speaking skills	<ul style="list-style-type: none"> ▪ Listen carefully and respectfully ▪ Participate responsibly 	Social Skills Assessment

Unit 2: Focus on Making Connections (Fiction and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>When Sophie Gets Angry—Really, Really Angry . . .</i> "Just Three"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story and a poem ▪ Make text-to-self connections ▪ Discuss the story's message ▪ Echo read and chorally read a poem ▪ Replace missing words from the poem 	

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Unit 2: Focus on Making Connections (Fiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>When Sophie Gets Angry—Really, Really Angry . . .</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>snatch, furious, comfort, and welcome</i> ▪ Discuss the inflectional ending <i>-ed</i> 	
Handwriting	Preparation for letter formation	<ul style="list-style-type: none"> ▪ Review pencil grip ▪ Trace lines and circles 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Participate in partner work and class discussions ▪ Listen carefully ▪ Take turns talking and listening ▪ Participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>Say Hello</i> <i>The Big Umbrella</i>	Comprehension Fluency Concepts of print Phonological awareness Letter and word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss stories ▪ Learn procedures for Individualized Daily Reading (IDR) and read independently ▪ Explore a story's illustrations ▪ Make text-to-self connections ▪ Draw and write about text-to-self connections ▪ Echo read and chorally read the story and review return sweep ▪ Sort the names of pictures by beginning sound 	Class Assessment
Vocabulary Texts: <i>Say Hello</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>greet, excited, lonely, and invite</i> ▪ Discuss the inflectional ending <i>-s</i> 	Class Assessment

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Unit 2: Focus on Making Connections (Fiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Handwriting	Capital letter formation	<ul style="list-style-type: none"> Learn and practice forming the capital letters <i>T, I, and L</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> Listen carefully Take turns talking and listening Participate responsibly 	
Week 3			
Whole-Class Reading Texts: <i>Josie's Lost Tooth</i> Review Poems	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> Listen to and discuss a story Make text-to-self connections Sing and chorally read a familiar song Chorally read the poems in poetry readers Learn and practice the procedure for using the pointer Read independently 	Class Assessment IDR Conference Student Progress Assessment
Vocabulary Texts: <i>Josie's Lost Tooth</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> Learn and use the words <i>champion, sneak, imitate, and persistent</i> Review the inflectional ending <i>-s</i> Discuss synonyms 	Class Assessment Student Progress Assessment
Handwriting	Capital letter formation	<ul style="list-style-type: none"> Learn and practice forming the capital letters <i>H, F, and E</i> 	Class Assessment Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> Participate in partner work and class discussions Take turns talking and listening Participate responsibly 	

Unit 3: Focus on Retelling (Fiction and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>Gossie</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Make text-to-self connections ▪ Retell part of the story ▪ Draw and write about text-to-self connections ▪ Echo read and chorally read the story ▪ Clap on and count syllables in words ▪ Sort picture cards by number of syllables ▪ Learn the purpose of and procedure for conferring about books ▪ Read independently 	IDR Conference
Vocabulary Texts: <i>Gossie</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>enjoy</i>, <i>energetic</i>, <i>search</i>, and <i>heartbroken</i> ▪ Discuss the inflectional ending <i>-es</i> ▪ Discuss shades of meaning 	Class Assessment
Handwriting	Capital letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the capital letters C, O, Q, and G 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Speak loudly and clearly ▪ Share partners' thinking ▪ Work and participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>Whistle for Willy</i> Review Books	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss stories ▪ Retell a story and make text-to-self connections ▪ Echo and chorally read stories ▪ Discuss the pattern in a story and identify rhyming words ▪ Explore spaces and words in sentences ▪ Rebuild a sentence from a story ▪ Read independently and retell 	Class Assessment IDR Conference

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Unit 3: Focus on Retelling (Fiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>Whistle for Willy</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>whirl, scramble, determined, and proud</i> ▪ Discuss the inflectional ending <i>-ing</i> 	Class Assessment
Handwriting	Capital letter formation	<ul style="list-style-type: none"> ▪ Review and practice forming the capital letters <i>T, I, L, H, F, E, C, O, Q,</i> and <i>G</i> 	
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Speak loudly and clearly ▪ Share partners' thinking ▪ Listen carefully ▪ Participate responsibly 	
Week 3			
Whole-Class Reading Texts: <i>Sam and Jump</i> "Way Down Deep"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story and a poem ▪ Retell a story and make text-to-self connections ▪ Echo read and chorally read a poem ▪ Identify rhyming words and act out lines in a poem ▪ Read independently and retell 	Class Assessment IDR Conference Student Progress Assessment
Vocabulary Texts: <i>Sam and Jump</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>companion, wade, patient, and sleepless</i> ▪ Review synonyms ▪ Discuss the suffix <i>-less</i> 	Class Assessment Student Progress Assessment
Handwriting	Capital letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the capital letters <i>U, N, M,</i> and <i>K</i> 	Class Assessment Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Participate in partner work and class discussions ▪ Share partners' thinking ▪ Participate responsibly 	

Unit 4: Focus on Visualizing (Poetry and Fiction)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: “Cats” <i>Cat’s Colors</i>	Comprehension Fluency Concepts of print Phonological awareness	<ul style="list-style-type: none"> ▪ Listen to and visualize a poem ▪ Draw and share mental images ▪ Make text-to-self connections ▪ Listen to and discuss story ▪ Echo read a story with attention to punctuation ▪ Explore spaces, words, punctuation, and capitalization in a sentence ▪ Rebuild a sentence from the story ▪ Learn a procedure for and practice self-monitoring ▪ Read independently and self-monitor 	
Vocabulary Texts: <i>Cat’s Colors</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>soar</i>, <i>tangled</i>, <i>snooze</i>, and <i>drowsy</i> ▪ Review synonyms 	Class Assessment
Handwriting	Capital letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the capital letters V, W, X, and Y 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Caring environment	<ul style="list-style-type: none"> ▪ Learn “Think, Pair, Share” ▪ Take turns talking and listening ▪ Act considerately toward others ▪ Speak loudly and clearly ▪ Participate responsibly ▪ Share partners’ thinking 	

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Unit 4: Focus on Visualizing (Poetry and Fiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 2			
Whole-Class Reading Texts: "It Fell in the City" <i>Red Sled</i>	Comprehension Fluency Concepts of print Phonological awareness	<ul style="list-style-type: none"> ▪ Listen to and visualize a poem ▪ Identify words that support visualizations ▪ Listen to and discuss a story ▪ Explore the story's illustrations ▪ Echo read part of the story and discuss characters' feelings ▪ Discuss typography ▪ Read independently and visualize 	Class Assessment IDR Conference
Vocabulary Texts: <i>Red Sled</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>evening</i>, <i>noiseless</i>, <i>grasp</i>, and <i>observe</i> ▪ Discuss the suffix <i>-less</i> 	Class Assessment
Handwriting	Capital letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the capital letters A and Z 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Take turns talking and listening ▪ Speak loudly and clearly ▪ Participate responsibly 	
Week 3			
Whole-Class Reading Texts: "Umbrellas" "Hello, Rain"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to, discuss, and visualize poems ▪ Draw and share mental images ▪ Make text-to-self connections ▪ Echo read a poem and use hand motions for the poem ▪ Identify rhyming words ▪ Chorally read familiar poems ▪ Read independently and visualize 	Class Assessment IDR Conference Student Progress Assessment

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Unit 4: Focus on Visualizing (Poetry and Fiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: “Umbrellas”	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>unpleasant</i>, <i>pleasant</i>, <i>crowded</i>, and <i>uncrowded</i> ▪ Draw and write about vocabulary words ▪ Discuss the prefix <i>un-</i> ▪ Discuss antonyms 	Class Assessment Student Progress Assessment
Handwriting	Capital letter formation	<ul style="list-style-type: none"> ▪ Review and practice forming the capital letters <i>U, N, M, K, V, W, X, Y, A, and Z</i> 	Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Caring environment	<ul style="list-style-type: none"> ▪ Take turns talking and listening ▪ Act considerately toward others ▪ Share partners’ thinking ▪ Participate responsibly 	

Unit 5: Focus on Wondering (Fiction and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>Found</i> “Windshield Wipers”	Comprehension Fluency Concepts of print Phonological awareness	<ul style="list-style-type: none"> ▪ Listen to and discuss a story and a poem ▪ Wonder about the story and discuss a characters’ feelings ▪ Discuss the story’s message, and make text-to-self connections ▪ Listen to, discuss, and echo read a poem, learn hand motions for the poem, and discuss alliteration ▪ Clap on and count syllables ▪ Sort the names of pictures by number of syllables ▪ Read independently and wonder 	IDR Conference

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Unit 5: Focus on Wondering (Fiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>Found</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>peer</i>, <i>drenched</i>, <i>nuisance</i>, and <i>delighted</i> ▪ Review shades of meaning ▪ Review synonyms 	Class Assessment
Handwriting	Capital letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the capital letters <i>D</i>, <i>P</i>, <i>B</i>, and <i>R</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Share ideas with one another ▪ Work and participate responsibly 	
Week 2			
Whole-Class Reading Texts: <i>Going Places</i> <i>Walking Through the Jungle</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss stories ▪ Wonder about and retell part of a story ▪ Write about what was wondered ▪ Make predictions ▪ Echo read and chorally read with attention to punctuation ▪ Act out a story ▪ Read independently and wonder 	Class Assessment IDR Conference
Vocabulary Texts: <i>Going Places</i>	Word knowledge	<ul style="list-style-type: none"> ▪ Learn and use the words <i>assemble</i>, <i>contraption</i>, <i>participate</i>, and <i>startled</i> ▪ Draw and write about vocabulary words 	Class Assessment
Handwriting	Capital letter and punctuation formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the capital letters <i>J</i> and <i>S</i>, and <i>?</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Share ideas with one another ▪ Work responsibly in pairs ▪ Participate responsibly 	

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Unit 5: Focus on Wondering (Fiction and Poetry) (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 3			
Whole-Class Reading Texts: <i>A Big Mooncake for Little Star</i> “Some One”	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story and a poem ▪ Wonder about the story ▪ Read independently and wonder ▪ Echo read and chorally read poems ▪ Learn hand motions for the poem ▪ Identify rhyming words 	Class Assessment IDR Conference Student Progress Assessment Social Skills Assessment
Vocabulary Texts: <i>A Big Mooncake for Little Star</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>enormous</i>, <i>tiptoe</i>, <i>nibble</i>, and <i>twinkle</i> ▪ Review the inflectional endings <i>-ed</i> and <i>-ing</i> 	Class Assessment Student Progress Assessment
Handwriting	Capital letter and punctuation formation	<ul style="list-style-type: none"> ▪ Review and practice forming the capital letters <i>D</i>, <i>P</i>, <i>R</i>, <i>J</i>, and <i>S</i>, and ? 	Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Share ideas with one another ▪ Work responsibly in pairs ▪ Participate responsibly 	

Unit 6: Focus on Making Connections (Nonfiction and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>My Home, Your Home</i> Review Poems	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction book ▪ Identify what is learned about a topic ▪ Make text-to-self connections ▪ Chorally read familiar poems ▪ Echo read and rebuild lines from a poem ▪ Read independently and self-monitor 	IDR Conference

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Unit 6: Focus on Making Connections (Nonfiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>My Home, Your Home</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>apart</i>, <i>explain</i>, <i>attach</i>, and <i>reattach</i> ▪ Draw and write about vocabulary words ▪ Discuss a word with multiple meanings ▪ Discuss the prefix <i>re-</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>c</i>, <i>o</i>, and <i>s</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Give full attention to people who are speaking ▪ Share partners' thinking ▪ Participate responsibly ▪ Work responsibly in pairs 	
Week 2			
Whole-Class Reading Texts: <i>Back to School</i> <i>I Love Our Earth</i>	Comprehension Fluency Concepts of print Phonological awareness	<ul style="list-style-type: none"> ▪ Listen to and discuss nonfiction books ▪ Identify what is learned about a topic and use text features ▪ Make text-to-self connections ▪ Echo read a book with attention to punctuation ▪ Generate describing words ▪ Read independently 	Class Assessment IDR conference
Vocabulary Texts: <i>Back to School</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>colorful</i>, <i>attend</i>, <i>experiment</i>, and <i>magnify</i> ▪ Discuss the suffix <i>-ful</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>v</i>, <i>w</i>, <i>x</i>, and <i>z</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Give full attention to people who are speaking ▪ Share partners' thinking ▪ Participate responsibly 	

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Unit 6: Focus on Making Connections (Nonfiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 3			
Whole-Class Reading Texts: <i>A Library Field Trip</i> <i>A Visit to the Library</i> Review Books	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss nonfiction books and revisit familiar books ▪ Make text-to-self connections ▪ Use text features and identify what is learned about a topic ▪ Compare and contrast two nonfiction texts ▪ Echo read and chorally read with attention to punctuation ▪ Rebuild a sentence and explore spaces, words, punctuation, and capitalization ▪ Discuss beat and identify rhyming words ▪ Read independently and make text-to-self connections 	Class Assessment IDR Conference
Vocabulary Texts: <i>A Library Field Trip</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>curious</i>, <i>study</i>, <i>organize</i>, and <i>reorganize</i> ▪ Review the inflectional ending <i>-ed</i> ▪ Review the prefix <i>re-</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>l</i>, <i>t</i>, <i>i</i>, and <i>u</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Give full attention to people who are speaking ▪ Participate responsibly ▪ Share partners' thinking 	

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Unit 6: Focus on Making Connections (Nonfiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 4			
Whole-Class Reading Texts: <i>A Visit to the Fire Station</i> <i>What Is Round?</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss nonfiction books ▪ Make text-to-self connections ▪ Identify what is learned about a topic ▪ Discuss the connection between two ideas in a book ▪ Echo read and chorally read with attention to punctuation ▪ Sort the names of pictures by ending sound ▪ Read independently and make text-to-self connections 	Class Assessment IDR Conference Student Progress Assessment
Vocabulary Texts: <i>A Visit to the Fire Station</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>flash</i>, <i>courageous</i>, <i>communicate</i>, and <i>assist</i> ▪ Review the inflectional ending -es ▪ Review synonyms 	Class Assessment Student Progress Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Review and practice forming the lowercase letters <i>c</i>, <i>o</i>, <i>s</i>, <i>v</i>, <i>w</i>, <i>z</i>, <i>l</i>, <i>t</i>, <i>i</i>, and <i>u</i> 	Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Give full attention to people who are speaking ▪ Share partners' thinking ▪ Participate responsibly 	

Unit 7: Focus on Wondering (Nonfiction, Poetry, and Fiction)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>A Baby Penguin Story</i> <i>A Baby Duck Story</i> "I'm a Yellow-bill Duck"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss nonfiction books and a poem ▪ Wonder about the topic of the books and identify what is learned about a topic ▪ Discuss the connection between two ideas in a book ▪ Compare and contrast two nonfiction texts ▪ Echo read, chorally read, and act out a poem ▪ Discuss repetition and beat in a poem ▪ Chorally read familiar poems ▪ Read independently and self-monitor and learn 	IDR Conference
Vocabulary Texts: <i>A Baby Penguin Story</i>	Word knowledge	<ul style="list-style-type: none"> ▪ Learn and use the words <i>rocky</i>, <i>fluffy</i>, <i>icy</i>, and <i>tasty</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>r</i>, <i>n</i>, and <i>m</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Contribute different ideas ▪ Share and explain thinking ▪ Work and participate responsibly 	

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Unit 7: Focus on Wondering (Nonfiction, Poetry, and Fiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 2			
Whole-Class Reading Texts: <i>Baby Zebras</i> <i>Tiny Little Fly</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction book and a fiction story ▪ Wonder about the topic of a book and identify what is learned about a topic ▪ Make and confirm predictions ▪ Echo read and chorally read a story ▪ Discuss the pattern in the story and identify and generate rhyming words ▪ Read independently, wonder, and learn 	Class Assessment IDR Conference
Whole-Class Reading Texts: <i>Baby Zebras</i>	Word knowledge	<ul style="list-style-type: none"> ▪ Learn and use the words <i>newborn</i>, <i>wobble</i>, <i>join</i>, and “blend in” 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>h</i>, <i>b</i>, and <i>k</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Contribute different ideas ▪ Take turns talking and listening ▪ Share and explain thinking ▪ Participate responsibly 	

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Unit 7: Focus on Wondering (Nonfiction, Poetry, and Fiction) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 3			
<p>Whole-Class Reading</p> <p>Texts:</p> <p><i>Baby Hippos</i></p> <p>“From Rags to River Horse: Why Fiona the Star Hippo Had a Rough Start” video</p> <p><i>Five Little Ducks</i></p>	<p>Comprehension</p> <p>Fluency</p> <p>Concepts of print</p> <p>Phonological awareness</p> <p>Word recognition</p>	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction book and watch and discuss a video ▪ Wonder about the topic of the book and the video and identify what is learned about a topic ▪ Use text features ▪ Compare and contrast the video and a nonfiction book ▪ Echo read a story ▪ Chorally read with attention to punctuation and discuss punctuation ▪ Discuss the pattern in the story and make and confirm predictions ▪ Rebuild part of the story ▪ Read independently, wonder, and learn 	<p>Class Assessment</p> <p>IDR Conference</p> <p>Student Progress Assessment</p>
<p>Vocabulary</p> <p>Texts:</p> <p><i>Baby Hippos</i></p>	<p>Word knowledge</p> <p>Word-learning strategies</p>	<ul style="list-style-type: none"> ▪ Learn and use the words <i>bond</i>, <i>predator</i>, <i>careful</i>, and <i>careless</i> ▪ Draw and write about vocabulary words ▪ Review synonyms and antonyms ▪ Review the suffixes <i>-ful</i> and <i>-less</i> 	<p>Class Assessment</p> <p>Student Progress Assessment</p>
<p>Handwriting</p>	<p>Lowercase letter formation</p>	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>a</i>, <i>d</i>, <i>e</i>, and <i>f</i> 	<p>Class Assessment</p> <p>Student Progress Assessment</p>
<p>Social Development in Whole-Class Instruction</p>	<p>Listening and speaking skills</p>	<ul style="list-style-type: none"> ▪ Contribute different ideas ▪ Repeat what classmates say ▪ Reflect on partnerships ▪ Work and participate responsibly 	

Unit 8: Focus on Using Text Features (Nonfiction and Poetry)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>Trains</i> "I Love to Ride on a Train"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction book and learn and sing a song ▪ Use text features and identify what is learned about a topic ▪ Make text-to-self connections ▪ Echo read, discuss beat, and identify and match rhyming words in a poem ▪ Chorally read familiar poems ▪ Read independently, self-monitor, and use text features 	IDR Conference
Vocabulary Texts: <i>Trains</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>warn, signal, haul, and mighty</i> ▪ Review the inflectional endings <i>-s</i> and <i>-ing</i> 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Review and practice forming the lowercase letters <i>r, n, m, h, b, k, a, d, e,</i> and <i>f</i> 	
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Listen carefully ▪ Speak clearly ▪ Participate responsibly ▪ Work responsibly in pairs 	
Week 2			
Whole-Class Reading Texts: <i>The Moon</i> "Night"	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction book and a poem ▪ Wonder about the topic of a book and use text features ▪ Identify, draw, and write about what is learned about a topic ▪ Echo read, chorally read, and act out the poem ▪ Chorally read familiar poems ▪ Read independently and learn 	Class Assessment IDR Conference

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Unit 8: Focus on Using Text Features (Nonfiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Vocabulary Texts: <i>The Moon</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>overhead, visible, face, and rough</i> ▪ Review words with multiple meanings ▪ Review antonyms 	Class Assessment
Handwriting	Lowercase letter formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>p, j, and g</i> 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Share thinking ▪ Participate responsibly ▪ Work responsibly in pairs 	
Week 3			
Whole-Class Reading Texts: <i>The Sun</i> <i>I Love Bugs!</i>	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction book and a nonfiction story ▪ Wonder about the topic of a book and identify what is learned about the topic ▪ Use text features ▪ Echo read and chorally read a nonfiction story ▪ Clap on and count syllables ▪ Sort names of pictures by number of syllables ▪ Read independently and wonder 	Class Assessment IDR Conference
Vocabulary Texts: <i>The Sun</i>	Word knowledge	<ul style="list-style-type: none"> ▪ Learn and use the words <i>bright, sphere, creature, and survive</i> 	Class Assessment
Handwriting	Lowercase letter and punctuation formation	<ul style="list-style-type: none"> ▪ Learn and practice forming the lowercase letters <i>y and q, and !</i> 	Class Assessment
Social Development in Whole-Class Instruction	Speaking and listening	<ul style="list-style-type: none"> ▪ Listen respectfully ▪ Participate responsibly 	

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Unit 8: Focus on Using Text Features (Nonfiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 4			
Whole-Class Reading Texts: <i>Dolphins</i> "I'm a Yellow-bill Duck" Review Poems	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a nonfiction book ▪ Use text features and identify what is learned about a topic ▪ Make text-to-self connections ▪ Wonder about the topic of the book ▪ Echo read and chorally read familiar poems ▪ Discuss reading poems together and discuss favorite poems ▪ Read independently and revisit reading lives 	Class Assessment IDR Conference
Vocabulary Texts: <i>Dolphins</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>pointy, diet, playful, and active</i> ▪ Review the suffix <i>-ful</i> 	Class Assessment
Handwriting	Lowercase letter and punctuation formation	<ul style="list-style-type: none"> ▪ Review and practice forming the lowercase letters <i>p, j, g, y, and q</i>, and <i>!</i> 	Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills	<ul style="list-style-type: none"> ▪ Contribute different ideas ▪ Take responsibility for learning and behavior ▪ Participate responsibly ▪ Work responsibly in pairs ▪ Share partners' thinking 	

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Unit 8: Focus on Using Text Features (Nonfiction and Poetry) *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 5			
Whole-Class Reading Texts: <i>Thank You, Omu!</i> Review Books	Comprehension Fluency Concepts of print Phonological awareness Word recognition	<ul style="list-style-type: none"> ▪ Listen to and discuss a story and revisit familiar books ▪ Make text-to-self connections and wonder about the story ▪ Discuss a character's feelings ▪ Chorally read familiar books ▪ Write a shared letter ▪ Reflect on contributions to the classroom community ▪ Read independently and revisit reading lives 	Class Assessment IDR Conference Student Progress Assessment Social Skills Assessment
Vocabulary Texts: <i>Thank You, Omu!</i>	Word knowledge Word-learning strategies	<ul style="list-style-type: none"> ▪ Learn and use the words <i>unselfish</i>, <i>selfish</i>, <i>scrumptious</i>, and <i>blue</i> ▪ Review the prefix <i>un-</i> and antonyms ▪ Review synonyms ▪ Review words with multiple meanings 	Class Assessment Student Progress Assessment
Social Development in Whole-Class Instruction	Classroom community Listening and speaking skills	<ul style="list-style-type: none"> ▪ Reflect on behavior ▪ Work responsibly in pairs ▪ Share partners' thinking ▪ Participate responsibly 	