

BCS Literacy Vision**Unit 5****Week 1:****Essential Question: What do living things need to grow?****Text Sets:**

Literature Big Book (Fiction): My Garden

Literature Big Book (Poetry): Tommy, Maytime Magic, The Seed, Garden

Shared Read: Hop Can Hop!

Week 2:**Essential Question: How do living things change as they grow?****Text Sets:**

Literature Big Book (Informational Text): A Grand Old Tree, From a Seed to a Tree

Shared Read: Ed and Ned

Week 3:**Essential Question: What kinds of things grow on a farm?****Text Sets:**

Literature Big Book (Informational Text): An Orange in January, Farmers' Market

Shared Read: Ron With Red

Week 1

Unit 5 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What do living things need to grow?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension Describe character, setting, events Understand the aspects of realistic fiction Reread Literary Elements	Oral Vocabulary Acquisition: require plant harmful soak crowd Category Words: Size Words Grammar: Use pronouns
Text(s): Teach and Model Literature Big Book: My Garden, Tommy, Maytime Magic, The Seed, Garden Interactive Read Aloud: Growing Plants Shared Read: Hop Can Hop! Practice and Apply Anchor Text: My Garden Leveled Readers A: My Garden O: My Garden Grows ELL: My Garden Grows B: The Mystery Seeds Decodable Readers Hap Hid the Ham, Hip Hop 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 Segment words into individual syllables Blend syllables into words Recognize spoken alliteration in groups of words Identify and blend sounds in words Phonics/Handwriting: Introduce/review and blend with /h/h Write Hh Handwriting Spelling Words: Spell words with /hh High Frequency Words: my Print Awareness: Identify the title page of a book Recognize word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about what plants need to grow

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[8 lessons]**

K.FL.PA.2.a Recognize and begin to produce rhyming words. **[2 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/. **[14 lessons]**

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.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. **[2 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.d Form regular plural nouns when speaking and in shared language activities. **[2 lessons]**

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. **[4 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. **[3 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.RL.IK1.7 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. **[4 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.IK1.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **[5 lessons]**

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

K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. **[5 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.PK1.6 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.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. **[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.f, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.g, K.FL.VA.7b.iii, K.W.TTP.3, K.W.RW.10, K.SL.CC.2		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T20-21 ○ Discuss the essential question: What do living things need to grow? ○ 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 what plants need.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T22-27 ○ Listen to text <i>My Garden</i> and discuss why this story is realistic fiction. ○ Review how visualizing can help you better understand the story on p. 24-25 by picturing flowers in your mind. ○ Name characters from the story on p. 6-7, p.12-13, p. 28-29 and events on p.10-11, 16-17. ○ Look for key details: p. 8-9-Which flowers are real? p. 30 What is happening in the picture? ○ <i>Reading/Writing Companion</i> p. 10-11 respond to the text.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T28-31 ○ Practice phoneme isolation, identify the position of a sound in a word. ○ Identify words that begin with /h/. ○ Listen to <i>A Hippo in the House</i>. Place stickie note on beginning /h/ sound words. ○ Read the HFW <i>my</i>. ○ Practice writing the letter Hh.	
Shared Writing	Students will: T32 ○ Analyze, find text evidence and answer the prompt: Let's build an imaginary class garden. What real things would you put in your imaginary garden? How would you change them?	
Grammar	Students will: T33 ○ Identify a subjective pronoun and understand it takes the place of a noun in a sentence.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: RL.CS.4, K.RL.CS.5, K.RL.IKI.7, K.FL.PC.1.c, K.FL.PA.2.b, K.FL.SC.6.d, K.FL.VA.7c, K.FL.VA.7b.iii, K.FL.PA.2.d, 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.b, K.FL.SC.6.a, K.W.TTP.3		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T34-35 ○ Continue discussing the essential question: What do living things need to grow? ○ Count and blend syllables. ○ Identify size words.	

Listening Comprehension (Literature Big Book) Close Read	Students will: T36-39 ○ Listen to the text <i>My Garden</i> and identify characters, setting and events. ○ Review why this story is realistic fiction. ○ <i>Reading/Writing Companion</i> p. 12-13-write about characters and the setting then draw an event. ○ Look at p. 14-15, discuss the things in the imaginary garden that are real and not real. Listen for words that rhyme.
Word Work Phonics	Students will: T40-41 ○ Review initial consonant sound /h/. ○ Blend sounds to read words. ○ Listen for /h/ sound at the beginning of words. ○ Create sentences using the HFWs <i>my, to, and, go, you, do</i>. ○ Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T42-43 ○ Listen to <i>Hop Can Hop!</i> and choral read the story.
Shared Writing	Students will: T44 ○ Answer the prompt: What make-believe things would you put in your imaginary garden?
Grammar	Students will: T45 ○ Review subjective pronouns and explain they are words that can be used in place of a noun. ○ Collaborate with a partner to think of sentences using the pronouns <i>he, she, and it</i>.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.KID.1, K.RI.CS.4 , K.FL.PA.2.d, K.FL.PWR.3.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.F.5.a, K.FL.PC.1.c, K.FL.SC.6.g, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.VA.7b.iii, K.W.PDW.4, K.W.TTP.3		
Build the Concept Oral Vocabulary Words	Students will: T46 ○ Continue discussing the essential question: What do living things need to grow? ○ Work with a partner to create sentences using oral vocabulary words.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T47 ○ Listen to the nonfiction text <i>Growing Plants</i>. ○ Think and share that <i>Growing Plants</i> is about plants and what plants need to grow.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T48-51 ○ Practice phoneme blending, blending sounds. ○ Review initial consonant sound /h/. ○ Blend sounds to read words. ○ Spell words using the sounds studied.	

	- Recognize HFWs with accuracy. - Build fluency reading sentences.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T52-53 - Reread the story <i>Hop Can Hop!</i> - Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T54 Using the text, write a response to the prompt, Look at what Dot and Hop can do. Write a new story about a make-believe pet.
Thursday	Day 4 Instructional Plan
Student Learning Targets: K.RL.KID.1, K.FL.PA.2.b, K.FL.PA.2.a, K.RL.CS.5, K.FL.SC.6.g, K.FL.VA.7c, K.FL.PA.2.a, 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.SC.6.d, K.FL.VA.7c, K.W.PDW.4, K.W.PDW.5, K.W.PDW.6, K.W.RBPK.8	
Extend the Concept Phonological Awareness Category Words	Students will: T56-57 - Continue discussing the essential question: What do living things need to grow? - Count and blend syllables. - Review Oral Vocabulary words by using them in sentences. - Review size words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T58-61 - Study the literary element of rhymes and poetry(Teaching Poster 22). - Read the text <i>Tommy</i> and <i>The Seed</i> and listen for rhyming words. - Read the text <i>Maytime Magic</i> and <i>Garden</i>. Discuss what the flower needs to grow and what replanting means. <i>Reading/Writing Companion</i> p.24-25 Reread <i>The Seed</i>. Answer the questions and draw a picture of the word that rhymes with seed.
Word Work Phonemic Awareness Phonics	Students will: T62-63 - Practice phoneme categorization by finding the picture that does not begin with the same sound. - Identify sounds for each letter, blend and read the words - Write the letter for the sound dictated then write words that are dictated using these sounds: /h/, /i/, /n/, /k/, /o/, /d/, /a/, /t/, /p/.
Independent Writing: Revise	Students will: T64 - Review and revise their writing. Check for clues, organization, and use of pronouns. - Edit their writing for correct use of pronouns, correct spelling, complete sentences, capitals and punctuation.
Grammar	Students will: T65 Review subjective pronouns and explain that pronouns are used to replace different kinds of nouns.
Integrate Ideas Research and Inquiry	Students will: T66-67 <i>Reading/Writing Companion</i> p. 26-27, write a question about one of the parts of a plant then draw and write about what they have learned.
Friday	Day 5 Instructional Plan

Student Learning Targets: K.RL.CS.5, K.FL.PWR.3.cm K.FL.PWR.3.a, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.SL.CC.1, K.SL.PKI.6. KW.RBP, K.7K.W.PDW.4	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T68-69 ○ Identify picture in a set that does not begin with the same sound. ○ Practice writing words and sentences using HFWs and the consonants learned. ○ Write the letter for the sound dictated then write words that are dictated using these sounds: /h/, /i/, /n/, /k/, /o/, /d/, /sn/. ○ Using HFW cards, stand up when they hear the word on their card.
Independent Writing	Students will: T70 ○ Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T71 ○ Review Subjective Pronouns and explain that pronouns are used to replace different kinds of nouns.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T72-73 ○ In <i>Reading/Writing Companion</i> p. 28 talk about the things that grow in the nursery rhyme and think about the things that grow in My Garden. Compare the two gardens. ○ Complete a sentence telling how all the texts read this week apply to the essential question.

Week 2

Unit 5 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do living things change as they grow?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension Describe main topic and evaluate key details Understand the aspects of information text Text Features	Oral Vocabulary Acquisition: develop amazing enormous imagine content Category Words: Tree Parts Grammar: Use pronouns
Text(s): Teach and Model Literature Big Book: A Grand Old Tree, From a Seed to a Tree Interactive Read Aloud: The Pine Tree Shared Read: Ed and Ned Practice and Apply Anchor Text: A Grand Old Tree Leveled Readers A: The Tree O: Many Trees ELL: Many Trees B: Our Apple Tree Decodable Readers Ed and Ted Can Go On, Not a Pet! 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 Blend onset and rime to form words 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 /e/e Write Ee Handwriting Spelling Words: Spell words with /e/e High Frequency Words: are Print Awareness: Identify title page and turn pages correctly Understand directionality, return sweep Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about the life cycle of a tree

Weekly Standards:

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

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/. [\[11 lessons\]](#)

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. [\[3 lessons\]](#)

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. [\[15 lessons\]](#)

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

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.c Use frequently occurring nouns and verbs when speaking and in shared language activities. [\[1 lesson\]](#)

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[1 lesson\]](#)

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

K.FL.VA.7a.ii Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. [\[2 lessons\]](#)

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. [\[5 lessons\]](#)

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, 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. [\[1 lesson\]](#)

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.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [\[6 lessons\]](#)

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.2 With prompting and support, orally identify the main topic and retell key details of a text. [\[6 lessons\]](#)

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

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

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.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces. [\[5 lessons\]](#)

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RI.IKI.7, K.SL.CC.2, K.W.RW.10, K.FL.PWR.3.b, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.PWR.3.c, K.FL.WC.4.b, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.SC.6.b, K.FL.SC.6.a, K.W.TTP.1, K.FL.SC.6.h, K.W.TTP.1, K.FL.SC.6.h, K.FL.VA.7b.iii		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T112-113 ○ Discuss the essential question: How do living things change as they grow? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 30-31- Discuss how a little tree might change as it grows. Draw and write about the little tree.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T114-119 ○ Listen to the text <i>A Grand Old Tree</i> to find out about the life of a tree. ○ Review what nonfiction means and tell why this story is nonfiction. ○ Look for the main topic and key details that talk about the main topic. ○ 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: T120-123 ○ Listen for the words with /e/ sound at the beginning. ○ Listen to <i>Scrambled Egg, Fried Egg</i>. Place stickie note on beginning /e/ sound words. ○ Practice writing the letter Ee. ○ Practice identifying the HFW <i>are</i>.	
Shared Writing	Students will: T124 ○ Analyze, find text evidence and answer the prompt: Do you think the author does a good job telling what happens to the tree?	
Grammar	Students will: T125 ○ Identify a subjective pronoun and understand it takes the place of a noun in a sentence.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RI.KID.2K.RI.IKI.7, K.FL.PA.2c, K.FL.PA.2.d, K.FL.SC.6.c, K.FL.VA.7c, K.FL.VA.7a.ii, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.PC.1.a, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.h, K.W.TTP.1		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T126-127 ○ Continue discussing the essential question: How do living things change as they grow? ○ Practice onset/rime blending. ○ Identify words that name tree parts.	

Listening Comprehension (Literature Big Book) Close Read	Students will: T128-131 ○ Listen to <i>A Grand Old Tree</i>. Explain why it is a nonfiction story and what a tree's life cycle is like. ○ <i>Reading/Writing Companion</i> p. 34-35 Identify the main topic and write about it. Draw two key details about the main topic. ○ <i>Reading/Writing Companion</i> p. 36 Write how the author makes the tree seem like a person. ○ <i>Reading/Writing Companion</i> p. 37 Draw one of the trees made out of words.
Word Work Phonics	Students will: T132-133 ○ Review short e by writing e if it is heard at the beginning of a word. ○ Blend sounds to read words. ○ Practice HFWs.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T134-135 ○ Read <i>Ed and Ned</i> and choral read the story.
Shared Writing	Students will: T136 ○ Answer the prompt: Do you think it was a good idea for the author to make the tree seem like a person? Why or why not?
Grammar	Students will: T137 ○ Review subjective pronouns and understand they take the place of nouns in a sentence.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.FL.WC.4.d, K.FL.WC.4.e, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.PWR.3.d, K.FL.PWR.3.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.F.5.a, K.FL.PC.1.a, K.FL.VA.7b.iii, K.W.PDW.4, K.W.TTP.1, K.FL.SC.6.h		
Build the Concept Oral Vocabulary Words	Students will: T138 ○ Continue discussing the essential question: How do living things change as they grow? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T139 ○ Listen to the fairy tale <i>The Pine Tree</i>. ○ Respond to how they know it is a fairy tale.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T140-143 ○ Blend words that have the sound of /e/ in the middle of the word. ○ Review short e. ○ Spell words with the /e/ sound. ○ Recognize HFWs with accuracy.	
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T144-145 ○ Reread the story <i>Ed and Ned</i>. Focus on comprehension.	

	○ Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T146 ○ Write a new story answering the prompt: Look at where Ed and Ned live. Do you think they could live somewhere else? Why or why not?
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.KID.2, K.RI.CS.5 K.RI.IKI.7, K.FL.PA.2.c, K.FL.SC.6.g, 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.VA.7c, K.FL.VA.7a.ii, K.FL.VA.7c, K.W.PDW.4, K.W.PDW.5, K.W.PDW.6, K.W.RBPK.8	
Extend the Concept Phonological Awareness Category Words	Students will: T148-149 ○ Continue discussing the essential question: How do living things change as they grow? ○ Blend onset and rime in words. ○ Review Oral Vocabulary words by using them in a sentence. ○ Identify words that name tree parts.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T150-153 ○ Study the concept of diagrams as a text feature. (Teaching Poster 16) ○ Read the text <i>Sounds from a Seed to a Tree</i> and see how the text feature, diagrams, is used. ○ Look for the main topic and key details. ○ Visualize how a seed grows into a tree. ○ Identify the diagram on p. 34 and use it to help you retell the story. ○ <i>Reading/Writing Companion</i> p. 46-47 discuss the diagram, and respond to the statement.
Word Work Phonemic Awareness Phonics	Students will: T154-155 ○ Practice phoneme segmentation, breaking a word down into individual sounds. ○ Write words using the sounds they have learned. ○ Write letters for the sounds dictated, /h/, /n/, /e/, /d/, /t/, /p/, /s/, /sp/, /st/. ○ Spell words that are dictated. ○ Review HFWs in sentences.
Independent Writing: Revise	Students will: T156 ○ Work with a partner to review/revise their writing. Check for correct use of pronouns, correct spelling, capitals and punctuation. ○ Edit their writing for complete sentences.
Grammar	Students will: T157 ○ Review subjective pronouns and understand they take the place of nouns in a sentence.
Integrate Ideas Research and Inquiry	Students will: T158-159 ○ <i>Reading/Writing Companion</i> p. 48-49 Complete each step of the research process. ○

Friday	Day 5	Instructional Plan
Student Learning Targets: K.RI.IK.9, K.RI.IK.7, K.FL.PA.2.d, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.PA.2.d, K.FL.WC.4.c, K.FL.WC.4.f, K.SL.CC.3, K.SL.CC.1, K.SL.PK.5, K.W.PDW.4		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T160-161 - Practice phoneme segmentation, breaking a word down into individual sounds. - Practice reading words and sentences using the /e/ medial sound. - Write letters for the sounds dictated, /h/, /i/, /n/, /k/, /o/, /d/, /e/, /sp/. - Spell words that are dictated. - Review HFWs in sentences.	
Independent Writing	Students will: T162 Review final drafts and make any changes. Share final draft with partner.	
Grammar	Students will: T163 Review subjective pronouns and understand they take the place of nouns in a sentence.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T164-165 - In <i>Reading/Writing Companion</i> p.50 Look at the photo and captions, then compare what you can learn from the photo to what you have read about trees this week. - Complete a sentence telling how all the texts read this week apply to the essential question.	

Week 3

Unit 5 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What kind of things grow on a farm?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension Describe main topic and evaluate key details Understand the aspects of nonfiction texts Text Features	Oral Vocabulary Acquisition: fresh delicious beneath raise special Category Words: Food Words Grammar: Use pronouns
Text(s): Teach and Model Literature Big Book: Orange in January, Farmer's Market Interactive Read Aloud: Farms Around the World Shared Read: Ron with Red Practice and Apply Anchor Text: Orange in January Leveled Readers A: The Farmer O: Let's Make a Salad ELL: Let's Make a Salad B: Farm Fresh Finn Decodable Readers Ron Ram, Red and Ron 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 Add sounds to words to make new words Phonics/Handwriting: Introduce/review and blend with /f/f, /r/r Write sentences with Ff. Rr Handwriting Spelling Words: Spell words with /f/f, /r/r Spell words using <i>en</i> pattern High Frequency Words: with he Print Awareness: Understand directionality Recognize words in sentences, word boundaries Decodable Text: Fluency: Accuracy and rate	Conduct research about a fruit or vegetable on a farm

Weekly Standards:

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

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

K.FL.PA.2.b Count, pronounce, blend, and segment syllables in spoken words. [1 lesson]

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/. [10 lessons]

K.FL.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [7 lessons]

K.FL.PC.1.e Distinguish between pictures and words. [4 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. [3 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. [2 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.g Produce and expand complete sentences in shared language activities. [7 lessons]

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

K.FL.VA.7b.i Sort common objects into categories to gain a sense of the concepts the categories represent. [2 lessons]

K.FL.VA.7b.iii Make real-life connections between words and their use. [2 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, l) 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. [2 lessons]

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. [2 lessons]

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [9 lessons]

K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic. [2 lessons]

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. [8 lessons]

K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. [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. [4 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. [4 lessons]

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RI.KID.2, K.RI.IKI.7, K.RI.CS.5, K.FL.PC.1.e, 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.g, K.FL.SC.6.b, K.FL.SC.6.a, K.W.TTP.2, K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T204-205 ○ Discuss the essential question: What kinds of things grow on a farm? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 52-53 Look at the photo to discuss the food. Draw and write about something they can make with this food.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T206-211 ○ Listen to text <i>An Orange in January</i>. ○ Discuss why this story is nonfiction. ○ Think aloud and discuss main topic and key details. ○ <i>Reading/Writing Companion</i> p. 54-55 write about the text, talk about foods at the store, then draw and write about the food.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T212-215 ○ Listen for the words with /f/ and /r/ sound at the beginning. ○ Listen to <i>Let's Build a Fire</i> and <i>A Rose</i>. Place stickie note on beginning /f/ or /r/ sound words. ○ Practice writing the letter Ff and Rr. ○ Practice identifying the HFWs <i>with</i> and <i>he</i> by building sentences.	
Shared Writing	Students will: T216 ○ Analyze, find text evidence and write a journal entry as the orange talking about the journey from the tree to the boy's home.	
Grammar	Students will: T217 ○ Review subjective pronouns, read and write the sentences using <i>they</i> as a pronoun.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RI.KID.3, K.RI.IKI.7 , K.RI.KID.2, K.FL.PC.1.e, K.FL.PC.1.e, K.FL.PA.2.a K.FL.PA.2.b, K.FL.PWR.3.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.g, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.VA.7a.i, K.FL.VA.7b.i, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T218-219 ○ Continue discussing the essential question: What kinds of things grow on a farm? ○ Recognize rhyme. ○ Identify food words.	
Listening Comprehension (Literature Big Book)	Students will: T220-223	

Close Read	○ Listen to <i>An Orange in January</i>. Discuss why this story is nonfiction and explain the sequence of events in the story. ○ <i>Reading/Writing Companion</i> p. 56-57. Discuss main topic and key details. Write about the main topic and draw two key details. ○ <i>Reading/Writing Companion</i> p. 58 Draw and write about the picture of the trip. ○ <i>Reading/Writing Companion</i> p. 59, After looking at the illustrations on p. 30-31 of the story, share what the author means when he says the orange was “bursting with the seasons inside it”?
Word Work Phonics	Students will: T224-225 ○ Review f and r. ○ Blend words with f and r. ○ Practice HFWs.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T226-227 ○ Listen to <i>Ron With Red</i> and choral read the story.
Shared Writing	Students will: T228 ○ Answer the prompt: Write a journal entry as the boy telling how you feel about the orange.
Grammar	Students will: T229 ○ Review subjective pronouns, read and write sentences using a pronoun.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RI.IK1.9, K.RI.KID.2, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.d, 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.FL.PWR.3.a, K.W.PDW.4		
Build the Concept Oral Vocabulary Words	Students will: T230 ○ Continue discussing the essential question, What kinds of things grow on a farm? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T231 ○ Listen to the nonfiction text <i>Farms Around the World</i>. ○ Learn strategy of rereading a sentence to understand the text better.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T232-235 ○ Practice phoneme blending, blending sounds. ○ Listen and identify the long e sound. ○ Review f and r. ○ Blend sounds together to read words and sentences. ○ Spell words using the -en word family. ○ Picture sort beginning sound /f/ and /r/ picture cards.	

	○ Build fluency with HFWs.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T236-237 ○ <i>Reading/Writing Companion</i>. Reread the story <i>Ron With Red</i>. Focus on comprehension p. 60-61, 64-65, 66-67. ○ Focus on accuracy in fluency.
Independent Writing: Draft	Students will: T238 ○ Using text evidence, write a journal entry from Ron's point of view about his day at the farm.
Thursday	Day 4 Instructional Plan
Student Learning Targets: K.RI.KID.2, K.RI.CS.5 , K.RI.IKI.7, K.FL.PA.2.a, K.FL.PC.1.e, K.FL.PA.2.e, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.VA.7b.i, 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: T240-241 ○ Continue discussing the essential question: What kinds of things grow on a farm? ○ Recognize rhyme. ○ Identify food words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T242-245 ○ Listen to <i>Farmers' Market</i> and study the text feature, lists, using Teaching Poster 14. ○ After looking at photos p. 36-37, visualize what the fruits and vegetables look like and how they grow. ○ <i>Reading/Writing Companion</i> p. 40, discuss the list. ○ <i>Reading/Writing Companion</i> p. 68-69, Share ideas of ways farmers sell foods and then write about it.
Word Work Phonemic Awareness Phonics	Students will: T246-247 ○ Practice phoneme addition, adding a beginning sound to a word to make a new word. ○ Review short e and long e. ○ Build Words with /f/ and /r/.
Independent Writing: Revise	Students will: T248 ○ Work with a partner to review their writing from previous day. Check to see if it includes clues from pictures and text about Ron's day. ○ Edit their writing for complete sentences.
Grammar	Students will: T249 ○ Review subjective pronouns, read and write sentences using a pronoun.
Integrate Ideas Research and Inquiry	Students will: T250-251 ○ <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.IK1.9, K.FL.PA.2.e, K.FL.WC.4.c, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PA.2.e, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.SL.PK1.5, K.FL.VA.7c, K.FL.VA.7c, K.SL.PK1.5, K.SL.PK1.6, K.W.PDW.4, K.W.PDW.6	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T252-253 ○ Review phoneme addition, adding a beginning sound to a word to make a new word. ○ Distinguish photo cards between short e and long e. ○ Practice reading words and sentences with sounds learned. ○ Write letters for the sounds dictated using, /r/, /f/, /e/, /h/, /d/, /o/, /k/, /n/, /i/, /st/. ○ Review HFWs building automaticity.
Independent Writing	Students will: T254 ○ Review final drafts and make any needed changes. Share final draft with partner.
Grammar	Students will: T255 ○ Review subjective pronouns, read and write sentences using a pronoun.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T256-257 ○ In <i>Reading/Writing Companion</i> p. 72 Compare photo of the farm 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 6**Week 1:****Essential Question: How are the seasons different?****Text Sets:**

Literature Big Book (Fiction): Mama, Is it Summer Yet!

Literature Big Book (Poetry): New Snow, Rain Song, Covers, excerpt from Honey I Love

Shared Read: Is it Hot?

Week 2:**Essential Question: What happens in different kinds of weather?****Text Sets:**

Literature Big Book (Fiction): Rain

Literature Big Book (Informational Text): Cloud Watch

Shared Read: Kim and Nan

Week 3:**Essential Question: How can you stay safe in bad weather?****Text Sets:**

Literature Big Book (Fiction): Waiting Out the Storm

Literature Big Book (Informational Text): Be Safe in Bad Weather

Shared Read: Mack and Ben

Week 1

Unit 6 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How are the seasons different?	Cite relevant evidence from text Make inferences to support understanding Visualize to deepen understanding Describe plot development in sequence Understand the aspects of realistic fiction Reread Literary elements	Oral Vocabulary Acquisition: weather seasons migrate active spot Category Words: Seasons Grammar: Use singular and plural nouns
Text(s):	Writing	Speaking and Listening
Teach and Model Literature Big Book: Mama, Is it Summer Yet?, New Snow, Rain Song, Covers, excerpt from Honey I Love Interactive Read Aloud: A Tour of the Seasons Shared Read: Is it Hot? Practice and Apply Anchor Text: Mama, Is it Summer Yet? Leveled Readers A: It is Hot! O: Little Bear ELL: Little Bear B: Ant and Grasshopper Decodable Readers Bob and Ben, Ben, Deb, Lin Optional Classroom Library Trade Books	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 Segment and blend onset and rime in spoken words 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 /b/b, /l/l Write Bb, Ll Handwriting Spelling Words: Spell words with /b/b, /l/l High Frequency Words: is little Print Awareness: Recognize sentences are comprised of words Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about one of the four seasons

Weekly Standards

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[7 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/. **[15 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.c Read common high-frequency words by sight. **[15 lessons]**

K.FL.PWR.3.d Decode regularly spelled CVC words. **[2 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.c Use frequently occurring nouns and verbs when speaking and in shared language activities. **[9 lessons]**

K.FL.SC.6.d Form regular plural nouns when speaking and in shared language activities. **[9 lessons]**

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. **[1 lesson]**

K.FL.SC.6.i Recognize and name end punctuation. **[1 lesson]**

K.FL.VA.7a.i Identify new meanings for familiar words and apply them accurately. **[2 lessons]**

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. **[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.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. **[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. **[4 lessons]**

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

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. **[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.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. **[1 lesson]**

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.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.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces. **[9 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.RL.KID.2, K.FL.VA.7c, K.SL.CC.2, K.W.RW.10, K.FL.PWR.3.a, K.FL.WC.4.b, K.RL.IKI.9.a, K.FL.PWR.3.c, K.RL.IKI.9.f, K.FL.SC.6.d, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.a, K.W.RBPK.8, K.W.TTP.1		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T306-307 ○ Discuss the essential question: How are the seasons different? ○ 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 the season they see. Complete the bubble map on p. 9.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T308-313 ○ Listen to text <i>Mama, Is It Summer Yet?</i> and determine what things happen in the summer. ○ Discuss why this story is realistic fiction. ○ Review how visualizing can help you better understand the story. ○ Identify Plot Sequence and the words first, next and last help to tell the order of the plot. ○ Answer questions about the key details in 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: T314-317 ○ Listen for the words with /b/ and /l/ sound at the beginning. ○ Practice phoneme isolation, identify the position of a sound in a word. ○ Listen to <i>Play Ball!</i> and <i>I Licked a Lemon</i>. Place stickie notes on beginning /b/ and /l/ sound words. ○ Practice writing the letter Bb and Ll. ○ Read the HFWs <i>is</i> and <i>little</i>.	
Shared Writing	Students will: T318 ○ After looking at p.28-31 of the text, respond to the prompt: Do you think the author did a good job showing what season it is? Why or why not?	
Grammar	Students will: T319 ○ Explain a singular noun names one person, place or thing and a plural noun names more than one person, place or thing. ○ Identify singular and plural nouns in sentences.	
Tuesday	Day 2	Instructional Plan
Student Learning Target: K.RL.KID.3, K.RL.CS.5, K.RI.CS.5, K.RL.IKI.7 , K.FL.PA.2.c, K.FL.VA.7b.i, K.FL.VA.7a.i, K.FL.PA.2.d, K.FL.PWR.3.d, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.F.5.a, K.FL.SC.6.i, K.FL.SC.6.d, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.a, K.W.RBPK.8, K.W.TTP.1		
Build the Concept: Oral Language	Students will: T320-321	

Phonological Awareness Category Words	- Continue discussing the essential question: How are the seasons different? - Practice onset/rime segmentation. - Identify season words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T322-325 - Listen to the text <i>Mama, Is It Summer Yet?</i> and explain why it is realistic fiction. - Understand the events in a story are the plot and the order of events is the sequence. <i>Reading/Writing Companion</i> p. 12-13, Draw what happened first, next and last in the story. <i>Reading/Writing Companion</i> p. 14, discuss how the words and pictures show what season it is. Draw or list clues and write a sentence. <i>Reading/Writing Companion</i> p. 15, discuss the words that help you picture what summer is like. Draw a picture and write a sentence.
Word Work Phonics	Students will: T326-327 - Review b and l and identify words that begin with /b/ or /l/. - Blend phonemes to make words. - Create sentences using the HFWs <i>is, little, he, with, are, my, to, go, you, do.</i>
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T328-329 Listen to <i>Is It Hot?</i> and choral read the story.
Shared Writing	Students will: T330 Answer the prompt: Do you think the author did a good job showing that summer is coming? Why or why not?
Grammar	Students will: T331 - Explain a singular noun names one person, place or thing and a plural noun names more than one person, place or thing. - Identify singular and plural nouns in sentences.

Wednesday	Day 3	Instructional Plan
Student Learning Target: K.RI.CS.5, K.FL.VA.7b.iii, K.RI.KID.2, K.SL.PKI.6, K.FL.PA.2.d, K.FL.WC.4.d, K.FL.PA.2.d, K.FL.WC.4.c, K.FL.PWR.3.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.PWR.3.c, K.FL.SC.6.d, K.W.PDW.4, K.FL.SC.6.c, K.W.RBPK.8, K.W.TTP.1		
Build the Concept Oral Vocabulary Words	Students will: T332 - Continue discussing the essential question: How are the seasons different? - Work with a partner to create sentences using oral vocabulary words.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T333 - Listen to the Nonfiction story, <i>A Tour of the Seasons</i>. - Visualize by using the information from words and photos to create a picture in your mind.	

Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T334-337 - Practice phoneme blending, blend sounds. - Review /b/ and /l/. - Blend sounds together to read words. - Write words by stretching out the sounds. - Recognize HFWs with accuracy. - Build fluency reading sentences.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T338-339 - Read the story <i>Is It Hot?</i> - Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T340 Respond to the prompt: Did the author do a good job at showing what fall and winter are like?
Thursday	Day 4 Instructional Plan
Student Learning Target: K.FL.VA.7c, K.FL.PA.2.c, K.FL.VA.7a.i, K.FL.PA.2.a, K.RL.CS.5, K.FL.SC.6.g, K.FL.PA.2.d, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.SC.6.d, K.W.PDW.4, K.FL.SC.6.c, K.FL.SC.6.d, K.FL.SC.6.c, K.W.TTP.1, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T342-343 - Continue discussing the essential question: How are the seasons different? - Listen for onset and rime. - Review Oral Vocabulary words by using them in sentences. - Review season words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T344-347 - Study the Literary Element: Rhyme using Teaching Poster 22. - Read the poems <i>New Snow</i>, <i>Rain Song</i>, <i>Honey</i>, <i>I Love</i> and identify the rhyming words. <i>Reading/Writing Companion</i> p. 24-25, Look at the photo and identify the season then write and draw the words about summer.
Word Work Phonemic Awareness Phonics	Students will: T348-349 - Practice phoneme blending, blending sounds). - Blend sounds to form words. - Write the letter for the sounds dictated then write words that are dictated.
Independent Writing: Revise	Students will: T350 - Work with a partner to review their writing from previous day. Check to see if they use clues, sentences make sense, and did they use singular and plural nouns. - Edit their writing for correct spelling, starting with a capital letter and ending with a punctuation.
Grammar	Students will: T351 - Explain a singular noun names one person, place or thing and a plural noun names more than one person, place or thing. - Identify singular and plural nouns in sentences.

Integrate Ideas Research and Inquiry	Students will: T352-353 ○ <i>Reading/Writing Companion</i> p. 26-27 Follow the model for Researching a season.
Friday	Day 5
Instructional Plan Student Learning Target: K.RL.IK.7 , 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.d, K.W.PDW.4, K.FL.SC.6.c, K.SL.CC.1, K.W.TTP.1	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T354-355 ○ Practice phoneme segmentation, breaking words down into individual sounds. ○ Practice reading words and sentences using sounds learned. ○ Write letters for the sounds dictated and then write words that are dictated. ○ Using HFW cards, read words fluently.
Independent Writing	Students will: T356 ○ Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T357 ○ Explain a singular noun names one person, place or thing and a plural noun names more than one person, place or thing. ○ Identify singular and plural nouns in sentences.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T358-359 ○ In <i>Reading/Writing Companion</i> p.28 talk about the painting and discuss what clues help tell what season it is? ○ Complete a sentence telling how all the texts read this week apply to the essential question

Week 2

Unit 6 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What happens in different kinds of weather?	Cite relevant evidence from text Make inferences to support understanding Visualize to deepen understanding Describe plot development in sequence Understand the aspects of fantasy Reread Text Features	Oral Vocabulary Acquisition: predict temperature drought clever storm Category Words: Weather Words Grammar: Use proper nouns
Text(s): Teach and Model Literature Big Book: Rain, Cloud Watch Interactive Read Aloud: The Battle of Wind and Rain Shared Read: Kim and Nan Practice and Apply Anchor Text: Rain Leveled Readers A: The Rain O: Weather is Fun ELL: Weather is Fun B: Kate and Tuck Decodable Readers Pack It, Kim, Kick It, Nick! 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 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 /k/k, ck Write Kk Handwriting Spelling Words: Spell words with /k/k, ck High Frequency Words: she was Print Awareness: Recognize words in sentences, word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about one type of weather

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[8 lessons]**

K.FL.PA.2.a Recognize and begin to produce rhyming words. **[2 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.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. **[10 lessons]**

K.FL.PWR.3.c Read common high-frequency words by sight. **[16 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. **[6 lessons]**

K.FL.SC.6.i Recognize and name end punctuation. **[2 lessons]**

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

K.FL.VA.7b.iv Distinguish shades of meaning among verbs describing the same general action. **[2 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.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. **[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. **[6 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.KID.2 With prompting and support, orally retell familiar stories, including key details. **[9 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. **[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.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. **[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. **[1 lesson]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.KID.3, K.FL.VA.7b.iii, K.SL.CC.2, K.W.RW.10, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.WC.4.b, 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		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T398-399 - Discuss the essential question: What happens in different kinds of weather? - Use in a sentence, define, give examples of oral vocabulary words. <i>Reading/Writing Companion</i> p. 30-31. Students will discuss the weather in the photo. - Draw and write about something that can be done in this kind of weather.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T400-405 - Listen to the text <i>Rain</i> and discuss quotation marks. - Review what fantasy means and tell why this story is fantasy. - Review visualizing can help them better understand the story, p. 8-9, p. 16-17, p. 22-23. - Look for key details-p. 14-15, p. 24-25. - Review plot/sequence p. 6-7, 18-19, 24-25, p.32. - Answer questions about the text. <i>Reading/Writing Companion</i> p. 32-33 respond to the text about Fantasy then draw and write about how weather changes. - Retell the story using retelling cards.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T406-409 - Practice phoneme isolation, identify the position of a sound in a word. - Listen for the words with /k/ sound at the beginning. - Listen to <i>Koala</i>. Place stickie note on beginning /k/ sound words. - Practice writing the letter Kk. - Practice identifying the HFWs <i>she</i> and <i>was</i>.	
Shared Writing	Students will: T410 Analyze, find text evidence and answer the prompt: In what order did the animals in the story notice that the rain was coming?	
Grammar	Students will: T411 - Explain that the exact names of people and places are called proper nouns. - Identify proper nouns in sentences.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.KID.2, K.RL.IKI.7 , K.FL.VA.7c, K.FL.VA.7b.iii, K.FL.VA.7b.iv, K.RL.CS.5, K.FL.PWR.3.d, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.F.5.a, K.FL.SC.6.i, K.FL.SC.6.b, K.FL.SC.6.a, K.W.RBPK.8, K.FL.SC.6.g		
Build the Concept: Oral Language	Students will: T412-413	

Phonological Awareness Category Words	- Continue discussing the essential question: What happens in different kinds of weather? - Recognize rhyme. - Identify weather words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T414-417 - Listen to <i>Rain!</i> Explain that the text is a Fantasy because things happen in the story that could not happen in real life. <i>Reading/Writing Companion</i> p. 34-35 Identify the plot of the story and draw what happens first, next, last. <i>Reading/Writing Companion</i> p. 36-37 Reply to prompt about colors helping to understand weather and the prompt about the author's words.
Word Work Phonics	Students will: T419-419 - Practice phoneme blending, blending sounds. - Review /k/.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T420-421 Listen to <i>Kim and Nan</i> and choral read the story.
Shared Writing	Students will: T422 Answer the prompt: What did the animals enjoy doing after the rain?
Grammar	Students will: T423 - Explain that the exact names of people and places are called proper nouns. - Identify proper nouns in sentences.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.FL.VA.7b.iii, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.PA.2.d, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.i, K.FL.SC.6.g, K.W.PDW.4, K.W.RBPK.8, K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T424 - Continue discussing the essential question: What happens in different kinds of weather? - Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T425 - Listen to the folktale <i>The Battle of Wind and Rain</i>. - Respond to how they know it is a folktale.	
Word Work Phonemic Awareness Phonics	Students will: T426-429 - Practice phoneme blending, blend sounds. - Review /k/ k, ck.	

High-Frequency Words	○ Blend words. ○ Write letters for the sounds dictated and then write words that are dictated. ○ Recognize HFWs with accuracy.	
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T430-431 ○ Reread the story <i>Kim and Nan</i>. Focus on comprehension. ○ Answer questions by finding evidence in the text in words or pictures.	
Independent Writing: Draft	Students will: T432 ○ Write a response to the prompt: What are some things Kim likes to do?	
Thursday	Day 4	Instructional Plan
Student Learning Targets: K.RI.KID.2, K.RL.KID.2, K.RI.CS.5, K.RI.IKI.7, K.FL.VA.7c, K.FL.VA.7b.iv, K.FL.PA.2.a, K.FL.PC.1.e, K.FL.SC.6.g, K.FL.PC.1.e, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.d, 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: T434-435 ○ Continue discussing the essential question: What happens in different kinds of weather? ○ Recognize rhyme. ○ Review Oral Vocabulary words by using them in a sentence. ○ Identify weather words.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T436-439 ○ Study the concept of speech bubbles as a text feature. (Big Book p. 33) ○ Read the text <i>Cloud Watch</i> and see how the text feature, speech bubbles, is used. ○ Look at the photos and speech bubbles p. 34-35 and discuss what is going on in them. ○ Look at the photo and speech bubbles p. 36 and explain how to predict weather. ○ <i>Reading/Writing Companion</i> p. 46-47 discuss the photo and caption, respond to the statement.	
Word Work Phonemic Awareness Phonics	Students will: T440-441 ○ Practice phoneme segmentation, breaking down word into individual sounds. ○ Build words using sound cards. ○ Write letters for the sounds dictated and then write words that are dictated.	
Independent Writing: Revise	Students will: T442 ○ Work with a partner to review/revise their writing. Check for use of clues, and using proper nouns. ○ Edit their writing for correct spelling, capital letters, end marks and making sense.	
Grammar	Students will: T443 ○ Explain that the exact names of people and places are called proper nouns. ○ Identify proper nouns in sentences.	
Integrate Ideas Research and Inquiry	Students will: T444-445 ○ <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.FL.WC.4.d, K.FL.WC.4.c, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.f, K.W.PDW.4, K.SL.CC.3, K.SL.CC.1, K.SL.PKI.6		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T446-447 ○ Practice phoneme segmentation, breaking down words into individual sounds. ○ Read words by sounding out. ○ Write letters for the sounds dictated and then write words that are dictated. ○ Build fluency with HFWs.	
Independent Writing	Students will: T448 ○ Review final drafts and make any changes. Share final draft with partner.	
Grammar	Students will: T449 ○ Explain that the exact names of people and places are called proper nouns. ○ Identify proper nouns in sentences.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T450-451 ○ In <i>Reading/Writing Companion</i> p. 50 look at the photo and discuss the weather. Compare the weather in the photo to the weather is <i>Rain</i>. ○ Complete a sentence telling how all the texts read this week apply to the essential question.	

Week 3

Unit 6 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can you stay safe in bad weather?	Cite relevant evidence from text Make inferences to support understanding Visualize to deepen understanding Describe plot development in sequence Understand the aspects of realistic fiction Reread Text Features	Oral Vocabulary Acquisition: safe prepare notice celebration enough Category Words: Question Words Grammar: Use singular and plural nouns
Text(s): Teach and Model Literature Big Book: Waiting Out the Storm, Be Safe in Bad Weather Interactive Read Aloud: The Storm that Shook the Signs Shared Read: Mack and Ben Practice and Apply Anchor Text: Waiting Out the Storm Leveled Readers A: Bad Weather O: Getting Ready ELL: Getting Ready B: The Storm Decodable Readers Rock Ken, Flip, Flop, Flip! Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Revise by choosing words to add 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 spoken alliteration Identify and blend sounds in words Add sounds to words to make new words Phonics/Handwriting: Introduce/review and blend with l-blends Write sentences with h, e, f, r, b l, k, ck Handwriting Spelling Words: Spelling words with l-blends; ack pattern High Frequency Words: are he is little my she was with Print Awareness: Identify the title page of a book Recognize sentences are comprised of words Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about how to stay safe in bad weather

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/. **[9 lessons]**

K.FL.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **[6 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. **[15 lessons]**

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. **[9 lessons]**

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

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. **[3 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. **[1 lesson]**

K.FL.SC.6.d Form regular plural nouns when speaking and in shared language activities. **[10 lessons]**

K.FL.SC.6.e Understand and use question words (interrogatives) when speaking and in shared language activities. **[2 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. **[4 lessons]**

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **[3 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, 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. **[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.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic. **[1 lesson]**

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

K.RL.CS.5 Recognize common types of texts. **[7 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. **[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. **[5 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. **[3 lessons]**

K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. **[2 lessons]**

K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail. **[3 lessons]**

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. **[1 lesson]**

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. **[1 lesson]**

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. **[1 lesson]**

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]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.CS.5, 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.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.d, K.FL.SC.6.b, K.FL.SC.6.a		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T490-491 ○ Discuss the essential question: How can you stay safe in bad weather. ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 52-53 Look at the photo to discuss the weather. Draw and write about staying safe in this weather.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T492-497 ○ Listen to text <i>Waiting Out the Storm</i>. ○ Discuss why this story is realistic fiction. ○ Discuss sequencing and visualize what the raindrops look like. ○ <i>Reading/Writing Companion</i> p. 54-55 Write about the story then draw and write about stormy weather.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T498-501 ○ Practice identifying the sound that is the same in words. ○ Practice blends with l, /bl/, /fl/, /sl/, /cl/. ○ Practice writing sentences with h, e, f, r, b, l, k, ck. ○ Practice identifying the HFWs are, he, is, little, my, she, was, with.	
Shared Writing	Students will: T502 ○ Look at pages 16-21 of the story. Analyze, find text evidence and respond to the prompt: Write two questions and two answers about what a cat and a dog might do during a storm.	
Grammar	Students will: T503 ○ Explain a singular noun names one person, place or thing and a plural noun names more than one person, place or thing. ○ Identify singular and plural nouns in sentences.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.IK.7, K.RL.CS.5, K.FL.PA.2.d, K.FL.SC.6.e, K.FL.VA.7b.iii, K.FL.VA.7c, K.FL.F.5.a, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.d		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T504-505 ○ Continue discussing the essential question: How can you stay safe in bad weather. ○ Recognize alliteration. ○ Identify question words.	

Listening Comprehension (Literature Big Book) Close Read	Students will: T506-509 ○ Listen to <i>Waiting Out the Storm</i>. Discuss why this story is realistic fiction. ○ <i>Reading/Writing Companion</i> p. 56-57, Write about what happens first, next and last. ○ <i>Reading/Writing Companion</i> p. 58, Write why different type in the story can help understand the story. ○ After listening to pages 26-27 of the story, draw a picture of how the girl feels.
Word Work Phonics	Students will: T510-511 ○ Review I Blends, /kl/, /fl/, /sl/, /bl/. ○ Blend words.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T512-513 ○ Listen to <i>Mack and Ben</i> and choral read the story.
Shared Writing	Students will: T514 ○ Look at pages 24-25 of the story where the girl and her mother are safe at home. Analyze, find text evidence and respond to the prompt: Write two questions and two answers about what they might do now.
Grammar	Students will: T515 ○ Explain a singular noun names one person, place or thing and a plural noun names more than one person, place or thing. ○ Identify singular and plural nouns in sentences.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.RL.IKI.9, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.WC.4.f, K.FL.F.5.a, K.FL.PWR.3.c, K.FL.SC.6.d, K.W.PDW.4, K.FL.VA.7b.iii		
Build the Concept Oral Vocabulary Words	Students will: T516 ○ Continue discussing the essential question: How can you stay safe in bad weather? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T517 ○ Listen to the fairy tale text, <i>The Storm that Shook the Signs</i>. ○ Visualize what happens in this small town when a storm comes.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T518-521 ○ Practice phoneme blending, blending sounds). ○ Review I Blends, cl /kl/, /bl/, /fl/, /sl/. ○ Blend sounds together to make words. ○ Write words that are dictated. ○ Build fluency with HFWs by reading sentences.	

Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T522-523 ○ <i>Reading/Writing Companion</i>. Reread the story <i>Mack and Ben</i>. Focus on comprehension p. 60-67. ○ Focus on accuracy in fluency.
Independent Writing: Draft	Students will: T524 ○ Using text evidence and respond to the prompt by writing about what Mack and Ben might say to each other about the weather.
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.KID.2, K.RI.CS.5, K.RL.CS.5, K.RL.KID.1, K.FL.VA.7c, K.FL.SC.6.e, K.FL.PWR.3.a, K.FL.VA.7c, K.SL.CC.1, K.FL.PA.2.e, K.FL.WC.4.d, K.FL.PWR.3.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.SL.PKI.5, K.FL.SC.6.d, K.W.PDW.4, K.SL.PKI.5, K.FL.SC.6.d, K.SL.CC.3, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T526-527 ○ Discuss the essential question: How can you stay safe in bad weather? ○ Recognize alliteration. ○ Identify question words, who, what, why, when, where, and how.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T528-531 ○ Listen to the nonfiction story, <i>Be Safe in Bad Weather</i>. ○ Look at Teacher Poster 15 and notice that directions have numbers and need to be followed in number order. ○ After looking at photos p. 28-29 of the Big Book, visualize the image of a blizzard. ○ <i>Reading/Writing Companion</i> p. 68-69. Discuss the words the author uses about the bad weather. ○ Write sentences about the words.
Word Work Phonemic Awareness Phonics	Students will: T532-533 ○ Practice phoneme addition, adding beginning sounds to make a new word. ○ Build the words lip, flip, clip, click, slick, and block.
Independent Writing: Revise	Students will: T534 ○ Work with a partner to review their writing from previous day. Check to see if it includes clues from pictures and text about the weather. ○ Edit their writing for complete sentences.
Grammar	Students will: T535 ○ Explain a singular noun names one person, place or thing and a plural noun names more than one person, place or thing. ○ Identify singular and plural nouns in sentences.
Integrate Ideas Research and Inquiry	Students will: T536-537 ○ <i>Reading/Writing Companion</i> p. 70-71, Complete each step of the research process.
Friday	Day 5
Instructional Plan	

Student Learning Targets: K.RL.CS.5, K.RI.IK.9 , K.FL.PA.2.e, K.FL.WC.4.c, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.PA.2.e, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.SC.6.d, K.W.PDW.4, K.SL.PKI.4, K.SL.CC.1, K.FL.SC.6.d, K.SL.PKI.4, K.SL.CC.3, K.W.PDW.6, K.SL.PKI.6	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T538-539 ○ Practice phoneme addition, adding beginning sounds to make a new word. ○ Read words by blending sounds. ○ Write letters for the sounds dictated and write words that are dictated. ○ Review reading HFWs building fluency.
Independent Writing	Students will: T540 ○ Review final drafts and make any needed changes. Share final draft with partner.
Grammar	Students will: T541 ○ Explain a singular noun names one person, place or thing and a plural noun names more than one person, place or thing. ○ Identify singular and plural nouns in sentences.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T542-543 ○ In <i>Reading/Writing Companion</i> p. 72 Look at the photo and tell how the family is safe. ○ Complete a sentence telling how all the texts read this week apply to the essential question.

BCS Literacy Vision

Unit 7**Week 1:****Essential Question: How are some animals alike and how are they different?****Text Sets:**

Literature Big Book (Poetry): Mischievous Goat, Over in the Meadow, Kitty Caught a Caterpillar

Literature Big Book (Informational Text): ZooBorns!

Shared Read: A Pup and a Cub

Week 2:**Essential Question: How do you take care of different kinds of pets?****Text Sets:**

Literature Big Book (Fiction): The Birthday Pet

Literature Big Book (Personal Narrative): Lola and Bella

Shared Read: I Hug Gus!

Week 3:**Essential Question: Where do animals live?****Text Sets:**

Literature Big Book (Fiction): Bear Snores On

Literature Big Book (Informational Text): Animal Homes

Shared Read: A Vet in a Van

Week 1

Unit 7 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How are some animals alike and how are they different?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension Compare and contrast text structure Understand the aspects of nonfiction text Literary element	Oral Vocabulary Acquisition: appearance behavior exercise wander plenty Category Words: Animal Part Grammar: Use verbs
Text(s): Teach and Model Literature Big Book: ZooBorns!, Mischievous Goat, Over in the Meadow, Kitty Caught a Caterpillar Interactive Read Aloud: Baby Farm Animals Shared Read: A Pup and a Cub Practice and Apply Anchor Text: ZooBorns! Leveled Readers A: Two Cubs O: Animal Bodies ELL: Animal Bodies B: Two Kinds of Bears Decodable Readers Sun Fun, Pup and Cub Optional Classroom Library Trade Books	Writing	Speaking and Listening
	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 spoken onsets and rimes into words Recognize spoken alliteration in groups of words Identify and blend sounds in words Take away sounds from words to make new words Phonics/Handwriting: Introduce/review and blend with /u/u Write Uu Handwriting Spelling Words: Spell words with /u/u High Frequency Words: for have Print Awareness: Recognize that sentences are made of words Recognize word and sentence boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	

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.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.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [\[2 lessons\]](#)

K.FL.PC.1.e Distinguish between pictures and words. [\[3 lessons\]](#)

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. [\[9 lessons\]](#)

K.FL.PWR.3.c Read common high-frequency words by sight. [\[14 lessons\]](#)

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

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. [\[5 lessons\]](#)

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. [\[11 lessons\]](#)

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[4 lessons\]](#)

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. [\[7 lessons\]](#)

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. [\[1 lesson\]](#)

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

K.FL.WC.4.g Print many upper and lowercase letters. [\[2 lessons\]](#)

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. [\[2 lessons\]](#)

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

K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic. [\[2 lessons\]](#)

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. [\[3 lessons\]](#)

K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. [\[8 lessons\]](#)

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. [\[2 lessons\]](#)

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. [\[2 lessons\]](#)

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. [\[3 lessons\]](#)

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.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.FL.VA.7b.iii, K.SL.CC.2, K.W.RW.10, K.FL.PC.1.e, K.FL.VA.7a.i, K.FL.PWR.3.b, K.FL.PA.2.d, K.FL.WC.4.e, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.PWR.3.c, K.FL.WC.4.g, K.FL.WC.4.f, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.a, K.W.TTP.2		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T20-21 ○ Discuss the essential question: How are some animals alike and how are they different? ○ 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 one way the animals are alike and one way they are different.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T22-27 ○ Listen to text <i>ZooBorns!</i> and discuss types of animals seen in the zoo. ○ Discuss why this story is nonfiction. ○ Use the skill of Comparing and Contrasting to find ways that animals are the same and different. Look for the words <i>both</i>, <i>like</i>, <i>also</i> to show similarities and the words <i>but</i> and <i>unlike</i> to tell differences. ○ Retell the story using retelling cards. ○ <i>Reading/Writing Companion</i> p. 10-11, Write about animal facts that was learned from the text.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T28-31 ○ Practice phoneme isolation, identify the position of a sound in a word. ○ Identify the /u/ sound. ○ Listen to <i>My Umbrella</i>. Place stickie note on beginning /u/ sound words. ○ Listen for words beginning with /u/ sound at the beginning. ○ Practice writing the letter Uu. ○ Read the high frequency word <i>for</i> and <i>have</i>.	
Shared Writing	Students will: T32 ○ Write a response to the prompt: Name some baby animals we met in <i>ZooBorns!</i>	
Grammar	Students will: T33 ○ Review action words are verbs. ○ Identify verbs (action words) in sentences.	
Tuesday	Day 2	Instructional Plan
Student Learning Target: K.RI.IK1.7, K.RI.KID.3, K.FL.VA.7c, K.FL.PA.2.c, K.FL.SC.6.c, K.FL.PC.1.e, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PWR.3.a, K.RI.KID.2, K.FL.F.5.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.a, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness	Students will: T34-35 ○ Continue discussing the essential question: How are some animals alike and how are they different?	

Category Words	○ Practice onset and rime blending. ○ Identify animal parts words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T36-39 ○ Reread the text <i>ZooBorns!</i> And explain why it is a nonfiction text. ○ <i>Reading/Writing Companion</i> p. 12-13, Compare and contrast two baby animals. ○ <i>Reading/Writing Companion</i> p. 14, Looking at the photo on p. 7 of the text, write about the fennec fox. ○ <i>Reading/Writing Companion</i> p. 15, Looking at the photo on p. 28 of the text, discuss the wombat's paws, write about it.
Word Work Phonics	Students will: T40-41 ○ Practice phoneme isolation, identify the position of a sound in a word. ○ Review short u. ○ Blend phonemes to make words.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T42-43 ○ Listen to <i>A Pup and a Cub</i> and choral read the story.
Shared Writing	Students will: T44 ○ Looking at pages 26-27 and 32-33 of the text, Answer the prompt: How are these baby animals alike? How are they different?
Grammar	Students will: T45 ○ Review action words are verbs. ○ Identify verbs (action words) in sentences.

Wednesday	Day 3	Instructional Plan
Student Learning Target: K.RI.KID.3, K.RI.CS.5, K.RI.IKI.9 , K.FL.PA.2.d, K.FL.WC.4.c, K.FL.PA.2.d, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.PWR.3.d, K.FL.PWR.3.b,, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.W.PDW.4, K.FL.SC.6.c, K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T46 ○ Continue discussing the essential question: How are some animals alike and how are they different? ○ Work with a partner to create sentences using oral vocabulary words.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T47 ○ Listen to the nonfiction text, <i>Baby Farm Animals</i>. ○ Think and share that <i>Baby Farm Animals</i> is a nonfiction because it gives true information about animals.	
Word Work Phonemic Awareness Phonics	Students will: T48-51 ○ Practice phoneme blending, blending sounds. ○ Review short u.	

High-Frequency Words	○ Blend sounds to read words. ○ Write words dictated. ○ Recognize HFWs <i>for</i> and <i>have</i>. ○ Build fluency reading sentences.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T52-53 ○ Read the story <i>A Pup and a Cub</i>. ○ Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T54 ○ Write a response to the prompt: How are the wolf pup and the lion cub the same? How are they different?
Thursday	Day 4
Instructional Plan	
Student Learning Target: K.RL.CS.5, K.RL.KID.2, K.RL.CS.4, K.FL.VA.7c, K.FL.PA.2.c, K.FL.SC.6.c, K.FL.PA.2.a, K.RL.CS.5, K.FL.PA.2.e, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.d, 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: T56-57 ○ Continue discussing the essential question: How are some animals alike and how are they different? ○ Practice onset and rime blending. ○ Review Oral Vocabulary words by using them in sentences. ○ Identify Animal Parts words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T58-61 ○ Study the Literary Element: Alliteration. (Teaching Poster 25) ○ Read <i>Mischievous Goat, Over in the Meadow, and Kitty Caught a Caterpillar</i> and see how alliteration is used. ○ <i>Reading/Writing Companion</i> p. 24-25, Draw a word that rhymes with one and write the word and answer questions about text.
Word Work Phonemic Awareness Phonics	Students will: T62-63 ○ Practice phoneme deletion, taking sounds away from words to make new words. ○ Use sounds to build words. ○ Write letters for the sounds dictated and write words that are dictated.
Independent Writing: Revise	Students will: T64 ○ Work with a partner to review their writing from previous day. Check to see if it includes clues from pictures and text about the animal similarities and differences. ○ Edit their writing for complete sentences.
Grammar	Students will: T65 ○ Review action words are verbs. ○ Identify verbs (action words) in sentences.
Integrate Ideas Research and Inquiry	Students will: T66-67 ○ <i>Reading/Writing Companion</i> p. 26-27 Follow the model for writing about Animal Features.

Friday	Day 5	Instructional Plan
Student Learning Target: K.RI.IK.9, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.PWR.3.d, K.FL.PWR.3.e, K.FL.PWR.3.c,, K.FL.WC.4.f, K.W.PDW.4, K.FL.SC.6.c, K.SL.CC.2, K.SL.CC.1, K.FL.SC.6.c		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T68-69 - Practice phoneme deletion, taking sounds away from words to make new words. - Practice reading words and sentences using HFWs and blending sounds. - Write letters for the sounds dictated and write words that are dictated. - Use HFW cards, stand up when they hear the word on their card.	
Independent Writing	Students will: T70 Review final drafts and make any changes. Share final draft with partner.	
Grammar	Students will: T71 - Review action words are verbs. - Identify verbs (action words) in sentences.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T72-73 - In <i>Reading/Writing Companion</i> p. 28 talk about the photo and compare and contrast these animals to the animals in ZooBorns! - Complete a sentence telling how all the texts read this week apply to the essential question	

Week 2

Unit 7 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do you take care of different kinds of pets?	Cite relevant evidence from text Make inferences to support understanding Make and confirm predictions to deepen comprehension Describe plot including problem and solution Understand the aspects of realistic fiction Reread Text Features	Oral Vocabulary Acquisition: responsibility train depend compared social Category Words: Pets Grammar: Use verbs
Text(s): Teach and Model Literature Big Book: The Birthday Pet, Lola and Bella Interactive Read Aloud: The Family Pet Shared Read: I Hug Gus Practice and Apply Anchor Text: The Birthday Pet Leveled Readers A: My Cats O: Their Pets ELL: Their Pets B: Will's Pets Decodable Readers Wet Gus, See a Bug? Optional Classroom Library Trade Books	Writing	Speaking and Listening
	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 produce rhyming words Recognize alliteration in groups of words Identify and blend sounds in words Change sounds in words to make new words Phonics/Handwriting: Introduce/review and blend with /g/g, /w/w Write Gg, Ww Handwriting Spelling Words: Spell words with /g/g, /w/w High Frequency Words: of they Print Awareness: Understand directionality, return sweep Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about how to take care of a pet

Weekly Standards:		
Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.KID.3, K.RL.KID.2, K.FL.VA.7b.iii, K.SL.CC.2, K.W.RW.10, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.WC.4.b, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.WC.4.g, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.a, K.W.TTP.3		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It		Students will: T112-113 - Discuss the essential question: How do you take care of different kinds of pets? - Use in a sentence, define, give examples of oral vocabulary words. <i>Reading/Writing Companion</i> p. 30-31- Discuss the picture, draw and write how to take care of a dog.
Listening Comprehension (Literature Big Book) Close Read		Students will: T114-119 - Listen to the text <i>The Birthday Pet</i>. - Review what realistic fiction means and tell why this story is realistic fiction. - Identify plot is what happens in a story and solution is when the main character has a problem that needs a solution. - 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: T120-123 - Practice phoneme isolation, identifying the position of a sound in a word. - Identify /g/ and /w/. - Listen to <i>Get a Guitar</i> and <i>What Can You See Out Your Window?</i> Place stickie notes on beginning /g/ and /w/ sound words. - Practice writing the letter Gg and Ww. - Practice identifying the HFWs <i>of</i> and <i>they</i>.
Shared Writing		Students will: T124 Analyze, find text evidence and answer the prompt: Write a story about taking care of a pet.
Grammar		Students will: T125 - Review action words are verbs. - Identify verbs (action words) in sentences.
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.KID.2, K.RL.KID.3, K.RL.CS.5, K.RL.IKI.7 , K.FL.SC.6.f, K.FL.VA.7c, K.FL.PA.2.a, K.FL.PA.2.d, K.FL.PWR.3.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.F.5.a, K.FL.SC.6.b, K.FL.SC.6.c, K.W.TTP.3, K.FL.SC.6.a		
Build the Concept: Oral Language		Students will: T126-127

Phonological Awareness Category Words	○ Continue discussing the essential question: How do you take care of different kinds of pets? ○ Recognize and generate rhyme. ○ Identify pet words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T128-131 ○ Listen to <i>The Birthday Pet</i> and discuss that the story is not told by any of the characters. ○ <i>Reading/Writing Companion</i> p. 34-35, Write about the problem and the solution from the story. ○ P. 36-37 reply to prompt discussing Danny's pets.
Word Work Phonics	Students will: T132-133 ○ Practice phoneme isolation, identifying the position of a sound in a word. ○ Review g and w. ○ Blend sounds to make words. ○ Recognize HFWs with accuracy
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T134-135 ○ Listen to <i>I Hug Gus!</i> and choral read the story.
Shared Writing	Students will: T136 ○ Write a story about choosing a pet.
Grammar	Students will: T137 ○ Review action words are verbs. ○ Identify verbs (action words) in sentences.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.CS.6, K.FL.VA.7b.iii, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.PA.2.d, K.FL.WC.4.c, K.FL.PWR.3.d, K.FL.PWR.3.b, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.i, K.W.PDW.4, K.FL.SC.6.c, K.W.TTP.3, K.FL.SC.6.h		
Build the Concept Oral Vocabulary Words	Students will: T138 ○ Continue discussing the essential question: How do you take care of different kinds of pets? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T139 ○ Listen to the nonfiction story, <i>The Family Pet</i>. ○ Respond to how they know it is a nonfiction story.	
Word Work Phonemic Awareness Phonics	Students will: T140-143 ○ Practice phoneme blending, blending sounds.	

High-Frequency Words	○ Review /g/ and /w/. ○ Read words by blending the sounds. ○ Recognize HFWs with accuracy.	
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T144-145 ○ Reread the story <i>I Hug Gus!</i>. Focus on fluency. ○ Answer questions by finding evidence in the text in words or pictures.	
Independent Writing: Draft	Students will: T146 ○ Write a new story about getting a new pet. Use the word I and tell what happened.	
Thursday	Day 4	Instructional Plan
Student Learning Targets: K.RI.KID.2, K.RI.CS.6, K.FL.SC.6.f, K.FL.VA.7c, K.FL.PA.2.a, K.W.TTP.3, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.PA.2.e, K.FL.PWR.3.e, K.FL.PWR.3.c K.W.PDW.4, K.FL.SC.6.c, K.W.PDW.6, K.W.PDW.5, K.W.PDW.6, K.W.RBPK.8, K.W.RBPK.7		
Extend the Concept Phonological Awareness Category Words	Students will: T148-149 ○ Continue discussing the essential question: Who are your neighbors? ○ Recognize and generate rhyme. ○ Review Oral Vocabulary words by using them in a sentence. ○ Identify pet words.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T150-153 ○ Study the concept of personal narrative, which is a true story that a person writes about his or her own life. ○ Read the text <i>Lola and Bella</i> and see how personal narrative is used. ○ <i>Reading/Writing Companion</i> p. 46-47 discuss the photo and personal narrative, draw and write about Bella.	
Word Work Phonemic Awareness Phonics	Students will: T154-155 ○ Practice phoneme substitution, changing the beginning sound in a word to make a new word. ○ Use word building cards to build words. ○ Write letters for the sounds dictated and write words that are dictated. ○ Review HFWs in sentences.	
Independent Writing: Revise	Students will: T156 ○ 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: T157 ○ Review action words are verbs. ○ Identify verbs (action words) in sentences.	
Integrate Ideas Research and Inquiry	Students will: T158-159 ○ <i>Reading/Writing Companion</i> p. 48-49, Complete each step of the research process.	
Friday	Day 5	Instructional Plan

Student Learning Targets: K.FL.WC.4.d, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.PA.2.e, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.f, K.SL.PKI.5, K.W.PDW.4, K.FL.SC.6.c, K.SL.CC.1, K.SL.PKI.5 K.SL.PKI.4, K.SL.PKI.6	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T160-161 - Practice phoneme substitution, changing beginning sound in a word to make a new word. - Practice reading words and sentences. - Write letters for the sounds dictated and write words that are dictated. - Build fluency with HFWs.
Independent Writing	Students will: T162 Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T163 - Review action words are verbs. - Identify verbs (action words) in sentences.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T164-165 - In <i>Reading/Writing Companion</i> p. 50 Look at the photo. Compare the girl and her rabbit to Danny and his turtle. - Complete a sentence telling how all the texts read this week apply to the essential question.

Week 3

Unit 7 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: Where do animals live?	Cite relevant evidence from text Make inferences to support understanding Make and confirm predictions Identify cause and effect in plot development Understand the aspects of fantasy Reread Text Features	Oral Vocabulary Acquisition: habitat wild complain join stubborn Category Words: Animal Homes Grammar: Use verbs
Text(s): Teach and Model Literature Big Book: Bear Snores On, Animal Homes Interactive Read Aloud: Aunt Nancy and the Turtle Shared Read: A Vet in a Van Practice and Apply Anchor Text: Bear Snores On Leveled Readers A: We Want Water O: A New Home ELL: A New Home B: Bird's New Home Decodable Readers Rex the Vet, Fox Has a Big Box Optional Classroom Library Trade Books	Writing	Speaking and Listening
	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 and Blend onsets and rimes to form words Identify and blend sounds in words Change sounds in words to make new words Phonics/Handwriting: Introduce/review/ and blend with /ks/x, /v/v Write sentences with Xx and Vv Handwriting Spelling Words: Spell words with /ks/x, /v/v Spell words using <i>et</i> pattern High Frequency Words: said want Print Awareness: Understand directionality, return sweep Recognize word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about an animal habitat

Weekly Standards:

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

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/. [\[12 lessons\]](#)

K.FL.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [\[7 lessons\]](#)

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. [\[11 lessons\]](#)

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. [\[8 lessons\]](#)

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.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. [\[5 lessons\]](#)

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. [\[7 lessons\]](#)

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[4 lessons\]](#)

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. [\[5 lessons\]](#)

K.FL.VA.7b.iv Distinguish shades of meaning among verbs describing the same general action. [\[2 lessons\]](#)

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [\[5 lessons\]](#)

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, l) 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.FL.WC.4.g Print many upper and lowercase letters. [\[2 lessons\]](#)

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. [\[1 lesson\]](#)

K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. [\[3 lessons\]](#)

K.RL.CS.5 Recognize common types of texts. [\[4 lessons\]](#)

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. [\[5 lessons\]](#)

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.2 With prompting and support, orally retell familiar stories, including key details. [\[3 lessons\]](#)

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

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.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.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces. [\[3 lessons\]](#)

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.RL.CS.5, K.FL.VA.7b.iii, K.SL.CC.2, K.W.RW.10, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.WC.4.a, K.FL.WC.4.g, K.FL.WC.4.b, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.WC.4.g, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.a, K.W.TTP.2		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T204-205 ○ Discuss the essential question: Where do animals live? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 52-53, Look at the photo and discuss the fox and the den. Draw and write about an animal home you know.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T206-211 ○ Listen to text <i>Bear Snores On</i>. ○ Discuss why this story is fantasy, learn to make predictions and discuss cause and effect. ○ Ask and answer questions about the text. ○ <i>Reading/Writing Companion</i> p. 54-55, Retell the story then write and draw about the story. Draw and write about a real animal.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T212-215 ○ Practice phoneme isolation, identify the position of a sound in a word. ○ Identify /v/ v and /ks/ x. ○ Listen to <i>It's a Volcano</i>. Place stickie note on beginning /g/ and /w/ sound words. ○ Practice writing the letter Vv and Xx. ○ Practice identifying the HFWs <i>said</i> and <i>want</i>.	
Shared Writing	Students will: T216 ○ Analyze, find text evidence and answer the prompt: Write a book report telling how they liked the story, <i>Bear Snores On</i>.	
Grammar	Students will: T217 ○ Review action words are verbs and they can tell what will happen in the future. ○ Identify verbs (action words) and practice using future tense verbs in sentences.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.RL.KID.2, K.FL.PA.2.c, K.FL.VA.7c, K.FL.VA.7b.iii, K.FL.VA.7b.iv, K.FL.PA.2.d, K.FL.PWR.3.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.F.5.a, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.a, K.W.TTP.1		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T218-219 ○ Continue discussing the essential question: Where do animals live? ○ Practice onset and rime segmentation.	

	○ Identify animal homes words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T220-223 ○ Listen to <i>Bear Snores On</i>. Discuss the picture on p. 14-15 and discuss why this fantasy story is make-believe. ○ <i>Reading/Writing Companion</i> p. 56-57. Write about cause and effect. ○ Discuss why the author uses words that help readers picture a story in a certain way. ○ <i>Reading/Writing Companion</i> p. 58 Draw a picture about the quiet scene. ○ <i>Reading/Writing Companion</i> p.59 Draw and write about the ending.
Word Work Phonics	Students will: T224-225 ○ Review v and x. ○ Blend words using the word building cards. ○ Review HFWs.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T226-227 ○ Listen to <i>A Vet in a Van</i> and choral read the story.
Shared Writing	Students will: T228 ○ Answer the prompt: Write a book report talking about your favorite character in <i>Bear Snores On</i>.
Grammar	Students will: T229 ○ Review action words are verbs and they can tell what will happen in the past, present and future. ○ Identify verbs (action words) and practice using future tense verbs in sentences.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.RL.IK.1.9, K.FL.SC.6.g, K.FL.VA.7b.iii, K.FL.PA.2.d, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.PWR.3.d, K.FL.PWR.3.b, K.FL.PWR.3.a, K.FL.WC.4.f, K.FL.PC.1.e, K.FL.PWR.3.c, K.FL.F.5.a, K.FL.SC.6.i, K.W.PDW.4, K.FL.SC.6.c, K.W.TTP.1		
Build the Concept Oral Vocabulary Words	Students will: T230 ○ Continue discussing the essential question: Where do animals live? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T231 ○ Listen to the folktale, <i>Aunt Nancy</i>. ○ Think about making predictions and listen for details to confirm the predictions.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T232-235 ○ Practice phoneme blending, blending sounds to make words. ○ Review long vowels.	

	○ Review v and x. ○ Write letters for the sounds dictated and write words that are dictated. ○ Build fluency with HFW <i>go</i>.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T236-237 ○ <i>Reading/Writing Companion</i> p.60-67 Reread the story <i>A Vet in a Van</i>. ○ Focus on comprehension by answering questions.
Independent Writing: Draft	Students will: T238 ○ Using text evidence, write a response to the prompt: Write a book report about which animal you liked best in <i>A Vet in a Van</i>.
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.IKI.7, K.RI.KID.3, K.RI.CS.5, K.FL.PA.2.c, K.FL.VA.7c, K.FL.VA.7b.iv, K.FL.SC.6.g, K.FL.PA.2.e, K.FL.PWR.3.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.d, K.W.PDW.5, K.W.PDW.4, K.SL.CC.3, K.FL.SC.6.c, K.W.PDW.6, K.W.PDW.6, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T240-241 ○ Discuss the essential question: Where do animals live? ○ Practice onset and rime segmentation. ○ Identify animal home words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T242-245 ○ Listen to the nonfiction selection, <i>Animal Homes</i> and look at different kinds of animal homes. ○ Identify the text feature, glossary, and explain it is like a dictionary. ○ <i>Reading/Writing Companion</i> p. 68-69. Look at Animal Habitats and write about what the author wants the reader to know.
Word Work Phonemic Awareness Phonics	Students will: T246-247 ○ Practice phoneme substitution, changing the beginning sound in a word to make a new word. ○ Build words using word building cards.
Independent Writing: Revise	Students will: T248 ○ 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: T249 ○ Review action words are verbs and they can tell what will happen in the past, present and future. ○ Identify verbs (action words) and practice using future tense verbs in sentences.
Integrate Ideas Research and Inquiry	Students will: T250-251 ○ <i>Reading/Writing Companion</i> p. 70-71 Complete each step of the research process. ○

Friday	Day 5	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.FL.PA.2.e, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.PA.2.e, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.f K.SL.PKI.5, K.W.PDW.4, K.FL.VA.7c, K.FL.SC.6.c, K.SL.PKI.6, K.SL.PKI.5, K.SL.PKI.6		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T252-253 - Practice phoneme substitution, change ending sounds in a word to make a new word. - Recognize long vowels. - Read words by sounding out. - Review HFWs building fluency.	
Independent Writing	Students will: T254 Review final drafts and make any needed changes. Share final draft with partner.	
Grammar	Students will: T255 - Review action words are verbs and they can tell what will happen in the past, present and future. - Identify verbs (action words) and practice using future tense verbs in sentences.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T256-257 - In <i>Reading/Writing Companion</i> p. 72 Compare the meerkat habitat with Bear's habitat in <i>Bear Snores On</i>. - Complete a sentence telling how all the texts read this week apply to the essential question.	

BCS Literacy Vision

Unit 8**Week 1:****Essential Question: What can help you go from here to there?****Text Sets:**

Literature Big Book (Fiction): When Daddy's Truck Picks Me Up

Literature Big Book (Informational Text): From Here to There

Shared Read: Dad Got a Job

Week 2:**Essential Question: What do you know about our country?****Text Sets:**

Literature Big Book (Informational Text): Ana Goes to Washington, D.C., See Our Country

Shared Read: Pack a Bag!

Week 3:**Essential Question: What do you see in the sky?****Text Sets:**

Literature Big Book (Fiction): Bringing Down the Moon

Literature Big Book (Informational Text): Day and Night Sky

Shared Read: A Vet in a Van

Week 1

Unit 8 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What can help you go from here to there?	Cite relevant evidence from text Make inferences to support understanding Make and confirm predictions to deepen understanding Describe plot development in sequence Understand the aspects of realistic fiction Reread Text features	Oral Vocabulary Acquisition: transportation vehicle journey fierce wide Category Words: Vehicles Grammar: Use sentences with prepositions
Text(s): Teach and Model Literature Big Book: When Daddy's Truck Picks Me Up, From Here to There Interactive Read Aloud: The King of the Winds Shared Read: Dad Got a Job Practice and Apply Anchor Text: When Daddy's Truck Picks Me Up Leveled Readers A: I Go Places O: Run Quinn! ELL: Run Quinn! B: Going to Gran's House Decodable Readers Get It Quick!, Jen is Quick! Optional Classroom Library Trade Books	Writing	Speaking and Listening
	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 Manipulate syllables within a multisyllabic word 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 /j/, /kw/qu Write Jj, Qq Handwriting Spelling Words: Spell words with /j/, /kw/qu High Frequency Words: here me Print Awareness: Understand directionality, return sweep Recognize word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Fluency and rate	Conduct research about transportation

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[6 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. **[2 lessons]**

K.FL.PC.1.e Distinguish between pictures and words. **[3 lessons]**

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **[12 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. **[15 lessons]**

K.FL.PWR.3.d Decode regularly spelled CVC words. **[2 lessons]**

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. **[5 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. **[1 lesson]**

K.FL.SC.6.f Use the most frequently occurring prepositions when speaking and in shared language activities. **[9 lessons]**

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. **[2 lessons]**

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

K.FL.VA.7b.i Sort common objects into categories to gain a sense of the concepts the categories represent. **[2 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. **[4 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.f Write some common, frequently used words (am, and, like, the). **[3 lessons]**

K.FL.WC.4.g Print many upper and lowercase letters. **[2 lessons]**

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. **[1 lesson]**

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

K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. **[1 lesson]**

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

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **[4 lessons]**

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. **[9 lessons]**

K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. **[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. **[3 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.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. **[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. **[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.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event. **[9 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.KID.3, K.RL.CS.5, 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.a, K.FL.WC.4.a, K.FL.PWR.3.c, K.FL.WC.4.g, K.FL.WC.4.b, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.SC.6.f, K.FL.SC.6.b, K.FL.SC.6.c, K.W.TTP.3, K.FL.SC.6.a		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T306-307 ○ Discuss the essential question: What can help you go from here to there? ○ 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 write about a vehicle they like to ride.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T308-313 ○ Listen to the realistic fiction text <i>When Daddy's Truck Picks Me Up</i>, and make predictions. ○ Discuss why this story is realistic fiction. ○ Identify character, setting and plot. ○ <i>Reading/Writing Companion</i> p. 10-11 respond to the text.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T314-317 ○ Practice phoneme isolation, identifying the sound at the beginning of words. ○ Identify /j/ and /kw/ qu ○ Listen to <i>Everybody Jump</i> and <i>The Queen Is Taking a Walk</i>. Place stickie note on beginning /j/ and /kw/ sound words. ○ Practice writing the letters Jj and Qq. ○ Practice identifying the HWFs <i>here</i> and <i>me</i>.	
Shared Writing	Students will: T318 ○ Analyze, find text evidence and answer the prompt: Write a journal entry from Daddy's point of view telling about how he feels about his long ride to pick up his son from school.	
Grammar	Students will: T319 ○ Work with a partner to practice prepositions and generate sentences using prepositions.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.KID.3, K.RL.CS.5, K.FL.VA.7c, K.FL.VA.7a.i, K.FL.PC.1.e, K.FL.PC.1.e, K.FL.PA.2.d, K.FL.PWR.3.d, K.FL.PWR.3.b, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.F.5.a, K.FL.SC.6.f, K.FL.SC.6.b, K.W.TTP.3, K.FL.SC.6.a, K.FL.SC.6.f, K.W.RBPK.8		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T320-321 ○ Continue discussing the essential question: What can help you go from here to there? ○ Practice syllable addition. ○ Identify vehicle words.	

Listening Comprehension (Literature Big Book) Close Read	Students will: T322-325 ○ Reread the realistic fiction book, <i>When Daddy's Truck Picks Me Up</i>. ○ <i>Reading/Writing Companion</i> p. 12-13-Write about the characters, setting and plot. ○ <i>Reading/Writing Companion</i> p.14 Write about how the boy feels. ○ <i>Reading/Writing Companion</i> p.15 Draw and write about how the author wrote the words.
Word Work Phonics	Students will: T326-327 ○ Practice phoneme blending, blending sounds to make words. ○ Review j and qu. ○ Blend sounds to read words. ○ Create sentences using the HFWs. ○ Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T328-329 ○ Listen to <i>Dad Got a Job</i> and choral read the story.
Shared Writing	Students will: T330 ○ Answer the prompt: Write journal entry from the boy's point of view about how he felt as he waited for his dad.
Grammar	Students will: T331 ○ Work with a partner to practice prepositions and generate sentences using prepositions.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.FL.SC.6.g, K.FL.VA.7b.iii, K.FL.WC.4.c, K.FL.PWR.3.a, K.FL.PA.2.d, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.PWR.3.d, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.WC.4.f, K.FL.PWR.3.c, K.FL.F.5.a, K.FL.SC.6.f, K.W.PDW.4, K.W.TTP.3, K.W.RBPK.8		
Build the Concept Oral Vocabulary Words	Students will: T332 ○ Continue discussing the essential question: What can help you go from here to there? ○ Work with a partner to create sentences using oral vocabulary words.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T333 ○ Listen to the Myth, <i>The King of the Winds</i>. ○ Think and share that <i>The King of the Winds</i> is a myth because something occurs in nature and can include an important lesson or message.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T334-337 ○ Practice phoneme blending, blending sounds to read words. ○ Review j and qu. ○ Write words by sounding out. ○ Recognize HFWs with accuracy.	

	○ Build fluency reading sentences.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T338-339 ○ Reread the story, <i>Dad Got a Job</i>. ○ Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T340 ○ Write a journal entry from the girl's point of view. Tell how she feels about moving near the dock. Continue discussing the essential question by thinking about following rules in different places.
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.KID.2, K.RI.KI.7 , K.RI.KID.3, K.RI.KID.2, K.RI.CS.5, K.FL.PA.2.b, K.FL.VA.7c, K.FL.VA.7b.i, K.FL.SC.6.g, K.FL.WC.4.d, K.FL.PA.2.e, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.SC.6.f, K.W.PDW.4, K.W.TTP.3, K.W.PDW.6, K.FL.SC.6.f, K.W.TTP.3, K.W.PDW.6, K.W.RBP.7, K.W.PDW.6	
Extend the Concept Phonological Awareness Category Words	Students will: T342-343 ○ Continue discussing the essential question: What can help you go from here to there? ○ Practice syllable addition by adding a syllable word to another syllable word. ○ Review Oral Vocabulary words by using them in sentences. ○ Review vehicle words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T344-347 ○ Study the concept of headings as a text feature. (Teaching Poster 21) ○ Read the text <i>From Here to There</i>. Make and confirm predictions. ○ Look at the photo (p. 36), Compare and Contrast trains and planes today to those from long ago. ○ <i>Reading/Writing Companion</i> p. 24-25, Write about travel long ago and today.
Word Work Phonemic Awareness Phonics	Students will: T348-349 ○ Practice phoneme segmentation, identifying each sound in a word. ○ Build words using word building cards. ○ Write letters for the sounds dictated and write words that are dictated. ○ Recognize HFWs with accuracy.
Independent Writing: Revise	Students will: T350 ○ Work with a partner to review their writing from previous day. ○ Edit their writing for complete sentences.
Grammar	Students will: T351 ○ Work with a partner to practice prepositions and generate sentences using prepositions.
Integrate Ideas Research and Inquiry	Students will: T352-353 ○ <i>Reading/Writing Companion</i> p. 26-27 Follow the model to learn about different kinds of vehicles people use.

Friday	Day 5	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.SC.6.f. K.W.PDW.4, K.SL.CC.2, K.W.TTP.3, K.SL.PKI.6 K.FL.SC.6.f, K.FL.VA.7c		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T354-355 - Practice phoneme segmentation, identifying each sound in a word. - Read words by blending sounds. - Write letters for the sounds dictated and write words that are dictated. - Practice writing words and sentences using HFWs.	
Independent Writing	Students will: T356 Review final drafts and make any changes. Share final draft with partner.	
Grammar	Students will: T357 Work with a partner to practice prepositions and generate sentences using prepositions.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T358-359 - In <i>Reading/Writing Companion</i> p. 28, compare the photos and discuss long ago travel and travel today. - Complete a sentence telling how all the texts read this week apply to the essential question.	