

BCS Literacy Vision**Unit 2****Week 1:****Essential Question: How do tools help us to explore?****Text Sets:**

Literature Big Book (Fiction):

Literature Big Book (Non-fiction): The Handiest Things in the World, Discover with Tools

Shared Read: Pam Can Seem, We Can See

Week 2:**Essential Question: What shapes do you see around you?****Text Sets:**

Literature Big Book (Fiction):

Literature Big Book (Non-fiction): Shapes All Around, Find the Shapes

Shared Read: We Like Tam!, I Like Sam

Week 3:**Essential Question: What kind of bugs do you know about?****Text Sets:**

Literature Big Book (Fiction): I Love Bugs!

Literature Big Book (Non-fiction): Bugs All Around

Shared Read: Pat, Tap!, Tap!, Tap!

Unit 2 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What kind of bugs do you know about?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions about text Evaluate key details Understand the aspects of poetry Reread Text features	Oral Vocabulary Acquisition: curious observe attaches process slender Category Words: Texture Words Grammar: Use verbs
Text(s): Teach and Model Literature Big Book: I Love Bugs!, Bugs All Around Interactive Read Aloud: From Caterpillar to Butterfly Shared Read: Pat, Tap!, Tap!, Tap! Practice and Apply Anchor Text: I Love Bugs Leveled Readers A: We Like Bugs! O: The Bugs Run ELL: The Bugs Run B: I See a Bug! Decodable Readers Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Use text evidence to respond to text Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Identify and segment words into syllables Segment words into individual sounds Identify and blend sounds in words Phonics/Handwriting: Review/blend /m/m, /a/a, /s/s, /p/p, /t/t Write sentences with Mm, Aa, Ss, Pp, Tt Handwriting Spelling Words: Spell words with /p/p Spell words using at pattern High Frequency Words: the, a, see, we, like Print Awareness: Identify the front/back cover and turn pages Differentiate between a letter and a word Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about different kinds of bugs.

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[9 lessons]**

K.FL.PA.2.a Recognize and begin to produce rhyming words. **[1 lesson]**

K.FL.PA.2.b Count, pronounce, blend, and segment syllables in spoken words. **[3 lessons]**

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. **[9 lessons]**

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. **[2 lessons]**

K.FL.PC.1.e Distinguish between pictures and words. **[1 lesson]**

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **[14 lessons]**

K.FL.PWR.3.c Read common high-frequency words by sight. **[14 lessons]**

K.FL.PWR.3.d Decode regularly spelled CVC words. **[1 lesson]**

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. **[2 lessons]**

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. **[2 lessons]**

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. **[2 lessons]**

K.FL.SC.6.c Use frequently occurring nouns and verbs when speaking and in shared language activities. **[9 lessons]**

K.FL.VA.7b.iii Make real-life connections between words and their use. **[4 lessons]**

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **[7 lessons]**

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. **[1 lesson]**

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). **[2 lessons]**

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. **[3 lessons]**

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels. **[3 lessons]**

K.FL.WC.4.e Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. **[1 lesson]**

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). **[3 lessons]**

K.RI.CS.5 Know various text features. **[1 lesson]**

K.RI.IK1.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **[2 lessons]**

K.RI.IK1.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic. **[1 lesson]**

K.RL.CS.5 Recognize common types of texts. **[2 lessons]**

K.RL.IK1.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **[1 lesson]**

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. **[1 lesson]**

K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. **[3 lessons]**

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. **[7 lessons]**

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **[5 lessons]**

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **[2 lessons]**

K.SL.PK1.6 With guidance and support, express thoughts, feelings, and ideas through speaking. **[2 lessons]**

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[3 lessons]**

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. **[2 lessons]**

K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. **[2 lessons]**

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. **[1 lesson]**

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[1 lesson]**

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. **[1 lesson]**

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. **[5 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.FL.PC.1.e, K.FL.PA.2.d, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.VA.7b.iii, K.W.TTP.2, K.W.RW.10, K.SL.CC.2		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T510-511 ○ Discuss the essential question: What kind of bugs do you know about? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 60-61 look at the photo and discuss the bugs in the picture. Draw and write about a bug you have seen.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T512-517 ○ Listen to <i>text I Love Bugs!</i> ○ Discuss why this story is poetry (p. 4-27). In the conversation, discuss looking for key details in the text and illustrations. ○ <i>Reading/Writing Companion</i> p. 62-63 write and illustrate about bugs from the poem.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T518-521 ○ Practice phoneme segmentation, breaking a word down into individual sounds. ○ Review /m/, /a/, and /p/. ○ Write sentences with Mm, Aa, Ss, Pp, and Tt. ○ Practice identifying the HFWs by building sentences.	
Shared Writing	Students will: T522 ○ Analyze, find text evidence and answer the prompt: What different kinds of bugs did we read about?	
Grammar	Students will: T523 ○ Review action words are verbs. ○ Collaborate with a partner to generate sentences with verbs.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.FL.PA.2.b, K.FL.PA.2.a, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.VA.7c, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T524-525 ○ Continue discussing the essential question: What kind of bugs do you know about? ○ Count and Pronounce syllables. ○ Review texture words, like slimy, hard, fuzzy, etc.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T526-529 ○ Reread <i>I Love Bugs!</i> and review the meaning of poetry.	

	○ <i>Reading/Writing Companion</i> p. 64-65. Write and illustrate a detail about <i>I Love Bugs!</i> ○ <i>Reading/Writing Companion</i> p. 66 Write how the boy thinks about scary bugs and discuss how the author let them know. ○ <i>Reading/Writing Companion</i> p. 67 Draw bugs and write some rhyming words about bugs.
Word Work Phonics	Students will: T530-531 ○ Practice phoneme segmentation, breaking a word down into individual sounds. ○ Review /s/ and /t/. ○ Blend words with /a/, /s/, /t/. ○ Review HFWs using Read/Spell/Write.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T532-533 ○ Listen to <i>Pat</i> and choral read the story.
Shared Writing	Students will: T534 ○ Answer the prompt: How are the words on some pages different from most books? Why do you think the author chose to place them this way?
Grammar	Students will: T535 ○ Review that action words are verbs. ○ Collaborate with a partner to draw something they can do with their hands. Label the action word.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RI.KID.1 , K.FL.PC.1.a, K.FL.PA.2.d, K.FL.WC.4.e, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.FL.VA.7b.iii, K.W.TTP.2, K.W.PDW.4		
Build the Concept Oral Vocabulary Words	Students will: T536 ○ Continue discussing the essential question: What kind of bugs do you know about? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T537 ○ Listen to the nonfiction text <i>From Caterpillar to Butterfly</i>. ○ Practice the Ask and Answer Questions Strategy.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T538-541 ○ Practice phoneme blending, blending sounds. ○ Listen for short /a/ sound and long /a/ sound. ○ Review m, a, s, p, t. ○ Spell words using a, m, s, p, t. ○ Picture sort photo cards by initial sound. ○ Build fluency with HFWs.	

Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T542-543 ○ <i>Reading/Writing Companion</i>. Reread the story <i>Pat</i> Focus on comprehension p. 68-69, 70-71, 72-73. ○ Focus on accuracy and rate in fluency.
Independent Writing: Draft	Students will: T544 ○ Using text evidence, write a response to the prompt: Why do you think Pat tapped the plant?
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.KID.1 , K.RI.CS.5, K.RI.IK1.7, K.FL.PWR.3.d, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.FL.VA.7b.iii, K.FL.VA.7c, K.SL.CC.1, K.W.PDW.5, K.W.PDW.4, K.W.PDW.6, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T546-547 ○ Discuss the essential question: What kind of bugs do you know about? ○ Count and pronounce syllables. ○ Practice onset and rime segmentation. ○ Identify texture words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T548-551 ○ Listen to <i>Bugs All Around</i>, and review the reason it is a nonfiction book. ○ Identify text feature, captions, using Teaching Poster 18. ○ <i>Reading/Writing Companion</i> p. 74-75. Discuss with a partner what the photos and captions tell them about bugs. Draw a bug and write a caption.
Word Work Phonemic Awareness Phonics	Students will: T552-553 ○ Practice phoneme blending, blending sounds. ○ Blend words with m, a, s, p, t. ○ Build sentences with HFWs.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T554-555 ○ <i>Reading/Writing Companion</i> Read the <i>Tap! Tap! Tap!</i> and make a connection between details and answering the essential question. ○ Choral Read, think about the purpose of the story, and read to see what the family sees.
Independent Writing: Revise	Students will: T556 ○ Work with a partner to review their writing from previous day. Check to see if it includes clues from pictures and text about the reason Pat tapped the plant. ○ Edit their writing for complete sentences.
Grammar	Students will: T557 ○ Review action words are verbs. ○ Collaborate with a partner to generate sentences orally using verbs.

Integrate4 Ideas Research and Inquiry	Students will: T558-559 ○ <i>Reading/Writing Companion</i> p. 82-83 Complete each step of the research process.
Friday	Day 5
Instructional Plan	
Student Learning Targets: K.FL.PC.1.a, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.SL.CC.1, K.SL.CC.3, K.SL.PKI.6, K.W.PDW.4	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T560-561 ○ Practice phoneme segmentation, breaking a word down into individual sounds. ○ Read words with m, a, s, p, t. ○ Write the letter for the sound that is dictated. ○ Build fluency with HFWs.
Reread the Shared Read (Reading / Writing Companion) Comprehension/Fluency	Students will: T562-563 ○ Reread <i>Tap! Tap! Tap!</i> focusing on comprehension questions. ○ Using text evidence, collaborate with a partner to discuss what they can see.
Independent Writing	Students will: T564 ○ Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T565 ○ Review actions words are verbs.
Integrate Ideas Text Connections Weekly Wrap	Students will: T566-567 ○ In <i>Reading/Writing Companion</i> p. 84 Talk about the bugs they see and compare these bugs to other bugs. ○ Complete a sentence telling how all the texts read this week apply to the essential question.

BCS Literacy Vision

Unit 3**Week 1:****Essential Question: What rules do we follow in different places?****Text Sets:**

Literature Big Book (Fiction): How Do Dinosaurs Go to School?

Literature Big Book (Non-fiction): Be Safe!

Shared Read: Can I Pat It?, Tim Can Tip It

Week 2:**Essential Question: What are the different sounds we hear?****Text Sets:**

Literature Big Book (Fiction): Clang! Clang! Beep! Beep! Listen to the City

Literature Big Book (Non-fiction): Sounds Are Everywhere!

Share Read: Nat and Tip, Tim and Nan

Week 3:**Essential Question: What places do you go to during the week?****Text Sets:**

Literature Big Book (Fiction): Please Take Me for a Walk

Literature Big Book (Non-fiction): A Neighborhood

Shared Read: We Go to See Nan, Can We Go?

Week 1

Unit 3 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What rules do we follow in different places?	Cite relevant evidence from text Make inferences to support understanding Visualize to deepen understanding Evaluate key details Understand the aspects of fiction Reread Text features	Oral Vocabulary Acquisition: rules cooperate guard prank responsible Category Words: Action words Grammar: Use sentences
Text(s): Teach and Model Literature Big Book: How Do Dinosaurs Go to School? Be Safe! Interactive Read Aloud: The Boy Who Cried Wolf Shared Read: Can I Pat It?, Tim Can Tip It Practice and Apply Anchor Text: How Do Dinosaurs Go to School? Leveled Readers A: We Run O: Go, Nat! ELL: Go, Nat! B: The Birdhouse Decodable Readers Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Recognize rhyme Recognize spoken alliteration in groups of words Identify and blend sounds in words Phonics/Handwriting: Introduce and blend with /i/i Write li Handwriting Spelling Words: Spell words with /i/i High Frequency Words: to Print Awareness: Understand directionality Recognize the difference between a letter and a printed word Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about rules we follow for safety

Weekly Standards

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. [\[9 lessons\]](#)

K.FL.PA.2.a Recognize and begin to produce rhyming words. [\[3 lessons\]](#)

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. [\[9 lessons\]](#)

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. [\[1 lesson\]](#)

K.FL.PC.1.c Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. [\[2 lessons\]](#)

K.FL.PC.1.d Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text. [\[1 lesson\]](#)

K.FL.PC.1.e Distinguish between pictures and words. [\[1 lesson\]](#)

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. [\[3 lessons\]](#)

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. [\[10 lessons\]](#)

K.FL.PWR.3.c Read common high-frequency words by sight. [\[13 lessons\]](#)

K.FL.PWR.3.d Decode regularly spelled CVC words. [\[1 lesson\]](#)

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. [\[2 lessons\]](#)

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. [\[2 lessons\]](#)

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. [\[2 lessons\]](#)

K.FL.SC.6.c Use frequently occurring nouns and verbs when speaking and in shared language activities. [\[2 lessons\]](#)

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. [\[6 lessons\]](#)

K.FL.SC.6.i Recognize and name end punctuation. [\[1 lesson\]](#)

K.FL.VA.7b.iii Make real-life connections between words and their use. [\[3 lessons\]](#)

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [\[2 lessons\]](#)

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. [\[1 lesson\]](#)

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). [\[2 lessons\]](#)

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. [\[7 lessons\]](#)

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels. [\[3 lessons\]](#)

K.FL.WC.4.e Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. [\[2 lessons\]](#)

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). [\[3 lessons\]](#)

K.RI.CS.5 Know various text features. [\[2 lessons\]](#)

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [\[1 lesson\]](#)

K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text. [\[1 lesson\]](#)

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. [\[1 lesson\]](#)

K.RL.CS.5 Recognize common types of texts. [\[2 lessons\]](#)

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. [\[1 lesson\]](#)

K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. [\[3 lessons\]](#)

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. [\[7 lessons\]](#)

K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. [\[1 lesson\]](#)

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. [\[2 lessons\]](#)

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [\[1 lesson\]](#)

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [\[2 lessons\]](#)

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. [\[3 lessons\]](#)

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [\[3 lessons\]](#)

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. [\[2 lessons\]](#)

K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. [\[2 lessons\]](#)

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. [\[1 lesson\]](#)

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. [\[1 lesson\]](#)

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.KID.2, K.SL.CC.2, K.W.RW.10, K.FL.VA.7b.iii, K.FL.PC.1.e, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PA.2.d, K.FL.WC.4.e, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.h		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T20-21 ○ Discuss the essential question: What rules do we follow in different places? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 8-9-Students will look at the photo and discuss why we follow rules in a sport or game.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T22-27 ○ Listen to text <i>How Do Dinosaurs Go to School?</i> and determine rules for the dinosaurs. ○ Discuss why this story is fiction: Title dinosaur and school, p.10-11 dinosaur racing up the stairs. ○ Review how visualizing can help you better understand the story: p. 6-7-Have students act out “make a big fuss”, p. 12-13-why the girl looks upset, p. 26-27-dinosaur sitting at a desk with his hand raised ○ Look for key details: p. 8-9-What is the dinosaur doing? p. 14-15-Why does the dinosaur yell? P. 18-19 How does the teacher feel? How does the dinosaur feel about making a noise? ○ Answer questions about the text. ○ <i>Reading/Writing Companion</i> p. 10-11 respond to the text. ○ Retell the story using retelling cards.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T28-31 ○ P. 12-13 Identify word that begins with /a/ sound. ○ Listen to <i>Kim Hears an Insect</i>. Place stickie note on beginning /i/ sound words. ○ P. 20-21 Read the high frequency word <i>the</i>. ○ Listen for words beginning with /i/ sound at the beginning. ○ Practice writing the letter li. ○ Practice identifying the HFW <i>to</i>.	
Shared Writing	Students will: T32 ○ Write about a funny and not funny part in the story. <i>Reading/Writing Companion</i> p. 10-11. ○ Write about what they learned about dinosaurs at school. ○ Analyze, find text evidence and answer the prompt: Write a new story about a dinosaur in the library using the Big Book as a model.	
Grammar	Students will: T33 ○ Identify that a sentence must begin with a capital letter, end with an end mark and make sense.	
Tuesday	Day 2	Instructional Plan
Student Learning Target:		

K.RL.KID.3, K.RL.CS.5 , K.RL.IKI.7, K.FL.PA.2.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.PC.1.d, K.FL.F.5.a, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.h, K.FL.VA.7c	
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T34-35 Continue discussing the essential question: What rules do we follow in different places?
Listening Comprehension (Literature Big Book) Close Read	Students will: T36-39 - Listen to the text <i>How Do Dinosaurs Go to School</i> and identify characters, events, setting. - Understand that key details (words or pictures) help to understand the story better. <i>Reading/Writing Companion</i> p. 12-13-write key details of the text. - Look at p. 14-21, discuss how the dinosaurs act and illustrate one way. - Look at p. 14-15 noticing the words in capital letters.
Word Work Phonics	Students will: T40-41 - Listen for words that rhyme. - Blend phonemes to make words (short i sound). - Listen for /i/ sound at the beginning of words. - Create sentences using the HFWs <i>to, a like, see, the, we</i>. - Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T42-43 Listen to <i>Can I Pat It?</i> and choral read the story.
Shared Writing	Students will: T44 Answer the prompt: Write a new story about a dinosaur in the grocery store using the Big Book as a model.
Grammar	Students will: T45 - Review what a sentence is by writing a complete sentence using photo cards. - Listen and act out action words.

Wednesday	Day 3	Instructional Plan
Student Learning Target: K.RL.CS.5 , K.RL.IKI.9, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.PC.1.a, K.W.PDW.4, K.FL.SC.6.i, K.FL.SC.6.h, K.FL.VA.7b.iii		
Build the Concept Oral Vocabulary Words	Students will: T46 - Continue discussing the essential question: What rules do we follow in different places? - Work with a partner to create sentences using oral vocabulary words.	
Listening Comprehension/Close Reading	Students will: T47	

Interactive Read Aloud	○ Listen to the fable <i>The Boy Who Cried Wolf</i>. ○ Think and share that <i>The Boy Who Cried Wolf</i> is a fable because the boy learns an important lesson. Discuss in class discussion what does the boy learn and how do you know?
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T48-51 ○ Listen and identify words that have a short i in the middle of the word. ○ Blend sounds together to make short i words. ○ Sort pictures having short a and i. ○ Recognize HFWs with accuracy. ○ Build fluency reading sentences.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T52-53 ○ Read the story <i>Can I Pat It?</i> ○ Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T54 ○ Write a new story called "Can I Play With It?" using <i>Can I Pat It?</i> as a guide.
Thursday	Day 4 Instructional Plan
Student Learning Target: K.RI.KID.2, K.RL.KID.2, K.RI.IKI.8, K.RI.CS.5 , K.RI.IKI.7, K.SL.CC.1, K.FL.PA.2.a, K.FL.PWR.3.b, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.e, K.FL.WC.4.f, K.FL.PC.1.c, K.FL.F.5.a, K.FL.SC.6.h, K.FL.VA.7c, K.W.PDW.5, K.W.PDW.4, K.W.PDW.6, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T56-57 ○ Continue discussing the essential question by thinking about following rules in different places. ○ Listen for words that rhyme. ○ Review Oral Vocabulary words by using them in sentences. ○ Review action words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T58-61 ○ Study the concept of "lists" as a text feature (Teaching Poster 14). ○ Read the text <i>Be Safe!</i> to see how the text feature, lists, is used. ○ Look at the photo (p. 36) and identify the rules children are following. ○ After looking at the photo (p. 22) <i>Reading/Writing Companion</i>, discuss with a partner what the boy is doing, how is he staying safe and the author's purpose for including the photo.
Word Work Phonemic Awareness Phonics	Students will: T62-63 ○ Blend sounds to form words using short i and a. ○ Identify sounds for each letter, blend and read the words.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T64-65 ○ Look for details to help answer the essential question: What rules do we follow in different places? ○ Recall the visualize strategy. ○ <i>Reading/Writing Companion</i> p. 24-29 in <i>Tim Can Tip It</i>, answer questions.

Independent Writing: Revise	Students will: T66 - Work with a partner to review their writing from previous day. Check to see if it follows the pattern of <i>Can I Pat It?</i> - Edit their writing for complete sentences.	
Grammar	Students will: T67 Review rules of a sentence—capital letter, end marks, makes sense.	
Integrate Ideas Research and Inquiry	Students will: T68-69 <i>Reading/Writing Companion</i> p. 30-31 Follow the model for Rules of Safety.	
Friday	Day 5	Instructional Plan
Student Learning Target: K.RL.KID.1, K.FL.PWR.3.c, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.PC.1.c, K.FL.F.5.a, K.FL.SC.6.c, K.W.PDW.4, K.SL.CC.3, K.SL.PKI.6, K.SL.CC.3, K.SL.PKI.6, K.SL.CC.1, K.SL.PKI.6.7		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T70-71 - Identify picture in a set that does not begin with the same sound. - Practice writing words and sentences using HFW and short a and l words. - Write words as teacher says the word with each sound. - Using HFW cards, stand up when you hear the word on your card.	
Reread the Shared Read (Reading / Writing Companion) Comprehension/Fluency	Students will: T72-73 - Reread <i>Tim Can Tip It</i> focusing on comprehension questions. - Collaborate with a partner to discuss what Tim can do at the garden.	
Independent Writing	Students will: T74 Review final drafts and make any changes. Share final draft with partner.	
Grammar	Students will: T75 Practice writing sentences and identifying the action word.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T76-77 - In <i>Reading/Writing Companion</i> p. 32 talk about the photo and rules they are following. - Complete a sentence telling how all the texts read this week apply to the essential question.	

Week 2

Unit 3 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What are the different sounds we hear?	Cite relevant evidence from text Make inferences to support understanding Visualize to deepen understanding Evaluate key details Understand the aspects of fiction Reread Text features	Oral Vocabulary Acquisition: listen volume chat exclaimed familiar Category Words: Sound words Grammar: Write sentences
Text(s): Teach and Model Literature Big Book: Clang! Clang! Beep! Beep! Listen to the City, Sounds Are Everywhere Interactive Read Aloud: The Turtle and the Flute Shared Read: Nat and Tip, Tim and Nan Practice and Apply Anchor Text: Clang! Clang! Beep! Beep! Listen to the City Leveled Readers A: City Sounds O: Farm Sounds ELL: Farm Sounds B: A Noisy Night Decodable Readers Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Blend onset and rime to form words Recognize spoken alliteration in groups of words Identify and blend sounds in words Phonics/Handwriting: Introduce/review and blend with /n/n Write Nn Handwriting Spelling Words: Spell words with /n/n High Frequency Words: and Print Awareness: Turn pages correctly, understand directionality Recognize words in sentences, word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	Conduct research about objects you might use to make sounds

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[10 lessons]**

K.FL.PA.2.a Recognize and begin to produce rhyming words. **[1 lesson]**

K.FL.PA.2.c Blend and segment onsets and rimes of single-syllable spoken words. **[3 lessons]**

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. **[12 lessons]**

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. **[2 lessons]**

K.FL.PC.1.b Recognize that spoken words are represented in written language by specific sequences of letters. **[1 lesson]**

K.FL.PC.1.c Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. **[3 lessons]**

K.FL.PC.1.e Distinguish between pictures and words. **[2 lessons]**

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **[13 lessons]**

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. **[1 lesson]**

K.FL.PWR.3.c Read common high-frequency words by sight. **[14 lessons]**

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. **[2 lessons]**

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. **[2 lessons]**

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. **[2 lessons]**

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. **[7 lessons]**

K.FL.SC.6.i Recognize and name end punctuation. **[7 lessons]**

K.FL.VA.7b.iii Make real-life connections between words and their use. **[5 lessons]**

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **[2 lessons]**

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. **[1 lesson]**

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). **[2 lessons]**

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. **[4 lessons]**

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels. **[3 lessons]**

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). **[3 lessons]**

K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area. **[1 lesson]**

K.RI.CS.5 Know various text features. **[1 lesson]**

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **[2 lessons]**

K.RL.CS.5 Recognize common types of texts. **[3 lessons]**

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **[3 lessons]**

K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. **[1 lesson]**

K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text. **[1 lesson]**

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. **[8 lessons]**

K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. **[2 lessons]**

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. **[1 lesson]**

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **[1 lesson]**

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **[2 lessons]**

K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail. **[2 lessons]**

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. **[2 lessons]**

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[3 lessons]**

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. **[2 lessons]**

K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. **[2 lessons]**

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. **[1 lesson]**

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[1 lesson]**

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. **[1 lesson]**

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. **[5 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.KID.3, K.RL.KID.2, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.h, K.FL.SC.6.i, K.FL.VA.7b.iii, K.SL.CC.2, K.W.TTP.2, K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T116-117 ○ Discuss the essential question: What are the different sounds we hear? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 34-35-Students will discuss sounds they hear around them. ○ Look at photo, identify instruments and draw a picture of themselves playing an instrument.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T118-123 ○ Listen to the text <i>Clang! Clang! Beep! Beep!</i> Listen to the City and identify sounds. ○ Review what fiction means and tell why this story is fiction. ○ Review visualizing can help you better understand the story. p. 8-9 Imitate rocking, p. 10-11 loud roaring, p. 18-19 understanding how the boy might feel, p. 30-31 creeping. ○ Look for key details-p. 12-13 flutter and strutting, p. 24-25 wrecking ball to knock down a building that is empty, p. 28-29 contrast how the picture is like the one at the beginning and different. ○ Answer questions about the text. ○ <i>Reading/Writing Companion</i> p. 36-37 respond to the text. ○ Retell the story using retelling cards.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T124-127 ○ Listen for the words with /n/ sound at the beginning. ○ Listen to <i>Nellie's Nest</i>. Place stickie note on beginning /n/ sound words. ○ Practice writing the letter Nn. ○ Practice identifying the HFW <i>and</i>.	
Shared Writing	Students will: T128 ○ Analyze, find text evidence and answer the prompt: What different things in the story make noise?	
Grammar	Students will: T129 ○ Review parts of a sentence-naming part (noun), action part (verb). ○ Collaborate with a partner to make sentences about sounds an animal can make.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.CS.5 , K.RL.IK1.7, K.RL.KID.1, K.FL.PC.1.b, K.FL.PC.1.c, K.FL.PA.2.a, K.FL.PA.2.c, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.i, K.FL.SC.6.h, K.FL.SC.6.i, K.FL.VA.7c, K.FL.VA.7b.iii, K.W.TTP.2		
Build the Concept: Oral Language	Students will: T130-131	

Phonological Awareness Category Words	Continue discussing the essential question: What are the different sounds we hear?
Listening Comprehension (Literature Big Book) Close Read	Students will: T132-135 - Listen to Clang! Clang! Beep! Beep! Listen to the City, think about the sounds the boy hears throughout the story. <i>Reading/Writing Companion</i> p. 38-39 Identify two key details of the story. <i>Reading/Writing Companion</i> p. 40/41 reply to prompt discussing sound words.
Word Work Phonics	Students will: T136-137 - Blend the onset and rime of the words. - Review Oral Vocabulary Words. - Listen for sound words in Big Book and Old MacDonald. - Blend phonemes to make words (short e, a, i). - Review beginning /n/ sound & blend words beginning with /n/ sound. - Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T138-139 Listen to <i>Nat and Tip</i> and choral read the story.
Shared Writing	Students will: T140 Answer the prompt: How do the words in the art look different from the text and from each other? Why?
Grammar	Students will: T141 Review rules for a sentence. Practice combining naming part with action part.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.CS.5 , K.RL.IK.9, K.FL.PC.1.a, K.FL.PC.1.c, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.W.PDW.4, K.W.TTP.2, K.FL.SC.6.h, K.FL.SC.6.i, K.FL.SC.6.h, K.FL.VA.7b.iii		
Build the Concept Oral Vocabulary Words	Students will: T142 - Continue discussing the essential question by naming sounds they hear every day. - Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T143 - Listen to the folktale <i>The Turtle and the Flute</i>. - Respond to how they know it is a folktale.	
Word Work Phonemic Awareness	Students will: T144-147 Listen for the sound of /n/ at the beginning or end of a word.	

Phonics High-Frequency Words	○ Blend words that have the sound of /n/ at the beginning and at the end of the word. ○ Spell words with the /n/ sound. ○ Recognize HFWs with accuracy.	
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T148-149 ○ Reread the story <i>Nat and Tip</i>. Focus on fluency. ○ Answer questions by finding evidence in the text in words or pictures.	
Independent Writing: Draft	Students will: T150 ○ Write a new story called “What sounds might Nat and Tip hear around them? How do you know?”	
Thursday	Day 4	Instructional Plan
Student Learning Targets: K.RI.CS.5 , K.RI.IKI.7, K.RI.CS.4 , K.RI.IKI.7, K.SL.CC.1, K.FL.PC.1.e, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.PC.1.c, K.FL.F.5.a, K.FL.SC.6.h, K.FL.SC.6.i, K.FL.VA.7c, K.W.PDW.5, K.W.PDW.4, K.W.RBPK.8, K.W.RBPK.7		
Extend the Concept Phonological Awareness Category Words	Students will: T152-153 ○ Continue discussing the essential question by discussing different sounds they have learned so far. ○ Blend onset and rime in words. ○ Review Oral Vocabulary words by using them in a sentence. ○ Identify sound words in a jingle.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T154-157 ○ Study the concept of captions as a text feature. (Teaching Poster 18) ○ Read the text <i>Sounds Are Everywhere</i> and see how the text feature, captions, is used. ○ Look at the photo p. 34 and discuss what the children hear. ○ Look at the photo p. 36 and visualize how the audience might react. ○ Identify the captions on p. 38-39. ○ <i>Reading/Writing Companion</i> p. 48-49 discuss the photo and caption, respond to the statement.	
Word Work Phonemic Awareness Phonics	Students will: T158-159 ○ Blend sounds to form words with short /a/ and /i/ and /u/. ○ Identify the middle sound as being different in words like nap/nip, tan/tin. ○ Spell words using /n/, /t/, /m/, /a/, /i/, /p/. ○ Review HFWs in sentences.	
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T160-161 ○ Look for details to help answer the essential question: What are the different sounds we hear? ○ Use the visualize strategy to help understand and enjoy the story. ○ <i>Reading/Writing Companion</i> p. 50-55 Identify word beginning with /n/ sound, object ending with /n/ sound, circle what Tim and Nan see.	
Independent Writing: Revise	Students will: T162 ○ Work with a partner to review/revise their writing. Check for capital letters, end marks and making sense. ○ Edit their writing for complete sentences.	

Grammar	Students will: T163 Review rules of a sentence. Fill in the blank with action word.	
Integrate Ideas Research and Inquiry	Students will: T164-165 <i>Reading/Writing Companion</i> p. 56-57 Complete each step of the research process.	
Friday	Day 5	Instructional Plan
Student Learning Targets: K.RL.CS.5 , K.FL.PA.2.d, K.FL.WC.4.c, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.PC.1.a, K.SL.PKI.5, K.W.PDW.4, K.SL.CC.3, K.SL.PKI.6, K.SL.PKI.5, K.SL.PKI.6, K.W.PDW.6		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T166-167 - Identify pictures beginning with /n/ sound. - Practice reading words and sentences using the /n/ sound. - Spell words using all learned consonant sounds and short i, a. - Build fluency with HFWs.	
Reread the Shared Read (Reading / Writing Companion) Comprehension/Fluency	Students will: T168-169 - Reread <i>Tim and Nan</i> focusing on comprehension questions. - Collaborate with a partner to discuss what Tim and Nan hear and see.	
Independent Writing	Students will: T170 Review final drafts and make any changes. Share final draft with partner.	
Grammar	Students will: T171 With a partner complete sentence frames.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T172-173 - In <i>Reading/Writing Companion</i> p. 58 listen to the poem and listen for sound words. Compare to other sound words learned. - Complete a sentence telling how all the texts read this week apply to the essential question.	

Week 3

Unit 3 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What places do you go to during the week?	Cite relevant evidence from text Make inferences to support understanding Visualize to deepen understanding Describe character, setting and events Understand the aspects of fiction Reread Text features	Oral Vocabulary Acquisition: local routine neighborhood volunteer intelligent Category Words: Sequence Words Grammar: Write sentences
Text(s): Teach and Model Literature Big Book: Please Take Me for a Walk, A Neighborhood Interactive Read Aloud: Field Tripsw Shared Read: We Go to See Nan, Can We Go? Practice and Apply Anchor Text: Please Take Me for a Walk Leveled Readers A: We Can Go O: Going by Cab ELL: Going by Cab B: Cal's Busy Week Decodable Readers Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Identify and segment words into syllables Segment words into individual sounds Identify and blend sounds in words Phonics/Handwriting: Introduce/review and blend with /k/c Write sentences with Cc Handwriting Spelling Words: Spell words with /k/c Spell words using <i>an</i> pattern High Frequency Words: go Print Awareness: Understand reading moves from left to right Recognize sentences are comprised of words Decodable Text: Apply foundational skills in connected text Fluency: Expression	

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[10 lessons]**

K.FL.PA.2.b Count, pronounce, blend, and segment syllables in spoken words. **[3 lessons]**

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. **[13 lessons]**

K.FL.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **[1 lesson]**

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. **[1 lesson]**

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **[14 lessons]**

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. **[7 lessons]**

K.FL.PWR.3.c Read common high-frequency words by sight. **[15 lessons]**

K.FL.PWR.3.d Decode regularly spelled CVC words. **[1 lesson]**

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. **[2 lessons]**

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. **[2 lessons]**

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. **[2 lessons]**

K.FL.SC.6.e Understand and use question words (interrogatives) when speaking and in shared language activities. **[4 lessons]**

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. **[5 lessons]**

K.FL.SC.6.i Recognize and name end punctuation. **[5 lessons]**

K.FL.VA.7b.iii Make real-life connections between words and their use. **[5 lessons]**

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **[2 lessons]**

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. **[1 lesson]**

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). **[2 lessons]**

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. **[6 lessons]**

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, i) and CV (be, go) words with long vowels. **[3 lessons]**

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). **[3 lessons]**

K.RI.IK1.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **[2 lessons]**

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. **[1 lesson]**

K.RL.CS.5 Recognize common types of texts. **[1 lesson]**

K.RL.IK1.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **[3 lessons]**

K.RL.IK1.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. **[1 lesson]**

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. **[6 lessons]**

K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. **[6 lessons]**

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. **[1 lesson]**

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **[1 lesson]**

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **[2 lessons]**

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[3 lessons]**

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. **[2 lessons]**

K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. **[2 lessons]**

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. **[1 lesson]**

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[1 lesson]**

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. **[1 lesson]**

K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event. **[4 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.KID.3, K.RL.KID.2, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.WC.4.f, K.FL.SC.6.b, K.FL.SC.6.h, K.FL.SC.6.a, K.FL.VA.7b.iii, K.SL.CC.2, K.W.TTP.3, K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T212-213 ○ Discuss the essential question: What places do you go to during the week? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 60-61 look at the photo do discuss places to go during the week. Draw and write about a place you go in your neighborhood.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T214-219 ○ Listen to text <i>Please Take Me for a Walk</i>. ○ Discuss why this story is fiction (p. 16-17, 30-31). In the conversation, include character (p. 5, 12-13, 24-25, 34), setting (p. 6-7, 14-15). ○ Discuss with partner what they can visualize from the pictures (p. 8-9, 26-27, 32-33). ○ <i>Reading/Writing Companion</i> p. 62-63 write the setting of the story and complete a sentence telling where the dog goes.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T220-223 ○ Listen for the words with /k/ sound at the beginning. ○ Listen to <i>Can Your Camel do the Can-Can</i>. Place stickie note on beginning /n/ sound words. ○ Practice writing the letter Cc. ○ Practice identifying the HFW go by building sentences.	
Shared Writing	Students will: T224 ○ Analyze, find text evidence and write a journal entry from the point of view of the dog using p. 5-13.	
Grammar	Students will: T225 ○ Review a sentence starts with a capital letter and ends with an end mark. ○ Review parts of a sentence-naming part (noun), action part (verb). ○ Collaborate with a partner to ask questions and answer them in sentences.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.IKI.7, K.SL.CC.1, K.RL.KID.3, K.FL.PA.2.b, K.FL.PA.2.d, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.e, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.i, K.FL.SC.6.e, K.FL.VA.7c, K.FL.VA.7b.iii, K.W.TTP.3		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T226-227 ○ Continue discussing the essential question: What places do you go to during the week? ○ Recite <i>To Market, To Market</i> together.	

Listening Comprehension (Literature Big Book) Close Read	Students will: T228-231 ○ Listen to <i>Please Take me for a Walk</i>. Discuss the picture on p. 14-15 and discuss why this story is make-believe. ○ <i>Reading/Writing Companion</i> p. 64-65. Write a detail about the character. ○ Discuss with a partner as to why the author repeats the title, Please Take Me for a Walk throughout the story. ○ <i>Reading/Writing Companion</i> p. 66 Draw and Write about the main character and what it wants. ○ After looking at the illustrations on p. 14-15 share what the author/illustrator is trying to show about why the dog likes to visit these places.
Word Work Phonics	Students will: T232-233 ○ Practice clapping words to determine how many syllables are in a word. ○ Review Oral Vocabulary words. ○ Listen for sequencing words. ○ Listen to sounds, blend sounds and say the word. ○ Listen for words beginning with the sound /k/ as a c. ○ Blend words with /k/c. ○ Review HFW.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T234-235 ○ Listen to <i>We Go to See Nan</i> and choral read the story.
Shared Writing	Students will: T236 ○ Answer the prompt: Write a journal entry from the point of view of the dog using p. 14-21.
Grammar	Students will: T237 ○ Write a question using Who, What, When, Where, Why or How. Work together to answer the question in a sentence.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.KID.1, K.FL.PWR.3.a, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.PC.1.a, K.FL.SC.6.h, K.FL.SC.6.i, K.FL.SC.6.h, K.FL.SC.6.i, K.FL.VA.7b.iii, K.W.PDW.4		
Build the Concept Oral Vocabulary Words	Students will: T238 ○ Continue discussing the essential question by identifying places in the neighborhood they like to visit. ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T239 ○ Listen to the nonfiction text Field Trips. ○ Visualize the items they see on the field trip Blend sounds together to produce words.	
Word Work	Students will: T240-243	

Phonemic Awareness Phonics High-Frequency Words	○ Listen and identify the long l sound. ○ Listen for the /k/ c sound at the beginning of the word. ○ Blend sounds together to make short vowel words. ○ Spell words using the -an word family. ○ Picture sort beginning sound /n/ and /k/ picture cards ○ Build fluency with HFW go.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T244-245 ○ <i>Reading/Writing Companion</i>. Reread the story <i>We Go to See Nan</i>. Focus on comprehension p. 68-69, 70-71, 72-73. ○ Focus on accuracy in fluency.
Independent Writing: Draft	Students will: T246 ○ Using text evidence, write a response to the prompt: What was Cam's day at the bookshop like?
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.KID.2, K.RI.IKI.7, K.FL.PA.2.b, K.FL.VA.7c, K.FL.PWR.3.c, K.FL.PWR.3.e, K.FL.PWR.3.b, K.FL.PWR.3.d, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.e, K.W.PDW.6, K.W.PDW.5, K.W.PDW.4, K.W.PDW.6, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T248-249 ○ Discuss places in their neighborhood they have learned so far.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T250-253 ○ Listen to <i>A Neighborhood</i>, looking at a map of a neighborhood and its map key. ○ Identify text feature on p. 36-37 ○ Identify HFW <i>and, a, the, to, can, go</i>. ○ After looking at photos p. 40, visualize what you would do in these places. ○ <i>Reading/Writing Companion</i> p. 74-75. Discuss with a partner how a map and map key help us. ○ Share ideas of what places you might go during the week.
Word Work Phonemic Awareness Phonics	Students will: T254-255 ○ Practice and counting syllables. ○ Review Oral Vocabulary Words. ○ Listen for sequencing words in a passage. ○ Listen to words and identify the sound that is the same. ○ Blend sounds with long l to say a word. ○ Blend sounds using /p/ and /t/. ○ Spell the sounds /k/, /n/, /l/, /t/, /p/, /a/, /a/, /m/.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T256-257 ○ <i>Reading/Writing Companion</i> Read the story and make a connection between details and answering the essential question. ○ Choral Read, think about the purpose of the story, visualize what the girl and her mom do at the library, review HFWs, reading

	with accuracy.
Independent Writing: Revise	Students will: T258 ○ Work with a partner to review their writing from previous day. Check to see if it includes clues from pictures and text about his day at the workshop. ○ Edit their writing for complete sentences.
Grammar	Students will: T259 ○ Discuss with a partner what type of sentence ends with a period or a question mark. ○ Think/Share a question that correlates with the photo cards.
Integrate Ideas Research and Inquiry	Students will: T260-261 ○ <i>Reading/Writing Companion</i> p. 82-83 Complete each step of the research process.
Friday	Day 5 Instructional Plan
Student Learning Targets: K.RL.CS.5 , K.RL.IK.9, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.PA.2.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.h, K.FL.SC.6.i, K.SL.CC.3, K.W.PDW.4	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T262-263 ○ Use sound boxes to tell the number of sounds in a word. ○ Distinguish photo cards between short i and long i. ○ Practice reading words and sentences with /k/c and /p/. ○ Listen for the sounds /k/, /a/, /s/, /n/, /t/, /p/ and write words. ○ Review HFWs building automaticity.
Reread the Shared Read (Reading / Writing Companion) Comprehension/Fluency	Students will: T264-265 ○ <i>Reading/Writing Companion</i> p. 76-81. Reread <i>Can We Go?</i> focusing on comprehension questions. ○ Read with a partner the text checking for accuracy and rate.
Independent Writing	Students will: T266 ○ Review final drafts and make any needed changes. Share final draft with partner.
Grammar	Students will: T267 ○ Review rules for a sentence. ○ Correct sentences.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T268-269 ○ In <i>Reading/Writing Companion</i> p. 84 Compare photo of market to other texts read this week. ○ Complete a sentence telling how all the texts read this week apply to the essential question.

BCS Literacy Vision

Unit 4**Week 1:****Essential Question: What do people use to do their jobs?****Text Sets:**

Literature Big Book (Fiction):

Literature Big Book (Non-fiction): Whose Shoes? A Shoe for Every Job, Workers and Their Tools

Shared Read: Tom on Top

Week 2:**Essential Question: Who are your neighbors?****Text Sets:**

Literature Big Book (Fiction): What Can You Do with a Paleta?

Literature Big Book (Non-fiction): My Great Neighborhood

Shared Read: Sid

Week 3:**Essential Question: How can people help to make your community better?****Text Sets:**

Literature Big Book (Fiction):

Literature Big Book (Non-fiction): Roadwork, A Community Garden

Shared Read: I Can, You Can!

Week 1

Unit 4 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What do people use to do their jobs?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions about text Evaluate key details Understand the aspects of informational text Reread Text features	Oral Vocabulary Acquisition: equipment uniform utensils expect remained Category Words: Job Words Grammar: Use adjectives
Text(s): Teach and Model Literature Big Book: Whose Shoes? A Shoe for Every Job, Workers and Their Tools Interactive Read Aloud: Little Juan and the Cooking Pot Shared Read: Tom on Top Practice and Apply Anchor Text: Whose Shoes? A Shoe for Every Job Leveled Readers A: You Cook O: On the Job ELL: On the Job B: The Neighborhood Decodable Readers Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Segment/blend onset/rime in spoken words Recognize spoken alliteration in groups of words Identify and blend sounds in words Phonics/Handwriting: Introduce/review and blend with /o/o Write Oo Handwriting Spelling Words: Spell words with /o/o High Frequency Words: you Print Awareness: Understand directionality Recognize sentences are comprised of words Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about the tools people use to do their jobs

Weekly Standards

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[7 lessons]**

K.FL.PA.2.c Blend and segment onsets and rimes of single-syllable spoken words. **[3 lessons]**

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. **[14 lessons]**

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. **[1 lesson]**

K.FL.PC.1.e Distinguish between pictures and words. **[1 lesson]**

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **[5 lessons]**

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. **[13 lessons]**

K.FL.PWR.3.c Read common high-frequency words by sight. **[15 lessons]**

K.FL.PWR.3.d Decode regularly spelled CVC words. **[1 lesson]**

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. **[2 lessons]**

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. **[2 lessons]**

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. **[2 lessons]**

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. **[7 lessons]**

K.FL.VA.7b.iii Make real-life connections between words and their use. **[3 lessons]**

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **[2 lessons]**

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. **[1 lesson]**

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). **[2 lessons]**

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. **[4 lessons]**

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels. **[3 lessons]**

K.FL.WC.4.e Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. **[3 lessons]**

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). **[3 lessons]**

K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area. **[1 lesson]**

K.RI.CS.5 Know various text features. **[2 lessons]**

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **[5 lessons]**

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. **[4 lessons]**

K.RL.CS.5 Recognize common types of texts. **[1 lesson]**

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **[1 lesson]**

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. **[1 lesson]**

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. **[1 lesson]**

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **[2 lessons]**

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. **[2 lessons]**

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[2 lessons]**

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. **[1 lesson]**

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[1 lesson]**

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. **[1 lesson]**

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. **[9 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.KID.2, K.RI.IK1.7, K.FL.VA.7b.iii, K.SL.CC.2, K.W.RW.10, K.FL.PC.1.e, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.e, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.WC.4.f, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.a, K.W.TTP.2		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T318-319 ○ Discuss the essential question: What do people use to do their job? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 8-9- Look at the photo and discuss community workers and what they use in their jobs.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T320-325 ○ Listen to text <i>Whose Shoes? A Shoe for Every Job</i> and look at the types of shoes people wear to do their job. ○ Discuss why this story is nonfiction. ○ Review how visualizing can help you better understand the story. ○ Look for key details. ○ Ask and Answer questions about the text. ○ <i>Reading/Writing Companion</i> p. 10-11 respond to the text. ○ Retell the story using retelling cards.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T326-329 ○ Listen for words with the /o/ sound. ○ Listen to <i>If You Take an Octopus to Dinner</i>. Place stickie notes on beginning /o/ sound words. ○ Practice writing the letter Oo. ○ Practice the HFW <i>you</i>.	
Shared Writing	Students will: T330 ○ Write a Nonfiction selection called <i>Whose Hats?</i> ○ Review the pattern in <i>Whose Shoes? A Shoe for Every Job</i> to help with the writing prompt.	
Grammar	Students will: T331 ○ Identify that an adjective is a describing word. ○ Collaborate with a partner to orally generate sentences with describing words (adjectives).	
Tuesday	Day 2	Instructional Plan
Student Learning Target: K.FL.PA.2.c, K.RI.CS.5 , K.RI.IK1.7, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PWR.3.d, K.FL.WC.4.e, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.g, K.FL.VA.7c, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness	Students will: T332-333 ○ Continue discussing the essential question: What do people use to do their jobs?	

Category Words	- Practice onset and rime segmentation. - Identify job words. Listen to the text <i>How Do Dinosaurs Go to School</i> and identify characters, events, setting.
Listening Comprehension (Literature Big Book) Close Read	Students will: T334-337 - Listen to the text <i>Whose Shoes? A Shoe for Every Job</i>. Review what a nonfiction text means. - Understand that key details help to understand the story better. <i>Reading/Writing Companion</i> p. 12-13-write key details of the text. - Look at p. 14-15, discuss how the author wants them to use clues to guess the answers. - Look at p. 31 of the <i>Big Book</i> and discuss what kind of job they might want to do one day.
Word Work Phonics	Students will: T338-339 - Review Short /o/. - Blend words using short /o/ sound. - Create sentences using the HFWs <i>to, and, go, the, a like, see, we</i>. - Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T340-341 Listen to <i>Tom on Top</i> and choral read the story.
Shared Writing	Students will: T342 Answer the prompt: Write a nonfiction selection called <i>Whose Coats?</i>
Grammar	Students will: T343 - Identify that an adjective is a describing word. - Collaborate with a partner to orally generate sentences with adjectives.

Wednesday	Day 3	Instructional Plan
Student Learning Target: K.RI.CS.5, K.RL.IKI.7, K.RL.CS.5, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.a, K.W.PDW.4, K.FL.WC.4.d, K.FL.PA.2.d, K.FL.WC.4.e, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.g, K.FL.SC.6.g, K.FL.VA.7b.iii, K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T344 - Continue discussing the essential question: What do people use to do their job? - Work with a partner to create sentences using oral vocabulary words.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T345 - Listen to the folktale, <i>Little Juan and the Cooking Pot</i>. - Think and share that <i>Little Juan and the Cooking Pot</i> is a folktale because it is a made-up story people told long ago.	
Word Work	Students will: T346-349	

Phonemic Awareness Phonics High-Frequency Words	- Practice phoneme blending, blending sounds. - Review short o. - Blend words with n, p, t, c, and short o. - Spell words using all learned consonants and short o, i, a. - Sort pictures having medial short o and short i. - Recognize HFWs with accuracy. - Build fluency reading sentences.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T350-351 Read the story <i>Tom on Top!</i> Continue discussing the essential question by thinking about following rules in different places.
Independent Writing: Draft	Students will: T352 Write a new story called <i>A Nurse's Office</i> using <i>Tom on Top!</i> as a guide.
Thursday	Day 4
Instructional Plan	
Student Learning Target: K.RI.IK1.7, K.FL.PA.2.c, K.FL.PA.2.d, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.SC.6.g, K.FL.VA.7c, K.SL.CC.2, K.W.TTP.2, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T354-355 - Continue discussing the essential question What do people use to do their jobs? - Practice onset and rime segmentation, beginning sound is onset and the following letters are the rime. - Review Oral Vocabulary words by using them in sentences. - Review job words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T356-359 - Study the concept of labels as a text feature (Teaching Poster 17). - Read the text <i>Workers and Their Tools</i> and see how the text feature (labels) is used. <i>Reading/Writing Companion</i> p.24-25, Look at the photo and discuss what tools a firefighter uses and write about it.
Word Work Phonemic Awareness Phonics	Students will: T360-361 - Practice phoneme blending, blending sounds. - Blend words. - Write letters for the sounds dictated and spell words that are dictated. - Build fluency with HFWs.
Independent Writing: Revise	Students will: T362 - Work with a partner to review their writing from previous day. Check to see if it follows the pattern of <i>Tom on Top!</i> - Edit their writing for complete sentences.
Grammar	Students will: T363 - Identify that an adjective is a describing word. - Collaborate with a small group to complete the sentence frame, We play with _____ toys. Use an adjective to complete it.
Integrate Ideas Research and Inquiry	Students will: T364-365 <i>Reading/Writing Companion</i> p. 26-27. Follow the model for completing the pages.

Friday	Day 5	Instructional Plan
Student Learning Target: K.RI.IKI.9, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.PWR.3.c, K.FL.PWR.3.a, K.W.PDW.4, K.W.TTP.2, K.SL.PKI.6, K.SL.CC.1		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T366-367 - Practice phoneme categorization by identifying the picture in a set that does not begin with the same sound. - Practice writing words and sentences using HFW and short o and short a. - Write sounds and words as teacher dictates. - Using HFWs cards, read the word as quickly as you can.	
Independent Writing	Students will: T368 Review final drafts and make any changes. Share final draft with class.	
Grammar	Students will: T369 Practice writing sentences that have adjectives.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T370-371 <i>Reading/Writing Companion</i> p. 28 Talk about the photo and what the worker is doing and what tools he is using. <i>Reading/Writing Companion</i> p. 29 Complete a sentence telling how all the texts read this week apply to the essential question.	

Week 2

Unit 4 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: Who are your neighbors?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions about text Describe character, setting, and events Understand the aspects of realistic fiction Reread Text Features	Oral Vocabulary Acquisition: cultures appreciate proud tradition prefer Category Words: Food Words Grammar: Use adjectives
Text(s): Teach and Model Literature Big Book: What Can You do with a Paleta? My Great Neighborhood Interactive Read Aloud: Cultural Festivals Shared Read: Sid Practice and Apply Anchor Text: What Can You do with a Paleta? Leveled Readers A: My Neighbors O: Neighborhood Party ELL: Neighborhood Party B: Parade Day Decodable Readers Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Identify individual words in a spoken sentence Recognize spoken alliteration in groups of words Identify and blend sounds in words Segment words into individual sounds Phonics/Handwriting: Introduce/review and blend with /d/d Write Dd Handwriting Spelling Words: Spell words with /d/d High Frequency Words: do Print Awareness: Understand directionality, return sweep Recognize words in sentences, word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about what neighbors do

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. [\[8 lessons\]](#)

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. [\[16 lessons\]](#)

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. [\[2 lessons\]](#)

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. [\[15 lessons\]](#)

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. [\[4 lessons\]](#)

K.FL.PWR.3.c Read common high-frequency words by sight. [\[15 lessons\]](#)

K.FL.PWR.3.d Decode regularly spelled CVC words. [\[2 lessons\]](#)

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. [\[2 lessons\]](#)

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. [\[2 lessons\]](#)

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[7 lessons\]](#)

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. [\[1 lesson\]](#)

K.FL.SC.6.i Recognize and name end punctuation. [\[1 lesson\]](#)

K.FL.VA.7b.i Sort common objects into categories to gain a sense of the concepts the categories represent. [\[1 lesson\]](#)

K.FL.VA.7b.iii Make real-life connections between words and their use. [\[4 lessons\]](#)

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [\[2 lessons\]](#)

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. [\[1 lesson\]](#)

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). [\[2 lessons\]](#)

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. [\[4 lessons\]](#)

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels. [\[3 lessons\]](#)

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). [\[3 lessons\]](#)

K.RI.CS.5 Know various text features. [\[1 lesson\]](#)

K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text. [\[1 lesson\]](#)

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [\[1 lesson\]](#)

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. [\[1 lesson\]](#)

K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text. [\[1 lesson\]](#)

K.RL.CS.5 Recognize common types of texts. [\[3 lessons\]](#)

K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story. [\[1 lesson\]](#)

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. [\[1 lesson\]](#)

K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. [\[1 lesson\]](#)

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. [\[7 lessons\]](#)

K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. [\[4 lessons\]](#)

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. [\[2 lessons\]](#)

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [\[1 lesson\]](#)

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [\[1 lesson\]](#)

K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. [\[1 lesson\]](#)

K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail. [\[1 lesson\]](#)

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. [\[3 lessons\]](#)

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [\[4 lessons\]](#)

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. [\[3 lessons\]](#)

K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. [\[3 lessons\]](#)

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. [\[3 lessons\]](#)

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. [\[1 lesson\]](#)

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. [\[7 lessons\]](#)

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.KID.3, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.PA.2.d, K.FL.WC.4.a, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.g, K.SL.PKI.4, K.SL.CC.2, K.W.TTP.2, K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T410-411 ○ Discuss the essential question: Who are your neighbors? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 30-31-Discuss how the people in the photo are being good neighbors and draw a picture about being a good neighbor.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T412-417 ○ Listen to the text <i>What Can You Do with a Paleta?</i> ○ Review what fiction means and discuss why this story is realistic fiction. ○ Review visualizing can help you better understand the story. ○ Look for key details about characters, setting and events. ○ Ask and answer questions about the text. ○ <i>Reading/Writing Companion</i> p. 32-33 respond to the text. ○ Retell the story using retelling cards.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T418-421 ○ Listen for the words with /d/ sound at the beginning. ○ Listen to <i>Did You See a Dolphin?</i> Place stickie note on beginning /d/ sound words. ○ Practice writing the letter Dd. ○ Practice identifying the HFW <i>do</i>.	
Shared Writing	Students will: T422 ○ Analyze, find text evidence and answer the prompt: What do the neighbors in the barrio do?	
Grammar	Students will: T423 ○ Review describing words, adjectives. ○ Collaborate with a partner to describe different kinds of fruits using adjectives.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.KID.3, K.RL.CS.4 , K.RL.CS.5 , K.RL.IKI.7, K.FL.VA.7c, K.FL.VA.7b.i, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.PWR.3.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.g, K.W.RBPK.7		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T424-425 ○ Continue discussing the essential question: Who are your neighbors? ○ Practice sentence segmentation.	

	○ Identify food words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T426-429 ○ Listen to <i>What Can You Do with a Paleta?</i> Discuss why it is realistic fiction. ○ <i>Reading/Writing Companion</i> p. 34-35 Identify the characters, setting and events. ○ <i>Reading/Writing Companion</i> p. 36 Talk about how the girl's words help them to see, feel and smell the roses. Draw and write about the roses.
Word Work Phonics	Students will: T430-431 ○ Review /d/. ○ Blend words with /d/. ○ Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T432-433 ○ Listen to <i>Sid</i> and choral read the story.
Shared Writing	Students will: T434 ○ Answer the prompt: What can you tell about the neighbors in the barrio?
Grammar	Students will: T435 ○ Review describing words, adjectives. ○ Collaborate with a partner to create sentences that describe the item on a Photo Card.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.g, K.FL.VA.7b.iii, K.W.PDW.4, K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T436 ○ Continue discussing the essential question: Who are your neighbors? Listen to the folktale <i>The Turtle and the Flute</i>.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T437 ○ Listen to the nonfiction text, <i>Cultural Festivals</i>.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T438-441 ○ Practice phoneme blending, blending sounds). ○ Listen for sound of short /o/ and long /o/ and long /i/. ○ Blend words that have the sound of /d/ at the beginning and at the end of the word. ○ Spell words that teacher dictates. ○ Recognize HFWs with accuracy.	

Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T442-443 ○ Reread the story, <i>Sid</i>. Focus on fluency. ○ Answer questions by finding evidence in the text in words or pictures.	
Independent Writing: Draft	Students will: T444 ○ Answer the prompt, What can you tell about the new neighbors?	
Thursday	Day 4	Instructional Plan
Student Learning Targets: K.RI.KID.2, K.RI.CS.6 , K.RI.CS.5 K.RI.IK1.7, K.FL.PA.2.d, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.PWR.3.d, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.SC.6.h, K.FL.SC.6.i, K.FL.VA.7c, K.W.TTP.2, K.W.PDW.6, K.W.RBPK.7, K.W.PDW.4, K.W.PDW.5, K.SL.PKI.5		
Extend the Concept Phonological Awareness Category Words	Students will: T446-447 ○ Continue discussing the essential question: Who are your neighbors? ○ Practice sentence segmentation, counting words in a sentence. ○ Review Oral Vocabulary words by using them in a sentence. ○ Identify food words.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T448-451 ○ Study the personal narrative genre. ○ Read the text <i>My Great Neighborhood!</i> and see how the text is a personal narrative. ○ Study the text concept of illustrations as a text feature. Look at the p. 36 and discuss how Caleb uses illustrations. ○ <i>Reading/Writing Companion</i> p. 46-47, Write about Caleb and what he likes to do. Draw a place where Caleb goes.	
Word Work Phonemic Awareness Phonics	Students will: T452-453 ○ Practice phoneme segmentation, breaking a word down into individual sounds. ○ Blend sounds to form words. ○ Review HFWs in sentences.	
Independent Writing: Revise	Students will: T454 ○ Work with a partner to review/revise their writing. Check for capital letters, end marks and making sense. ○ Edit their writing for complete sentences.	
Grammar	Students will: T455 ○ Review describing words, adjectives. ○ Collaborate with a partner to create sentences that describe why a fruit or vegetable is a favorite using an adjective.	
Integrate Ideas Research and Inquiry	Students will: T456-457 ○ <i>Reading/Writing Companion</i> p. 48-49. Complete each step of the research process.	
Friday	Day 5	Instructional Plan
Student Learning Targets: K.RL.CS.5 , K.RL.IK1.9, K.FL.WC.4.c, K.FL.PWR.3.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.SL.PKI.6, K.FL.VA.7b.iii, K.SL.PKI.6, K.SL.CC.1, K.SL.CC.3, K.SL.CC.1, K.SL.PKI.6, K.W.PDW.6, K.W.PDW.4, K.W.TTP.2		

Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T458-459 ○ Practice phoneme segmentation, breaking a word down into individual sounds. ○ Practice reading words and sentences using the /d/ sound. ○ Spell words using all learned consonant sounds and short i, a, o. ○ Build fluency with HFWs.
Independent Writing	Students will: T460 ○ Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T461 ○ Review describing words, adjectives. ○ Collaborate with a group to write about a favorite food using adjectives.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T462-463 ○ In <i>Reading/Writing Companion</i> p. 50 look at the photo and discuss what you have learned about neighbors. ○ Complete a sentence telling how all the texts read this week apply to the essential question.

Week 3

Unit 4 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can people help to make your community better?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions about text Recognize sequence text structure Understand the aspects of informational text Reread Text Features	Oral Vocabulary Acquisition: community improve harvest quarrel confused Category Words: Position Words Grammar: Use adjectives
Text(s): Teach and Model Literature Big Book: Roadwork, A Community Garden Interactive Read Aloud: The Bundle of Sticks Shared Read: I Can, You Can! Practice and Apply Anchor Text: Roadwork Leveled Readers A: We Clean! O: Can You Fix It? ELL: Can You Fix It? B: Helping Man Decodable Readers Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Organize writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Identify rhyming words Identify and blend sounds in words Segment words into individual sounds Phonics/Handwriting: Introduce/review and blend with s-blends Write sentences with c, d, l, n, o Handwriting Spelling Words: Spell words with s-blends; using <i>of</i> pattern High Frequency Words: and, do, go, to you Print Awareness: Understand directionality, return sweep Recognize words in swentences, word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about how people can make the school community better

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. [\[10 lessons\]](#)

K.FL.PA.2.a Recognize and begin to produce rhyming words. [\[4 lessons\]](#)

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. [\[18 lessons\]](#)

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. [\[1 lesson\]](#)

K.FL.PC.1.e Distinguish between pictures and words. [\[2 lessons\]](#)

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. [\[18 lessons\]](#)

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. [\[4 lessons\]](#)

K.FL.PWR.3.c Read common high-frequency words by sight. [\[13 lessons\]](#)

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. [\[2 lessons\]](#)

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. [\[1 lesson\]](#)

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. [\[1 lesson\]](#)

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[10 lessons\]](#)

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. [\[1 lesson\]](#)

K.FL.VA.7a.i Identify new meanings for familiar words and apply them accurately. [\[1 lesson\]](#)

K.FL.VA.7b.iii Make real-life connections between words and their use. [\[3 lessons\]](#)

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [\[2 lessons\]](#)

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. [\[1 lesson\]](#)

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). [\[2 lessons\]](#)

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. [\[5 lessons\]](#)

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, i) and CV (be, go) words with long vowels. [\[3 lessons\]](#)

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). [\[3 lessons\]](#)

K.RI.CS.5 Know various text features. [\[1 lesson\]](#)

K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text. [\[1 lesson\]](#)

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [\[1 lesson\]](#)

K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic. [\[1 lesson\]](#)

K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text. [\[1 lesson\]](#)

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. [\[5 lessons\]](#)

K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text. [\[1 lesson\]](#)

K.RL.CS.5 Recognize common types of texts. [\[1 lesson\]](#)

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. [\[1 lesson\]](#)

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. [\[3 lessons\]](#)

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [\[1 lesson\]](#)

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [\[2 lessons\]](#)

K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. [\[1 lesson\]](#)

K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail. [\[2 lessons\]](#)

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. [\[2 lessons\]](#)

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [\[2 lessons\]](#)

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. [\[2 lessons\]](#)

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. [\[1 lesson\]](#)

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [\[6 lessons\]](#)

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. [\[1 lesson\]](#)

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. [\[2 lessons\]](#)

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RI.CS.6, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.a, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.a, K.W.RBPK.8, K.W.RW.10, K.SL.PKI.4, K.SL.CC.2		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T502-503 ○ Discuss the essential question: How can people help to make their community better? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p .52-53 write the write and draw how they can help the community.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T504-509 ○ Listen to text <i>Roadwork</i>. ○ Discuss why this story is Nonfiction, ask and answer questions, explain the sequence of events and look for key details. ○ Discuss with partner what they can visualize from the pictures (p. 8-9, 26-27, 32-33). ○ <i>Reading/Writing Companion</i> p .54-55 write an interesting fact, explain why the text is nonfiction, and draw how the worker helps the community.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T510-513 ○ Practice phoneme identity by listening for the sound that is the same in three words. ○ Practice s Blends. ○ Review the sounds /i/, /n/, /k/. ○ Practice writing sentences with c, d, l, n, o. ○ Practice identifying the HFWs by building sentences.	
Shared Writing	Students will: T514 ○ Analyze, find text evidence and answer the prompt: What are the different tasks that the workers do in <i>Roadwork</i>?	
Grammar	Students will: T515 ○ Review adjectives are describing words. ○ Collaborate with a partner to generate sentences with adjectives.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RI.IKI.7, K.RI.KID.2, K.RL.KID.2, K.FL.PA.2.a, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.F.5.a, K.FL.SC.6.g, K.W.RBPK.8, K.W.TTP.2, K.W.RBPK.8, K.W.TTP.2, K.FL.VA.7b.iii, K.SL.CC.1		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T516-517 ○ Continue discussing the essential question: How can people help make your community better? ○ Recognize rhyme. ○ Identify position words	

Listening Comprehension (Literature Big Book) Close Read	Students will: T518-521 ○ Listen to <i>Roadwork</i> and discuss why this story is nonfiction. ○ <i>Reading/Writing Companion</i> p. 56-57. Discuss how authors use sequencing to explain events in a story. Draw what happens first, next and last in the story <i>Roadwork</i>. ○ <i>Reading/Writing Companion</i> p. 58-59 Discuss, write and draw how the words the author uses helps readers to understand the story.
Word Work Phonics	Students will: T522-523 ○ Practice phoneme blending, blending sounds. ○ Review s-blends. ○ Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T524-525 ○ Listen to <i>I Can, You Can!</i> and choral read the story.
Shared Writing	Students will: T526 ○ Answer the prompt: Why did the author choose to add words in big letters at the bottom of each page?
Grammar	Students will: T527 ○ Review adjectives are describing words. ○ Collaborate with a partner to generate sentences with adjectives.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.a, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.VA.7a.i, K.FL.SC.6.h, K.FL.SC.6.g, K.FL.VA.7b.iii, K.W.PDW.4, K.W.RBPK.8		
Build the Concept Oral Vocabulary Words	Students will: T528 ○ Continue discussing the essential question: How can people help to make their community better? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T529 ○ Listen to the fable, <i>The Bundle of Sticks</i> and discuss what makes this story a fable. ○ Compare this story to <i>Roadwork</i> and discuss the way both stories teach about community and working together.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T530-533 ○ Practice phoneme blending, blend sounds. ○ Review s-blends. ○ Review initial consonant sounds. ○ Spell words using the -ot word family.	

	○ Picture sort beginning sounds using photo cards. ○ Build fluency with HFW <i>and</i>.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T534-535 ○ Reread the story <i>I Can, You Can. Reading/Writing Companion</i> p. 60-67 Focus on comprehension by asking and answering questions. ○ Focus on accuracy in fluency.
Independent Writing: Draft	Students will: T536 ○ Using text evidence, write a response to the prompt: What can you tell about Stan from the illustrations?
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.KID.1, K.RI.KID.2, K.RI.CS.5, K.FL.PC.1.e, K.FL.PA.2.a, K.FL.PA.2.d, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.WC.4.d, K.FL.PA.2.d, K.FL.WC.4.f, K.FL.SC.6.g, K.FL.VA.7c K.SL.CC.1, K.SL.CC.3, K.W.PDW.5, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T538-539 ○ Discuss the essential question: How can people help make their community better? ○ Recognize rhyme. ○ Practice position words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T540-543 ○ Listen to <i>A Community Garden</i>, a nonfiction story. ○ Identify the text feature, captions. ○ Identify HFW <i>do, to, and, go, you</i>. ○ After looking at photos and captions, retell the key details of the text. ○ <i>Reading/Writing Companion</i> p. 68-69. Discuss how people can work together to plant a garden. Discuss how words help the reader know the order of each step. Write what happens last.
Word Work Phonemic Awareness Phonics	Students will: T544-545 ○ Practice phoneme segmentation, breaking a word down into individual sounds. ○ Blend words with s-blends. ○ Review HFWs.
Independent Writing: Revise	Students will: T546 ○ Work with a partner to review the writing from previous day. Check to see if it includes clues from pictures and text about his day at the workshop. ○ Edit the writing for correct use of adjectives, nouns and verbs, HFWs, and spelling.

Grammar	Students will: T547 ○ Review adjectives are describing words. ○ Collaborate with a partner to generate sentences with adjectives.	
Integrate Ideas Research and Inquiry	Students will: T548-549 ○ <i>Reading/Writing Companion</i> p. 70-71 Complete each step of the research process.	
Friday	Day 5	Instructional Plan
Student Learning Targets: K.RI.IKI.9, K.FL.PA.2.d, K.FL.WC.4.c, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.SC.6.g, K.SL.PKI.5, K.SL.PKI.6, K.SL.PKI.5, K.SL.CC.1, K.W.PDW.4		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T550-551 ○ Practice phoneme segmentation, breaking a word down into individual sounds. ○ Practice reading words with s-blends. ○ Listen for the sounds /i/, /n/, /o/, /k/, /d/, /s/, /sn/, /sp/, /st/, /t/, and write words. ○ Review HFWs building fluency.	
Independent Writing	Students will: T552 ○ Review final drafts and make any needed changes. Share final draft with partner.	
Grammar	Students will: T553 ○ Review adjectives are describing words. ○ Collaborate with a partner to generate sentences with adjectives.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T554-555 ○ In <i>Reading/Writing Companion</i> p. 72-73 Look at the photo and discuss how the people are helping the community. ○ Complete a sentence telling how all the texts read this week apply to the essential question.	