

Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: ELA ~ Reading
Adoption Date: March 22, 2022	Revision Date: March 1, 2024

Mission and Vision Statements

Mission: The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards. In service to that expectation, the Department recommends 90-minutes of uninterrupted literacy instruction for all students in grades K–5, and 80 minutes for grades 6 through 8

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

9.4.2.TL.1

21st Century Skills

9.4.8.CT.1, 9.4.2.CT.2

Career Education

9.1.2.CAP.1, 9.2.5.CAP.1

Interdisciplinary Connection

K-PS2-1, K-PS2-2

Accommodations and Modifications

Special Education

- IEP accommodations
- Highlight important/ key words
- Modify amount of independent practice
- Simplify questions / make multiple choice
- Read tests aloud
- Shorten assignments to focus on mastery concept

English Language Learners

- Create visual word wall with labels
- Highlight and define important vocabulary
- Ask yes/no questions
- Create a word map

Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Classroom Discussion ● Think-Pair-Share ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Sight Word Tests ● Letter/Name Assessment
Benchmark	<ul style="list-style-type: none"> ● MAP Testing (Fall, Winter, Spring) ● F & P Testing (Fall, Winter, Spring)
Alternative	<ul style="list-style-type: none"> ● Poetry Journals ● Reading Journals ● Reading Center Based Learning

Pacing Guide

Unit 1: The Classroom Community	Number of days: 30 days
Unit 2: Making Connections	Number of days: 15 days
Unit 3: Retelling	Number of days: 15 days
Unit 4: Visualizing	Number of days: 15 days
Unit 5: Wondering: Fiction	Number of days: 15 days
Unit 6: Making Connections	Number of days: 20 days
Unit 7: Wondering: Nonfiction	Number of days: 15 days
Unit 8: Text Features	Number of days: 25 days

Core Instructional Materials

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">• Read aloud texts• Collaborative Classroom Learning Portal	<ul style="list-style-type: none">• Student Response Notebook• Handwriting Notebook• Alphabet Cards• Vocabulary Word Cards• Charts• IXL• Reading Eggs• Leveled Libraries

Unit 1 Learning Goals

**Students will be able to work and participate responsibly as they learn the procedures for the Classroom Community.
Students will be introduced to fiction, nonfiction, and poetry.**

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Build the classroom community <p>Learn and practice classroom procedures Listen carefully Listen to and discuss a story</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> ● Students will listen to <u>Chicka Chicka Boom Boom</u> ● Sing the Alphabet Song ● Students will identify the letters in their name
<ul style="list-style-type: none"> ● Day 2: Build the classroom community <p>Learn and practice classroom procedures Listen carefully Listen to and discuss a story again Introduce “Shared Reading”</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> ● Reread <u>Chicka Chicka Boom Boom</u> ● Sing the Alphabet Song again ● Students will identify the letters in their name
<ul style="list-style-type: none"> ● Day 3: Build the classroom community <p>Work responsibly Listen to a story again Read and discuss names</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> ● Reread <u>Chicka Chicka Boom Boom</u> ● Read and discuss students’ names
<ul style="list-style-type: none"> ● Day 4: Build the classroom community <p>Participate responsibly Learn and sing a song with hand motions Discuss the concept of rhyme and identify rhyming words</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> ● Students will listen to “Twinkle, Twinkle Little Star” ● Teacher will model hand motions for song ● Students will sing the song with hand motions ● Students will identify rhyme in song
<ul style="list-style-type: none"> ● Day 5: Build the classroom community <p>Participate responsibly Revisit a familiar song Learn and sing a song with hand motions Review the concept of rhyme and review</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> ● Students will sing “Twinkle, Twinkle Little Star” ● Students will listen “I’m a Little Teapot” ● Students will sing the song with hand motions ● Students will identify rhyme in song

rhyming words		
<ul style="list-style-type: none"> • Day 6: Take responsibility for learning and behavior <p>Listen to and discuss a story Learn and practice reading names</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> • Students will listen to <u>The Alphabet</u> • Teacher will discuss two students' names using the "Name Study Activity"
<ul style="list-style-type: none"> • Day 7: Listen carefully <p>Listen to and discuss a story again Practice reading the letters of the alphabet Learn and practice reading names</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> • Reread <u>The Alphabet</u> • Teacher will continue "Name Study Activity" • Teacher will introduce "Word Wall" and Students will begin to add first name to "Word Wall"
<ul style="list-style-type: none"> • Day 8: Listen carefully <p>Listen to and discuss a story again Review and build the alphabet Learn and practice reading names</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> • Reread <u>The Alphabet</u> • Teacher will continue "Name Study Activity" • Students will continue to add first names to "Word Wall"
<ul style="list-style-type: none"> • Day 9: Participate responsibly <p>Revisit a familiar song Learn and say a poem with rhyming words</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> • Review "I'm a Little Teapot" • Students will listen to "Under a Button" • Identify and discuss rhyming words in poem • Teacher will insert classmates names in poem • Students will learn and practice reading classmates names
<p>Day 10: Participate responsibly</p> <p>Revisit a a familiar poem</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1 	<ul style="list-style-type: none"> • Review "Under a Button" • Students will listen to "A-Hunting We Will Go" • Identify rhyming words in poem and use classmates names in poem
<p>Day 11: Learn "Turn to Your Partner"</p> <p>Learn and sing a song Make text-to-self connections Think about the letters of the alphabet Participate in hand strengthening-activities</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1 	<ul style="list-style-type: none"> • Sing "The Itsy Bitsy Spider" • Listen to <u>Kipper's A to Z</u> • Match students' names to <u>Kipper's A to Z</u> • Sign "Where is Thumbkin?" and "The Train is Coming"
<p>Day 12: Practice "Turn to Your Partner"</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> • Chorally read "The Itsy Bitsy Spider" • Count the words in the poem

<p>Introduce “Choral Reading” Learn the Letter Rr and Sound /Rr/</p>		<ul style="list-style-type: none"> ● Practice the Letter Rr and Sound /Rr/ using sentences and letter card
<p>Day 13: Take turns talking and listening</p> <p>Introduce “High-Frequency” words Learn the Letter Tt and Sound /Tt/</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> ● Chorally read “The Itsy Bitsy Spider” ● Identify high-frequency words <i>the</i> and <i>and</i> in poem ● Practice the Letter Tt and Sound /Tt/ using sentences and letter card
<p>Day 14: Participate responsibly</p> <p>Revisit a familiar song Blend and segment compound words Learn the Letter Nn and Sound /Nn/</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> ● Sing “I’m a Little Teapot” ● Identify high-frequency word <i>is</i> in song ● Practice the Letter Nn and Sound /Nn/ using sentences and letter card
<p>Day 15: Participate responsibly</p> <p>Revisit familiar poems Blend and segment compound words Learn the Letters Ss and Ii and Sounds /Ss/ and /Ii/</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> ● Identify rhyming words in “A-Hunting We Will Go” and “Under a Button” ● Students will add their classmates names to poem ● Practice the Letters Ss and Ii and Sounds /Ss/ and /Ii/ using sentences and letter cards
<p>Day 16: Take turns talking and listening</p> <p>Discuss the roles of the author and illustrator Make text-to-self connections Participate in hand strengthening-activities</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> ● Students will listen to <u>I Went Walking</u> ● Identify the role of the author and illustrator ● Teacher will model good posture for handwriting ● Review Alphabet cards and letters learned using <u>A Child’s Day: Alphabet of Play</u>
<p>Day 17:</p> <p>Chorally read a story Discuss’ characters feelings Learn and identify “High-Frequency” words Learn the Letters Ll and Cc and Sounds /Ll/ and /Cc/</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> ● Reread <u>I Went Walking</u> ● Identify high-frequency words <i>I</i>, <i>see</i>, and <i>a</i> in story ● Practice the Letters Ll and Cc and Sounds /Ll/ and /Cc/ using sentences and letter cards
<p>Day 18:</p> <p>Chorally read a story Review characters’ feelings Learn and identify “High-Frequency words”</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> ● Reread <u>I Went Walking</u> ● Identify high-frequency words <i>you</i> and <i>me</i> ● Practice the Letters Dd and Mm and Sounds /Dd/ and /Mm/ using sentences and letter cards

Learn the Letters Dd and Mm and Sounds /Dd/ and /Mm/		
<p>Day 19:</p> <p>Learn and sing part of a song with hand motions</p> <p>Review rhyme</p> <p>Learn the Letters Aa and Pp and Sounds /Aa/ and /Pp/</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> • Sing “The Ants Go Marching” • Teacher will introduce hand motions for the song • Identify high-frequency words <i>you</i> and <i>me</i> • Practice the Letters Aa and Pp and Sounds /Aa/ and /Pp/ using sentences and letter cards
<p>Day 20:</p> <p>Revisit part of a song and review concept of rhyme</p> <p>Learn the Letters Ff and Vv and Sounds /Ff/ and /Vv/</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> • Sing “The Ants Go Marching” with hand motions • Practice the Letters Ff and Vv and Sounds /Ff/ and /Vv/ using sentences and letter cards
<p>Day 21:</p> <p>Learn and sing a new song</p> <p>Learn new signs for the song</p> <p>Act our words from a book</p> <p>Participate in hand strengthening-activities</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> • Sing “The More We Get Together” with hand motions • Act out words from <u>A Child’s Day: Alphabet of Play</u> • Practice pincer and pencil grips
<p>Day 22:</p> <p>Chorally read a song</p> <p>Practice “Return Sweep”</p> <p>Learn the Letters Gg and Ee and Sounds /Gg/ and /Ee/</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> • Chorally read “The More We Get Together” • Students will use classmates’ names in the song • Practice the Letters Gg and Ee and Sounds /Gg/ and /Ee/ using sentences and letter cards
<p>Day 23:</p> <p>Chorally read a song</p> <p>Learn and identify “High-Frequency words”</p> <p>Learn the Letters Bb and Hh and Sounds /Bb/ and /Hh/</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> • Chorally read “The More We Get Together” • Identify high-frequency words <i>we</i> and <i>are</i> in song • Practice the Letters Bb and Hh and Sounds /Bb/ and /Hh/ using sentences and letter cards
<p>Day 24:</p> <p>Learn and say a poem</p>	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> • Students will review “The Ants Go Marching” • Students will read “One, Two, Three, Four, Five” with Teacher

<p>Sort names of pictures Learn the Letters Kk and Ww and Sounds /Kk/ and /Ww/</p>		<ul style="list-style-type: none"> ● Sort the names of pictures in poem by beginning sound on rug ● Practice the Letters Kk and Ww and Sounds /Kk/ and /Ww/ using sentences and letter cards
<p>Day 25: Learn and say a poem Sort names of pictures Learn the Letters Oo and Xx and Sounds /Oo/ and /Xx/</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 	<ul style="list-style-type: none"> ● Students will review “One, Two, Three, Four, Five” ● Students will read “Way Down South” with Teacher ● Sort the names of pictures in poem by beginning sound on rug ● Practice the Letters Oo and Xx and Sounds /Oo/ and /Xx/ using sentences and letter cards
<p>Day 26: Listen respectfully Discuss nonfiction books Make text-to-self connections Participate in hand strengthening-activities</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3, RL.PP.K.5, SL.AS.K.6 	<ul style="list-style-type: none"> ● Students will listen to <u>Hands Can</u> ● Students will make a list of what they can do with their hands ● Students will act out what they can do with their hands ● Review Alphabet cards and letters learned using <u>A Child’s Day: Alphabet of Play</u> ● Find letters learned in classroom
<p>Day 27: Listen respectfully Chorally read a book Identify rhyme Learn the Letters Zz and Jj and Sounds /Zz/ and /Jj/</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3, RL.PP.K.5, SL.AS.K.6 	<ul style="list-style-type: none"> ● Chorally read <u>Hands Can</u> ● Students will identify rhyming words in the book ● Practice the Letters Zz and Jj and Sounds /Zz/ and /Jj/ using sentences and letter cards
<p>Day 28: Learn and identify “High-Frequency words” Learn the Letters Qq and Yy and Sounds /Qq/ and /Yy/</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3, RL.PP.K.5, SL.AS.K.6 	<ul style="list-style-type: none"> ● Identify high-frequency word <u>can</u> in <u>Hands Can</u> ● Chorally read <u>Hands Can</u> ● Practice the Letters Qq and Yy and Sounds /Qq/ and /Yy/ using sentences and letter cards
<p>Day 29: Revisit a song Identify beginning sounds</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3, RL.PP.K.5, SL.AS.K.6 	<ul style="list-style-type: none"> ● Sing “The Ants Go Marching” ● Identify beginning sounds using sound carts/sort in pocket chart ● Practice the Letter Uu and Sound Uu using

Learn the Letter Uu and Sound /Uu/		sentences and letter cards
Day 30: Revisit a poem End of Unit 1 Individual Letter Assessment	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3, RL.PP.K.5, SL.AS.K.6 	<ul style="list-style-type: none"> • Review “One, Two, Three, Four, Five” and “Way Down South” • Review beginning sounds using sound cards • Teacher will administer Unit 1 Individual Letter Assessment to Students in Small Group

Unit 2 Learning Goals

Students will be able to make text-to-self connections by exploring the world of fiction and poetry.

Day 1: Participate in partner work and class discussions Listen to and discuss a story Introduce Handwriting Notebooks	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4 	<ul style="list-style-type: none"> • Students will listen to <u>When Sophie Gets Angry— Really Really Angry</u> • Discuss the message in the story • Review pencil grip • Trace lines and circles in Handwriting Notebooks
Day 2: Listen to and discuss part of a story again Make text-to-self connections	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4 	<ul style="list-style-type: none"> • Reread <u>When Sophie Gets Angry— Really Really Angry</u> • Students will make connections to “when they are angry”
Day 3: Listen to and discuss a poem Make self-to-text connections Introduce Vocabulary and learning new words	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Students will listen to “Just Three” • Discuss places where Students feel “quiet and calm” • Learn and use “snatch” and “furious” and add to Vocabulary Word Wall
Day 4: Echo and chorally read a poem	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Chorally read “Just Three” • Learn and use “comfort” and “welcome” and add to Vocabulary Word Wall • Introduce the inflectional ending -ed
Day 5:	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 	<ul style="list-style-type: none"> • Students will listen to “Just Three”

Replace missing words from a poem	L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3	<ul style="list-style-type: none"> • Teacher will work with Students to replace missing words from “Just Three” • Review Weekly Words on Vocabulary Word Wall
Day 6: Take turns talking and listening Listen to and discuss a story Learn procedures for IDR Introduce Letter Formation in Handwriting Notebooks	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Students will listen to <u>Say Hello</u> and discuss • Students will select a book from the designated classroom book basket for IDR • Students will read independently • Teacher will model Letter Formation of Capital Letters - T, I, L and Students will complete in Handwriting Notebooks
Day 7: Explore a story’s illustrations Draw and write about self-to-text connections	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.PP.K.5, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Students will explore illustrations in <u>Say Hello</u> • Students will write about a time they made a new friend • Students will read independently
Day 8: Listen to a discuss a story Make text-to-self connections	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Students will listen to <u>The Big Umbrella</u> and discuss • Learn and use “greet” and “excited” and add to Vocabulary Word Wall
Day 9: Echo and chorally read a story	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Students will echo and chorally read <u>The Big Umbrella</u> with Teacher • Learn and use “lonely” and “invite” and add to Vocabulary Word Wall • Discuss the inflectional ending -s
Day 10: Chorally read a story Sory the names of pictures by beginning sounds	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Echo read <u>The Big Umbrella</u> • Identify beginning sounds using sound carts/sort in pocket chart • Review Weekly Words on Vocabulary Word Wall
Day 11: Listen to and discuss a story	<ul style="list-style-type: none"> • L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Students will listen to first half of <u>Josie’s Lost Tooth</u> • Discuss a time when Students’ lost their tooth • Students will read independently • Teacher will model Letter Formation of

		Capital Letters - H, F, E and Students will complete in Handwriting Notebooks
Day 12: Listen to part of a story Make self-to-text connections	<ul style="list-style-type: none"> L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> Students will listen to second half of <u>Josie's Lost Tooth</u> Discuss and make text-to-self connections
Day 13: Poetry Review	<ul style="list-style-type: none"> L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CR.K.1, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> Revisit familiar poems and songs using pointer Introduce "champion" and "sneak" and add to Vocabulary Word Wall
Day 14: Poetry Review	<ul style="list-style-type: none"> L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CR.K.1, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> Revisit familiar poems and songs using pointer Chorally read poems (Student Choice) Learn and use "imitate" and "persistent" and add to Vocabulary Word Wall Discuss synonyms
Day 15: Poetry Review	<ul style="list-style-type: none"> L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CR.K.1, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> Chorally read poems with a Partner in Poetry Journals Review Weekly Words on Vocabulary Word Wall

Unit 3 Learning Goals

Students will be able to retell the events in stories by first using pictures and then recall the events and tell what happens in their own words.

Day 1: Speak loudly and clearly Listen to and discuss a story Make text-to-self connections	<ul style="list-style-type: none"> L.RF.K.1, RL.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> Students will listen to <u>Gossie</u> Discuss and make text-to-self connections Students will read independently Teacher will model Letter Formation of Capital Letters - C, O, Q, G and Students will
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		complete in Handwriting Notebooks
Day 2: Work responsibly Retell part of a story Draw and write about text-to-self connections	<ul style="list-style-type: none"> • L.RF.K.1, RI.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Students will retell part of <u>Gossie</u> with a Partner • Students will draw a picture about something they like to do with a friend
Day 3: Learn the purpose of conferring for IDR	<ul style="list-style-type: none"> • L.RF.K.1, RI.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Teacher will introduce “Conferencing” for IDR • Students will read independently and Teacher will make Reading Notes • Learn and use “enjoy” and “energetic” and add to Vocabulary Word Wall
Day 4: Echo read part of a story	<ul style="list-style-type: none"> • L.RF.K.1, RI.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Students will echo read <u>Gossie</u> • Students will come up with a different ending for the story with a Partner • Learn and use “search” and “heartbroken” and add to Vocabulary Word Wall • Discuss the inflectional ending -es with shades of meaning
Day 5: Chorally read part of a story Clap out syllables in words	<ul style="list-style-type: none"> • L.RF.K.1, RI.TS.K.4, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Chorally read <u>Gossie</u> • Sort picture cards by number of syllables in words with a Partner • Review Weekly Words on Vocabulary Word Wall
Day 6: Listen to and discuss a story	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Students will listen to <u>Whistle for Willie</u> • Retell main parts of story with a Partner • Students will complete Handwriting Review in their Handwriting Notebooks - Capital Letters T, I, L, H, F, E, C, O, Q, and G • Students will read independently
Day 7: Revisit a familiar story and discuss the pattern in the story	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Reread part of <u>Whistle for Willie</u> • Make text-to-self connections • Students will identify pattern in the story • Students will read independently
Day 8: Revisit a familiar story and discuss the pattern	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Revisit familiar Big Book stories using pointer • Chorally read stories (Student Choice)

in the story		<ul style="list-style-type: none"> • Learn and use “whirl” and “scramble” and add to Vocabulary Word Wall • Discuss the inflectional ending -ing
Day 9: Echo and chorally read a familiar story Identify rhyming words	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3 	<ul style="list-style-type: none"> • Echo and chorally read familiar Big Book stories using pointer • Chorally read stories (Student Choice) • Learn and use “determined” and “proud” and add to Vocabulary Word Wall
Day 10: Explore spaces in words and sentences Rebuild a sentence from a story	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Echo and chorally read <u>The Big Umbrella</u> • Teacher will model how to rebuild a sentence from the story • Students will work with a Partner to rebuild sentences from the story in the Pocket Chart • Review Weekly Words on Vocabulary Word Wall
Day 11: Participate in partner work Listen to and discuss a story	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Students will listen to <u>Sam and Jump</u> • Teacher will model Letter Formation of Capital Letters - U, N, M, and K and Students will complete in Handwriting Notebooks • Students will read independently
Day 12: Share partners' thinking Listen to and retell a story Make text-to-self connections	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Reread <u>Sam and Jump</u> • Students will discuss when they lost something special to them with a Partner • Students will read independently
Day 13: Participate responsibly Listen to and discuss a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Students will listen to “Way Down Deep” • Share rhyming words in the poem • Learn and use “companion” and “wade” and add to Vocabulary Word Wall
Day 14: Act out lines in a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Echo and chorally read “Way Down Deep” • Students will act out lines in the poem with a Partner • Learn and use “patient” and “sleepless” and add to Vocabulary Word Wall

		<ul style="list-style-type: none"> ● Discuss the suffix -less
<p>Day 15:</p> <p>Chorally read familiar poems</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.TS.K.4, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> ● Chorally read poems with a Partner in Poetry Journals ● Review Weekly Words on Vocabulary Word Wall

Unit 4 Learning Goals

Students will be able to visualize to understand poems and fiction stories.

<p>Day 1: Learn “Think, Pair, Share”</p> <p>Listen to and visualize a poem</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> ● Students will listen to “Cats” ● Teacher will model Letter Formation of Capital Letters - V, Y, X, and Y and Students will complete in Handwriting Notebooks ● Students will read independently and self-monitor
<p>Day 2: Take turns talking and listening</p> <p>Listen to and visualize a poem</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> ● Students will listen to “Cats” again ● Students will draw and share mental images of the poem with a Partner ● Students will read independently and self-monitor
<p>Day 3: Speak loudly and clearly</p> <p>Make text-to-self connections</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> ● Students will listen to <u>Cat’s Colors</u> ● Make self-to-text connections ● Learn and use “soar” and “tangled” and add to Vocabulary Word Wall
<p>Day 4: Participate responsibly</p> <p>Identify punctuation in a story</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> ● Teacher will discuss punctuation marks in <u>Cat’s Colors</u> ● Students will identify the periods in <u>Cat’s Colors</u> using pointer ● Learn and use “snooze” and “drowsy” and add to Vocabulary Word Wall
<p>Day 5: Share partners’ thinking</p> <p>Rebuild a sentence from a story</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.MF.K.6, L.VL.K.2, L.VI.K.3, 	<ul style="list-style-type: none"> ● Students will identify sentences in <u>Cat’s Colors</u> ● Students will identify capital words, spaces,

	L.WF.K.3	and punctuation in sentences on the Pocket Chart
Day 6: Take turns talking and listening Listen to and visualize a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Students will listen to “It Fell in the City” • Students will visualize words from the poem • Students will read independently and visualize • Teacher will model Letter Formation of Capital Letters - A and Z and Students will complete in Handwriting Notebooks
Day 7: Identify visualization words	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RL.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Students will draw visualization words from the poem and share with a Partner • Students will read independently and visualize
Day 8: Explore illustrations in a story	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Students will listen to <u>Red Sled</u> • Teacher will introduce “typography” • Students will discuss illustrations in the story with a Partner • Learn and use “evening” and “noiseless” and add to Vocabulary Word Wall
Day 9: Discuss characters’ feelings in a story	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Echo read <u>Red Sled</u> • Students will discuss how the characters’ feel in the story • Students will use pictures from the story to show the characters’ feelings • Learn and use “grasp” and “observe” and add to Vocabulary Word Wall
Day 10: Echo read a story Review typography	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3 	<ul style="list-style-type: none"> • Echo read <u>Red Sled</u> • Students will review “typography” with Teacher • Students will act out their own “typography” words • Review Weekly Words on Vocabulary Word Wall
Day 11: Take turns talking and listening Discuss a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RI.MF.K.6, L.VL.K.2, L.VI.K.3, 	<ul style="list-style-type: none"> • Students will listen to “Umbrellas” • Students will read independently and visualize

	L.WF.K.3	<ul style="list-style-type: none"> • Students will complete Handwriting Review in their Handwriting Notebooks - Capital Letters U, M, N, K, V, W, X, Y, A, and Z
<p>Day 12: Act considerably toward others</p> <p>Draw mental images of a poem</p>	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to “Umbrellas” • Students will draw mental images of the poem and share with a Partner • Teacher will extend the lesson by asking Students to “draw what their umbrella might look like in the rain” • Students will read independently and visualize
<p>Day 13: Share partners’ thinking</p> <p>Visualize a poem</p>	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to “Hello, Rain” • Make self-to-text connections about what Students hear when it rains • Students will share what their Partner says about when it rains • Learn and use “unpleasant” and “pleasant” and add to Vocabulary Word Wall • Discuss the prefix -un
<p>Day 14: Participate responsibly</p> <p>Echo read a poem</p>	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Echo read “Hello, Rain” • Students will learn hand motions for the poem and act them out with a Partner • Students will identify rhyming words in the poem and place in Pocket Chart • Learn and use “crowded” and “uncrowded” and add to Vocabulary Word Wall • Discuss antonyms
<p>Day 15:</p> <p>Chorally read familiar poems</p>	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.CI.K.2, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Chorally read poems with a Partner in Poetry Journals • Review Weekly Words on Vocabulary Word Wall

Unit 5 Learning Goals

Students will be able to use wondering to help them understand stories.

<p>Day 1: Work responsibly in pairs</p> <p>Listen to and discuss a story</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to <u>Found</u> ● Teacher will introduce “Wondering” ● Teacher will model Letter Formation of Capital Letters - D, P, B, and R and Students will complete in Handwriting Notebooks ● Students will read independently and wonder
<p>Day 2: Share ideas with one another</p> <p>Listen to part of a story again Discuss the story’s message</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to the second half of <u>Found</u> ● Discuss the story’s message with a Partner ● Teacher will model “I Wonder” statements; Students will discuss “I Wonder” statements with a Partner ● Students will read independently and wonder
<p>Day 3:</p> <p>Identify alliteration in a poem</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to “Windshield Wipers” ● Teacher will make a list of alliteration words ● Students will identify alliteration words in the poem ● Students will act out poem using hand motions ● Learn and use “peer” and “drenched” and add to Vocabulary Word Wall
<p>Day 4: Participate responsibly</p> <p>Chorally read a poem</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Chorally read “Windshield Wipers” ● Make self-to-text connections ● Students will sort pictures by number of syllables in Pocket Chart ● Learn and use “nuisance” and “delighted” and add to Vocabulary Word Wall
<p>Day 5:</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 	<ul style="list-style-type: none"> ● Chorally read poems with a Partner in Poetry

Chorally read familiar poems	L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2	Journals ● Review Weekly Words on Vocabulary Word Wall
Day 6: Share ideas with one another Listen to and discuss part of a story	● L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2	● Students will listen to <u>Going Places</u> ● Students will wonder and share ideas with a Partner ● Teacher will model Letter Formation of Capital Letters - J, S, and ? and Students will complete in Handwriting Notebooks ● Students will read independently and wonder
Day 7: Work responsibly in pairs Retell part of a story	● L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.PP.K.5 , RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2	● Students will discuss part of <u>Going Places</u> ● Students will retell the first part of <u>Going Places</u> and share their retelling with a Partner ● Students will draw a picture about what was wondered ● Students will read independently and wonder
Day 8: Make predictions	● L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2	● Students will listen to <u>Walking Through the Jungle</u> ● Students will make predictions and share their predictions with a Partner ● Learn and use “assemble” and “contraption” and add to Vocabulary Word Wall
Day 9: Echo read a story	● L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2	● Echo read <u>Walking Through the Jungle</u> ● Students will identify punctuation marks in the story using the Pointer ● Students will echo read story with attention to punctuation ● Learn and use “participate” and “startled” and add to Vocabulary Word Wall
Day 10: Act out a story	● L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2	● Students will act out <u>Walking Through the Jungle</u> with Teacher ● Students will echo and then chorally read the story ● Students will model another animal that wasn't in the story and share it with a Partner ● Review Weekly Words on Vocabulary Word

		Wall
Day 11: Share ideas with one another Listen to and discuss a story	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to <u>A Big Mooncake for Little Star</u> • Students will wonder about the story • Students will complete Handwriting Review in their Handwriting Notebooks - Capital Letters D, P, B, R, J, S, and ? • Students will read independently and wonder
Day 12: Listen to and discuss a story again	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Reread part of <u>A Big Mooncake for Little Star</u> • Students will draw and write about their favorite part of the story • Students will read independently and wonder
Day 13: Listen to and discuss a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to “Some One” • Teacher will model hand motions for the poem • Students will echo read the poem • Learn and use “enormous” and “tiptoe” and add to Vocabulary Word Wall
Day 14: Chorally read a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will chorally read “Some One” • Students will act out the poem using hand motions • Learn and use “nibble” and “twinkle” and add to Vocabulary Word Wall
Day 15: Chorally read familiar poems	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.II.K.2, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RI.MF.K.6, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Chorally read poems with a Partner in Poetry Journals • Review Weekly Words on Vocabulary Word Wall

Unit 6 Learning Goals

Students will be able to make text-to-self and text-to-text connections with nonfiction books as they focus on places in communities.

Day 1: Give full attention to people who are	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 	<ul style="list-style-type: none"> • Students will listen to first half of <u>My Home</u>,
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speaking Listen to and discuss part of a nonfiction book	L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2	<u>Your Home</u> <ul style="list-style-type: none"> • Students will explore fiction and nonfiction • Teacher will make a list of what is learned about “homes” with Students • Teacher will model Letter Formation of Lowercase Letters - c, o, and s and Students will complete in Handwriting Notebooks • Students will read independently
Day 2: Share partners' thinking Make text-to-self connections	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to second half of <u>My Home, Your Home</u> • Students will make text-to-self connections with a Partner • Students will read independently
Day 3: Participate responsibly Echo and chorally read a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Echo read “Some One” • Students will rebuild part of the poem in the Pocket Chart with Teacher using word cards • Learn and use “apart” and “explain” and add to Vocabulary Word Wall • Discuss words with multiple meanings
Day 4: Revisit familiar poems	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Echo read poems with a Partner in Poetry Journals • Learn and use “attach” and “reattach” and add to Vocabulary Word Wall • Discuss the prefix re-
Day 5: Chorally read familiar poems	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Chorally read poems with a Partner in Poetry Journals • Review Weekly Words on Vocabulary Word Wall
Day 6: Give full attention to people who are speaking Listen to and discuss part of a nonfiction book	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to first half of <u>Back to School</u> • Students will identify photographs and captions in the nonfiction book • Students will read independently
Day 7: Draw and write about self-to-text connections	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, 	<ul style="list-style-type: none"> • Students will listen to second half of <u>Back to School</u> • Students will draw and write about

	L.WF.K.3, W.IW.K.2	<p>something they enjoy learning or doing at school</p> <ul style="list-style-type: none"> • Teacher will model Letter Formation of Lowercase Letters - v, w, x, and z and Students will complete in Handwriting Notebooks • Students will read independently
<p>Day 8:</p> <p>Listen to and discuss a nonfiction book</p>	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to <u>I Love Our Earth</u> • Students will echo read the book and identify text features • Learn and use “colorful” and “attend” and add to Vocabulary Word Wall • Discuss the suffix -ful
<p>Day 9:</p> <p>Listen to and discuss a story again</p>	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Reread part of <u>I Love Our Earth</u> • Students will echo read the book with attention to punctuation • Learn and use “experiment” and “magnify” and add to Vocabulary Word Wall
<p>Day 10:</p> <p>Generate describing words from a story</p>	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will echo then chorally read <u>I Love Our Earth</u> • Students will generate a list of describing words from the story • Teacher will add describing words to the Pocket Chart and review them with Students • Students will write three describing words (of choice) in their Journals • Review Weekly Words on Vocabulary Word Wall
<p>Day 11: Give full attention to people who are speaking</p> <p>Listen to and discuss a nonfiction book</p>	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to <u>A Library Field Trip</u> • Students will draw and write about something that they enjoy about the library • Discussion • Teacher will model Letter Formation of Capital Letters - l, t, i, and u and Students will complete in Handwriting Notebooks • Students will read independently and make text-to-self connections

<p>Day 12: Share partners' thinking</p> <p>Compare and contrast two nonfiction texts</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will compare and contrast <u>A Library Field Trip</u> and <u>A Visit to the Library</u> ● Students will make self-to-text connections and share with a Partner ● Students will read independently and make text-to-self connections
<p>Day 13: Chorally read Big Book stories</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will chorally read familiar Big Book stories and rebuild sentences from the story with Teacher ● Learn and use “curious” and “study” and add to Vocabulary Word Wall
<p>Day 14: Echo read Big Book stories</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will echo read familiar Big Book stories and discuss punctuation with Teacher ● Students will discuss beat in the stories ● Learn and use “organize” and “reorganize” and add to Vocabulary Word Wall
<p>Day 15: Identify rhyming words in Big Book stories</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will identify rhyming words in familiar Big Book stories ● Students will make a list of rhyming words with Teacher ● Review Weekly Words on Vocabulary Word Wall
<p>Day 16: Give full attention to people who are speaking</p> <p>Listen to and discuss a nonfiction book</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to <u>A Visit to the Fire Station</u> ● Students will make self-to-text connections and share with a Partner ● Students will read independently and make text-to-self connections
<p>Day 17:</p> <p>Discuss the connection between two ideas in a book</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to second half of <u>A Visit to the Fire Station</u> ● Students will make connections to real life places from the story with a Partner ● Students will read independently and make text-to-self connections ● Students will complete Handwriting Review in Handwriting Notebooks - Lowercase Letters c, o, s, v, w, x, z, l, t, i, and u

Day 18: Participate responsibly Listen to and discuss a nonfiction book	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to <u>What Is Round?</u> • Students will make a list of round objects with Teacher • Learn and use “flash” and “courageous” and add to Vocabulary Word Wall
Day 19: Echo read a nonfiction book	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Echo read <u>What Is Round?</u> • Students will draw round objects in their Journals • Learn and use “communicate” and “assist” and add to Vocabulary Word Wall
Day 20: Identify the ending sounds in spoken words	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RL.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Chorally read <u>What Is Round?</u> • Students will sort pictures by ending sounds in Pocket Chart • Teacher will make a list of ending sounds with Students • Review Weekly Words on Vocabulary Word Wall

Unit 7 Learning Goals

Students will be able to use wondering to help them understand nonfiction texts that focus on animal life.

Day 1: Contribute different ideas Listen to and discuss a nonfiction book	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to <u>A Baby Penguin Story</u> • Students will discuss the connection between two ideas in the book with Teacher • Students will identify what is learned about the topic • Teacher will model Letter Formation of Lowercase Letters - r, n, and m and Students will complete in Handwriting Notebooks • Students will read independently and self-monitor
Day 2: Share and explain thinking Listen to and discuss a nonfiction book	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, 	<ul style="list-style-type: none"> • Students will listen to <u>A Baby Duck Story</u> • Students will compare and contrast <u>A Baby Penguin Story</u> with <u>A Baby Duck Story</u>

	L.WF.K.3, W.IW.K.2	<ul style="list-style-type: none"> • Teacher will make a “Things We Learned About Baby Animals Chart” - Students will add facts from both stories • Students will read independently and learn
Day 3: Work responsibly Listen to and discuss a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to “I’m a Yellow-bill Duck • Students will discuss repetition in the poem with Teacher • Students will echo read the poem with a Partner • Learn and use “rocky” and “fluffy” and add to Vocabulary Word Wall
Day 4: Participate responsibly Act out a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Echo read “I’m a Yellow-bill Duck” • Students will act out the lines from the poem • Students will write and draw their favorite part of the poem and share with a Partner • Learn and use “icy” and “tasty” and add to Vocabulary Word Wall
Day 5: Work responsibly in pairs Chorally read a poem	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Chorally read “I’m a Yellow-bill Duck” • Students will identify beat in poem • Review Weekly Words on Vocabulary Word Wall
Day 6: Contribute different ideas Listen to a nonfiction book	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1 	<ul style="list-style-type: none"> • Students will listen to <u>Baby Zebras</u> • Students will identify what is learned about the topic with Teacher • Students will read independently wonder, and learn
Day 7: Take turns talking and listening Wonder about the topic of the book	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1 	<ul style="list-style-type: none"> • Reread <u>Baby Zebras</u> • Students will draw and write about what they wondered • Teacher will model Letter Formation of Lowercase Letters - h, b, and k and Students will complete in Handwriting Notebooks • Students will read independently wonder, and learn
Day 8: Share and explain thinking	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, 	<ul style="list-style-type: none"> • Students will listen to <u>Tiny Little Fly</u> • Students will work in pairs and make

<p>Make and confirm predictions</p>	<p>RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1</p>	<p>predictions about what will come next in book</p> <ul style="list-style-type: none"> ● Learn and use “newborn” and “wobble” and add to Vocabulary Word Wall
<p>Day 9: Echo read a story</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1 	<ul style="list-style-type: none"> ● Reread <u>Tiny Little Fly</u> ● Echo read part of story ● Students will listen to <u>Tiny Little Fly</u> ● Teacher will discuss pattern in the story with Students ● Learn and use “join” and “blend in” and add to Vocabulary Word Wall
<p>Day 10: Chorally read a story</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1 	<ul style="list-style-type: none"> ● Chorally read <u>Tiny Little Fly</u> ● Students will make a list of rhyming words from the story with Teacher ● Review Weekly Words on Vocabulary Word Wall
<p>Day 11: Contribute different ideas Use text features from a nonfiction book</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CR.K.1, SL.PE.K.1, L.RF.K.2 L.WF.K.2, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1 	<ul style="list-style-type: none"> ● Students will listen to <u>Baby Hippos</u> ● Teacher will introduce text features ● Students will make a list about what they wondered with Teacher ● Teacher will model Letter Formation of Lowercase Letters - a, d, e, and f and Students will complete in Handwriting Notebooks ● Students will read independently wonder, and learn
<p>Day 12: Reflect on partnerships Watch and discuss a video</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CR.K.1, SL.PE.K.1, L.RF.K.2 L.WF.K.2, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1 	<ul style="list-style-type: none"> ● Students will watch “From Rags to River Horse: Why Fiona the Star Hippo had a rough start” ● Students will compare and contrast the video with <u>Baby Hippos</u> ● Students will discuss what they learned about baby animals ● Students will read independently wonder, and learn
<p>Day 13: Work responsibly Listen to and discuss a story</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CR.K.1, SL.PE.K.1, L.RF.K.2 L.WF.K.2, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1 	<ul style="list-style-type: none"> ● Students will listen to <u>Five Little Ducks</u> ● Students will discuss the pattern in the story with Teacher ● Learn and use “bond” and “predator” and

		add to Vocabulary Word Wall
Day 14: Echo read a story	<ul style="list-style-type: none"> • L.RF.K.1, RI.CR.K.1, SL.PE.K.1, L.RF.K.2 L.WF.K.2, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1 	<ul style="list-style-type: none"> • Echo read <u>Five Little Ducks</u> • Students will rebuild part of story using sentence strips in the Pocket Chart • Students will identify counting words in the story • Learn and use “careful” and “careless” and add to Vocabulary Word Wall
Day 15: Chorally read a story	<ul style="list-style-type: none"> • L.RF.K.1, RI.CR.K.1, SL.PE.K.1, L.RF.K.2 L.WF.K.2, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2, L.KL.K.1 	<ul style="list-style-type: none"> • Chorally read <u>Five Little Ducks</u> • Students will discuss punctuation in the story with Teacher • Review Weekly Words on Vocabulary Word Wall

Unit 8 Learning Goals

Students will be able to use text features to preview books, locate information within the books, and build knowledge about topics. Students will revisit familiar poems and Big Book stories while reflecting on how they have changed as a reader in the Classroom Community.

Day 1: Contribute different ideas Listen to and discuss a nonfiction book	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Students will listen to <u>Trains</u> • Students will use text features to identify what is learned about a topic • Students will complete Handwriting Review in Handwriting Notebooks - Lowercase Letters r, n, m, h, b, k, a, d, e, and f • Students will read independently and self-monitor
Day 2: Listen carefully Make text-to-self connections	<ul style="list-style-type: none"> • L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> • Discuss parts of <u>Trains</u> • Students will make text-to-self connections by sharing if they have ever been on a train • Students will explore photographs in the book

		<ul style="list-style-type: none"> ● Students will read independently and use text features
<p>Day 3:</p> <p>Learn and sing a song</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RL.CT.K.8, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to “I Love to Ride on a Train” ● Students will identify rhyming words in the song with Teacher ● Learn and use “warn” and “signal” and add to Vocabulary Word Wall
<p>Day 4: Participate responsibly</p> <p>Echo read a poem</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Echo read “I Love to Ride on a Train” ● Students will discuss beat in the poem with Teacher ● Identify and match rhyming words from the poem ● Learn and use “haul” and “mighty” and add to Vocabulary Word Wall
<p>Day 5: Listen carefully</p> <p>Chorally read poems</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Chorally read “I Love to Ride on a Train” ● Chorally read poems with a Partner in Poetry Journals ● Review Weekly Words on Vocabulary Word Wall
<p>Day 6: Share thinking</p> <p>Listen to and discuss a nonfiction book</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to <u>The Moon</u> ● Students will wonder about the topic of the book ● Students will explore photographs in the book ● Teacher will model Letter Formation of Lowercase Letters - p, j, and g and Students will complete in Handwriting Notebooks ● Students will read independently and wonder
<p>Day 7:</p> <p>Use text features in a nonfiction book</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.TS.K.4, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Discuss parts of <u>The Moon</u> ● Students will draw and label the phases of the moon ● Students will read independently and learn
<p>Day 8:</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 	<ul style="list-style-type: none"> ● Echo read “Night”

Listen to and discuss a poem	L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2	<ul style="list-style-type: none"> ● Students will make text-to-self connections about what they like to do at night ● Learn and use “overhead” and “visible” and add to Vocabulary Word Wall
Day 9: Act out a poem	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Chorally read “Night” ● Students will act out the poem using hand motions with a Partner ● Learn and use “face” and “rough” and add to Vocabulary Word Wall
Day 10: Work responsibly in pairs Chorally read poems	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Chorally read poems with a Partner in Poetry Journals ● Review Weekly Words on Vocabulary Word Wall
Day 11: Listen respectfully Listen to and discuss a nonfiction book	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to <u>The Sun</u> ● Students will write and draw a picture about the layers of the sun ● Teacher will model Letter Formation of Lowercase Letters - y, q, and ! and Students will complete in Handwriting Notebooks ● Students will read independently and wonder
Day 12: Listen to and discuss a nonfiction book	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Discuss parts of the <u>The Sun</u> ● Students will compare and contrast <u>The Sun</u> and <u>The Moon</u> ● Students will read independently and wonder
Day 13: Use text features in a nonfiction story	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to <u>I Love Bugs!</u> ● Students will use text features and identify what is learned about bugs ● Learn and use “bright” and “sphere” and add to Vocabulary Word Wall
Day 14: Participate responsibly Echo read a story	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Echo read <u>I Love Bugs!</u> ● Students will draw their favorite bug from the story and share with a Partner ● Learn and use “creature” and “survive” and add to Vocabulary Word Wall
Day 15:	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 	<ul style="list-style-type: none"> ● Chorally read <u>I Love Bugs!</u>

<p>Chorally read a story</p>	<p>L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2</p>	<ul style="list-style-type: none"> ● Students will clap and count syllables in words from the story ● Students will sort the names of pictures by number of syllables in Pocket Chart ● Review Weekly Words on Vocabulary Word Wall
<p>Day 16: Contribute different ideas Listen to a nonfiction book</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to <u>Dolphins</u> ● Students will use text features and make a list of facts from book ● Students will complete Handwriting Review in Handwriting Notebooks - Lowercase Letters p, j, g, y, q, and ! ● Students will read independently and revisit reading lives
<p>Day 17: Take responsibility for learning and behavior Identify facts from a nonfiction book</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Discuss parts of <u>Dolphins</u> ● Students will revisit facts about dolphins from previous day ● Students will read independently and revisit reading lives
<p>Day 18: Echo read a poem</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Echo read “I’m a Yellow-bill Duck” ● Students will rebuild the poem with a Partner ● Learn and use “pointy” and “diet” and add to Vocabulary Word Wall
<p>Day 19: Revisit familiar poems</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will revisit familiar poems from the year with Teacher ● Discuss reading poems together ● Revisit reading lives and reflect ● Learn and use “playful” and “active” and add to Vocabulary Word Wall
<p>Day 20: Share partners’ thinking Revisit familiar poems</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will revisit familiar poems from the year with Teacher ● Students will act our their favorite poem with a Partner ● Revisit reading lives and reflect ● Review Weekly Words on Vocabulary Word Wall

<p>Day 21: Reflect on behavior</p> <p>Listen to and discuss a story</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will listen to <u>Thank You, Omu!</u> ● Students will discuss how the character felt in the story and how it relates to their own lives ● Students will read independently and revisit reading lives
<p>Day 22:</p> <p>Revisit familiar books</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will revisit familiar books from the year with Teacher ● Discuss reading books together ● Revisit reading lives and reflect ● Students will read independently and revisit reading lives
<p>Day 23: Work responsibly</p> <p>Revisit familiar Big Book stories</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will revisit familiar Big Book stories from the year with Teacher ● Discuss reading books together ● Revisit reading lives and reflect ● Learn and use “unselfish” and “selfish” and add to Vocabulary Word Wall
<p>Day 24: Reflect on behavior</p> <p>Reflect on the Classroom Community</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will begin writing a letter to their PreK Friends about their year in Reading in Kindergarten ● Learn and use “scrumptious” and “blue” and add to Vocabulary Word Wall
<p>Day 25:</p> <p>Reflect on the Classroom Community</p>	<ul style="list-style-type: none"> ● L.RF.K.1, RI.CI.K.2, SL.PE.K.1, L.RF.K.2 L.WF.K.1, L.RF.K.3 SL.AS.K.6, RI.IT.K.3, RI.AA.K.7, L.VL.K.2, L.VI.K.3, L.WF.K.3, W.IW.K.2 	<ul style="list-style-type: none"> ● Students will finish their letters to their PreK Friends about their year in Reading in Kindergarten ● Students will share their letters with their PreK Friends ● Students will show their PreK Friends parts of the Kindergarten Reading Community ● Review Weekly Words on Vocabulary Word Wall

Inclusive concepts

- The Reading Community allows for all levels to work together at their individual pace and level.