

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 2

Unit 8 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What do you know about our country?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension Identify main idea and key details Understand the aspects of informational text Text features	Oral Vocabulary Acquisition: country travel careful purpose connect Category Words: Locations Grammar: Use sentences with prepositions
Text(s): Teach and Model Literature Big Book: Ana Goes to Washington, D.C. Interactive Read Aloud: The Best of the West Shared Read: Pack a Bag! Practice and Apply Anchor Text: Ana Goes to Washington, D.C. Leveled Readers A: See This! O: Places to See ELL: Places to See B: My Trip to Yellowstone Decodable Readers Yes, Zack Can Go!, Rex, Kim, and Zig 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 Produce rhyming words Identify and blend sounds in words Change sounds in words to make new words Phonics/Handwriting: Introduce/ review and blend with /y/ y, /z/ z Write Yy, Zz Handwriting Spelling Words: Spell words with /y/ y, /z/ z High Frequency Words: this what Print Awareness: Understand that reading moves from left to right Recognize sentences are comprised of words Recognize word and sentence boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about a famous American from long ago who helped our country.

Weekly Standards:

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

K.FL.PA.2.a Recognize and begin to produce rhyming words. **[5 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.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. **[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. **[14 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.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. **[3 lessons]**

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

K.FL.VA.7b.i Sort common objects into categories to gain a sense of the concepts the categories represent. **[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. **[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, 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.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. **[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. **[11 lessons]**

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. **[4 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.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. **[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. **[4 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. **[5 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RI.KID.2, K.FL.VA.7b.iii, K.SL.CC.2, K.SL.PKI.6, 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.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.WC.4.g, K.FL.SC.6.f, K.FL.SC.6.b, K.FL.SC.6.a, K.W.TTP.2		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T398-399 - Discuss the essential question: What do you know about our country? - Use in a sentence, define, give examples of oral vocabulary words. <i>Reading/Writing Companion</i> p. 30-31-Discuss the Statue of Liberty and our country. - Write about our country.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T400-405 - Listen to <i>Ana Goes to Washington, D. C.</i> Discuss what Ana may see in Washington, D. C. - Discuss why this is a nonfiction book. - Review main idea and key details. - Recall quotation marks are placed before and after words that the characters in the text say. - Reread and answer questions about the text. <i>Reading/Writing Companion</i> p. 32-33, Write about things that Ana learns about our country. - 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 /y/ and /z/ sound at the beginning. - Listen to <i>If You Had a Yo-Yo</i> and <i>The Zipper Got Stuck</i>. Place stickie note on beginning /y/ and /z/ sound words. - Practice writing the letter Yy and Zz. - Practice identifying the HFWs <i>this</i> and <i>what</i>.	
Shared Writing	Students will: T410 Analyze, find text evidence and answer the prompt: What did Ana do on her trip to Washington, D. C.?	
Grammar	Students will: T411 Work with a partner to practice prepositions, (where or how something happens) and generate sentences using prepositions.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RI.KID.2, K.RI.IKI.7 , K.FL.VA.7c, K.FL.PA.2.a, K.FL.VA.7b.i, K.FL.PA.2.a, K.FL.VA.7b.i, K.FL.SC.6.g, K.FL.PA.2.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.f, K.FL.SC.6.b, K.FL.SC.6.a, K.W.RBPK.8, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T412-413 - Continue discussing the essential question: What do you know about our country? - Practice generating rhymes. - Identify location words.	

Listening Comprehension (Literature Big Book) Close Read	Students will: T414-417 ○ Listen to Ana Goes to Washington, D. C. again. Discuss why it is nonfiction ○ <i>Reading/Writing Companion</i> p. 34-3, Identify two key details of the story and then write the main idea. ○ <i>Reading/Writing Companion</i> p. 36-37, Talk about why the illustrator put photos on the map, answer questions about the photos and write about Real and Make-believe.
Word Work Phonics	Students will: T418-419 ○ Practice phoneme blending, blending sounds to read words. ○ Review y and z. ○ Recognize HFWs with accuracy
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T420-421 ○ Listen to <i>Pack a Bag!</i> and choral read the story.
Shared Writing	Students will: T422 ○ Answer the prompt: How do the author and illustrator show you that Ana had a wonderful trip to Washington, D.C.?
Grammar	Students will: T423 ○ Work with a partner to practice prepositions, (where or how something happens) and generate sentences using prepositions.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RI.IK.9 , K.FL.VA.7b.iii, K.FL.PWR.3.a, K.FL.WC.4.d, K.FL.PA.2.d, K.FL.WC.4.c, K.FL.PWR.3.a, K.FL.PWR.3.c, 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.FL.SC.6.f, K.W.PDW.4, K.W.RBP, K.8K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T424 ○ Continue discussing the essential question: What do you know about our country? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T425 ○ Listen to the nonfiction text, <i>The Best of the West</i>. ○ Respond to how they know it is a nonfiction text.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T426-429 ○ Practice phoneme blending, blending sounds to read words. ○ Review y and z. ○ Spell words as they are dictated. ○ Recognize HFWs with accuracy.	
Reread the Shared Read (Reading/Writing Companion)	Students will: T430-431	

Comprehension / Fluency	○ Reread the story <i>Pack a Bag!</i> Focus on comprehension. ○ Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T432 ○ Respond to the prompt: How does Zeb feel about going out west? How do you know?
Thursday	Day 4 Instructional Plan
Student Learning Targets: K.RI.KID.2, K.RI.CS.5, K.RI.IKI.7 , K.FL.VA.7c, K.FL.PA.2.a, K.FL.VA.7b.i, K.FL.PA.2.a, K.FL.VA.7b.i, K.FL.PC.1.e, K.FL.SC.6.g, K.FL.PC.1.e, 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.FL.SC.6.f, K.W.PDW.5, K.W.PDW.4, K.SL.CC.1, 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 do you know about our country? ○ Practice generating rhyming words. ○ Review Oral Vocabulary words by using them in a sentence. ○ Identify location words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T436-439 ○ Review the concept of captions as a text feature. ○ Read the text <i>See Our Country</i> and see how the text feature, captions, is used. ○ <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 substitution, substituting sounds from one word to make another. ○ Write the letter for the sound dictated and then write words that are dictated. ○ Review HFWs in sentences.
Independent Writing: Revise	Students will: T442 ○ After rereading <i>Pack a Bag!</i> 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: T443 ○ Work with a partner to practice prepositions, (where or how something happens) and generate sentences using prepositions.
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.RI.IKI.9, K.FL.WC.4.d, K.FL.PA.2.e, K.FL.WC.4.c.33, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.SC.6.f, K.W.PDW.5, K.W.PDW.4, K.SL.CC.1	
Word Work Phonemic Awareness Phonics	Students will: T446-447 ○ Practice phoneme substitution, substituting sounds from one word to make another. ○ Read words by blending sounds.

High-Frequency Words	○ Write the letter for the sound 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 ○ Work with a partner to practice prepositions, (where or how something happens) and generate sentences using prepositions.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T450-451 ○ In <i>Reading/Writing Companion</i> p. 50 listen to the poem and think about the meaning of the flag. Compare the flag in the poem to things Ana sees in Washington D. C. ○ Complete a sentence telling how all the texts read this week apply to the essential question.

Week 3

Unit 8 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What do you see in the sky?	Cite relevant evidence from text Make inferences to support understanding Make and confirm predictions to deepen understanding Identify problem/solution in plot development Understand the aspects of fantasy Reread Text features	Oral Vocabulary Acquisition: distance recognize space. challenge surface Category Words: Opposites Grammar: Use sentences with prepositions
Text(s): Teach and Model Literature Big Book: Bringing Down the Moon, Day and Night Sky Interactive Read Aloud: A View from the Moon Shared Read: Up! Up! Up! Practice and Apply Anchor Text: Bringing Down the Moon Leveled Readers A: Going Up O: In the Clouds ELL: In the Clouds B: How Sun and Moon Found Home Decodable Readers Zig-Zag Jet Can Zip, A Big Trip for Gram Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan, draft, revise, edit, and publish fantasy 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 Delete syllables/ add sounds to make new words Recognize spoken alliteration in groups of words Identify sounds in words Phonics/Handwriting: Introduce/ review and blend with r-blends Write sentences with u,g,w,x,v,j,qu,z Handwriting Spelling Words: Spell words with r-blends, <i>it</i> pattern High Frequency Words: for have they of said want here me this what 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 what can be seen in the daytime or nighttime sky

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. [\[7 lessons\]](#)

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

K.FL.PA.2.c Blend and segment onsets and rimes of single-syllable spoken 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/. [\[6 lessons\]](#)

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

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

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. [\[9 lessons\]](#)

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. [\[17 lessons\]](#)

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. [\[4 lessons\]](#)

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. [\[10 lessons\]](#)

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[5 lessons\]](#)

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

K.FL.SC.6.i Recognize and name end punctuation. [\[2 lessons\]](#)

K.FL.VA.7b.ii Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. [\[2 lessons\]](#)

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

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [\[1 lesson\]](#)

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). [\[4 lessons\]](#)

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

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

K.FL.WC.4.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.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [\[3 lessons\]](#)

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. [\[4 lessons\]](#)

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

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

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

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

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

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

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

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. [\[6 lessons\]](#)

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.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event. [\[3 lessons\]](#)

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.CS.6, K.FL.VA.7b.iii, K.SL.CC.2, K.W.RW.10, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.WC.4.g, K.FL.WC.4.b, K.FL.PC.1.c, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.WC.4.f, K.FL.WC.4.g, K.FL.SC.6.f, 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: T490-491 ○ Discuss the essential question: What do you see in the sky? ○ Discuss why this is a fantasy text. ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 52-53 look at the photo do discuss what you they see in the sky. Draw and write about something you can see in the sky.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T492-497 ○ Listen to text <i>Bringing Down the Moon</i>. ○ Discuss why this story is fantasy. ○ Review the strategy of making and confirming predictions. ○ <i>Reading/Writing Companion</i> p. 54-55, write and draw about the fantasy.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T498-501 ○ Practice phoneme identity by listening to a group of words and naming the first letter. ○ Practice r-blends. ○ Practice writing sentences with u, g, w, x, v, j, qu, z. ○ Practice identifying the HFWs by building sentences.	
Shared Writing	Students will: T502 ○ Analyze, find text evidence and respond to the prompt: What are some of the ways Mole tries to pull down the moon?	
Grammar	Students will: T503 ○ Work with a partner to practice prepositions, (where or how something happens) and generate sentences using prepositions.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.RL.IK1.7, K.FL.PA.2.b, K.FL.VA.7b.iii, K.FL.VA.7b.ii, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.F.5.a, K.FL.SC.6.f, K.FL.SC.6.b, K.FL.SC.6.a, K.W.RBPK.8		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T504-505 ○ Continue discussing the essential question: What do you see in the sky? ○ Practice syllable deletion. ○ Identify opposites words.	
Listening Comprehension (Literature Big Book)	Students will: T506-509	

Close Read	○ Listen to <i>Bringing Down the Moon</i> again. Discuss why this is a fantasy text. ○ <i>Reading/Writing Companion</i> p. 56-57. Discuss and write about Mole's problem and how he tries to solve it. ○ Discuss with a partner how the author helps the reader understand how the moon looks by comparing it to a bright silvery coin? ○ <i>Reading/Writing Companion</i> p. 58 Draw and write about the sound words. ○ <i>Reading/Writing Companion</i> p.59 Discuss and write about what mole thinks happened to the moon and what really happened to the moon.
Word Work Phonics	Students will: T510-511 ○ Review r-blends. ○ Blend sounds to read words.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T512-513 ○ Listen to <i>Up! Up! Up!</i> and choral read the story.
Shared Writing	Students will: T514 ○ Answer the prompt: Why does Mole think he broke the moon?
Grammar	Students will: T515 ○ Work with a partner to practice prepositions, (where or how something happens) and generate sentences using prepositions.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RI.IKI.9 , K.FL.VA.7b.iii, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.PA.2.e, K.FL.WC.4.e, K.FL.PWR.3.e, K.FL.PWR.3.b, 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.i, K.FL.SC.6.f, K.FL.SC.6.g, K.W.PDW.4		
Build the Concept Oral Vocabulary Words	Students will: T516	○ Continue discussing the essential question: What do you see in the sky? ○ Review Oral Vocabulary words by using them in a sentence.
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T517	○ Listen to the nonfiction text <i>A View of the Moon</i>. ○ Make and confirm predictions.
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T518-521	○ Practice phoneme addition, adding sounds to make new words. ○ Review r-blends. ○ Blend sounds to read words. ○ Spell words by sounding out. ○ Build fluency with HFWs.

Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T522-523 ○ Reread <i>Up! Up! Up!</i> Focusing on comprehension. ○ Focus on accuracy in fluency.	
Independent Writing: Draft	Students will: T524 ○ Using text evidence and write a response to the prompt: Why does Greg think he is “in luck”?	
Thursday	Day 4	Instructional Plan
Student Learning Targets: K.RI.KID.2 K.RI.CS.5, K.RI.IKI.7 , K.FL.PA.2.b, K.FL.VA.7c, K.FL.VA.7b.ii, K.FL.SC.6.g, K.FL.WC.4.d, K.FL.PA.2.e, K.FL.PWR.3.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.W.PDW.4, K.FL.SC.6.f, K.W.PDW.5, K.SL.CC.3, K.W.RBPK.8, K.W.RBPK.7, K.SL.PKI.5, K.FL.SC.6.c, K.FL.SC.6.h, K.FL.SC.6.i		
Extend the Concept Phonological Awareness Category Words	Students will: T526-527 ○ Continue discussing the essential question: What do you see in the sky? ○ Practice syllable deletion. ○ Review Oral Vocabulary words by using them in a sentence. ○ Identify opposite words.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T528-531 ○ Listen to <i>Day and Night Sky</i>, and identify it as a nonfiction text. ○ Identify the text feature headings. ○ <i>Reading/ Writing Companion</i> p. 68-69, After looking at the photos, discuss the day and night sky and write why the sun is like a giant fireball.	
Word Work Phonemic Awareness Phonics	Students will: T532-533 ○ Practice phoneme addition, adding sounds to a word to make a new word. ○ Use word building cards to make words.	
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 his day at the workshop. ○ Edit their writing for complete sentences.	
Grammar	Students will: T535 ○ Work with a partner to practice prepositions, (where or how something happens) and generate sentences using prepositions.	
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.RI.IKI.9, K.FL.WC.4.c, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.W.PDW.4, K.SL.CC.1, K.SL.PKI.6, K.FL.SC.6.f, K.FL.SC.6.g, K.SL.CC.1, K.SL.PKI.6, K.SL.CC.3, K.SL.CC.1, K.W.PDW.6, K.SL.PKI.6		
Word Work	Students will: T538-539	

Phonemic Awareness Phonics High-Frequency Words	○ Practice phoneme categorization, identifying words that have the same sound at the beginning. ○ Read words and sentences by sounding out. ○ Write the letter for the sounds dictated then write words that are dictated. ○ Review 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 ○ Create sentences using prepositions.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T542-543 ○ <i>Reading/Writing Companion</i> p. 72, Compare photo of this night sky to the sky in <i>Bringing Down the Moon</i>. ○ Complete a sentence telling how all the texts read this week apply to the essential question.

BCS Literacy Vision

Unit 9**Week 1:****Essential Question: How can you help out at home?****Text Sets:**

Literature Big Book (Fiction): Peter's Choir

Literature Big Book (Play): Mom's Helpers

Shared Read: Jake and Date Help!

Week 2:**Essential Question: What do good citizens do?****Text Sets:**

Literature Big Book (Fiction): Hen Hears Gossip

Literature Big Book (Informational Text): Team Up to Clean Up

Shared Read:

Week 3:**Essential Question: How can things in nature be used to make new things?****Text Sets:**

Literature Big Book (Informational Text): Bread Comes to Life, Nature Artists

Shared Read: Look! A Home!

Week 1

Unit 9 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can you help out at home?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions to deepen understanding Describe plot development Understand the aspects of realistic fiction Reread Literary elements	Oral Vocabulary Acquisition: chores contribute member organize accomplish Category Words: Household Furniture Grammar: Use adjectives
Text(s): Teach and Model Literature Big Book: Peter's Chair, Mom's Helpers Interactive Read Aloud: Helping Out at Home Shared Read: Jake and Dale Help! Practice and Apply Anchor Text: Peter's Chair Leveled Readers A: Let Me Help You O: How Can Jane Help? ELL: How Can Jane Help? B: I Used to Help Too Decodable Readers Jake Made Cake, We Help Make It Optional Classroom Library Trade Books	Writing Analytical writing: Use text evidence to respond to text Foundational Skills Phonological/ Phonemic Awareness Segment words into individual syllables Recognize spoken alliteration in groups of words Identify and blend sounds in words Delete sounds from words to make new words Phonics/Handwriting: Introduce/ review and blend with long a: a_e Write sentences with a_e words Handwriting Spelling Words: Spell words with long a_e High Frequency Words: help too Print Awareness: Understand directionality, return sweep Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Speaking and Listening Engage in collaborative discussions Present writing and research Research and Inquiry Conduct research about different ways children can help out at home

Weekly Standards

- K.FL.F.5.a** Read emergent-reader texts with purpose and understanding. [\[8 lessons\]](#)
- K.FL.PA.2.b** Count, pronounce, blend, and segment syllables in spoken words. [\[5 lessons\]](#)
- 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/. [\[5 lessons\]](#)
- K.FL.PA.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [\[3 lessons\]](#)
- 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. [\[1 lesson\]](#)
- K.FL.PWR.3.b** Associate the long and short phonemes with common spellings for the five major vowels. [\[17 lessons\]](#)
- K.FL.PWR.3.c** Read common high-frequency words by sight. [\[14 lessons\]](#)
- K.FL.PWR.3.e** Distinguish between similarly spelled words by identifying the letters that differ. [\[2 lessons\]](#)
- K.FL.SC.6.a** With modeling or verbal prompts, orally produce complete sentences. [\[2 lessons\]](#)
- K.FL.SC.6.b** Follow one-to-one correspondence between voice and print when writing a sentence. [\[2 lessons\]](#)
- K.FL.SC.6.g** Produce and expand complete sentences in shared language activities. [\[7 lessons\]](#)
- K.FL.SC.6.h** Capitalize the first word in a sentence and the pronoun I. [\[2 lessons\]](#)
- K.FL.SC.6.i** Recognize and name end punctuation. [\[1 lesson\]](#)
- K.FL.VA.7a.ii** Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. [\[4 lessons\]](#)
- 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. [\[3 lessons\]](#)
- K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [\[7 lessons\]](#)
- K.FL.WC.4.a** Write uppercase and lowercase manuscript letters from memory. [\[1 lesson\]](#)
- K.FL.WC.4.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.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.IKI.7** With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [\[2 lessons\]](#)
- K.RL.CS.5** Recognize common types of texts. [\[5 lessons\]](#)
- 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.IKI.9** With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. [\[3 lessons\]](#)
- K.RL.KID.2** With prompting and support, orally retell familiar stories, including key details. [\[1 lesson\]](#)
- K.RL.KID.3** With prompting and support, orally identify characters, setting, and major events in a story. [\[8 lessons\]](#)
- 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.PKI.5** Add drawings or other visual displays of descriptions as desired to provide additional detail. [\[4 lessons\]](#)
- K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking. [\[3 lessons\]](#)
- K.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [\[3 lessons\]](#)
- K.W.PDW.5** With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. [\[2 lessons\]](#)
- K.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. [\[2 lessons\]](#)
- K.W.RBPK.7** Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. [\[1 lesson\]](#)
- K.W.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.CS.5K.RL.KID.2, K.FL.VA.7b.iii, K.SL.CC.2, K.FL.PC.1.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.a, K.FL.WC.4.g, K.FL.WC.4.f, K.FL.SC.6.a, K.FL.SC.6.h, K.FL.SC.6.g, K.FL.SC.6.b, K.W.TTP.3, K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T20-21 - Discuss the essential question: How can you help out at home? - 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 how the boy is helping out at home. Write about ways to help out at home.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T22-27 - Listen to text <i>Peter's Chair</i> and identify characters, setting and events. - Discuss why this story is realistic fiction. - Ask and answer questions about the text and the plot. - Practice making and confirming predictions. <i>Reading/Writing Companion</i> p. 10-11 respond to the text. - Retell the story using retelling cards.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T28-31 - Practice Phoneme Identity, (finding the sound that is the same in three words). - Identify long a sound. - Listen to <i>Riding on a Train</i> and place stickie note on long /a/ sound words. - Write sentences with a_e words, for example bake, cake, game. - Practice identifying the HFWs <i>help</i> and <i>too</i>.	
Shared Writing	Students will: T32 Analyze, find text evidence and answer the prompt: Write a journal entry from Peter's point of view telling how he feels about his baby sister, Susie.	
Grammar	Students will: T33 - Review adjectives are describing words that tell details about a person, place, an animal, or a thing. - Work with a partner to generate sentences using adjectives.	
Tuesday	Day 2	Instructional Plan
Student Learning Target: K.RL.KID.3, K.RL.CS.5, K.RL.IKI.7, K.FL.PA.2.b, K.FL.PA.2.d, K.FL.PWR.3.b,K.FL.PWR.3.c, K.FL.WC.4.e, K.FL.WC.4.f,K.FL.F.5.a, K.FL.SC.6.a, K.FL.SC.6.b, K.FL.SC.6.g, K.FL.VA.7a.ii, K.FL.VA.7b.i, K.FL.VA.7c, K.W.TTP.3		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T34-35 - Continue discussing the essential question: How can you help out at home? - Practice syllable segmentation.	

	Identify household furniture words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T36-39 - Listen to the fiction text, <i>Peter's Chair</i> and explain why it is fiction. - Understand the events in a story are called the plot. <i>Reading/Writing Companion</i> p.12-13-write about the plot and what happens at the beginning, middle, and end. <i>Reading/ Writing Companion</i> p.14-discuss clues, write and draw about word clues and picture clues. <i>Reading/ Writing Companion</i> p.15-discuss things that are important to Peter. Draw and label them.
Word Work Phonics	Students will: T40-41 - Practice phoneme blending, blending sounds to read words. - Review Long a. - Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T42-43 Listen to <i>Jake and Dale Help!</i> and choral read the story.
Shared Writing	Students will: T44 Answer the prompt: Write a journal entry from Peter's point of view telling why he left and why he took the things he did.
Grammar	Students will: T45 - Review adjectives are describing words that tell details about a person, place, an animal, or a thing. - Work with a partner to generate sentences using adjectives.

Wednesday	Day 3	Instructional Plan
Student Learning Target: K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.g, , K.FL.SC.6.i, K.FL.VA.7b.iii, K.SL.PK1.6, K.W.TTP.3, K.W.TTP.3, K.W.PDW.4		
Build the Concept Oral Vocabulary Words	Students will: T46 - Continue discussing the essential question: How can you help out at home? - 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>Helping Out at Home</i> and discuss why it is nonfiction. - Ask and answer questions before, during, and after reading.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T48-51 - Practice phoneme blending, blending sounds to read words. - Review Long a. - Spell words by sounding out.	

	- Sort words in a long a list and a short a list. - Recognize HFWs with accuracy.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T52-53 - Read the story <i>Jake and Dale Help!</i> - Focus on comprehension.
Independent Writing: Draft	Students will: T54 Respond to the prompt: Write a journal entry as Jake describing how he felt about the things he did during the day.
Thursday	Day 4 Instructional Plan
Student Learning Target: K.RL.KID.3, K.RI.CS.5, K.FL.PA.2.b, K.FL.PWR.3.c, K.FL.PWR.3.e, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.SC.6.g, K.FL.VA.7a.ii, K.FL.VA.7c, K.SL.PKI.5, K.W.PDW.4, K.W.PDW.5, K.W.PDW, K.W.RBPK7, K.W.RBPK.8	
Extend the Concept Phonological Awareness Category Words	Students will: T56-57 - Continue discussing the essential question: How can you help out at home? - Listen and count syllables in words. - Review Oral Vocabulary words by using them in sentences - Review household furniture words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T58-61 - Study the concept of format as a text feature. - Read the text <i>Mom's Helpers</i> and see how the text feature, format, is used. - Reading/ Writing Companion p. 24-25, Listen to the play and discuss characters and write about how characters say they can help Mom.
Word Work Phonemic Awareness Phonics	Students will: T62-63 - Practice phoneme deletion, taking away sounds from words to make new words. - Build words using word building cards. - Write the letter of the sound dictated and write words that are dictated. - Recognize HFWs with accuracy.
Independent Writing: Revise	Students will: T64 Reread <i>Jake and Dale Help!</i> Write a journal entry as Jake describing how he felt about the things he did during the day.
Grammar	Students will: T65 - Review adjectives are describing words that tell details about a person, place, an animal, or a thing. - Work with a partner to generate sentences using adjectives.
Research and Inquiry	Students will: T66-67 <i>Reading/Writing Companion</i> p. 26-27 Follow the model and write about How to Help Out at Home.
Friday	Day 5 Instructional Plan

Student Learning Target: KK.RL.CS.5, K.RL.IK.9, K.FL.PA.2.e, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.VA.7.c, K.SL.PK.5, K.SL.PK.6, K.W.PDW.4	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T68-69 - Practice phoneme deletion, taking away sounds from words to make new words. - Read words with long a sound. - Write the letter that stands for sounds dictated then write words that are dictated. - Using HFW cards, stand up when you hear the word on your card.
Independent Writing	Students will: T70 Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T71 - Review adjectives are describing words that tell details about a person, place, an animal, or a thing. - Work with a partner to generate sentences using adjectives.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T72-73 - In <i>Reading/Writing Companion</i> p. 28 Listen to the poem and discuss the poem and the story. <i>Reading/Writing Companion</i> p. 29, Complete a sentence telling how all the texts read this week apply to the essential question.

Week 2

Unit 9 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What do good citizens do?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension Determine cause and effect in plot development Understand the aspects of fantasy Text Features	Oral Vocabulary Acquisition: citizen respect tidy necessary hauled Category Words: Farm Animals Grammar: Use adjectives including articles
Text(s): Teach and Model Literature Big Book: Hen Hears Gossip, Temp Up to Clean Up Interactive Read Aloud: The Little Red Hen Shared Read: We Can Play Practice and Apply Anchor Text: Hen Hears Gossip Leveled Readers A: Mike Helps Out O: Clive and His Friend ELL: Clive and His Friend B: Farmer White's Best Friend Decodable Readers Lake Time Fun, Pike Lane 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 Produce rhyming words Recognize spoken alliteration in groups of words Identify and blend sounds in words Delete sounds in words to make new words Phonics/Handwriting: Introduce/review and blend with long /i/ i_e Write sentences with i_e words Handwriting Spelling Words: Spell words with long /i/ i_e High Frequency Words: has play Print Awareness: Understand directionality, return sweep Recognize word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about how to be a good citizen

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

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

K.FL.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [\[3 lessons\]](#)

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

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

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. [\[1 lesson\]](#)

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. [\[16 lessons\]](#)

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

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

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

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

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[8 lessons\]](#)

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. [\[2 lessons\]](#)

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

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

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

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

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

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

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. [\[2 lessons\]](#)

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

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

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

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

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

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

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

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

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

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

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

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

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RL.KID.3, K.RL.KID.2, K.FL.VA.7b.iii, K.SL.CC.2, K.FL.PC.1.c, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.WC.4.g, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.WC.4.b, K.FL.PA.2.d, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.h, K.W.TTP.2, K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T112-113 ○ Discuss the essential question: What do good citizens do? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 30-31-Looking at the photo, discuss how the children are being good citizens then write about a good citizen.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T114-119 ○ Listen to the fantasy text, <i>Hen Hears Gossip</i> and listen for one way to be a good citizen. ○ Review what fantasy means and tell why this story is fantasy. ○ Review cause is why something happens and effect is what happens and discuss cause and effect in the story. ○ Practice the Reread strategy to help understand the story better. ○ <i>Reading/Writing Companion</i> p. 32-33 Retell the fantasy story then write about fantasy and cause and effect.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T120-123 ○ Identify the common sound heard in words. ○ Listen for the words with long /i/ i_e sound in words like five, fine, hike. ○ Listen to <i>High Five!</i> Place stickie note on long /i/ sound words. ○ Practice writing sentences with i_e words. ○ Practice identifying the HFWs <i>has</i> and <i>play</i>.	
Shared Writing	Students will: T124 ○ Analyze, find text evidence and answer the prompt: Who are the characters in the story, and what do they say?	
Grammar	Students will: T125 ○ Identify “a” and “an” as special adjectives called articles. ○ Complete sentences using “a” and “an”.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.KID.2, K.RL.KID.3, K.RL.CS.5, K.FL.VA.7c, K.FL.PA.2.a, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.e, K.FL.F.5.a, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.e, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T126-127 ○ Continue discussing the essential question: What do good citizens do? ○ Recognize and generate rhyme. ○ Identify farm animal words.	

	○ Identify question words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T128-131 ○ Reread <i>Hen Hears Gossip</i>, and review why it is a fantasy story. ○ <i>Reading/Writing Companion</i> p. 34-35 Discuss the meaning of cause and effect then write about the causes and effects from the story. ○ <i>Reading/Writing Companion</i> p. 36 Discuss what happens in the story on p. 12-15 then draw and write about it. ○ <i>Reading/Writing Companion</i> p.37 Discuss why the author uses uppercase letters then draw and write about how hen feels.
Word Work Phonics	Students will: T132-133 ○ Practice phoneme blending, blending sounds to read words. ○ Review Long i. ○ Recognize HFWs <i>play</i> and <i>has</i>.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T134-135 ○ Listen to <i>We Can Play</i> and choral read the story.
Shared Writing	Students will: T136 ○ Answer the prompt: How does the message change as it is retold in the story?
Grammar	Students will: T137 ○ Identify “a” and “an” as special adjectives called articles. ○ Complete sentences using “a” and “an”.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.IK.1.9, K.RL.CS.5, K.FL.PA.2.d, K.FL.VA.7b.iii, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.PWR.3.bm K.FL.PWR.3.c, K.FL.F.5.a, K.FL.SC.6.g, K.FL.SC.6.i, K.W.PDW.4, K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T138 ○ Continue discussing the essential question: What do good citizens do? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T139 ○ Listen to the fable, <i>The Little Red Hen</i> and discuss what the fable might be teaching. ○ Respond to how they know it is a fable.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T140-143 ○ Practice phoneme deletion, taking a sound away from a word to make a new word. ○ Review Long i. ○ Write words that have i_e like pine, dine, and ride.	

	Recognize HFWs with accuracy.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T144-145 - Listen to <i>We Can Play</i> and focus on comprehension. - Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T146 Respond to the prompt: How are Mike, Kate, and Pam the same? How are they different?
Thursday	Day 4 Instructional Plan
Student Learning Targets: K.RI.KID.2, K.RI.IKI.7, K.RI.CS.5, K.FL.PA.2.a, K.FL.PA.2.d, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.PC.1.e, K.FL.VA.7c, K.FL.SC.6.e, K.FL.SC.6.g, K.W.RBPK.8, K.W.RBPK.7, K.W.PDW.5, K.W.PDW.4, K.W.PDW.6	
Extend the Concept Phonological Awareness Category Words	Students will: T148-149 - Continue discussing the essential question: What do good citizens do? - Recognize and generate rhyme. - Review Oral Vocabulary words by using them in a sentence. - Identify farm animal words and question words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T150-153 - Study the concept of captions as a text feature. - Read the informational text <i>Team Up to Clean Up</i> and see how the text feature, captions, is used. - Look at the photo p. 33 and discuss why the children are planning to do. - Look at the photo and captions on p. 34-35 and discuss what is happening. - Identify the captions on p. 36. <i>Reading/Writing Companion</i> p. 46-47 discuss the photo and caption, respond to the questions.
Word Work Phonemic Awareness Phonics	Students will: T154-155 - Practice phoneme blending, blending sounds to make words. - Build words using word building cards. - Write the letter for the sounds dictated then write the 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 - Identify “a” “the” and “an” as special adjectives called articles. - Complete sentences using “a” “the” and “an”.
Research and Inquiry	Students will: T158-159 <i>Reading/Writing Companion</i> p. 48-49, Complete each step of the research process writing about good citizens.
Friday	Day 5 Instructional Plan

Student Learning Targets: K.FL.PA.2.e, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.PWR.3.c, K.FL.WC.4.d, K.SL.PKI.5, K.SL.PKI.6, K.W.PDW.4, K.FL.VA.7c, K.SL.CC.1	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T160-161 - Practice phoneme deletion, taking a sound away from a word to make a new word. - Read words by blending sounds. - Write the letter for the sound dictated and then write words dictated. - Build fluency with HWFs.
Independent Writing	Students will: T162 Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T163 - Identify “a” “the” and “an” as special adjectives called articles. - Complete sentences using “a” “the” and “an”.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T164-165 - In <i>Reading/Writing Companion</i> p. 50 discuss the art and compare this art to <i>Team Up to Clean Up</i> and what they both say about good citizens. - Complete a sentence telling how all the texts read this week apply to the essential question.

Week 3

Unit 9 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can things in nature be used to make new things?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension Recognize sequence in text structure Understand to aspects of nonfiction text Text features	Oral Vocabulary Acquisition: natural resources create designs weave knowledge Category Words: Foods Made from Grain Grammar: Use adjectives
Text(s): Teach and Model Literature Big Book: Bread Comes to Life, Nature Artists Interactive Read Aloud: Nature's Art Fair Shared Read: Look! A Home! Practice and Apply Anchor Text: Bread Comes to Life Leveled Readers A: Look Where It Is From O: What's for Breakfast? ELL: What's for Breakfast? B: Nature at the Craft Fair Decodable Readers Jo Made It at Home, Joke Note 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 Count and blend syllables Identify and blend sounds in words Change sounds in words to make new words Phonics/Handwriting: Introduce/ review and blend with long o: o, o_e Write sentences with o_e words Handwriting Spelling Words: Spell words with long /o/, o, o_e, oke pattern High Frequency Words: where look Print Awareness: Recognize spoken words are represented in written language by specific sequences of letters Recognize word boundaries Decodable Text: Apply. Foundational skills in connected text Fluency: Accuracy and rate	Conduct research about what products can made from one kind of tree

Weekly Standards:

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

K.FL.PA.2.b Count, pronounce, blend, and segment syllables in spoken words. **[4 lessons]**

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. **[5 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. **[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. **[1 lesson]**

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. **[16 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. **[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.g Produce and expand complete sentences in shared language activities. **[10 lessons]**

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. **[2 lessons]**

K.FL.VA.7a.i Identify new meanings for familiar words and apply them accurately. **[3 lessons]**

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

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

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

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

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

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

K.RI.CS.5 Know various text features. **[3 lessons]**

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **[4 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. **[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. **[5 lessons]**

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

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **[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.5 Add drawings or other visual displays of descriptions as desired to provide additional detail. **[2 lessons]**

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

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

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

K.W.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. **[3 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.SL.CC.2, K.FL.PA.2.d, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.WC.4.g, K.FL.VA.7b.iii, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.WC.4.g, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.h, K.FL.SC.6.a, K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T204-205 ○ Discuss the essential question: How can things in nature be used to make new things? ○ 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 things that can be made from nature then write about it.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T206-211 ○ Listen to the nonfiction text, <i>Bread Comes to Life</i> and review the text structure of sequencing. ○ Discuss why this story is nonfiction. ○ Use the reread strategy to help understand the text better and to look for key details. ○ <i>Reading/Writing Companion</i> p. 54-55 write about the text and foods made from grain.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T212-215 ○ Practice phoneme identity, naming the sound that is the same in several words. ○ Identify Long /o/, o_e. ○ Listen to <i>A Goat in a Boat</i>. Place stickie note on the /o/ sound words. ○ Write sentences with o_e words. ○ Practice identifying the HFWs <i>where</i> and <i>look</i>.	
Shared Writing	Students will: T216 ○ Analyze, find text evidence and write a journal entry from the point of view of the baker. Tell about the main steps from the time he cuts the wheat until he makes the flour.	
Grammar	Students will: T217 ○ Review adjectives describes a person, place, animal or thing and usually come before or after a noun. ○ Write sentences that have adjectives in them.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RI.IK1.7, K.RI.CS.5, K.FL.F.5.a, K.FL.VA.7c, K.FL.VA.7a.i, K.FL.PA.2.b, K.FL.PC.1.e, K.FL.PWR.3.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T218-219 ○ Continue discussing the essential question: How can things in nature be used to make new things? ○ Count and blend syllables. ○ Review oral vocabulary words and looking for sentence clues. ○ Identify Foods Made from grain words.	

Listening Comprehension (Literature Big Book) Close Read	Students will: T220-223 ○ Listen to the nonfiction text, <i>Bread Comes to Life</i> and explain why it is nonfiction. ○ <i>Reading/Writing Companion</i> p. 56-57. Discuss first, next, last then write about what happens first, next, and last in the story. ○ Discuss with a partner how the author and photographer make the words and photos fun to read? ○ <i>Reading/Writing Companion</i> p. 58 Draw and Write about how the author and photographer make the story fun to read. ○ <i>Reading/Writing Companion</i> p. 59 Write the words the author uses to help the reader visualize what the wheat is like.
Word Work Phonics	Students will: T224-225 ○ Review Long /o/. ○ Blend sounds to read words.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T226-227 ○ Listen to <i>Look! A Home!</i> and choral read the story.
Shared Writing	Students will: T228 ○ Answer the prompt: Write a journal entry from the point of view of the baker. Tell about the main steps from the time he makes the dough until he bakes the bread.
Grammar	Students will: T229 ○ Review adjectives and identify adjectives in sentences. ○ Work with a partner to think of sentences using adjectives.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RI.CS.5, K.FL.SC.6.g, K.FL.F.5.a, K.FL.VA.7b.iii, K.FL.PA.2.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.WC.4.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.W.PDW.4, K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T230 ○ Continue discussing the essential question: How can things in nature be used to make new things? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T231 ○ Listen to the play, <i>Nature's Art Fair</i> and explain what a play is. ○ Explain how the characters actions helps the reader understand the story better.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T232-235 ○ Practice phoneme blending, blending sounds to read words. ○ Review Long /o/. ○ Spell words by sounding the word out. ○ Build fluency with HFWs.	
Reread the Shared Read (Reading/Writing Companion)	Students will: T236-237	

Comprehension / Fluency	○ Reread the story <i>Look! A Home! Reading/Writing Companion</i>, p. 60-67 Focus on comprehension. ○ Focus on accuracy in fluency.
Independent Writing: Draft	Students will: T238 ○ Using text evidence, write a response to the prompt: Write a journal entry from the point of view of the girl on the swing. Have her tell how the homes are alike and different.
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.IKI.7, K.RI.KID.2, K.RI.CS.5, K.FL.PA.2.b, K.FL.PA.2.e, K.FL.VA.7c, K.FL.VA.7a.i, K.FL.SC.6.g, K.FL.PC.1.e, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.PWR.3.e, K.FL.PWR.3.c, K.W.PDW.5K.W.PDW.4K.W.PDW.6, K.W.RBP, K.8K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T240-241 ○ Continue discussing the essential question: How can things in nature be used to make new things? ○ Count and blend syllables. ○ Review Oral vocabulary words. ○ Identify foods made from grains words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T242-245 ○ Read the nonfiction text, <i>Nature Artists</i> about artists using things in nature to create art. ○ Identify photographs as a text feature using Teaching Poster 12. ○ Retell the key details of the story using the photographs. ○ <i>Reading/Writing Companion</i> p. 68-69. Discuss with a partner art people make from nature then write about it.
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 new words using the word-building cards. ○ Write the letter of the sounds dictated and then write the words that are dictated.
Independent Writing: Revise	Students will: T248 ○ Work with a partner to review their writing from previous day. ○ Edit their writing for complete sentences.
Grammar	Students will: T249 ○ Identify adjectives in sentences. ○ Generate complete sentences orally that include adjectives.
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.IKI.9, K.FL.PA.2.e, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.PWR.3.e, K.FL.PWR.3.c, K.SL.PKI.5, K.SL.PKI.6, K.FL.VA.7c	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T252-253 - Practice phoneme substitution, changing the ending sound in a word to make a new word. - Read words by sounding out the words. - Write the letter of the sounds dictated then write the words dictated. - 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 adjectives tells details about a noun in a sentence. - Working with a partner, choose adjectives to complete sentences.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T256-257 <i>Reading/Writing Companion</i> p. 72 Look at the photo and discuss the natural resource used then compare it to other natural resources used in other texts this week. <i>Reading/Writing Companion</i> p. 73 Complete a sentence telling how all the texts read this week apply to the essential question.

BCS Literacy Vision

Unit 10**Week 1:****Essential Question: What can happen when we work together?****Text Sets:**

Literature Big Book (Fiction): What's the Big Idea, Molly?

Literature Big Book (Persuasive Text): Better Together

Shared Read: A Good Time for Luke!

Week 2:**Essential Question: In what ways are things alike? How are they different?****Text Sets:**

Literature Big Book (Poetry: All Kinds of Families

Literature Big Book (Persuasive Text): Good for You

Shared Read:

Week 3:**Essential Question: What ideas can you suggest to protect the environment?****Text Sets:**

Literature Big Book (Informational Text): Panda Kindergarten, Save Big Blue!

Shared Read: Who Can Help?

Week 1

Unit 10 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What can happen when we work together?	Cite relevant evidence from text Make inferences to support understanding Make and confirm predictions to deepen understanding Describe plot development Understand the aspects of fantasy Reread Text features	Oral Vocabulary Acquisition: decide opinion ragged marvel grateful Category Words: Direction Words Grammar: Use subjective pronouns
Text(s): Teach and Model Literature Big Book: What's the Big Idea, Molly?, Better Together Interactive Read Aloud: The Elves and the Shoemaker Shared Read: A Good Time for Luke! Practice and Apply Anchor Text: What's the Big Idea, Molly? Leveled Readers A: Animal Band O: We Want Honey ELL: We Want Honey B: A Good Idea Decodable Readers Tube Race, The Sad Duke 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 words into individual syllables Recognize spoken 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 long /u/ u_e Write u_e words Handwriting Spelling Words: Spell words with long /u/ u_e High Frequency Words: good who Print Awareness: Understand directionality, return sweep Recognize word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about a solution to a problem in the classroom or at school

Weekly Standards

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

K.FL.PA.2.b Count, pronounce, blend, and segment syllables in spoken words. [\[5 lessons\]](#)

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

K.FL.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [\[8 lessons\]](#)

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

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. [\[24 lessons\]](#)

K.FL.PWR.3.c Read common high-frequency words by sight. [\[21 lessons\]](#)

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

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[8 lessons\]](#)

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. [\[2 lessons\]](#)

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

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. [\[8 lessons\]](#)

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

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). [\[5 lessons\]](#)

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

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

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

K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story. [\[2 lessons\]](#)

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

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. [\[4 lessons\]](#)

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

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

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

K.SL.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.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event. [\[8 lessons\]](#)

Monday	Day 1	Instructional Plan
Student Learning Targets: K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.a, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.g, K.FL.SC.6.h, K.FL.SC.6.i, K.FL.VA.7b.iii, K.SL.CC.2, K.W.RW.10, K.W.TTP.3		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T306-307 ○ Discuss the essential question: What can happen when we work together? ○ 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 how the children are working together and write about how they have worked together with someone.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T308-315 ○ Listen to text <i>What's the Big Idea, Molly?</i> and discuss how friends work together. ○ Discuss why this story is fantasy. ○ Review the strategy of making and confirming predictions. ○ Recall the events in the story are the plot and it can be organized by beginning, middle and end. ○ Ask and answer questions about the text. ○ <i>Reading/Writing Companion</i> p. 10-11 respond to the text. ○ Retell the story using retelling cards.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T316-319 ○ Practice phoneme identity, naming the common sound in two words. ○ Identify the Long /u/ u_e sound. ○ Listen to <i>The Shapes Threw a Party</i>. Place stickie note on the /u/ sound words. ○ Write u_e words and sentences. ○ Practice identifying the HFWs <i>good</i> and <i>who</i>.	
Shared Writing	Students will: T320 ○ Analyze, find text evidence and write a story using the same characters as <i>What's the Big Idea, Molly?</i> In which each character decides to make a cupcake for Pig. They all make the same one!	
Grammar	Students will: T321 ○ Review pronouns and explain that they take the place of a noun. ○ Work with a partner to generate sentences with pronouns.	
Tuesday	Day 2	Instructional Plan
Student Learning Target: K.RL.KID.3, K.RL.CS.5, K.RL.IKI.7, K.FL.WC.4.f, K.FL.PA.2.b, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.F.5.a, K.FL.SC.6.g, K.FL.VA.7c, K.W.TTP.3		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T322-323 ○ Continue discussing the essential question: What can happen when we work together? ○ Practice syllable segmentation, breaking words down into parts and counting the parts.	

	Identify directions words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T324-327 - Listen to the fantasy text <i>What's the Big Idea, Molloy</i> and identify characters, events, setting. <i>Reading/Writing Companion</i> p. 12-13, Write about the plot, beginning, middle, end. <i>Reading/Writing Companion</i> p.14 Discuss the places where the animals get their ideas then draw one animal. <i>Reading/Writing Companion</i> p.15 Discuss how the author helps the reader understand what happens when we work together. Write the word clues and picture clues.
Word Work Phonics	Students will: T328-329 - Practice phoneme blending, blending sounds to read words. - Review Long /u/.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T330-331 Listen to <i>A Good Time for Luke!</i> and choral read the story.
Shared Writing	Students will: T332 Answer the prompt: Write a story using the same characters as in <i>What's the Big Idea, Molly?</i> In which characters decide to make a napkin for Pig. They all make the same one!
Grammar	Students will: T333 - Review subjective pronouns. - Work with a partner to generate sentences using pronouns.

Wednesday	Day 3	Instructional Plan
Student Learning Target: K.RL.IK.1.9, K.RL.CS.5, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.g, K.FL.VA.7b.iii, K.SL.CC.1, K.W.PDW.4, K.W.TTP.3		
Build the Concept Oral Vocabulary Words	Students will: T334 - Continue discussing the essential question: What can happen when we work together? - Work with a partner to create sentences using oral vocabulary words.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T335 - Listen to a fairy tale, <i>The Elves and the Shoemakers</i> and explain that a fairy tale is a made-up story from long ago with magical characters. - Make and confirm predictions about the story.	
Word Work Phonemic Awareness	Students will: T336-339 Practice phoneme blending, blending sounds to read words.	

Phonics High-Frequency Words	○ Review long /u/. ○ Spell words by sounding out. ○ Recognize HFWs with accuracy.	
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T340-341 ○ Read the story <i>A Good Time for Luke!</i> ○ Answer questions by finding evidence in the text in words or pictures.	
Independent Writing: Draft	Students will: T342 ○ Write a new story about children working together to celebrate a friend's birthday.	
Thursday	Day 4	Instructional Plan
Student Learning Target: K.RI.KID.2, K.RI.CS.5, K.RI.IKI.7, K.RI.IKI.8, K.FL.PC.1.e, K.FL.PA.2.b, K.FL.PA.2.e, K.FL.PWR.3.c, K.FL.PWR.3.e, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.W.PDW.4, K.W.PDW.5, K.W.PDW.6, K.W.RBPK.7, K.W.RBPK.8		
Extend the Concept Phonological Awareness Category Words	Students will: T344-345 ○ Continue discussing the essential question: What can happen when we work together? ○ Practice Syllable segmentation, breaking down words into parts and counting the parts. ○ Review Oral Vocabulary words by using them in sentences. ○ Review directions words.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T346-349 ○ Read the text <i>Better Together</i>, and think about how it is a persuasive text. ○ Look at the photo (p. 41) and discuss how the people are working together. ○ <i>Reading/Writing Companion</i> p. 24-25 Discuss how people are working together and what the author thinks about working together. Write another reason the author gives for working together.	
Word Work Phonemic Awareness Phonics	Students will: T350-351 ○ Practice phoneme substitution, changing a sound in a word to make a new word. ○ Write the letter of the sound dictated then write the words that are dictated. ○ Practice reading the HFWs.	
Independent Writing: Revise	Students will: T352 ○ Work with a partner to review their writing from previous day. Check to see if they responded to the prompt correctly. ○ Edit their writing for complete sentences.	
Grammar	Students will: T353 ○ Review subjective pronouns. ○ Work with a partner to generate sentences using pronouns.	
Research and Inquiry	Students will: T354-355 ○ <i>Reading/Writing Companion</i> p. 26-27, Write about ideas to improve their school and how they will work together on the idea.	
Friday	Day 5	Instructional Plan

Student Learning Target: K.K.RL.CS.5, K.FL.PA.2.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.SL.PKI.6, K.W.TTP.3, K.W.PDW.4	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T356-357 ○ Read words with u_e such as tube, cube, cute. ○ Write letters of sounds dictated and then write words dictated. ○ Practice reading the HFWs.
Independent Writing	Students will: T358 ○ Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T359 ○ Review subjective pronouns. ○ Work with a partner to generate sentences using pronouns.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T360-361 ○ In <i>Reading/Writing Companion</i> p. 28, Talk about the photo and compare these children to the characters in <i>What's the Big Idea, Molly?</i> How do they work together to solve problems? ○ Complete a sentence telling how all the texts read this week apply to the essential question.

Week 2

Unit 10 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: In what ways are things alike? How are they different?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions to monitor comprehension Identify key details Understand the aspects of nonfiction text Reread Text features	Oral Vocabulary Acquisition: sort similar perfect endless experiment Category Words: Opposites Grammar: Use objective pronouns
Text(s): Teach and Model Literature Big Book: All Kinds of Families!, Good for You Interactive Read Aloud: The Perfect Color Shared Read: We Come on Time! Practice and Apply Anchor Text: All Kinds of Families Leveled Readers A: My Box O: Let's Make a Band ELL: Let's Make a Band B: Going Camping Decodable Readers Pete and Eve, Pete Can Fix It, See It?, Deb Bee 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 Change syllables in words to make new words Recognize spoken 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 long /e/ e, ee, e_e Write words with e,ee,e_e Handwriting Spelling Words: Spell words with long /e/ e, ee, e_e High Frequency Words: come does Print Awareness: Understand directionality, return sweep Recognize word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research to observe and classify objects

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. [\[4 lessons\]](#)

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

K.FL.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [\[8 lessons\]](#)

K.FL.PC.1.b Recognize that spoken words are represented in written language by specific sequences of letters. [\[2 lessons\]](#)

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

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

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. [\[24 lessons\]](#)

K.FL.PWR.3.c Read common high-frequency words by sight. [\[19 lessons\]](#)

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

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

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. [\[2 lessons\]](#)

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.ii Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. [\[4 lessons\]](#)

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

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [\[1 lesson\]](#)

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. [\[8 lessons\]](#)

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

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

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

K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic. [\[4 lessons\]](#)

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

K.RL.CS.5 Recognize common types of texts. [\[7 lessons\]](#)

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

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

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. [\[5 lessons\]](#)

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.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail. [\[4 lessons\]](#)

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

K.W.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.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.RL.CS.6, K.FL.PC.1.c, K.FL.PC.1.e, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.a, K.FL.WC.4.b, K.FL.WC.4.e, K.FL.WC.4.f, K.FL.SC.6.g, K.FL.SC.6.h, K.FL.VA.7b.iii, K.SL.CC.2, K.W.RBPK.8, K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T400-401 ○ Discuss the essential question: In what ways are things alike? How are they different? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 30-31-Compare the items in the jars. How are they alike and different? Write why it can be helpful to sort things.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T402-407 ○ Listen to the poetry text <i>All Kinds of Families</i>. ○ Review poetry often has rhythm or a pattern of sounds. ○ Ask and answer questions before, during and after reading to understand the text better. ○ Look for key details in the art. ○ <i>Reading/Writing Companion</i> p. 32-33, Retell the poem and write about the poem.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T408-411 ○ Practice phoneme Identity, identifying the common sound in three words. ○ Identify Long /e/ e_e, ee,e. ○ Listen to <i>Chickadee in a Tree</i>. Place stickie note on the /e/ sound words. ○ Practice identifying the HFWs <i>come</i> and <i>does</i>.	
Shared Writing	Students will: T412 ○ Analyze, find text evidence and answer the prompt: What types of families did the author write about?	
Grammar	Students will: T413 ○ Identify objective pronouns and explain an objective pronoun is a pronoun that follows a verb or preposition. ○ Work with a partner to generate sentences using the pronouns him, her, them.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.RL.IK.7, K.FL.PC.1.b, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.g, K.FL.VA.7b.i, K.FL.VA.7b.ii, K.FL.VA.7b.iii, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T414-415 ○ Continue discussing the essential question: In what ways are things alike? How are they different? ○ Practice syllable substitution, changing one part of a word to make a new word. ○ Review opposites words.	

Listening Comprehension (Literature Big Book) Close Read	Students will: T416-419 ○ Listen to the poetry book, <i>All Kinds of Families</i>. ○ <i>Reading/Writing Companion</i> p. 34-35, Identify two key details of the story and write about them. ○ <i>Reading/Writing Companion</i> p. 36-37, reply to prompt after discussing fun words, author's purpose and families.
Word Work Phonics	Students will: T420-421 ○ Practice phoneme blending, blending sounds to read words. ○ Review Long e. ○ Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T422-423 ○ Listen to <i>We Come on Time!</i> and choral read the story.
Shared Writing	Students will: T424 ○ Answer the prompt: Why do you think the author includes unusual families like a brush and a comb, fingers and toes, and letters and numbers.
Grammar	Students will: T425 ○ Identify objective pronouns and explain an objective pronoun is a pronoun that follows a verb or preposition. ○ Work with a partner to generate sentences using the pronouns him, her, them.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RI.IK1.9, K.FL.PC.1.b, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.g, K.FL.VA.7b.iii, K.W.PDW.4, K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T426 ○ Continue discussing the essential question: In what ways are things alike? How are they different? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T427 ○ Listen to the nonfiction text, <i>The Perfect Color</i>. ○ Ask and answer questions to help understand the story better.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T428-431 ○ Practice phoneme blending, blending sounds to read words. ○ Review Long e. ○ Recognize HFWs with accuracy.	
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T432-433 ○ Reread the story <i>We Come on Time!</i> Focus on comprehension. ○ Answer questions by finding evidence in the text in words or pictures.	

Independent Writing: Draft	Students will: T434 Respond to the prompt: Why do children come to school in different ways?	
Thursday	Day 4	Instructional Plan
Student Learning Targets: K.RI.KID.2, K.RI.CS.5, K.RI.IKI.7, K.RI.IKI.8, K.FL.PA.2.e, K.FL.PWR.3.c, K.FL.PWR.3.e, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.VA.7b.i		
Extend the Concept Phonological Awareness Category Words	Students will: T436-437 - Continue discussing the essential question: In what ways are things alike? How are they different? - Practice syllable substitution, changing one part of a word to make a new word. - Review Oral Vocabulary words by using them in a sentence. - Identify opposite words.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T438-441 - Read the persuasive text, <i>Good for You</i> and explain how the author is trying to get the reader to think a certain way. - Study the concept of diagrams as a text feature. <i>Reading/Writing Companion</i> p. 46-47 discuss the photo and diagram, respond to the statement.	
Word Work Phonemic Awareness Phonics	Students will: T442-443 - Practice phoneme substitution, changing the sound in a word to make a new word. - Write the letter for sounds dictated and write words dictated. - Recognize HFWs with accuracy.	
Independent Writing: Revise	Students will: T444 - 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: T445 - Identify objective pronouns and explain an objective pronoun is a pronoun that follows a verb or preposition. - Work with a partner to generate sentences using the pronouns him, her, them.	
Research and Inquiry	Students will: T446-447 <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.RI.IKI.9, K.FL.PA.2.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.SL.CC.1, K.SL.PKI.5 K.SL.PKI.6, K.W.PDW.4, K.W.RBPK.7		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T448-449 - Practice phoneme substitution, changing sounds in a word to make a new word. - Read words and sentences by sounding out. - Write letters of the sounds dictated and write words dictated. - Recognize HFWs with accuracy.	

Independent Writing	Students will: T450 Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T451 - Identify objective pronouns and explain an objective pronoun is a pronoun that follows a verb or preposition. - Work with a partner to generate sentences using the pronouns him, her, them.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T452-453 <i>Reading/Writing Companion</i> p. 50 Look at the photo and discuss how the items are like a family. <i>Reading/Writing Companion</i> p. 51 Complete a sentence telling how all the texts read this week apply to the essential question.

Week 3

Unit 10 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What ideas can you suggest to protect the environment?	Cite relevant evidence from text Make inferences to support understanding Reread to monitor comprehension Describe main idea and key details Understand the aspects of nonfiction text Text features	Oral Vocabulary Acquisition: environment protect recycle wisely encourage Category Words: Name of Baby Animals Grammar: Use possessive pronouns
Text(s): Teach and Model Literature Big Book: Panda Kindergarten, Save Big Blue Interactive Read Aloud: Protect the Environment Shared Read: Who Can Help Practice and Apply Anchor Text: Panda Kindergarten Leveled Readers A: Help Clean Up O: Let's Save Earth ELL: Let's Save Earth B: Babysitters for Seals Decodable Readers We Can Save!, We Can Use It! Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan, draft, revise, edit, and publish poetry 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 in groups of words Segment words into individual sounds Identify and blend sounds in words Change sounds in words to make new words Phonics/Handwriting: Introduce/ review and blend with final blends Write words with long a, i, o, u, e Handwriting Spelling Words: Spell words with final blends, eep Pattern High Frequency Words: help too play has where look who good come does Print Awareness: Understand directionality, return sweep Recognize word boundaries Distinguish between a letter and a word Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research on ways to protect the environment

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. [\[4 lessons\]](#)

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

K.FL.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [\[8 lessons\]](#)

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

K.FL.PC.1.b Recognize that spoken words are represented in written language by specific sequences of letters. [\[2 lessons\]](#)

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

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

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. [\[17 lessons\]](#)

K.FL.PWR.3.c Read common high-frequency words by sight. [\[19 lessons\]](#)

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. [\[6 lessons\]](#)

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[8 lessons\]](#)

K.FL.SC.6.h Capitalize the first word in a sentence and the pronoun I. [\[2 lessons\]](#)

K.FL.SC.6.i Recognize and name end punctuation. [\[2 lessons\]](#)

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

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. [\[8 lessons\]](#)

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

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). [\[5 lessons\]](#)

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

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

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

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

K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic. [\[4 lessons\]](#)

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. [\[12 lessons\]](#)

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

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

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

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

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. [\[4 lessons\]](#)

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

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [\[2 lessons\]](#)

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. [\[6 lessons\]](#)

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RI.KID.2, K.FL.PC.1.e, K.FL.PC.1.a, K.FL.PA.2.d, K.WC.4.b, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.SC.6.h, K.FL.SC.6.i, K.FL.PC.1.c, K.FL.WC.4.f, K.FL.SC.6.g, K.W.TTP.2, K.W.RBPK.8		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It		Students will: T492-493 ○ Discuss the essential question: What ideas can you suggest to protect the environment? ○ 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 ideas for protecting the environment. ○ Write about one way to protect the planet.
Listening Comprehension (Literature Big Book) Close Read		Students will: T494-499 ○ Listen to nonfiction text, <i>Panda Kindergarten</i>. ○ Discuss why this story is nonfiction. ○ Discuss rereading as a way to better understand the text and discuss main ideas and key details. ○ <i>Reading/Writing Companion</i> p. 54-55, Write about the text and why animals are important to protect.
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words		Students will: T500-503 ○ Practice phoneme segmentation, making the sounds in words one at a time. ○ Practice final blends <i>nd, nk, st</i>. ○ Review Long a, e, i, o, u. ○ Write sentences with Long a, i, o, u, e. ○ Practice identifying the HFWs.
Shared Writing		Students will: T504 ○ Analyze, find text evidence and respond to the prompt: What happens at Wolong Nature Reserve?
Grammar		Students will: T505 ○ Identify possessive pronouns as pronouns that talk about what one or more persons own such as my, your, her, his, our and their.
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.CS.5, K.RI.IKI.7, K.RI.KID.2, K.FL.VA.7b.i, K.FL.VA.7c, K.FL.VA.7b.i, K.FL.PC.1.e, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.PC.1.b, K.FL.F.5.a, K.FL.SC.6.g, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness Category Words		Students will: T506-507 ○ Continue discussing the essential question: What ideas can you suggest to protect the environment. ○ Review alliteration as words that start with the same sound. ○ Identify baby animal words.

Listening Comprehension (Literature Big Book) Close Read	Students will: T508-511 ○ Listen to <i>Panda Kindergarten again</i> and explain how it is a nonfiction text. ○ <i>Reading/Writing Companion</i> p. 56-57. Write about the main idea and three details. ○ Discuss with a partner as to why the author and photographer include photos. ○ <i>Reading/Writing Companion</i> p. 58, Write about the photos and how they show people taking care of the panda cubs. ○ <i>Reading/Writing Companion</i> p. 59, Write ways the author and photographer give clues to learn about pandas.
Word Work Phonics	Students will: T512-513 ○ Review final blends nd, nk, st. ○ Blend sounds to read words.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T514-515 ○ Listen to <i>Who Can Help?</i> and choral read the story.
Shared Writing	Students will: T516 ○ Answer the prompt: Write a letter to a friend about how Wolong Nature Reserve helps pandas.
Grammar	Students will: T517 ○ Identify possessive pronouns as pronouns that talk about what one or more persons own such as my, your, her, his, our and their.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RI.CS.5, K.RI.IK1.9, K.FL.PC.1.b, K.FL.PA.2.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.g, K.FL.VA.7b.iii, K.W.TTP.2, K.W.PDW.4		
Build the Concept Oral Vocabulary Words	Students will: T518 ○ Continue discussing the essential question: What ideas can you suggest to protect the environment? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T519 ○ Listen to the nonfiction text, <i>Protect the Environment</i> and discuss a way to help protect the environment. ○ Practice the strategy of rereading to better understand the text.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T520-523 ○ Practice phoneme blending, blending sounds to read words. ○ Review final blends nd, nk, st. ○ Spell words that are dictated. ○ Practice reading HFWs.	
Reread the Shared Read (Reading/Writing Companion)	Students will: T524-525	

Comprehension / Fluency	○ Reread the story <i>Who Can Help?</i> Focus on comprehension. <i>Reading/ Writing Companion</i> p. 60-61, 62-63, 64-65. ○ Focus on accuracy in fluency.
Independent Writing: Draft	Students will: T526 ○ Using text evidence, respond to the prompt: Write a letter to a friend telling how the helpers in “Who Can Help?” protect the environment.
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.KID2, K.RI.CS.5, K.RI.IKI.7, K.RL.IKI.8, K.SL.PKI.5, K.W.PDW.5, K.W.PDW.4, K.W.PDW.6, K.W.RBPK.7, K.FL.PA.2.e, K.FL.PWR.3.c, K.FL.PWR.3.e, K.FL.WC.4.c, K.FL.SC.6.g, K.FL.VA.7c, K.FL.VA.7a.ii,	
Extend the Concept Phonological Awareness Category Words	Students will: T528-529 ○ Continue discussing the essential question: What ideas can you suggest to protect the environment? ○ Practice using alliteration. ○ Identify baby animal words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T530-533 ○ Listen to <i>Save Big Blue!</i> ○ Identify the text feature, captions. ○ Retell the key details using the photographs. ○ <i>Reading/Writing Companion</i> p. 68-69, Discuss whales and write about why blue whales are in danger.
Word Work Phonemic Awareness Phonics	Students will: T534-535 ○ Practice phoneme substitution, changing a sound in a word to make a new word. ○ Using word-building cards, build words. ○ Write the letter of the sound dictated then write the words dictated.
Independent Writing: Revise	Students will: T536 ○ Work with a partner to review their writing from previous day. Check to see if it includes details from the text. ○ Edit their writing for complete sentences.
Grammar	Students will: T537 ○ Identify possessive pronouns as pronouns that talk about what one or more persons owns such as my, your, her, his, our and their.
Integrate Ideas Research and Inquiry	Students will: T538-539 ○ <i>Reading/Writing Companion</i> p. 70-71 Complete each step of the research process.

Friday	Day 5	Instructional Plan
Student Learning Targets: K.RI.IKI.9, K.FL.PA.2.e, K.FL.PWR.3.c, K.FL.PWR.3.e, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.SL.CC.1, K.SL.PKI.5, K.W.PDW.4, K.W.PDW.6, K.W.RBPK.7		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T540-541 - Review phoneme substitution, changing a sound in a word to make a new word. - Read words using the long vowel, silent e, rule. - Write the letter for the sound dictated then write the word dictated. - Review HFWs with fluency.	
Independent Writing	Students will: T542 Review final drafts and make any needed changes. Share final draft with partner.	
Grammar	Students will: T543 Identify possessive pronouns as pronouns talk about what one or more persons own such as my, your, her, his, our and their.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T544-545 - In <i>Reading/Writing Companion</i> p. 72 Compare how the robin in the poem stays safe and how the panda cubs from <i>Panda Kindergarten</i> stay safe. - Complete a sentence telling how all the texts read this week apply to the essential question.	