Park Hill School District

Building Successful Futures • Each Student • Every Day

Kindergarten ELA-Reading Curriculum

Scope and Sequence:

Quarter	Knowledge Strand	Unit
1		0: Foundations and Routines
1	Life Science	1: Plants and Animals Have Needs
1	Characters Matter	2: Every Story Has Characters
2	Government and Citizenship	3: Rules at Home and School
2	Perspectives in Technology	4: Writers Tell Many Stories
2	Technology and Society	5: Technology at Home and School
3	Themes Across Cultures	6: Stories Have a Message
3	History, Culture, and Geography	7: Holidays and Celebrations
3	Earth Science	8: Weather and Seasons
4	Economics	9: Meeting Our Needs and Wants
4	Physical Science	10: Forces and Motion

Unit 0: Foundations and Routines

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: *Foundations and Routines*
Length of Unit: 10 Days
Overview of Unit:
In this unit, students build the routines and expectations that support a positive, productive classroom environment. At the same time, they begin developing foundational literacy skills that help them communicate and make meaning. They learn how to participate in learning, interact with others, and engage in daily classroom structures.

This unit should be used in place of the Foundations and Routines in Benchmark Advance.

Topic 1 (Week 1)
In Week 1, students begin building foundational school and literacy routines while developing early reading and writing skills. They learn that symbols and environmental print have meaning and practice listening for syllables, identifying compound words, and building new words. Students are introduced to essential classroom routines such as coming to the carpet, whole body listening, turn and talk, voice levels, and hallway expectations. Through shared reading of *Chicka Chicka Boom Boom* and *Pete the Cat: Rocking in My School Shoes*, students engage in vocabulary, comprehension, and discussion. In writing, students begin by drawing to share ideas, learn to recognize and write their names, and use lines, curves, and shapes to create pictures, including building Mat Man.

Topic 2 (Week 2)
In Week 2, students deepen their understanding of foundational literacy skills and classroom independence. They focus on recognizing and producing rhymes, identifying initial sounds in words (especially in names), and continuing word play through hands-on activities. Students strengthen classroom routines such as responding to a quiet signal, transitioning between activities, participating in literacy centers, and appropriately seeking help. Through continued reading of *Pete the Cat: Rocking in My School Shoes* and introduction of *David Goes to School*, students build comprehension, make connections, and reflect on behavior and choices. In writing, students expand their ability to draw people and pictures by adding details and using shapes to represent ideas more clearly.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton charts
- Gather read aloud texts
- Prepare task cards and student name cards
- Set up literacy centers and determine how students will be assigned and rotate
- Consider each routine and what it looks like in your classroom
- Be prepared to administer the KOF
- Complete Unit 0 Checklist of Materials

Essential Questions:

- Why do we have routines in our classroom?
- How can I show I am ready to learn?
- What does it look like and sound like to be a good listener and partner?
- How do our choices help our classroom run smoothly?
- How can I use what I know about sounds and words every day?

Enduring Understanding/Big Ideas:

- Routines help us learn and work together by keeping our classroom safe, organized, and ready for learning.
- Words are made up of sounds and parts that we can hear and use to read, write, speak, and understand.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud.
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- **K.RF.1.A.a**: Identify all upper- and lowercase letters
- **K.RF.1.A.f**: Demonstrate one-to-one correspondence between spoken words and written words
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words

Supporting Standards for Unit:

- **K.W.1.A.a**: Follow a writing process, with assistance, to generate a writing plan through: using pictures, oral language or written letters and/or words

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	Webb's DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2

K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion. Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.RF.1.A.a	Identify upper and lowercase letters	Name all 26 uppercase letters and all 26 lowercase letters when shown in random order. Match uppercase letters to their corresponding lowercase forms. Quickly identify letters without needing picture or keyword cues.	1
K.RF.1.A.f	Demonstrate one-to-one correspondence between spoken words and written words	Recognize that words are separated by spaces. Match their spoken sentence to the exact number of written words. Track print so that one finger point equals one spoken word. Notice when pointing does not match the spoken words and self-correct.	1
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds	1

		Isolate the initial, medial, and final sounds in spoken words.	
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme. Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	1
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	1
K.W.1.A.a	With assistance, generate a writing plan	Generate ideas for writing with teacher support Use pictures to represent ideas Use oral language to tell their story Add letters and/or words to match the pictures and ideas	3

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Foundational Skills Screeners • Phonological Awareness Assessment	• Interim Assessment #1 (Pre-Test)

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Dare Tumble Crowded Explore Routine Calm Rule Choice Safe	

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Foundational Skills	Reading	Writing
Symbols Have Meaning	**Routine:** Carpet Rules	Pictures Tell Ideas

Engaging Experience 1 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that symbols and words have meaning. We use these symbols and words to read the world around us.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:K.RF.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to introduce environmental print (i.e. Target bullseye, McDonald's arches, Amazon's logo, etc.). Explain that symbols have meaning. Show familiar Environmental Print logos and symbols and ask the students what they mean. Allow students to draw a card and use it in a sentence (i.e. I like going to Sonic.). Ask students if they can count the number of words in their sentence. Continue to practice simple sentences using the environmental print cards.

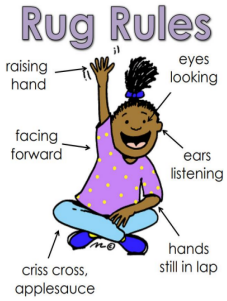
Bloom's: Apply
DOK: 1

Engaging Experience 2 (Reading):
Teaching Point: Today I am going to teach you that we can come to the carpet safely, quickly, and ready to learn.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is to introduce the literacy block as a special time for reading, writing, and learning together. Explain to the students that we will come to the carpet every day and it is important to learn how to do this the correct way.
  Models the full routine slowly and explicitly:
  - Pushes in chair
  - Walks calmly
  - Finds a spot
  - Sits criss-cross with hands in lap

  Think aloud, "I am pushing in my chair so no one trips. I am walking to stay safe. When I get to the carpet, I sit and look at the teacher. That shows I am ready to learn."
  Allow students to practice coming to the carpet. While they practice, verbally recognize

all the positive behaviors you are seeing.



Once they get to the carpet, make an anchor chart with the students to reference as they continue to practice how to come to the carpet. Include things such as raising hands, facing forward, eyes looking, hands in lap, etc. After students have had a couple opportunities to practice coming to the carpet, engage them in a favorite read aloud to help them practice showing expectations as they sit and listen.

Close the lesson by asking students one carpet rule they followed today.

Bloom's: Apply
DOK: 1
Suggestion: *Be explicit in how students should sit. Some teachers use the mountain, pretzel, or mermaid seating styles to help young students understand how to stay in their own space.*

Engaging Experience 3 (Writing):
Teaching Point: Today I am going to teach you that writers draw pictures to share their ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to gather students in the meeting area. Explain to your students that writers don't always use words - they can also use pictures to tell their stories. Model by drawing a simple picture of yourself. You can show them a stick person version as well as a version using basic shapes. Emphasize that the drawing carries meaning. Allow students to add details to share about something they like or like to do.

Bloom's: Apply
DOK: 3

Day 2

Foundational Skills	Reading	Writing
Listen for Syllables	*Chicka Chicka Boom Boom* **Routine:** Whole Body Listening	Name Recognition and Spelling

Engaging Experience 4 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that words can be broken into parts called syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.a, K.RF.2.A.g

Detailed Description/Instructions:

- **One way to do this** is to explain that syllables are the beats in a word. You might say, "Words have beats, just like music! We can clap or tap the beats to help us say and read words." Play the Hickety Pickety Bumblebee song for students. To begin having students learn their classmate's names, recite the Hickety Pickety Chant:

  Hickety Pickety Bumblebee,
  Won't you say your name for me?

  Go around the circle having students say their name. Model how to clap or tap the syllables in their names. View the Hickety Pickety Name Game video to watch this activity in action.

Bloom's: Apply
DOK: 1
Suggestion: *Continue to play the Hickety Pickety Name Game throughout the upcoming days. Repetition will help students learn the names of their classmates faster and this is good practice for syllabication - an essential early literacy skill for preschool and kindergarten.*

Engaging Experience 5 (Reading):
Teaching Point: Today I am going to teach you how to listen with your whole body so you can be the best learner each day.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to revisit yesterday's routine of coming to the carpet for the lesson. Once students are seated in the meeting spot, introduce whole body listening, explaining that good listeners use their whole body to learn. Model each behavior—eyes watching, ears listening, quiet mouth, still hands, a calm body, a thinking brain—while thinking aloud.

  Students engage in guided practice by showing their whole body listening with their own bodies. Reinforce expectations using positive narration and provide opportunities to practice as you read aloud *Chicka Chicka Boom Boom*.

  Introduce *Chicka Chicka Boom Boom* to the students. During the first read, use the Define/Example/Ask Routine to introduce vocabulary words.

Word	Define	Example	Ask
dare	To challenge someone to do something	I dare you to climb the tree.	Have you ever dared someone to do something?

tumble	To fall down quickly	The blocks tumble onto the floor.	What is something that could tumble down?
crowded	Too many things in one space	The halls can feel crowded with kids.	Have you ever been in a crowded space?

Ask students, “What do you know about letters?” “What will happen if too many letters climb the coconut tree?” Read the book aloud, pausing to model your thinking. Point out the letters, what is happening in the text, and allow students to make predictions. After reading, ask, “Why did all the letters fall out of the tree?”

Close the lesson by asking students what they did today to show that they were listening with their whole body.

Bloom's: Apply
DOK: 2
Suggestion: *Sing the alphabet song to different tunes, such as Jack Hartmann’s Hip Hop to the Alphabet, to gain an understanding of whether students know the letters in sequence or if they just know the tune.*

Engaging Experience 6 (Writing):
Teaching Point: Today I am going to teach you that writers learn to read and write their name because it is very important.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.a , K.L.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to introduce name cards and explain that our names are very special. Writers learn to read and write their names. Model finding your own name around the classroom. Point out that your name starts with a capital letter and the rest are lowercase letters. You might even say, “My name starts with S. S spells /s/ at the beginning of my name.

  Have students locate their name card, then build their name using letter tiles, magnetic letters, stamps, et. You can also make name puzzles for each student that they can use to arrange the letters of their name in the correct order. Students can practice identifying each letter in their name and saying it aloud as they practice ordering the letters.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Count Syllables	*Chicka Chicka Boom Boom* **Routine:** Turn and Talk	Name Writing

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to listen for syllables and sort words by how many parts they have.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.a, K.RF.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to continue practicing clapping, tapping, and counting syllables in words. Use the Counting Syllables Presentation with students to review how to say the word, clap or tap the word, and count the syllables. Students can then practice counting syllables and showing the number (1, 2, or 3) on their fingers. Then have students work in partners or small groups to practice sorting the Back to School Syllable Task Cards into groups based on the number of syllables they hear in the word.

Bloom's: Apply
DOK: 1
Suggestion: *Keep these syllable task cards for your reading center.*

Engaging Experience 8 (Reading):
Teaching Point: Today I am going to teach you how to turn and talk to a partner to share your thinking and to learn from others.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to gather the students in the meeting area and introduce the turn and talk routine. Explain that talking with a partner helps us share ideas and learn together. Model the routine with a student, thinking aloud to demonstrate how to turn knee-to-knee, look at a partner, take turns speaking, and listen respectfully. You can ask the speaker to touch his/her ears and the listener to point to his/her mouth.

  Students engage in guided practice by turning and talking with a partner about a simple prompt. Reinforce expectations using positive narration and provides opportunities to practice multiple times during the second read of *Chicka Chicka Boom Boom*.

  Before reading, ask the students simple recall prompts to get them ready for the second reading. Reread the text and have students continue to turn and talk as you ask questions to check for understanding. Continue to reinforce vocabulary (tumble, crowded, dare). Students can take part in the reading, echoing parts of the story as the teacher reads.

Possible questions to ask include:

- **Literal Comprehension**
  - What letters start climbing the tree first?
  - Who helped the letters after they fell? How did they help?
- **Inferential Comprehension**
  - Why do you think the letters kept climbing even when the tree got crowded?
  - How do you think the letters felt when they tumbled down?
  - How do you think the letters felt when the others came to help them?

Bloom's: Apply
DOK: 2
Suggestion: *You can identify who will speak first and who will listen first using a simple prompt such as, "The speaker is the person who is sitting closest to me."*

Engaging Experience 9 (Writing):
Teaching Point: Today I am going to teach you how to write your name.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.a, K.L.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to introduce that at school we will need to write our name many times each and every day and it is important to write it the correct way. We are very important people, so our names need to be written starting with a capital letter and using lowercase letters for all other letters. Model writing your own name slowly, verbalizing the formation and emphasizing starting points and directionality. Show tracing first and then writing.

  Students can then practice writing their name using the I Can Write My Name activity page. You will need to make a copy of this file and then you can add your own student's names. Students first trace their name with a finger, then a writing tool, and they attempt to write it the correct way. Reinforce effort over perfection by saying, "You are learning to write your name like a writer."

Bloom's: Apply
DOK: 1
Suggestion: *Consider a morning check-in question such as, "Do you like to swing or play ball at recess?" Have students continue to practice writing their name by writing their name the correct way under their choice*.

Day 4

Foundational Skills	Reading	Writing
Recognize and Identify Compound Words	*Chicka Chicka Boom Boom* **Routine:** Voice Levels	Writers Use Lines and Curves

Engaging Experience 10 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to listen for two small words inside one big word. We call these compound words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to gather students at the carpet and say, "Today we are going to be word detectives! Sometimes a big word is made up of two smaller words. Let's see if we can find these two smaller words." Model by thinking aloud: "Listen—*sunflower*. I hear sun and flower. Two small words make one big word. We call these compound words." Repeat with a few examples such as *toothbrush* and *raincoat*, using hand motions to separate each part.

  Students are then invited to listen and join in. Say a compound word like *cupcake* and prompt, "Say it with me—cupcake. What two words do you hear?" Students respond while the teacher supports by stretching the word and emphasizing each part. Students tap or use motions to show each word they hear.

  Students then turn and talk with a partner to identify the two words in a compound word such as *playground*. Circulate, prompting students to listen closely and stretch the word if needed. Close the lesson with a quick share where students name a compound word and its two parts.

Bloom's: Understand
DOK: 1
Suggestion: *Place pictures on your document camera or slides to show a picture that is a compound word (i.e. a basketball). If you need examples, you can use the picture from these Compound Word Puzzles.*

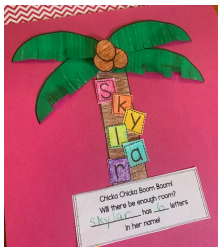
Engaging Experience 11 (Reading):
Teaching Point: Today I am going to teach you that we can use different voice levels for different situations so everyone can learn.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.SL.3.A.c, K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to gather students on the carpet and introduce the Voice Levels anchor chart, explaining that different situations require different kinds of voices. Model each level, thinking aloud to demonstrate what it sounds like and when to use it.
  - Level 0 with no talking
  - Level 1 with a whisper
  - Level 2 with a quiet partner voice
  - Level 3 with a group discussion voice
  - Level 4 with a loud outside voice.

  Students engage in guided practice by trying each voice level together so they can hear

and feel the differences. Give scenarios (i.e. working with a partner, being at centers, walking in the hallway, standing in line, etc) and students respond using the appropriate voice. Reinforces expectations using positive narration as students then apply their understanding during the final read of *Chicka Chicka Boom Boom*.

Reread *Chicka Chicka Boom Boom* a final time, allowing students to practice Carpet Rules and turn and talk procedures. Ask questions about personal connections, such as, "Have you ever tried to do something with too many people at once? What happened? What can you do when something (such as our carpet space or line) feels too crowded or overwhelming?" End the lesson having students practice turning and talking with partners to retell what happened in the story.



If you have time, students can make a Chicka Chicka Boom Boom Tree with the letters in their name going up or down the tree.

Bloom's: Apply
DOK: 2
Suggestion: *Practice using appropriate Voice Levels during an active brain break using the song Boom Chicka Boom by the Learning Station or by viewing the Chicka Chicka Boom Boom Animated Read Aloud.*

Engaging Experience 12 (Writing):
Teaching Point: Today I am going to teach you that writers use lines and curves to make pictures and letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to introduce that all letters and shapes are made up of lines (big and small) and curves (big and small). You can model these using the Handwriting Without Tears Wood Pieces Cutouts. Trace on cardstock and save for future lessons too. Play the song Tap Big Lines from Handwriting Without Tears to get kids engaged in the activity. You can use unsharpened pencils for your "big lines." Hardware stores will also sometimes donate paint stirring sticks.

  Model each line and curve on chart paper, naming it as you draw it. Then show how these lines are used to form letters (model a few - possibly those in your name) and to create a simple picture such as a house.

  Invite students to practice each stroke in the air, on the table, on a whiteboard, then on paper. Transition to having them create a picture using lines and curves. Ask students to write their name on their picture to continue name writing practice.

Bloom's: Apply
DOK: 3

Suggestion: *Laminate and place these Pre-Writing Strokes Task Cards in your writing center for students to practice the letter strokes they will need to use during phonics and writing this year. You can also laminate and use this Alphabet Tracing Practice Sheet if you have students ready for it.*

Day 5

Foundational Skills	Reading	Writing
Make Compound Words	*Pete the Cat: Rocking in My School Shoes* **Routine:** Hallway Expectations	Introduce and Build Mat Man

Engaging Experience 13 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers and writers can put two small words together to make a new compound word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to gather the students on the carpet and review the previous day's learning. "Yesterday we listened for and identified two small words inside a big, compound word. Today we are going to build our own compound words!" Model for the students using pictures, "I have the word *rain* and the word *bow*. When I put them together—*rainbow*! I made a compound word." Think aloud, "I kept both words and pushed them together to make a new word."

  Students are invited to try together. Say two words such as *snow* and *man* and prompts students to repeat them and then combine them into *snowman*. Continue with a few examples, encouraging students to say the new word together.

  Students then practice with a partner. Provide the Compound Word Puzzles and students work together to say the compound word. Close the lesson by allowing students to share a new compound word.

Bloom's: Apply
DOK: 1
Suggestion: Keep these Compound Words Puzzles for your literacy centers.

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to remind you that in the hallway we are safe, respectful, and responsible so everyone in our school can learn.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to gather students on the carpet and explain that the hallway is a shared learning space. Remind the class that there are other students working and learning all throughout the building and we need to be respectful by being quiet in the hallways.

  Connect this routine to today's new read aloud, *Pete the Cat: Rocking My School Shoes*. Explain that Pete is in a new school, just like the students are, and he too is learning many new routines and exploring many new places. In order to get to those places, he has to be able to walk quietly in the hallways.

  During the first read, use the *Define/Example/Ask Routine* to introduce vocabulary words.

Word	**Define**	**Example**	**Ask**
explore	To look around and learn about a new place	When we go to centers, you might explore new materials and games.	What is something you like to explore?
routine	Something we do the same way again and again	Our morning routine is coming to the carpet, sitting quietly, and showing that we are ready to learn.	What is another routine we have learned to do at school?
calm	Calm is when your body is still, your voice is quiet, and you feel peaceful.	When we sit on the carpet, our bodies are calm.	Can you show me what a calm body looks like?

  Ask, "What places do you think Pete will see in a school?" Read the text aloud, modeling how Pete is calm and confident and he explores new places in his school. Discuss what he does in each place and who might be there to help him. Explain that we are going to go on a scavenger hunt to find different places in our school and to do that we have to follow hallway expectations. Use the Pete the Cat: Rocking My School Shoes Riddle Cards to help students identify places you will visit.

  Model how to line up, walk with hands to self, keep eyes forward, and use a level 0 voice. While modeling, think aloud, "I am walking safely with my hands by my side and my voice off so I don't disturb others." Students practice walking in the hallway, locating each place on their scavenger hunt, while the teacher provides positive narration and feedback.

Bloom's: Apply
DOK: 2
Suggestion: *Let the nurse, office staff, and the encore teachers know you are going on this scavenger hunt today. Be sure you introduce or remind your students of who the important people are that work in these spaces.*

Engaging Experience 15 (Writing):
Teaching Point: Today I am going to teach you that we can use lines and curves to build a person.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to introduce Mat Man pieces and connect them to previous learning: "These are the same big lines and little lines and big curves and little curves we used yesterday." Play the Mat Man Song from Handwriting Without Tears and model building Mat Man step-by-step, naming each part and its shape. Use the pieces a second time and allow students to help build Mat Man. Reinforce that we used lines and curves to make Mat Man. Students can use the HWT Mat Man Envelope Activity to practice building Mat Man in small groups, partnerships or independently.

Bloom's: Apply
DOK: 3

Week #2

Day 1

Foundational Skills	Reading	Writing
Recognize Rhymes	*Pete the Cat: Rocking in My School Shoes* **Routine:** Transitions and Quiet Signal	Build Mat Man

Engaging Experience 16 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that some words sound the same at the end. We call that rhyming.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather students at the carpet and say, "Today we are going to listen like word detectives! Good readers listen for words that sound the same at the end. Those words are called rhyming words."

  Model with simple, familiar words: "Listen—*cat, hat*. Cat…hat. They both end with *-at*. They rhyme!" Repeat, emphasizing the ending sounds and thinking aloud: "I hear the same ending sound, so I know they rhyme." Then model a non-example: "Listen—*cat, dog*. Cat…dog. Those do not sound the same at the end, so they do not rhyme."

  Students then engage in guided practice. Say a pair of words (e.g., *sun/fun*, *map/top*, *pig/wig*) and invite students to show thumbs up if the words rhyme and thumbs down if they do not. Reinforce responses with quick feedback and repeat the words, stretching the ending sounds. Finally, read a short, rhyming book, pausing for students to join in on repeated rhyming words.

Bloom's: Understand
DOK: 1

Engaging Experience 17 (Reading):
Teaching Point: Today I am going to teach you that learners stop, look, and listen whey they hear the quiet signal so they can transition safely and quickly to the next activity.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to gather the students on the carpet and say, "In our classroom, we have a special signal that tells us it's time to stop and get ready for the next activity. This helps us learn together safely and quickly."

  Model the quiet signal (e.g., chime, clapping pattern, or call-and-response). Say, "When you hear this signal, your job is to stop, freeze your body, look at me, and listen." Demonstrate by pretending to be busy, then responding to the signal by freezing, turning eyes to the teacher, and showing a calm, quiet body.

  Then connect the signal to transitions: "When we hear the signal, it means we are getting ready to move to the next activity." Model a simple transition, such as moving from the carpet to desks, thinking aloud each step: "I stop, I look, I listen for directions, and then I move safely to my spot."

  Students practice the quiet signal and transition. Give the signal, wait for all students to respond, and then give a clear direction: "Please walk to your table." Once at their table, students may color the Coloring in Your School Shoes activity page. Students will then practice the quiet signal and transition to return to the carpet for the second read of *Pete the Cat Rocking My School Shoes*.

  Before Reading, ask the students simple recall prompts to get them ready for the second reading. Reread the text and have students continue to turn and talk as you ask questions to check for understanding. Continue to reinforce vocabulary (explore, routine, calm). Students can take part in the reading, echoing parts of the story as the teacher reads. Possible questions to ask include:

  Literal Comprehension

  - Where does Pete go first?
  - What other places does Pete visit at school?

  Inferential Comprehension

  - Why do you think Pete stays calm in a new place?
  - How might other students feel when they come to a new school?

Bloom's: Apply
DOK: 2

Engaging Experience 18 (Writing):
Teaching Point: Today I am going to teach you that writers can draw a person and share their message.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to review Mat Man by modeling once again how to build Man or having students use their pieces to build him independently. Once you have reviewed building Mat Man, explain that today we are going to practice drawing him.

Model how to draw Mat Man. Think aloud the parts you remember describing the lines and curves. Give students whiteboards and ask them to draw Mat Man as they listen to the Mat Man Song. Encourage approximation.

Then allow students to draw Mat Man on paper. Encourage them to add details such as scenery to their picture. Encourage them to start with a "ground line" so their person isn't floating in the air.

Bloom's: Apply
DOK: 3
Suggestion: *Place a Mini Mat Man in your writing center to encourage students to keep practicing drawing a person using lines and curves.*

Day 2

Foundational Skills	Reading	Writing
Produce Rhymes	*Pete the Cat: Rocking in My School Shoes* **Routine:** Literacy Centers	Shapes Create Pictures

Engaging Experience 19 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers and writers can say words that rhyme by keeping the ending sound the same and changing the beginning sound.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to gather students on the carpet and say, "Yesterday we listened for rhyming words. Today we are going to *make* rhyming words!" Model with a think-aloud: "Listen—*cat*. I can make a rhyming word…*hat*. Cat…hat. They both end with -*at*." Explain, "I kept the ending the same and changed the beginning sound."

  Students are invited to try together. Say a word such as *sun* and prompts, "Say a rhyming word with me—*fun*." Repeat the pair, emphasizing the ending sound. Continue with a few examples, supporting students as they generate rhymes together.

  Students then turn and talk with a partner. Give a word such as *pig* or *log*, and students take turns saying a rhyming word. Circulate and prompt, "Keep the ending sound the same."

  Students can work with partnerships or small groups and practice rhyming using the Rhyming Matching Puzzles.

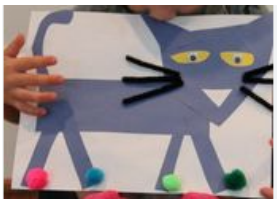
Bloom's: Apply
DOK: 1

Suggestion: *Keep these Rhyming Matching Puzzles for your literacy centers.*

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you that we can practice our reading and writing during our literacy centers.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.SL.3.A.c, K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to begin the reading block by gathering students on the carpet and reread *Pete the Cat Rocking My School Shoes* a final time, allowing students to practice all the routines they have learned (Carpet Rules, Whole Body Listening, turn and talk, Transitions, Quiet Signal, etc.).
  Possible questions to ask include:
  Literal Comprehension
  - How does Pete feel at the beginning of the story?
  - How does he feel at the end of the story?

  Inferential Comprehension
  - Why does Pete keep singing his song?
  - What can we learn from Pete about trying new things?

  End the lesson having students practice turning and talking with partners to retell what happened in the story. If you have time, students could make the *Pete the Cat: Rocking My School Shoes* project. Students will make a blue cat and glue colored pom poms to his feet for his school shoes.

  Gather students back to the carpet and introduce one center at a time, showing the materials and modeling how to use them correctly. Think aloud: "I stay in my spot, use the materials carefully, and do my work quietly."

  Students are invited to practice briefly while the teacher watches and positively narrates expected behaviors. Then model how to clean up and rotate: "When I hear the signal, I clean up and move to the next center." Students practice a short rotation with support.

Bloom's: Understand
DOK: 2
Suggestion: *If you choose to make the Pete the Cat project, have the shapes traced ahead of time and pieces such as the body and legs pre-cut so students only have to cut out the head pieces and tail and then paste.*

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you that writers use shapes to create pictures.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to introduce basic shapes (circle square, rectangle, triangle, etc.). Read or listen to *The Shape of Things* by Dale Ann Dodds or *Shape Stories* by Amanda Schackelford. Explain how we can turn shapes into familiar objects.

  Model drawing familiar objects using basic shapes (i.e. circle→sun, square→house). Create your simple picture and ask students to tell a partner the shapes they see. Students will then draw their own simple picture using shapes. Prompt them to name the shapes they are using. Reinforce the connection, "Shapes help us draw anything we can imagine."

Bloom's: Apply
DOK: 3

Day 3

Foundational Skills	Reading	Writing
Identifying Initial Sounds in Student Names	*David Goes to School* **Routine:** Seeking Help	Writers Add Details to Their Pictures

Engaging Experience 22 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers listen for the first sound in a word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.a, K.RF.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to gather students on the carpet and say, "Today we are going to listen to the *first sound* in words. Words can start with different sounds, and we can listen for them like readers!" Model using your own name: "My name is Sara. *Sss-ara*. I hear /s/ at the beginning of my name." Emphasize the initial sound and repeat it slowly.

  Then introduce a few student name cards and model sorting: "This is Johna. *Jjj-ohna*. I hear /j/. I will put Johna here in the /j/ group." Continue with another example, thinking aloud and emphasizing the beginning sound. Invite students to help sort the name cards by the initial sound. Hold up a name and prompt, "Listen—*Liam*. What sound do you hear at the beginning?" Students respond, and the class helps place the name in the correct group.

  Students then take turns sorting their own names or a peer's name by initial sound. Support by stretching the first sound and prompting: "Say the name slowly. What sound do you hear first?" Close the lesson by asking students to turn and talk. "Tell your partner the first sound in your name."

Bloom's: Understand
DOK: 1

Suggestion: *Using students' names helps students learn the names of their classmates faster. Research also shows the "own-name advantage" in early childhood (EC) literacy, supported by LETRS for EC principles, leverages children's intrinsic interest in their own names to build foundational literacy skills.*

Engaging Experience 23 (Reading):

Teaching Point: Today I am going to teach you how to ask for help when you need it.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.A.b, K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to gather the students on the carpet and explain that there is one teacher and many students, so we need a fair way to ask for help. Think aloud, "When I need help, I raise my hand and wait. This helps me know who needs help and keeps our classroom calm."

  Model the routine by pretending to need help. Raise your hand, keep your body calm, and wait quietly. Think aloud: "I am raising my hand so my teacher knows I need help. I am being patient because she is helping someone else right now."

  Briefly model a non-example (calling out, walking up to the teacher, raising hand by not waiting), then invite the students to practice the correct way. Students are given a simple task and asked to raise their hand if they need help. Look for students showing expected behavior and uses positive narration (i.e. "I see hands raised and bodies calm").

  Introduce the new mentor text, *David Goes to School*. During the first read, use the *Define/Example/Ask Routine* to introduce vocabulary words.

Word	**Define**	**Example**	**Ask**
Rule	Something we follow to stay	We follow the rules in our classroom.	What is one rule you follow at school?
Choice	Something you decide to do	I make a good choice when I raise my hand.	What is a good choice you make in class?
Safe	Not getting hurt	We keep our hands and feet to ourselves to stay safe at school.	How can you stay safe at school?

  Ask, "What are some rules we have learned to follow at school?" Read the text aloud, point out the good choices and poor choices David is making at school. After reading, ask

the students to complete the Happy Choices/Sad Choices activity page. Students will cut and paste the pictures in the appropriate column.

As students go out to work independently, remind them if they need help, they should raise their hand and wait patiently.

Bloom's: Apply
DOK: 2
Suggestion: *This lesson aligns with your social studies lesson Unit 1, Topic 1, EE2 about school rules.*

Engaging Experience 24 (Writing):
Teaching Point: Today I am going to teach you that writers add details to their pictures to share their ideas clearly.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model taking a simple shape drawing, a house for example, and adding details including windows, bushes, a chimney, etc. You can also model how to draw Mat Man but this time you add details such as hair, facial features, clothes, shoes, etc. Ask students to draw a simple picture using shapes then add details. Circulate the room asking, "What else can you add to your picture to tell more about your idea?" Encourage oral storytelling alongside their drawings.

Bloom's: Apply
DOK: 3

Day 4

Foundational Skills	Reading	Writing
Blending Onset and Rime	*David Goes to School* **Routine:** School Materials/Backpacks	Writes Use Pictures to Share a Message

Engaging Experience 25 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that we can blend word parts (onset and rime) together to make words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h
Detailed Description/Instructions:

- **One way to do this** is to gather students and say, "Today we are going to be word builders! Words have parts, and we can put those parts together to make a whole word."

Model orally: “Listen—/c/ … /at/. When I put them together—*cat*.” Repeat, first slowly, then faster, thinking aloud: “I take the first sound and slide it into the rest of the word.” Continue with a few examples such as /m/ … /ap/ (*map*) and /s/ … /un/ (*sun*), emphasizing the blending.

Students are invited to join in. Say the parts: “/b/ … /ed/,” and prompts, “Say it fast.” Students respond, “bed.” Repeat and reinforce by stretching and blending again. Students continue practicing as the teacher provides additional onset and rime pairs. Support by prompting, “Slide the sounds together.” Students then turn and practice with a partner. One partner says the parts (e.g., /t/ … /op/), and the other blends to say the word. Circulate and listen, offering support as needed.

The lesson closes with a quick reflection: “What do we do with word parts?” Reinforce the idea, “We blend them together to make a word!”

Bloom's: Apply
DOK: 1

<u>Engaging Experience 26 (Reading):</u>
Teaching Point: Today I am going to teach you about things you should bring to school in your backpack.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.A.b, K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to gather students on the carpet and explain that our backpacks help us stay organized and prepared for school. Share, “When we come to school we only bring the tools that help us learn and stay safe.”

  Have a bag or backpack with items students need and do not need (Avid Binder, iPad, water bottle, lunchbox, library book, badge and toys, candy, trash, empty medicine bottle, a plastic knife, toy water gun, etc.) Explain why each should or should not be brought to school. Have students turn and talk and share one thing that should be in their backpack and one thing that should stay home. You can use sorting circles labeled “Keep at Home” and “Bring to School.”

  Connect this to *David Goes to School* by asking students if they think David could make good choices about what is in backpack. Before reading, ask the students simple recall prompts to get them ready for the second reading. Reread the text and have students continue to turn and talk as you ask questions to check for understanding. Continue to reinforce vocabulary (rule, choice, safe). Students can take part in the reading, echoing parts of the story as the teacher reads. Possible questions to ask include:
  - **<u>Literal Comprehension</u>**
    - What does David do in the hallway?
    - What does David do in the classroom?

- **Inferential Comprehension**
    - Why does the teacher remind David of the rules?
    - How do you think the teacher feels about David's choices?

Bloom's: Apply
DOK: 2
Suggestion: *Use the AVID Organization posters to teach about the AVID Backpack. Students can also sign the District Consequence Contract after this lesson.*

Engaging Experience 27 (Writing):
Teaching Point: Today I am going to teach you how writers use pictures to tell a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model drawing a simple scene (home, playground, park, restaurant, etc.) using shapes and details. Narrate the story as you draw, "First I am going to draw the swings and then the slide. Now I am going to add me to show how I play at recess"

  Ask students to draw their own scene of a personal experience or even a picture related to a topic they are interested in (animals, space, etc.). After drawing, have students turn and talk to tell their story. Remind them to add their name independently to their picture.

Bloom's: Apply
DOK: 3

Day 5

Foundational Skills	Reading	Writing
Letters of the Alphabet	*David Goes to School* **Routine:** Book Care	Writes Use Pictures to Share a Message

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you about the letters in the alphabet.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to gather students on the carpet and say, "Today we are going to explore the alphabet! The alphabet has 26 letters that help us read and write."

  Lead students in singing or chanting the alphabet while counting to 26. Then introduce the vowels by saying, "Some letters are special—they are called vowels: A, E, I, O, U and sometimes Y." Vowels have two sounds - a long sound and a short sound. Students repeat the vowels together with a chant or motion. Explain, "All the other letters are

called consonants."

Then shift to letter shapes: "Letters are made of different kinds of lines. Some have straight lines, some have curvy lines, and some have both!" Introduce a large floor or chart paper Venn diagram labeled *Straight Lines*, *Curvy Lines*, and *Both*. Model sorting: "The letter *L* has only straight lines, so I know it goes here in straight lines. The letter *C* is all curves, so it goes here in curvy lines. The letter *B* has straight and curvy lines, so it goes in the middle."

Students are invited to help sort additional letters. Hold up a letter and prompt, "What do you notice? Straight, curvy, or both?" Students respond and help place the letter in the Venn diagram. Students then turn and talk to share a letter and describe its shape. Circulate, prompting: "What lines do you see?"The lesson closes with a quick reflection: "Tell your partner one vowel and one way we sorted letters today." Reinforce, "The alphabet has 26 letters, and we can learn about them by looking at their shapes!

Bloom's: Understand
DOK: 1
Suggestion: *Have an alphabet chart placed at the student's eye-level. Use this chart to practice chanting the alphabet each day as you start your phonics lessons to review the alphabet during Unit 1. You can also laminate and keep this Alphabet Tracing Practice in your writing center.*

Engaging Experience 29 (Reading):
Teaching Point: Today I am going to teach you how to take care of the books we will read this year.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.SL.3.A.c, K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to explain that books are important and we have to take care of them when we read. Model:
  - Holding books with clean hands
  - Turning pages slowly from the corner
  - Keeping books away from food and the floor

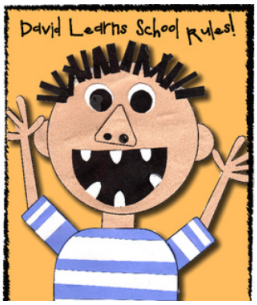
  Think aloud, "I turn pages carefully so they don't rip." Shows a quick non-example (ripping, bending), then invites students to practice handling books by:
  - Holding the book correctly
  - Turning pages one at a time
  - Closing the book gently
  - Returning the book to the correct spot

  Reinforce with positive narration. Students turn and talk: "Tell one way to take care of a book." Close by asking, "How can you keep a book safe?"

Next, reread *David Goes to School* a final time. Possible questions to ask include:

- **Literal Comprehension**
  - How does David act at the beginning?
  - What happens at the end of the story?
- **Inferential Comprehension**
  - Why does David make these choices?
  - How does David feel when the teacher talks to him at the end?

End the lesson having students practice turning and talking with partners to retell what happened in the story.



If you have time, students could make the *David Goes to School* project. They will make their own David character.

Bloom's: Apply
DOK: 2
Suggestion: *Have the pieces for David's shirt and arms prepped in advance to save time.*

Engaging Experience 30 (Writing):
Teaching Point: Today I am going to teach you how writers draw detailed pictures to share a message with their readers.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students of everything we have learned these first two weeks about being a writer. We have learned how to write our names, draw a person, and create pictures using simple shapes. Model drawing an illustration using shapes and details.

  Students will then create a detailed illustration on their own. Teachers may choose to write down a dictated sentence of the message the picture conveys. Celebrate by having an "author share" where students get an opportunity to share their picture and story.

Bloom's: Apply
DOK: 3

Unit 1: Plants and Animals Have Needs

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: *Plants and Animals Have Needs*
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read and compare selections about animals and plants to learn what living things need to survive.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will review the letters of the alphabet. They will listen to a model of fluent reading and will begin recognizing that written words match spoken words. In reading, students ask and answer questions to learn about animals and their needs. They will identify parts of a book, create mental images, and learn to identify the main topic of a text and retell key details. Students will also describe the relationship between the illustrations and the text. During writing, students will draw, write, and share a message.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to the initial and final /m/ and will preview initial and final /s/. Students will continue to listen to fluent reading, paying close attention to rate and pausing. They will also practice syllable and onset blending. In reading, students will ask and answer questions about what plants need to live and grow. They will continue to identify parts of a book and describe the relationship between the illustrations and the text, as well as recognize text features including labels and captions. Students will also identify similarities and differences between two texts on the same topic. During writing, students will draw, write, and share a message.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to short /a/ and will preview short /i/. Students will continue to listen to fluent reading, paying close attention to expression and intonation. Students will also apply phonics to write simple sentences during interactive writing. In reading, students will create mental images about animals and their needs. They will identify the main topic and retell key details, as well as recognize text features including labels and captions. Students will also identify similarities and differences between two texts on the same topic. During writing, students will draw, write, and share a message.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 1 digital materials
- Preview the Unit 1 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing Journa*l for *Plants and Animals Have Needs*

Essential Questions:

- Why do living things have different needs?

Enduring Understanding/Big Ideas:

- Animals and plants need certain things to survive, including food, water, air, and space.
- Animals and plants have traits, parts, and structures that keep them alive and help them grow and reproduce.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud.
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- **K.R.3.A.a. K.R.3.C.c**: Name the main topic and recall key details of the text
- **K.RF.1.A.a**: Identify all upper- and lowercase letters
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.1.A.f**: Demonstrate one-to-one correspondence between spoken words and written words
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.a**: Produce and write letter(s) for most short vowel and consonant sounds
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.W.2.B**: With assistance, draw/write informative/explanatory texts
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding
- **K.W.1.A.a**: Follow a writing process, with assistance, to generate a writing plan through: using pictures, oral language or written letters and/or words

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	Webb's DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion. Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.3.A.a **K.R.3.C.c**	Identify the topic and details in an expository text heard and/or read	Demonstrate an understanding of inferring and drawing conclusions Draw conclusions to understand what an expository text and topic is Read, infer, and draw conclusions to recall the main topic and important details of a text. Refer to the words and or illustrations to help determine key details of a topic	2
K.RF.1.A.a	Identify upper and lowercase letters	Name all 26 uppercase letters and all 26 lowercase letters when shown in random order.	1

		Match uppercase letters to their corresponding lowercase forms. Quickly identify letters without needing picture or keyword cues.	
K.RF.1.A.c	Demonstrate the books are read left/right and top/bottom	Show that pages are turned one at a time from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	1
K.RF.1.A.f	Demonstrate one-to-one correspondence between spoken words and written words	Recognize that words are separated by spaces. Match their spoken sentence to the exact number of written words. Track print so that one finger point equals one spoken word. Notice when pointing does not match the spoken words and self-correct.	1
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final sounds in spoken words.	1
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme.	1

		Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	1
K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	Say the sound for consonants and short vowels. Write the letter(s) that match those sounds when spoken Match spoken phonemes to the correct graphemes in isolation and in simple words. Use sound-letter knowledge when spelling simple words (inventive spelling).	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → "cat").	1

		Use knowledge of letter-sound relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words. Apply blending during reading of decodable text.	
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2
K.W.1.A.a	With assistance, generate a writing plan	Generate ideas for writing with teacher support Use pictures to represent ideas Use oral language to tell their story Add letters and/or words to match the pictures and ideas	3
K.W.2.B	With assistance, draw/write informative/explanatory texts	Introduce a topic or text being studied and supply facts to inform or explain the topic being studied Use some specific words that are related to the topic Follow a sense of order in writing Create some sense of closure	3
K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models	1

		In written text, use upper- and lowercase letters correctly	
K.SL.3.A.c	Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*

• Quick Checks
  ○ Phonics and Word Recognition
  ○ Fluency
  ○ Print Concepts
  ○ Phonological Awareness
• Foundational Skills Screeners
• Phonological Awareness Assessment
	• Unit 1 Weekly Assessments
	• Unit 1 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
	Grow Survive Need Space Energy Bloom Shelter Den Fertile soil Air Sunlight Water Oxygen

These are the words that you will **explicitly** teach using the Define/Example/Ask routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about what plants and animals need to survive.
Suggested Length of Time: 1 lesson
Standards Addressed: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 1 multimedia video. Use the Unit 1 Opener to introduce the essential question, *Why do living things have different needs?* Explain that we will be exploring the needs of plants and animals. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Bears Eat Honey"	Introduce the Knowledge Focus: *Plants and Animals Have Needs* - Introduce the Knowledge Blueprint	Share a Message
Phonics and Word Study; Letter Recognition: Aa, Bb, Cc, Dd, Ee	"Lessons from Mama Bear" First Reading: Ask and Answer Questions to Learn About Animals and Their Needs	Grammar: Introduce Nouns

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that written words match spoken words in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.f; K.R.1.A.b; K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "Bears Eat Honey" using a fluent and expressive voice. Ask students to Turn, Talk, and Listen with a partner to share questions they thought of as they listened to the poem. Continue to reinforce print concepts and build vocabulary.

Bloom's: Apply
DOK: 2

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today we are going to review recognizing and naming uppercase and lowercase letters Aa-Ee.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.a; K.RF.2.A.b; K.RF.2.A.c; K.RF.2.A.e; K.L.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to read "Hey Diddle, Diddle" and practice recognizing rhymes, as well as syllable and onset-rime blending. Then sing the alphabet song. Model how to match uppercase to lowercase letters. Practice recognizing letters in words by having students identify the object on the Sound-Spelling Cards and ask them to circle the initial letter. Continue to practice recognizing letters in words by writing student names that begin with each letter.

Bloom's: Remember
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you how to ask and answer questions before, during, and after reading.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b; K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Preview "Lessons from Mama Bear", pointing out text features of an informational text. Model how to ask and answer questions about unfamiliar words in the text. Create the "Asking Questions" anchor chart with students to show the types of questions readers ask. Ask students to listen for the answer to a question as you read aloud. Then have partners discuss the answer and share evidence from the text that supports their thinking.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you that we can share messages as speakers and as writers.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to model sharing an idea you had after reading "Lessons from Mama Bear". Explain how you have to first think of an idea and then share the idea using words while speaking clearly and loud enough for others to understand your message.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you that a noun names a person, animal, place, thing or idea.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A; K.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to provide a few examples of common nouns using the sentence frame "A ___ is a (person, animal, place, thing, idea). It is a noun." Give partners two Picture Word Cards representing nouns. Guide partners to name each noun and explain why it is a noun (e.g., because it is a person, animal, place, thing, or idea). Then use the noun in a sentence.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Bears Eat Honey"	"Lessons from Mama Bear" Identify Parts of a Book	Draw and Share a Message
Phonics and Word Study; Letter Recognition: Ff, Gf, Hh, Ii, Jj		Grammar: Use Nouns in Sentences

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that we can pause or change the speed of our reading to make the words and meaning clearer.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.f; K.R.1.A.b; K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem “Bears Eat Honey” using a fluent and expressive voice. Ask students to Turn, Talk, and Listen with a partner to share questions they thought of as they listened to the poem. Continue to reinforce print concepts - words are made up of letters and are separated by spaces. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by drawing foods they eat for breakfast.

Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today we are going to review recognizing and naming uppercase and lowercase letters Ff-Jj.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.a; K.RF.2.A.b; K.RF.2.A.c; K.RF.2.A.e; K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read “Humpty Dumpty” and practice recognizing rhymes, as well as syllable and onset-rime blending. Then sing the alphabet song. Model how to match uppercase to lowercase letters. Practice recognizing letters in words by having students identify the object on the Sound-Spelling Cards and ask them to circle the initial letter. Continue to practice recognizing letters in words by writing student names that begin with each letter. Read *My ABCs*.

Bloom's: Remember
DOK: 1

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to show you that a book has many important parts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to use "Lessons from Mama Bear" to display the front and back cover. Model how to hold the book the correct way and turn the pages. Model how to locate the basic parts of a book. Work with students to create a “Parts of a Book” anchor chart that identifies the parts of the book. Use prompts and feedback to help students identify the parts of a book and tell why each part is important.

Bloom's: Remember
DOK: 1

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you that we can draw a picture and share a message.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A

Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to model sharing an idea you had after reading "Lessons from Mama Bear". Explain how you have to first think of an idea and then share the idea using words while speaking clearly and loud enough for others to understand your message. Model using prewriting strokes to draw a picture representing a message.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):

Teaching Point: Today I am going to teach you that a noun is always used in a sentence.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.A; K.L.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to review that a noun names a person, animal, place, thing, or idea. In a pocket chart, display the Picture Word Cards representing categories of nouns. Refer to the chart from the previous grammar lesson. Name each noun and use the noun in a sentence.

Bloom's: Apply

DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "What Animals Need"	"Lessons from Mama Bear" Identify Main Topic and Retell Key Details	Draw and Share a Message
Phonics and Word Study; Letter Recognition: Kk, Ll, Mm, Nn, Oo	Build Vocabulary: Ask Questions About Unknown Words	Grammar: Use Nouns in Sentences

Engaging Experience 12 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to generate questions during and after reading to deepen your understanding.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.A.b; K.RF.1.A.c; K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to read aloud "What Animals Need" using a fluent and expressive

voice. Ask students to Turn, Talk, and Listen with a partner to share questions they have about the needs of animals. Reinforce concepts of print from left to right. Use the shared text to build content vocabulary.

Bloom's: Understand
DOK: 2

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today we are going to review recognizing and naming uppercase and lowercase letters Kk-Oo.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.RF.1.A.a; K.RF.2.A.b; K.RF.2.A.c; K.RF.2.A.e; K.L.1.B.a
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to read “Little Miss Muffet" and practice recognizing rhymes, as well as syllable and onset-rime blending. Then sing the alphabet song. Model how to match uppercase to lowercase letters. Practice recognizing letters in words by having students identify the object on the Sound-Spelling Cards and ask them to circle the initial letter. Continue to practice recognizing letters in words by writing student names that begin with each letter. Reread “My ABCs” and have students write letters they know.

Bloom's: Remember
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you how to identify the main topic and retell key details of the text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.3.A.a; K.R.3.C.c; K.SL.3.A.c; K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to use "Lessons from Mama Bear" to introduce the lesson. Read the title aloud and model how the title and photos help you think about the main topic. As you read each paragraph, model retelling a key detail. Work with students to create the “Topic and Details” anchor chart to support their work as they practice. Have partners discuss details from the words and illustrations that help describe a character.

Bloom's: Apply
DOK: 2

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you how to ask and answer questions about unknown words in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.A.b; K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to use "Lessons from Mama Bear" to introduce the lesson. Read aloud the first sentence and model how you ask questions to figure out the meaning of the word survive. Revisit the "Asking Questions" anchor chart and have students turn and talk to practice asking questions to define a new or unfamiliar word.

Bloom's: Apply
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you that we can draw a picture and share a message.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: N/A
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to model sharing another idea you had after reading "Lessons from Mama Bear". Explain how you have to first think of an idea and then share the idea using words while speaking clearly and loud enough for others to understand your message. Model using prewriting strokes to draw a picture representing a message. Begin creating the "Five Prewriting Strokes" anchor chart with your students.

Bloom's: Apply
DOK: 3
Suggestion*: Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you that a noun is always used in a sentence.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.A; K.L.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to review that a noun names a person, animal, place, thing, or idea. In a pocket chart, display the Picture Word Cards representing categories of nouns. Refer to the chart from the previous grammar lesson. Name each noun and use the noun in a sentence.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "What Animals Need"	"Grow, Pumpkin, Grow!" First Reading: Create Mental Images About How Plants Live and Grow	Draw and Share a Message
Decodable Reader: *The ABC Train* Phonics and Word Study; Letter Recognition: Pp, Qq, Rr, Ss, Tt		Grammar: Use Nouns in Sentences

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to reread to clarify or confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to display the text "What Animals Need". Explain when we are reading and come to a part that we don't understand, or seems confusing, we can reread that part to help us confirm our understanding. Model stopping and rereading to confirm or clarify meaning as you read the text aloud. Then practice identifying letters in words. Explain to students that words are made up letters.

Bloom's: Understand
DOK: 1

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today we are going to review recognizing and naming uppercase and lowercase letters Pp-Tt.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.a, K.RF.2.A.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the title *The ABC Train* aloud. Have students look at the cover illustration. Conduct a choral read with students. Then model how to match uppercase to lowercase letters with today's new letters. Practice recognizing letters in words by having students identify the object on the Sound-Spelling Cards and ask them

to circle the initial letter. Continue to practice recognizing letters in words by writing student names that begin with each letter. Then sing the alphabet song.

Bloom's: Remember
DOK: 1

Engaging Experience 20 (Reading):

Teaching Point: Today I am going to teach you how to create mental images to build knowledge about a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine orally to build knowledge about vocabulary. Remind students to quickly preview the text to get an idea about the topic. Model the strategy to create mental images to help build knowledge about the text. Create the "Readers Create Mental Images" anchor chart with the students. Have students listen as you read "Grow, Pumpkin, Grow!" aloud. Then ask them to turn to a partner and tell about the mental image they created.

Bloom's: Understand
DOK: 2

Engaging Experience 21 (Writing):

Teaching Point: Today I am going to teach you how to retell facts from the text to draw a picture and share a message.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: N/A
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to explain that writers think of an idea, draw it, and then share by telling about their picture. Finish creating the "Five Prewriting Strokes" anchor chart with your students. Have students use their prewriting strokes to draw an idea they had while listening to "Grow, Pumpkin, Grow!" Students should be ready to show their drawing and share their message with a partner.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):

Teaching Point: Today I am going to teach you that a noun is always used in a sentence.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.A; K.L.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to write sentences using the picture cards and then read each sentence aloud, tracking the print. Point to the noun and tell why it is a noun. Have students look around the room and use the nouns in oral sentences. Identify if the noun is a person, animal, thing, or place.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Tommy!"	"Grow, Pumpkin, Grow!" Describe the Relationship Between Illustrations and the Text	Draw and Share a Message
Phonics and Word Study; Letter Recognition: Uu, Vv, Ww, Xxy, Yy, Zz	Build Knowledge: Plants and Animals Have Needs - Begin the Knowledge Blueprint	Grammar: Use Nouns in Sentences

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to look for rhyming patterns in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.a; K.RF.2.A.b; K.RF.2.A.c; K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "Tommy!" explaining to students the role of the author. Read the poem aloud with fluency and expression, tracking the print as you go. Introduce what a poem is, sharing how a poem is structured. Analyze the poem for rhyming patterns and point out how the patterns help you as a reader.

Bloom's: Understand
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review recognizing and naming uppercase and lowercase letters Uu-Zz.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model how to match uppercase to lowercase letters with today's new letters. Practice recognizing letters in words by having students identify the object on

the Sound-Spelling Cards and ask them to circle the initial letter. Continue to practice recognizing letters in words by writing student names that begin with each letter. Then sing the alphabet song. Finally, re-read “My ABCs” and *The ABC Train* for additional practice.

Bloom’s: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the photos and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.3.A.a; K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display "Grow, Pumpkin, Grow!" Model how the photos and text are related. Describe how the order of photos helps readers to understand the sequence of what is happening in the text. Have students take turns completing the sentences stems about the pictures orally with a partner.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task and Speaking and Listening protocols located in the Additional Materials Bank.*

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to retell facts from the text to draw a picture and share a message.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is have students use their prewriting strokes to draw another idea they had while listening to "Grow, Pumpkin, Grow!" Students should be ready to show their drawing and share their message with a partner.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 27 (Grammar):
Teaching Point: Today I am going to teach you that a noun is always used in a sentence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A; K.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to write sentences using the picture cards and then read each sentence aloud, tracking the print. Point to the noun and tell why it is a noun. Have students look around the room and use them in oral sentences. Identify if the noun is a person, animal, thing, or place.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Soil, Water, Air, and Light"	*What Do Plants Need?* First Reading: Ask and Answer Questions About What Plants Need to Live and Grow	Draw, Write, and Share a Message
Phonics and Word Study: Focus Skill m /m/		Grammar: Introduce and Use Action Verbs

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to generate questions during and after reading to deepen understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b; K.R.1.B.e; K.RF.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "Soil, Water, Air, and Light" using a fluent and expressive voice. Ask students to Turn, Talk, and Listen with a partner to share questions they thought of as they listened to the poem. Continue to reinforce print concepts such as spacing. Build vocabulary by having students discuss the four things plants need to survive.

Bloom's: Apply
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /m/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a; K.RF.1.A.a; K.RF.2.A.a; K.RF.2.A.g; K.RF.3.A.a; K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue) as you say /m/. Display the Picture Word Card to reinforce the letter name and initial sound for Mm. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with initial /m/. Ask students to listen for /m/ and write the letter m. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency word.

Bloom's: Remember
DOK: 1
Suggestion: *Practice the correct letter formation for Mm using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Mm.*

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you how to ask and answer questions before, during, and after reading.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b; K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for *What Do Plants Need?* Preview the text and point out text features of an informational text (title, photographs). Model how to ask and answer questions to build knowledge about a text. Revisit the "Asking Questions" anchor chart with students to show the types of questions readers ask. Ask students to look and listen for answers to your questions as you read the text aloud and ask them to start thinking of their own questions.

Bloom's: Understand
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you how to retell facts from the text to create and share a message using drawings and words.
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to create the "Three-Step Writing Strategy" anchor chart with the

students. Share how writers think, draw, then write and talk. Model using pre-writing strokes to show how to draw your idea and how you write words to go with your drawing. Students should orally rehearse by telling a partner their plan for writing. Students will then draw, write, and share their message.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you that action verbs show or describe actions - the things we do.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A; K.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to explain that many words we use every day are called verbs. Verbs show or describe actions or the things we do. Have students take turns showing action verbs (i.e. hop, jump run, etc.) for their partner to guess using the sentence frame, "You ___."

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Soil, Water, Air, and Light"	*What Plants Need?* Identify Parts of a Book	Draw, Write, and Share a Message
Phonics and Word Study: Focus Skill m /m/ Preview s /s/		Grammar: Use Action Verbs

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers pause to make the meaning of the text more clear.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.a, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "Soil, Water, Air, and Light" using a fluent and expressive voice. Model how you pause while reading to make the words and meaning clearer. Point to some words in the poem and ask the students to name the letter each word starts with. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students draw things a plant needs to grow.

Bloom's: Remember
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend syllables and onset rimes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.a; K.RF.2.A.a; K.RF.2.A.e; K.RF.2.A.g; K.RF.3.A.a; K.L.1.B.a
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model syllable and onset rime blending using words with the initial sound /m/. Display the Sound-Spelling Card and identify words with initial and final /m/. Guide students to circle the picture that has the initial /m/ and write the corresponding letter. Read and discuss "I Know My ABCs." Students will reread with partners. Preview the upcoming letter Ss and listen to the /s/ song.

Bloom's: Apply
DOK: 2

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you how identifying parts of a book helps us find information quickly.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c; K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display *What Do Plants Need?* Model how to hold the book the correct away and how to turn the pages. Display the "Parts of a Book" anchor chart. Model how to locate the basic parts of a book (cover, author, title page, table of contents, etc) and think aloud to tell about each part. Model how to use the unit vocabulary to build knowledge.

Bloom's: Understand
DOK: 2

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you how to retell facts from the text to create and share a message using drawings and words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to retell facts from the text. Display the "Three-Step Writing Strategies" anchor chart, and invite the students to retell several facts referring to the photos and the text from the story. Model using prewriting strokes to draw a picture

representing the idea and then write words to go with your drawing. Students should orally rehearse by telling a partner their plan for writing. Have students draw and write a fact about something they learned from the text.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you that action verbs show or describe actions - the things we do.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A; K.L.1.A.d
Detailed Description/Instructions:

- **One way to do this is** to remind students that verbs are words that show actions or things we do. Review action verbs and point to each word as you act it out. Then give partners a few minutes to draw a picture illustrating an action verb. Bring students together to share and act out the action in the picture.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Plant Parts"	*What Do Plants Need?* Find Text Evidence: Describe the Relationship Between Illustration and the Text	Draw, Write, and Share a Message
Phonics and Word Study: Focus Skill m /m/	Build Vocabulary: Ask Questions About Unknown Words in a Text	Grammar: Use Action Verbs

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to generate questions during and after reading to deepen your understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c; K.R.1.A.b; K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to read aloud "Plant Parts" using a fluent and expressive voice. Ask students to Turn, Talk, and Listen with a partner to share questions. Reinforce

concepts of print from left to right and demonstrate the return sweep directionality. Students will also use new vocabulary to answer questions about an illustration.

Bloom's: Understand
DOK: 2

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to categorize words by phoneme.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.RF.2.A.g; K.RF.3.A.b; K.L.1.B.a
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model and practice phoneme categorization with initial and final /m/. Review /m/ by listening for words with the sound in the initial and final position. Reread the text "I Know My ABCs". Then have students draw and write words they know, as well as practicing correct formation of Mm. Have students read and write this week's high-frequency word and then use the word in an oral sentence.

Bloom's: Remember
DOK: 1

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.3.A.a; K.R.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to display *What Do Plants Need?* Model using the illustration and text to answer a text-evidence question. Explain that the text and illustration support or make clear the information the author is explaining. Have students work in partnerships to answer a new text-evidence question using the illustrations and the text.

Bloom's: Understand
DOK: 2

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to ask and answer questions about unknown words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.A.b; K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to display *What Do Plants Need?* Review how you ask questions to learn the meaning of new words. Model how you ask questions to figure out the meaning of the word sunlight. Use the "Asking Questions" anchor chart. Then have partners ask and answer questions to determine the meaning of a new or unfamiliar word.

Bloom's: Understand
DOK: 2

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach you how to retell facts from the text to create and share a message using drawings and words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** we are going to share a new fact from the story *What Do Plants Need?* We will think, draw, write, and talk about it. Model using prewriting strokes to draw a picture representing your idea. Then model how to write words to go with the drawing. Next, have students turn to a partner and tell a partner what fact they will write about, what they will draw, and what their message will be before they write and draw their messages.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you that action verbs show or describe actions - the things we do.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A; K.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to display Picture Word Cards representing the following action verbs: hop, read, and run. Model how to name the action verb. Use the word in a sentence. Hold up Picture Word Cards such as cut, juggle, and dive. Ask partners to identify and act out the action verb.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Plant Parts"	*What Do Plants Need?* Recognize Informational Text Features: Photographs, Labels, and Captions	Draw, Write, and Share a Message

Decodable Reader: *I Can* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Action Verbs in Sentences

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to reread to clarify or confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to display the text "Plant Parts." Explain when we are reading and come to a part that we don't understand, or seems confusing, we can reread that part to help us confirm our understanding. Model stopping and rereading to confirm or clarify meaning as you read the text aloud. Continue to work on building fluency and foundational skills.

Bloom's: Remember
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *I Can*. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you how to recognize informational text features.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.3.A, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display *What Do Plants Need?* Explain that authors use text

features to help readers find information. Point out the labels, photographs, and captions as you tell more about them. Model using the text features to help find information. Ask students to locate photographs, labels, and captions and to answer questions using those text features.

Bloom's: Understand
DOK: 2

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you how to retell facts from the text to create and share a message using drawings and words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.2.B
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to explain that we are going to continue to share facts from the story *What Do Plants Need?* We will think, draw, write, and talk about it. Model using prewriting strokes to draw a picture representing your idea. Then model how to write words to go with the drawing. Next, have students turn to a partner and tell a partner what fact they will write about, what they will draw, and what their message will be before they write and draw their messages.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you how to listen for action verbs in a sentence by identifying the word that describes the actions. Act out a few examples of action verbs in oral sentences.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.A; K.L.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to explain that all sentences have to have a verb. We can listen for action verbs by identifying the word in the sentence that describes the action. Model identifying and acting out a few examples and then have students take part in acting out the verb when listening to an oral sentence. Partners can make up their own sentences and act out the verb.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Tommy!"	*What Do Plants Need?* Identify Similarities and Differences Between Two Texts on the Same Topic	Draw, Write, and Share a Message
Phonics and Word Study; Review and Assess	Build Knowledge: *Plants and Animals Have Needs* - Add to the Knowledge Blueprint	Grammar: Use Action Verbs in Sentences

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify rhyme and analyze word choice in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b; K.RF.2.A.a; K.RF.2.A.b; K.RF.2.A.c; K.R.1.B.e
Detailed Description/Instructions:
- **One way to do this** is to display the poem "Tommy!" Reread the poem aloud in a fluent, expressive voice with appropriate phrasing, inviting students to follow along and read with you. Discuss the rhyming words and any other patterns. Have partners discuss questions to help them analyze language in the poem.

Bloom's: Understand
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review /m/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.f, K.RF.2.A.f, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:
- **One way to do this** is to model phoneme categorization in final /m/ sound. Review /m/ using the Picture Card. High frequency words. Practice identifying if other pictures begin with /m/. Have students read and spell the high-frequency word and use it in an oral sentence. Reread the texts "I Know My ABCs" and *I Can* to build reading fluency. Note students' speed, accuracy, and intonation.

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):

Teaching Point: Today I am going to teach you how to identify similarities and differences between two texts on the same topic.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.A.b; K.R.1.B.e; K.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display the texts *What Do Plants Need?* and "Grow, Pumpkin, Grow!" Explain that comparing means to find things that are similar and contrasting means to find things that are different. Create a three-column chart modeling comparing and contrasting the features in the two texts and how each text is organized. Invite partners to find more ways the texts are similar and different.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze

DOK: 2

Suggestion: *Use the Build Knowledge/ Culminating Task and Speaking and Listening protocols located in the Additional Materials Bank.*

Engaging Experience 52 (Writing):

Teaching Point: Today I am going to teach you how to retell facts from the text to create and share a message using drawings and words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.B

Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to retell facts about trees, referring to the book about what plants need. Model using one of the writing strokes to draw a row or line of plants. Model how you write words to go with your drawing. Model how you talk about your drawing and writing. Build on the shared writing message by talking about the fact you represented. Have students orally rehearse by telling a partner what they will draw and what their message is.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):

Teaching Point: Today I am going to teach you how to listen for an action verb in a sentence.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.A; K.L.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to remind students that we can listen for action verbs by identifying the word that shows or describes an action. Read each sentence aloud. Invite volunteers to state the verb and act it out. Display Picture Word Cards that show action verbs. Provide students with the oral sentence frame, "I ____." Encourage partners to expand their sentences.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Baby Mice"	*What Do Animals Need?* First Reading: Create Mental Images About Animals and Their Needs	Shared Writing: Draw, Write, and Share a Message
Phonics and Word Study; Focus Skill a/a/		Grammar: Nouns and Action Verbs

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to generate questions during and after reading to deepen understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.f; K.R.1.A.b; K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "Baby Mice" using a fluent and expressive voice. Ask partners to Turn, Talk, and Listen to share their own background knowledge about mice. Encourage the students to ask and answer questions. Continue to reinforce print concepts and build vocabulary. Discuss sentence structure, noting that sentences are made up of words.

Bloom's: Understand
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound short /a/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a; K.RF.1.A.a; K.RF.2.A.a; K.RF.2.A.g; K.RF.3.A.a; K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for short /a/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with short /a/. Ask students to listen for short /a/ and write the letter a. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Aa using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Aa.*

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you how to create mental images.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *What Do Animals Need?* remind students that when readers preview a text, they pay attention to the topic and think about the text features. Read aloud the text and captions without showing the photographs. Model how you create mental images of what the text describes. Ask students to discuss the mental images they make as you read the text.

Bloom's: Understand
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you that a sentence is a group of words that tell a complete thought.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A.d
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display *What Do Animals Need?* and read aloud the first

sentence. Model how you think of an idea to share. Then use prewriting strokes to draw your idea. Model how to write a sentence to go with your drawing, inviting students to dictate the words to you. Review the "Three-Step Writing Strategy" before asking students to share with a partner the message they want to draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you about how to use nouns and action verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A; K.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to explain that many words we use every day are called verbs. Verbs show or describe actions to things we do. Have students take turns showing action verbs (hop, swim, jump, run) for their partner to guess.

Bloom's: Understand
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Baby Mice"	*What Do Animals Need* Identify Main Topic and Retell Key Details	Shared Writing: Draw, Write, and Share a Message
Phonics and Word Study; Focus Skill a/a/ Preview i/i/		Grammar: Use Nouns and Action Verbs

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to fluent readers change the pitch of their voice
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e; K.RF.1.A.f
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "Baby Mice" using a fluent and expressive voice. Model how you can change the pitch of your voice to sound more fluent. Continue

to reinforce print concepts such as words are made up of letters and are separated by spaces. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by working with students to draw and write about animals they know.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.RF.2.A.a; K.RF.2.A.f; K.RF.3.A.a; K.RF.3.A.c; K.L.1.B.a
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending, saying the sounds in a word, and guiding students to blend the sounds to say the word. Display the Sound-Spelling Cards and identify words with Aa and Mm. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "I Like." Students will reread with partners. Preview the upcoming letter Ii and listen to the /i/ song.

Bloom's: Apply
DOK: 1

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you how to identify the main topic and retell key details of a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.B.e; K.R.3.A.a; K.R.3.C.c; K.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *What Do Animals Need?* Read aloud the title and model how to identify the main topic. Remind students that the main topic is what the text is mostly about. Refer back to the "Main Topic and Key Details" anchor chart as you model. Model retelling key details to build knowledge about animals and their needs.

Bloom's: Understand
DOK: 2

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you how to retell facts from the text to create and share a message using drawings and words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.2.B
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to revisit *What Do Animals Need?* Reread yesterday's writing.

Brainstorm another fact from the book and choose one to draw and write. Model using prewriting strokes to create a picture and guide students in helping create a sentence. Invite students to say the sentence and dictate the next word. Reinforce that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse their own idea with a partner, preparing to draw and write their messages.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today we are going to review nouns and verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A; K.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that nouns name a person, place or thing and verbs are words that name action. Hold up one pair of Picture Word Cards. Model how to identify a word as a noun or a verb. Have students take turns naming the pictures and saying if they represent a noun or a verb. Then have the students pair up to come up with their own sentences and share.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Parent and Baby Animals"	*What Do Animals Need?* Find Text Evidence: Recognize Information al Text Features: Labels and Captions	Shared Writing: Draw and Share a Message
Phonics and Word Study; Focus Skill: a/a/	Build Vocabulary: Identify Real-Life Connections Between Words and Their Use	Grammar: Use Nouns and Action Verbs

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to generate questions during and after reading to deepen your understanding.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.A.b; K.R.1.B.e; K.RF.1.A.c; K.RF.3.A.b

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to read aloud "Parent and Baby Animals" using a fluent and expressive voice. Ask students to Turn, Talk, and Listen with a partner to answer questions using content vocabulary. Reinforce concepts of print and model the return sweep directionality. Invite students to point to and read aloud known high-frequency words.

Bloom's: Understand

DOK: 1

Engaging Experience 65 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to isolate sounds in words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.RF.2.A.g; K.RF.3.A.a; K.RF.3.A.b; K.RF.3.A.c; K.L.1.B.a

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model and practice phoneme isolation (medial vowel sounds). Review short /a/ and remind students that it can be heard in the beginning and middle of words. Reread the text, "I Like." Encourage students to read known high-frequency words and to decode words with /a/. Then have students draw and write words about animals they like. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply

DOK: 1

Engaging Experience 66 (Reading):

Teaching Point: Today I am going to teach you how to describe the relationship between illustrations and the text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.3.A.a; K.R.1.A.b; K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to display *What Do Animals Need?* Remind students labels and captions are text features that give us more information. Ask students to study the photos and labels. Model how the labels help you understand the photos and the text. Using the text features to build knowledge about animals and their needs. Ask students to continue answering text-evidence questions with partners using labels and captions to build their knowledge about what animals need to survive.

Bloom's: Apply

DOK: 2

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you that readers use real-life connections to understand unknown words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e; K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display *What Do Animals Need?*. Remind students that readers have strategies to understand unknown words, including using real-life connections. Read a portion of the text aloud, model connecting an idea from the text to a personal experience, and show how that connection supports meaning. Continue reading, prompt students with questions and their background knowledge to make meaning. Students will discuss with partners why it is important for animals to have energy.

Bloom's: Apply
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you how to retell facts from the text to create and share a message using drawings and words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to invite students to retell several facts they remember from the story, referring to photos and text as needed. Model using prewriting strokes to draw a picture representing your ideas. Collaborate with students to create a sentence. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse their own idea with a partner, preparing to draw and write their message.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you how to use nouns and action verbs in sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A; K.L.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to review how to identify nouns and action verbs in sentences. Display your Picture Word Cards. Create simple sentences using the nouns and verbs. Then generate another simple sentence and have partners identify the noun and verb and tell why. Students can also generate and simple sentences to you using nouns and verbs

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Parents and Baby Animals"	*What Do Animals Need?* Identify Similarities and Differences Between Two Texts on the Same Topic.	Draw, Write, and Share a Message
Decodable Reader: *I Am Big* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Nouns and Action Verbs in Sentences

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to reread to clarify or confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to display the text "Parent and Baby Animals" and model how to reread to confirm understanding. Explain that when we are reading and come to a part that we don't understand, or seems confusing, we can reread that part to help us confirm our understanding. Continue to work on building fluency and vocabulary.

Bloom's: Understand
DOK: 1

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *I Am Big*. Teach the story words using the Read/Spell/Define routine. Conduct a choral read with students, model for them how to blend decodable words and read high-frequency and/or story words. Connect phonics

to comprehension by asking questions about the text. Have students retell the story to a partner and write about the text.

Bloom's: Apply
DOK: 2

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you how to identify similarities and differences between two texts on the same topic.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.A.b; K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to display *What Do Animals Need?* and *What Do Plants Need?* Remind students that comparing means to find things that are similar and contrasting means to find things that are different. Model using a compare/contrast chart for the two texts. Use think-alouds to model how you compare and contrast. Guide students through whole group discussion and partner work to find similarities between the two texts on the same topic.

Bloom's: Analyze
DOK: 2

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you how to retell facts from the text to create and share a message using drawings and words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.2.B
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to review the week's previous shared writing. Identify another need from the book to draw and write about. Model using prewriting strokes to draw a picture and collaborate with students to create a sentence. Then say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Review the "Three-Step Writing Strategy." Students will then orally rehearse their own idea with a partner, preparing to draw and write their message.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you how to identify the nouns and action verbs in each sentence.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.A; K.L.1.A.d

Detailed Description/Instructions:

- **One way to do this** is to display and read example sentences. Create a t-chart for nouns and verbs. Model how to identify nouns and action verbs in each sentence, add them to the chart. Have students orally identify nouns and verbs, continuing to add them to the class chart.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Tommy!"	*What Do Animals Need?* Demonstrate Knowledge: *Plants and Animals Have Needs* - Complete the Blueprint	Shared Writing: Draw, Write, and Share a Message
Phonics and Word Study; Review and Assess		Grammar: Identify Nouns and Action Verbs in Sentences

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to read a poem to build knowledge about plants and their needs.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.A.b, K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to display the poem "Tommy!" and reread it in a fluent, expressive voice with appropriate phrasing. Have partners discuss and answer questions to help focus on the way plants grow in the poem. Ask students to orally share sentences about what plants and animals need to survive as you write their responses on chart paper. Encourage students to use the unit vocabulary in their sentences.

Bloom's: Apply
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review short /a/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.RF.1.A.f, K.RF.2.A.f, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending. Say the sounds and then guide students to blend the sounds to say the word. Have students read and spell their high-frequency words and use them in oral sentences. Reread "I Like" and *I Am Big* to build reading fluency. Note students' speed, accuracy, and intonation.

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Unit Reflection):
Teaching Point: Today I am going to teach how to demonstrate knowledge through speaking and listening.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *What Do Animals Need?*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge.

  Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point:Today I am going to teach you how to draw and write about a photograph.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this is** to display *What Do Animals Need?* and choose a photo to draw and write about it. As a class, choose one photo. Model how to use prewriting strokes to draw the picture. Engage students to create a sentence and dictate it to you. Review the "Three-Step Writing Strategy" anchor chart. Students will choose another animal to draw and write about after orally sharing with a partner why they made their choice.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you how to identify nouns and action verbs in sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A; K.L.1.A.d
Detailed Description/Instructions:

- **One way to do this is** to review how to identify nouns and action verbs. Create simple sentences to act out, and then identify the nouns and verbs. You can write the sentences and use them to reinforce print concepts as you read them.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about what plants and animals need to survive.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.2.A.a, K.R.3.A.a
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil Unit 1 assessment.
Another way to do this is to complete the digital Unit 1 assessment.
Bloom's: Apply
DOK: 2
Suggestion: *There is time to do the Unit Introduction for Unit 3 on this day. You can show the Multimedia Video and introduce the unit vocabulary.*

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge of Enduring Understanding 1: *Animals and plants need certain things to survive, including food, water, air, and space*. Have students draw a picture of a plant or an animal and show three things it needs. Encourage them to write or dictate a label for the plant or animal and for each need they show.

Unit 2: Every Story Has Characters

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: *Every Story Has Characters*
Length of Unit: 16 Days
Overview of Unit: In this unit, students read and compare selections with varied characters to analyze how people are different.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will review short /a/, will be introduced to initial and final /s/ and will preview initial and final /t/, /r/, and /b/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students will begin building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will draw inferences to learn about character's experiences in a story. Students will retell familiar stories using key details. They will identify and describe story characters and compare and contrast the adventures of these characters in their stories. During shared writing, students will draw and write a narrative text about events happening in the week's mentor texts.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to initial and final /t/ and will preview /f/, /h/, and /b/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students draw inferences to learn about a character's experience in a story. They continue to identify and describe story characters and compare and contrast the adventures of these characters in their stories. Students will find text evidence to identify and describe major story elements. They will identify the author and illustrator of a text and their roles. During shared writing, students will draw and write a narrative text about the events and characters in *Horrible Bear*.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to initial and final /n/ and will preview /w/, /p/, and /l/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will again identify the author and illustrator and review their roles. They will distinguish between important and unimportant information about characters and will find text evidence to describe characters. Students will also identify major story events. During shared writing, students will draw and write a letter about the events and characters in *Dog Days of School.*

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 2 digital materials
- Preview the Unit 2 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing* student booklet for *Every Story Has Characters*

Essential Questions:

- How are characters different?

Enduring Understanding/Big Ideas:

- Being helpful and hard-working are two important character traits.
- We can appreciate other people more when we understand their perspectives.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts
- **K.R.2.A.a:** Identify elements of a story, including setting, characters and key events
- **K.RF.1.A.a**: Identify all upper- and lowercase letters
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.1.A.f**: Demonstrate one-to-one correspondence between spoken words and written words
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.a**: Produce and write letter(s) for most short vowel and consonant sounds
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.RF.3.A.d**: Recognize that new words can be created when letters are changed, added, or deleted and using letter sound knowledge
- **K.W.2.C**: With assistance, draw/write fiction or nonfiction narratives and poems
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.L.1.B.b**: Recognize that a sentence ends with punctuation marks
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding
- **K.W.1.A.a**: Follow a writing process, with assistance, to generate a writing plan through: using pictures, oral language or written letters and/or words

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	Webb's DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion . Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.2.A.a	Identify elements of a story	Identify the characters in a story. Identify the setting (where and/or when the story takes place). Identify important or key events that happen in the story. Use pictures and details from the text to describe story elements with prompting and support.	2
K.RF.1.A.a	Identify upper and lowercase letters	Name all 26 uppercase letters and all 26 lowercase letters when shown in random order.	1

		Match uppercase letters to their corresponding lowercase forms. Quickly identify letters without needing picture or keyword cues.	
K.RF.1.A.c	Demonstrate the books are read left/right and top/bottom	Show that pages are turned one at a time from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	1
K.RF.1.A.f	Demonstrate one-to-one correspondence between spoken words and written words	Recognize that words are separated by spaces. Match their spoken sentence to the exact number of written words. Track print so that one finger point equals one spoken word. Notice when pointing does not match the spoken words and self-correct.	1
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final sounds in spoken words.	1
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme.	1

		Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	1
K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	Say the sound for consonants and short vowels. Write the letter(s) that match those sounds when spoken Match spoken phonemes to the correct graphemes in isolation and in simple words. Use sound-letter knowledge when spelling simple words (inventive spelling).	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → "cat").	1

		Use knowledge of letter-sound relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words. Apply blending during reading of decodable text.	
K.RF.3.A.d	Recognize that new words can be created when letters are changed, added or deleted	Change the initial, medial, or final sound to create a new word. Add a letter to the beginning or end of a word to create a new word. Delete the beginning or ending sound/letter to create a new word. Use letter sound knowledge to phonemically spell.	1
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2
K.W.1.A.a	With assistance, generate a writing plan	Generate ideas for writing with teacher support Use pictures to represent ideas Use oral language to tell their story Add letters and/or words to match the pictures and ideas	3
K.W.2.C	With assistance, draw/write fiction or non-fiction narratives and poems	Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined. Tell the reader about a character or	3

		personal event. Place events in the order they occurred. Use words that are related to the topic. Provide a reaction to what happened in the events.	
K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models In written text, use upper- and lowercase letters correctly	1
K.L.1.B.b	Recognize that a sentence ends with punctuation marks	Identify common ending punctuation marks (period, question mark, exclamation mark). Point to or name the punctuation mark at the end of a sentence. Understand that punctuation signals the end of an idea or thought.	1
K.SL.3.A.c	Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*

• Phonics Cumulative Assessment
  ○ Sound Recognition and Spelling
  ○ Word Fluency
• Quick Checks
  ○ Phonics and Word Recognition
  ○ Fluency
  ○ Print Concepts
  ○ Phonological Awareness
• Foundational Skills Screeners
• Phonological Awareness Assessment
	• Unit 2 Weekly Assessments
	• Unit 2 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Cried Curious Explain Indignant Peeked Roared Scolded Shivered Shouted Shrieked Stomped Whispered	

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about characters-the people or animals in stories.
Suggested Length of Time: 1 lesson
Standards Addressed: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 2 multimedia video. Use the Unit 2 Opener to introduce the essential question, *How are characters different?* Explain that we will think about what we can learn from characters and how each character is different. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Little Miss Muffet"	Introduce the Knowledge Focus: *Every Story Has Characters* - Introduce the Knowledge Blueprint	Shared Writing: Draw and Write a Narrative Text
Phonics and Word Study: Focus Skill s /s/ Review a /a/	"The Tortoise and the Hare" First Reading: Draw Inferences to Learn About Characters' Experiences in a Story.	Grammar: Introduce Regular Plural Nouns

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to create mental images to deepen understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c, K.RF.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to read aloud the nursery rhyme "Little Miss Muffet" using a fluent and expressive voice, pointing under the words as students follow along. Ask students to Turn, Talk, and Listen to describe a mental image they created as they listened that helped them understand how Miss Muffet felt. Continue to reinforce print concepts

and build vocabulary.
Bloom's: Understand
DOK: 1

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /s/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue) as you say /s/. Display the Picture Word Card to reinforce the letter name and initial sound for Ss. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with initial /s/. Ask students to listen for /s/ and write the letter s. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Ss using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Ss.*

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you how to draw inferences to learn about a character's experiences in a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Explain that we make inferences when we put together what we see on the page with what we already know. Read, "The Tortoise and the Hare," thinking aloud to model how you are drawing inferences to learn who the characters are and what is happening in the story. Create the anchor chart "Draw Inferences" for students to use as they work to make inferences about the text with partners.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you how to draw and write a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Supporting: K.W.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to invite students to retell several events they remember from "The Tortoise and the Hare," referring to the illustrations and text as needed. Model using prewriting strokes to draw a picture and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, sharing about a different event from the text as they prepare to draw and write their message.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you about regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that a noun is a person, place or thing. Then explain that adding an -s makes the noun plural, meaning more than one. Guide students to orally determine if a noun is plural or singular and to use those nouns in sentences.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Little Miss Muffet"	"The Tortoise and The Hair" Identify and Describe	Shared Writing: Draw, Write, and Share a Message
Phonics and Word Study; Focus Skill s /s/ Preview t /t/		Grammar: Regular Plural Nouns

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers use their voice to show feelings.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c, K.RF.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to read aloud the nursery rhyme "Little Miss Muffet" using a fluent and expressive voice. As you read, use your voice to show feelings. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students brainstorm animals that begin with the letter s and then draw the animals.

Bloom's: Apply
DOK: 1

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: KRF.2.A.f, K.RF.2.A.h, K.RF.3.A.c, K.RF.3.A.d
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Sam." Students will reread with partners. Preview the upcoming letter Ii and listen to the /i/ song.

Bloom's: Apply
DOK: 1

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe story characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.1.B.e, K.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to use "The Tortoise and the Hare." Model how to describe, or tell about, characters in a story. Work with students to create a two-column chart to describe the characters and their traits and understand what happens in the story. Discuss the text evidence questions. Continue to build knowledge about how being hard-working is an important character trait.

Bloom's: Apply
DOK: 2

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you how to draw and write a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to invite students to retell what they remember about Hare, referring to the illustrations and text as needed. Model using prewriting strokes to draw a picture and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, sharing about a different event that happened with Hare from the text as they prepare to draw and write their message.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you how to use plural nouns in a sentence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that a plural noun is more than one person, place or thing. Model using a plural noun in a sentence. Ask students to find classroom objects of two or more, name the items, and use the plural noun in a sentence.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Humpty Dumpty"	"The Little Helper" First Reading: Distinguish between important and unimportant information about characters.	Shared Writing: Draw and write a narrative text
Phonics and Word Study; Focus Skill s /s/ Preview r /r/, b /b/	Build Vocabulary: Distinguish Shades of Meaning Among Verbs	Grammar: Form regular plural nouns.

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to create mental images to deepen understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to read aloud "Humpty Dumpty" using a fluent and expressive voice. Model creating mental images of Humpty. Ask students to Turn, Talk, and Listen to describe one mental image they created. Point out that the first letter of a sentence and names are capitalized. Invite students to find known sight words.

Bloom's: Understand
DOK: 1

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to categorize words by phoneme.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme categorization with initial the /s/ sound. Ask students to identify words that have a different beginning. Reread the text, "Sam." Encourage students to read known high-frequency words and to decode words with /s/. Then have students draw and write about their favorite animal from the text. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you how to distinguish between important and unimportant information about characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display "The Little Helper" and introduce vocabulary using the Define/Example/Ask. Model listening for key details about the characters, distinguishing between important and unimportant information. Create the "Determine Text Evidence" anchor chart. Ask partners to work together to identify important and unimportant information. Discuss the text-evidence questions.

Bloom's: Analyze
DOK: 2

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you how to distinguish shades of meaning among verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to remind students you have been thinking about characters and what they do. Explain that authors use different verbs or action words to help us imagine the character's actions in our mind. Create the anchor chart, "Shades of Meaning Among Verbs." Ask questions to help students identify and describe the shades of meaning among different words used in the text.

Bloom's: Analyze
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to draw and write a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Supporting: K.W.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to remind students that they have previously written about the characters in "The Tortoise and the Hare." Invite the students to retell the end of the story and brainstorm what might have happened next. Model using prewriting strokes to draw a picture and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it. Then review the "Three-Step Writing Strategy". Students will orally rehearse their own idea about what happened next with a partner, preparing to draw and write their narrative.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you how to form plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that regular plural nouns are formed by adding -s or -es to the noun. Use chart paper to draw an item and label it. Ask students to identify

the noun and use it in a sentence. Then draw an identical item and -s or -es to the label. Ask students to say the plural noun and use it in a sentence.

Bloom's:
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Humpty Dumpty"	"The Little Helper" Retell Familiar Stories Using Key Details	Shared Writing: Draw and Write a Narrative Text.
Decodable Reader: *Sam Likes the Farm* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Form and Use Regular Plural Nouns

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to reread to clarify or confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the text "Humpty Dumpty" and model how when we are reading and come to a part that we don't understand or seems confusing, we can reread that part to help us confirm our understanding. Continue to model and reinforce fluent reading. Focus on words that rhyme, sharing that paying attention to rhymes helps us better understand poems.

Bloom's:
DOK:

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.h, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *Sam Likes the Farm*. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or

story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you how to retell familiar stories using key details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.A.b, K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to display "The Little Helper." Remind students that all stories have characters and events. The key details tell about the characters and events. Model how you use key details and events to retell the story. Create the anchor chart "Events", explaining how to identify key details from the beginning, middle, and end. Guide discussion about the text and ask partners to take turns retelling the story.

Bloom's: Apply
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you how to draw and write a narrative.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.2.C
Supporting: K.W.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to invite the students to retell the story, "The Little Helper." Model using prewriting strokes to draw a picture about an event from the story and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it. Then review the "Three-Step Writing Strategy". Students will orally rehearse retelling a different event from the story, preparing to draw and write their narrative.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to review with you plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to remind the students that plural means more than one. Model identifying nouns from "The Little Helper" and orally forming plurals. Guide students to complete sentences by forming a plural noun using words from the text.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "An April Rain Song!"	"The Tortoise and the Hare" and "The Little Helper" Compare and Contrast the Adventures of Characters in Stories	Shared Writing: Draw and Write a Narrative Text
Phonics and Word Study; Review and Monitor Progress	Build Knowledge: *Every Story Has Characters* - Begin the Knowledge Blueprint	Grammar: Form and Use Regular Plural Nouns

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to analyze the poet's use of descriptive words and phrases.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the poem, *An April Rain Song*, read the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Explain that the poet uses words and phrases that describe the rain and what it does, pointing out examples. Ask the students to think of other words the author could have chosen. Deepen comprehension by working with students to draw and write about the speaker or character from the poem. Teach the words in the vocabulary word bank using the Read/Spell/Define routine.

Bloom's: Analyze
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /s/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme addition by adding /s/ to simple words. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Sam" and *Sam Likes the Farm* to build reading fluency. Note students' speed, accuracy,

and intonation. Complete the spelling and dictation practice and spiral review.

Complete the Sound Recognition and Spelling Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you how to compare and contrast the adventures and experiences of characters
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "The Tortoise and the Hare" and "The Little Helper". Remind students the animals are the characters and what happens are the events. Create a Compare/Contrast Chart modeling how to compare and contrast the characters. Discuss the text-evidence questions.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 1

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to draw and write a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Supporting: K.W.1.A.c
Detailed Description/Instructions:

- **One way to do this is** to invite students to retell part of "The Little Helper" as if they were the lion. Use prewriting strokes to draw a picture that represents your idea. Say the sentences you are going to write in an expressive voice. Ask students to dictate each word to you. Review the "Three-Step Writing Strategy" anchor chart. Students will choose an event to tell from the mouse's point of view. They will orally rehearse with a partner what they will draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 27 (Grammar):
Teaching Point: Today I am going to teach you to form plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this is to** review plural nouns and how to form them. Show students example sentences, pointing to the noun. Students will listen to the difference between a singular noun and a plural noun. Partners will share sentences about items in the classroom using plural nouns.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: *"Little Bo-Peep"*	*Horrible Bear* First Reading: Draw Inferences to Learn About Characters' Experiences in a Story.	Shared Writing: Draw and Write a Narrative Text
Phonics and Word Study: Focus Skill t /t/		Grammar: Introduce Question Words

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to create mental images to deepen understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c, K.RF.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce nursery rhyme "Little Bo Peep" using a fluent and expressive voice. Ask students to Turn, Talk, and Listen to describe a mental image they created as they listened that helped them understand the text. Continue to reinforce print concepts including one-to-one correspondence and the return sweep.

Bloom's: Understand
DOK: 1

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /t/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue) as you say /t/. Display the Picture Word Card to reinforce the letter name and initial sound for Tt. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with initial /t/. Ask students to listen for /t/ and write the letter t. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Tt using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Tt.*

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you how to draw inferences to learn about characters' experiences in a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.2.A.a,
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Remind students that readers preview a story before reading. Revisit the "Draw Inference" anchor chart. Remind students what readers look for in the text and illustrations to draw inferences. Model using your background knowledge and clues from the text to draw an inference. Guide students to practice drawing their own inferences with partners.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you how to draw and write a narrative.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to invite students to think about how the girl in *Horrible Bear!* feels by paying attention to her actions and words. Model using prewriting strokes to

draw a picture representing your idea and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, sharing about a different story event, imagining themselves as Bear, before they draw and write their message.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you about question words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Asking Questions" anchor chart. Explain that we use special words to ask a question. Point and read each word and explain what it means using the anchor chart. Ask simple questions and have partners share their answers.

Bloom's: Understand
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Little Bo-Peep"	*Horrible Bear* Identify and Describe Story Characters	Shared Writing: Draw, Write a Narrative Text
Phonics and Word Study; Focus Skill t /t/ Preview f /f		Grammar: Use Question Words

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to listen to how fluent readers use their voice and face to read with expression.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.RF.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the poem, "Little Bo Peep," using a fluent and expressive voice. As you read, model how to use your voice and facial expressions to show feelings. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students brainstorm a list of animals that have tails and then draw examples.

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: KRF.2.A.f, K.RF.2.A.h, K.RF.3.A.c, K.RF.3.A.d
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Go." Students will reread with partners. Preview the upcoming letter Ff and listen to the /f/ song.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe story characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to use *Horrible Bear!* Model how to describe, or tell about, characters in a story. Work with students to create a two-column chart to describe the characters using key details. Use descriptive words to describe the main characters and how they change in the story. Discuss the text evidence questions. Continue to build knowledge about how we can appreciate others when we understand their perspectives.

Bloom's: Analyze
DOK: 2

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to draw and write a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to invite students to think about events in *Horrible Bear!* from the girl's perspective. Model using prewriting strokes to draw a picture representing your idea and how you write words to match your picture. Remind students that we say the

sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, sharing about a different story event, imagining themselves as Bear, before they draw and write their message.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you how to use question words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review question words on the "Asking Questions" anchor chart. Point to the different question words on the chart as you ask questions about the story. Have partners identify the question word and answer it.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Gregory Griggs"	*Horrible Bear* Find Text Evidence: Identify and Describe Major Story Elements	Shared Writing: Draw and Write a Narrative Text
Phonics and Word Study; Focus Skill t /t Preview h /h/ and b /b/	Build Vocabulary: Distinguishing Shades of Meaning Among Verbs	Grammar: Use Question Words

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to create mental images to deepen understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c, K.RF.1.A.f, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to read aloud, "Gregory Griggs", using a fluent and expressive voice. Model creating mental images of Gregory and his wigs. Ask students to Turn, Talk, and Listen to describe one mental image they created. Reinforce concepts of print from left to right. Invite students to find known sight words.

Bloom's: Understand
DOK: 1

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to categorize words by phoneme.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme categorization with initial and final sounds. Ask students to identify words that have a different initial or final sound. Reread the text, "Go." Encourage students to read known high-frequency words and to decode words with /t/. Then have students draw and describe a tiger. Have students read and write their high-frequency words and then use the words in oral sentences. Preview the upcoming letters Hh and Bb and listen to the /h/ and /b/ songs.

Bloom's: Apply
DOK: 1

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe major story events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to use *Horrible Bear*. Remind students that every story has characters and a sequence of events. Model how to use information from the story to answer the text evidence question. Revisit the "Events" anchor chart. Review how to identify the major events in the beginning, middle, and end. Ask students to listen carefully for information that describes a major story event that changes what happens in the story.

Bloom's: Analyze
DOK: 2

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you how to distinguish shades of meaning among verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.a, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to remind students that different words can be used to describe actions. Think aloud and model how you pay attention to the shades of meaning among action verbs as you revisit parts of Horrible Bear! Revisit the "Shades of Meaning Among Verbs" anchor chart. Ask questions to help students identify and describe the

shades of meaning among different words used in the text and how they change the way you picture the events in the story.

Bloom's: Analyze
DOK: 2

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to draw and write a narrative.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.2.C
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to invite students to think about events in *Horrible Bear!* from the girl's perspective. Model using prewriting strokes to draw a picture representing your idea and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, sharing about what Bear does when he leaves his cave and how he feels before they draw and write their message.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you how to use who and what question words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Asking Questions" anchor chart and *Horrible Bear!* Model asking who and what questions from the story. Ask students to practice asking and answering who and what questions.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Gregory Griggs"	*Horrible Bear!* Identify the Author and Illustrator and Define the Role of Each	Shared Writing: Draw and Write a Narrative Text.

Decodable Reader: *We See* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Question Words

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to reread to clarify or confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display the text "Gregory Griggs" and model how when we are reading and come to a part that we don't understand or seems confusing, we can reread that part to help us confirm our understanding. Continue to model and reinforce fluent reading. Build vocabulary using the context of the nursery rhyme.

Bloom's: Understand
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.h, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *We See.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you how to identify the author and illustrator and define the role of reach.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display the cover of *Horrible Bear*! Point to the names of the author and illustrator on the cover of the book, as well as the title page. Work with students to create the "Identifying Author and Illustrator" anchor chart as you describe the role of each. Ask questions for partnerships about the author and illustrator and where they are listed in a book.

Bloom's: Understand
DOK: 2

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you how to draw and write a narrative.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to invite students to think about events in *Horrible Bear!* from the girl's perspective. Model using prewriting strokes to draw a picture representing your idea and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, sharing about how Bear tried to help the girl feel better before they draw and write their message.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you how to use where and when question words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display the "Asking Questions" anchor chart and *Horrible Bear!* Model asking where and when questions from the story. Ask students to practice asking and answering where and when questions.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "An April Rain Song!"	*Horrible Bear!* Compare and Contrast the Adventures of Characters in Stories	Shared Writing: Draw and Write a Narrative Text
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Every Story Has Characters* - Begin the Knowledge Blueprint	Grammar: Use Question Words

pEngaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to analyze the poet's use of descriptive words and phrases.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the poem, "An April Rain Song", reread the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Explain that the poet uses words and phrases that make the reader think about sound or music, pointing out examples. Ask the students to think of other words the author could have chosen. Deepen comprehension by discussing the speaker's point of view.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /t/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending with CVC words. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Go" and *We See* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Sound Recognition and Spelling Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):

Teaching Point: Today I am going to teach you how to compare and contrast the adventures and experiences of characters
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.B.e, K.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display *Horrible Bear!* and *"The Little Helper."* Explain that we are going to compare and contrast the experiences of the girl and the mouse in these stories. Remind students that comparing is finding things that are the same and contrasting is finding differences. Create a Compare/Contrast chart and model comparing and contrasting the problems, actions and feelings of the characters. Guide students to add to the Compare/Contrast chart after talking with partners.

Bloom's: Analyze
DOK: 2

Engaging Experience 52 (Writing):

Teaching Point: Today I am going to teach you how to draw and write a narrative.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.2.C
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to invite students to retell important events from the end of *Horrible Bear!* from the girl's perspective. Model using prewriting strokes to draw a picture representing your idea and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, sharing how Bear felt at the end of the story before they draw and write their message.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):

Teaching Point: Today I am going to teach you how to use how and why question words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to display the "Asking Questions" anchor chart and *Horrible Bear!* Model asking how and why questions from the story. Ask students to practice asking and

answering how and why questions.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Gingerbread Man"	*Dogs Days of School* First Reading: Distinguish Between Important and Unimportant Information	Shared Writing: Draw and Write a Narrative Text
Phonics and Word Study: Focus Skill n/n		Grammar: Use Question Words

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to create mental images to deepen understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.RF.1.A.c,, K.RF.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to read aloud the story, "The Gingerbread Man", using a fluent and expressive voice, pointing under the words as students follow along. Ask students to Turn, Talk, and Listen with a partner to describe a mental image they created. Reinforce print concepts by pointing to and naming examples of end marks in the text.

Bloom's: Apply
DOK: 1

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /n/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue) as you say /n/. Display the Picture Word Card to reinforce the letter name and initial sound for Nn. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with

initial /n/. Ask students to listen for /n/ and write the letter n. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply

DOK: 1

Suggestion: *Practice the correct letter formation for Nn using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Nn*

Engaging Experience 56 (Reading):

Teaching Point: Today I am going to teach you how to distinguish between important and unimportant details about characters.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.B.e, K.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read, *Dog Days of School*. Explain that important details tell about major events or changes in the story. Unimportant details are not necessary to understand what is happening. Revisit the "Determine Text Importance" anchor chart. Ask partners to identify and discuss important and unimportant details.

Bloom's: Analyze

DOK: 2

Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):

Teaching Point: Today I am going to teach you how to draw and write a letter.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.C

Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to display the story, *Dog Days of School.* Explain that we are going to write a letter - a written message from one person to another. Invite students to retell events from the story. Model using prewriting strokes to draw a picture and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, imagining themselves as Norman, sharing about his day as a student before they draw and write their letter.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you how to use question words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display *Dog Days of School.* Write questions on the board and practice how to answer questions and explain what type of question is being asked. Ask students to share their questions as you write them. Have students locate the question word in the sentence.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Gingerbread Man"	*Dog Days of School* Identify Major Story Events	Shared Writing: Draw, Write a Narrative Text
Phonics and Word Study; Focus Skill n/n/ Preview w/w/		Grammar: Use Question Words

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to listen to relate words to their opposites.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to read aloud the nursery rhyme, "The Gingerbread Man," using a fluent and expressive voice. As you read, use your voice to show feelings. Model relating words to their opposites using examples from the text. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by working with students to draw and write about a character from the poem.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: KRF.2.A.f, K.RF.2.A.h, K.RF.3.A.c, K.RF.3.A.d
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Nat." Students will reread with partners. Preview the upcoming letter Ww and listen to the /w/ song.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 61 (Reading):</u>
Teaching Point: Today I am going to teach you how to identify major story events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the story, *Dog Days of School.* Model how to use a think-aloud to identify major story events from the beginning, middle, and end of the story. Refer to the "Events" anchor chart and remind students how to identify the major events at the beginning, middle, and end. Ask text evidence questions to help guide students the important events in the story and the lesson Charlie learned.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 62 (Writing):</u>
Teaching Point: Today I am going to teach you how to draw and write a letter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit how your letter began from the previous lesson. Invite students to retell how Charlie felt as the dog and choose another event to add to the letter. Model using prewriting strokes to draw a picture and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, imagining themselves as Norman, sharing about his day at school before they draw and write their letter.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to*

help students be able to orally share their message with a partner.

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you about question words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this is** to read aloud various answers to questions. Model how to use the information or answers to form a question using one of the question words. Have students create questions using provided answers with a partner.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Little Red Hen"	*Dog Days of School* Find Text Evidence: Describe Story Characters	Shared Writing: Draw and write a narrative text
Phonics and Word Study; Focus Skill n /n/ Preview p /p/ and l /l/	Build Vocabulary: Ask and Answer Questions About Unknown Words	Grammar: Form and Use Regular Plural Nouns

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to create mental images to deepen understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c,, K.RF.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to read aloud, "The Little Red Hen", using a fluent and expressive voice. Model creating mental images of the animals. Ask students to Turn, Talk, and Listen to describe one mental image they created as they listened. Reinforce concepts of print by discussing that quotation marks tell us the exact words a character says. Explain that when we read words in quotation marks, we use the character's voice, not our speaker's voice.

Bloom's: Understand
DOK: 1

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to categorize words by phoneme.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: KK.L.1.B.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme categorization with initial and final sounds. Ask students to identify words that have a different initial or final sound. Reread the text, "Nat." Encourage students to read known high-frequency words and to decode words with /n/. Then have students draw and write about a dog they have or would like to have. Have students read and write their high-frequency words and then use the words in oral sentences. Preview the upcoming letters Pp and Ll and listen to the /p/ and /l/ songs.

Bloom's: Apply

DOK: 1

<u>Engaging Experience 66 (Reading):</u>

Teaching Point: Today I am going to teach you how to describe story characters.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.B.e, K.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to display *Dog Days of School*. Model how you use details from the text to answer text evidence questions. Remind them that pictures and words explain more about a characters' actions. Have students work in partners to answer more text evidence questions using details from the story.

Bloom's: Analyze

DOK: 2

<u>Engaging Experience 67 (Reading):</u>

Teaching Point: Today I am going to teach you how to ask and answer questions about unknown words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.A.b, K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to explain that when we read or hear new or unfamiliar words, we can ask and answer questions to determine the meaning of the word. Think aloud as you ask and answer questions about a new word in the text. Create the "Use Context Clues to Find Meaning" anchor chart. Have partners ask questions and look for clues to determine the meaning of other new words.

Bloom's: Analyze

DOK: 2

<u>Engaging Experience 68 (Writing):</u>

Teaching Point: Today I am going to teach you how to draw and write a letter.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.C
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to reread your class letter aloud. Invite students to retell what else Charlie did as a dog and choose another event to add to the letter. Model using prewriting strokes to draw a picture and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, imagining themselves as Norman, sharing other events from his day before they draw and write their letter.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you how to form and use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to review singular and plural nouns. Identify singular nouns in the *Dog Days of School.* Model how to make each noun plural. Then have partners find single items in the classroom. Ask them to use the word in a sentence as a singular noun and then orally change it to a plural noun and use it in a sentence.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Little Red Hen"	*Dog Days of School* Identify the Author and Illustrator and Define the Role of Each	Shared Writing: Draw and Write a Narrative Text.
Decodable Reader: *We Sat* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Form and Use Regular Plural Nouns

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to ask and answer questions about unknown words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display the text "The Little Read Hen" and model how when we are reading and come to a part that we don't understand or seems confusing, we can reread that part to help us confirm our understanding. Continue to model and reinforce fluent reading. Build vocabulary by discussing how two words can sound alike, but can be spelled differently and mean different things (i.e. flower and flour).

Bloom's: Understand
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.h, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *We Sat.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you how to identify the author and illustrator and define the role of reach.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display *Dogs Days of School*. Remind students that the names of the author and illustrator can be found on the cover and title pages. Revisit the "Identify Author and Illustrator" anchor chart. Discuss the roles of each. Reread and think aloud how the words and pictures go together, pointing out this means the author and illustrator have to work together even though they have different jobs. Have students work with partners to answer questions that reinforce understanding.

Bloom's: Understand
DOK: 2

Engaging Experience 73 (Writing):

Teaching Point: Today I am going to teach you how to draw and write a letter.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.2.C
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to reread the class letter aloud. Invite students to retell what else Charlie did as a dog and choose another event to add to the letter. Model using prewriting strokes to draw a picture and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, imagining themselves as Norman, sharing other events from his day before they draw and write their letter.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 74 (Grammar):

Teaching Point: Today I am going to teach you how to form and use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.A

Detailed Description/Instructions:

- **One way to do this is** to write a sentence from the story with a blank. Provide the singular noun and have the students fill in the blank with the plural noun. Then provide other singular and plural nouns for students to use in sentences.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "An April Rain Song!"	Demonstrate Knowledge: *Every Story Has Characters* - Complete the Knowledge Blueprint	Shared Writing: Draw and Write a Narrative Text
Phonics and Word Study; Review and Monitor Progress		Grammar: Form and Use Regular Plural Nouns

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to describe the main character in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the poem "An April Rain Song." Reread the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Have students think about the main character who is speaking in this poem. Guide students in thinking about the speaker of the poem as a character sharing their perspective.

Bloom's: Understand
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /n/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.e, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending with CVC words. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Go" and *We Sat* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Sound Recognition and Spelling Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Unit Reflection):
Teaching Point: Today I am going to teach how to demonstrate knowledge through speaking and listening.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this is** to display *Dog Days of School*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you how to draw and write a letter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to reread the class letter aloud. Explain that a letter must have an ending. Model using prewriting strokes to draw a picture and how you write words to match your picture. Remind students that we say the sentence, write it, and reread it, noticing how each spoken word matches the written words. Then review the "Three-Step Writing Strategy". Students will orally rehearse with a partner, imagining themselves as Norman, sharing their own ending before they draw and write their letter.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you how to form and use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this is to** write several singular nouns. Model how to form a plural noun and use it in a sentence. Have partners continue to create oral sentences with the remaining words.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about characters-the people or animals in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.2.A.a, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil Unit 2 assessment.
Another way to do this is to complete the digital Unit 2 assessment.
Bloom's: Apply
DOK: 2
Suggestion: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 2 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate knowledge of Enduring Understanding 1: *Being helpful and hard-working are two important character traits*. Have students draw a picture of a character who demonstrated being helpful and/or hard-working. Encourage them to write the character's name and label the character's traits. Write or dictate a sentence about the action the character showed to demonstrate the trait. If possible, print a page of labels with the names of the characters from this unit. Allow students to paste the label to their picture.

Unit 3: Rules at Home and School

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: Rules at Home and School
Length of Unit: 16 Days
Overview of Unit: In this unit, students will read and learn about the importance of rules at home and school.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will be introduced to short /i/ and will preview short /o/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will make connections and summarize to understand why rules and good choices are important. They will identify an author's reasons for their ideas, identify and describe characters, and explain how illustrations support the story. During writing, students will draw and write informational texts about following rules, as well as an explanatory text about a good pet.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to initial and final /f/ and will preview c /k/ and /j/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will make connections to learn why we follow rules at school. They will recognize informational text features such as a table of contents. Students will identify an author's reasons for their ideas, explain how illustrations support the story, and identify similarities and differences between two texts on the same topic. During writing, students will draw and write informational/explanatory texts about rules at school.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to initial and final /p/ and will preview /g/ and k /k/ . Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will summarize or retell to confirm understanding. They will identify and describe story characters and compare and contrast their adventures in stories. Students will explain how illustrations support the story. During writing, students will draw and write informational/explanatory texts about rules at school. Students write about specific rules including being safe, showing respect, taking turns, being nice, etc.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 3 digital materials
- Preview the Unit 3 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and the decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing Journa*l for *Rules at Home and School*

Essential Questions:

- Why do we have rules?

Enduring Understanding/Big Ideas:

- We can stay safe by following rules at home, at school, and in the community.
- Rules help us act responsibly, get along with others, and make good choices.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts
- **K.R.2.A.a:** Identify elements of a story, including setting, characters and key events
- **K.R.3.A.a. K.R.3.C.c**: Name the main topic and recall key details of the text
- **K.RF.1.A.a**: Identify all upper- and lowercase letters
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.a**: Produce and write letter(s) for most short vowel and consonant sounds
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.RF.3.A.d**: Recognize that new words can be created when letters are changed, added, or deleted and using letter sound knowledge
- **K.W.2.B**: With assistance, draw/write informative/explanatory texts
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.L.1.B.b**: Recognize that a sentence ends with punctuation marks
- **K.L.1.B.d**: Capitalize first word in a sentence
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	Webb's DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion . Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.2.A.a	Identify elements of a story	Identify the characters in a story. Identify the setting (where and/or when the story takes place). Identify important or key events that happen in the story. Use pictures and details from the text to describe story elements with prompting and support.	2
K.R.3.A.a **K.R.3.C.c**	Identify the topic and details in an expository text heard and/or read	Demonstrate an understanding of inferring and drawing conclusions Draw conclusions to understand what an	2

		expository text and topic is Read, infer, and draw conclusions to recall the main topic and important details of a text. Refer to the words and or illustrations to help determine key details of a topic	
K.RF.1.A.a	Identify upper and lowercase letters	Name all 26 uppercase letters and all 26 lowercase letters when shown in random order. Match uppercase letters to their corresponding lowercase forms. Quickly identify letters without needing picture or keyword cues.	1
K.RF.1.A.c	Demonstrate the books are read left/right and top/bottom	Show that pages are turned one at a time from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	1
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final sounds in spoken words.	1
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme. Hear the ending sounds in words well	1

		enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	1
K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	Say the sound for consonants and short vowels. Write the letter(s) that match those sounds when spoken Match spoken phonemes to the correct graphemes in isolation and in simple words. Use sound-letter knowledge when spelling simple words (inventive spelling).	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → “cat”). Use knowledge of letter-sound	1

		relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words. Apply blending during reading of decodable text.	
K.RF.3.A.d	Recognize that new words can be created when letters are changed, added or deleted	Change the initial, medial, or final sound to create a new word. Add a letter to the beginning or end of a word to create a new word. Delete the beginning or ending sound/letter to create a new word. Use letter sound knowledge to phonemically spell.	1
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2
K.W.2.B	Draw/write informative/explanatory texts	Introduce a topic or text being studied and supply facts. Use some specific words that are related to the topic. Follow a sense of order in writing. Create some sense of closure.	
K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models	1

		In written text, use upper- and lowercase letters correctly	
K.L.1.B.b	Recognize that a sentence ends with punctuation marks	Identify common ending punctuation marks (period, question mark, exclamation mark). Point to or name the punctuation mark at the end of a sentence. Understand that punctuation signals the end of an idea or thought. Notice when a sentence is missing ending punctuation.	1
K.L.1.B.d	Capitalize first word in a sentence	Recognize that every sentence begins with a capital letter. Apply capitalization when writing simple sentences independently. Notice and correct sentences that are missing a capital at the beginning.	1
K.SL.3.A.c	Confirm comprehension by retelling information	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
● Phonics Cumulative Assessments ○ Sound Recognition and Spelling ○ Word Fluency ● Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness ● Foundational Skills Screeners ● Phonological Awareness Assessment	● Unit 3 Weekly Assessments ● Unit 3 Assessment ● Interim Assessment #2

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Be Nice Enormous Helping Hand Important Joined Pay Attention Respect Responsible Safe	Citizens Community Rules

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about rules at home and school and how they help us.
Suggested Length of Time: 1 lesson
Standards Addressed: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 3 multimedia video. Use the Unit 3 Opener to introduce the essential question; *Why do we have rules?* Explain that we will read and learn about the importance of rules at home and at school. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Let's Be Friends"	Introduce the Knowledge Focus: *Rules at Home and School* - Introduce the Knowledge Blueprint	Draw and Write and Informational Text
Phonics and Word Study: Focus Skill i /i/	"Let's Play by the Rules" First Reading: Make Connections to Understand Why Rules Are Important	Grammar: Introduce Complete Sentences with Capitalization

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to listen for important words that help you understand the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.a, K.RF.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "Let's Be Friends" using a fluent and expressive voice, pointing under the words as students follow along. Invite students to act out the action words as they listen. Explain that these actions are important details that help them understand the poem. Ask students to Turn, Talk, and Listen as partners

discuss why each of these actions are important to the poem.

Bloom's: Apply
DOK: 2

Engaging Experience 3 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to identify and produce the letter-sound short /i/.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.R.2.A.f, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for short /i/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with short /i/. Ask students to listen for short /i/ and write the letter i. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Ii using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Ii.*

Engaging Experience 4 (Reading):

Teaching Point: Today I am going to teach you how to make connections to understand why rules are important.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read "Let's Play by the Rules!" Point out the text features and invite students to identify the type of text. Explain that readers make connections between what they read and what it reminds them of in real life. Create the "Make Connections" anchor chart and model your connections. Ask partners to share their own connections with each other.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an informational text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display "Let's Play by the Rules!" Model how to choose one rule to draw and write about. Draw a picture to represent your idea and orally rehearse your message. Ask students to dictate the sentence to you as you model your knowledge of uppercase letters and sound-spelling correspondences. Review the "Three-Step Writing Strategy." Students will orally rehearse sharing a rule and it's important before they draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you that complete sentences start with a capital letter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is explain when we put words together to tell about something, we create a sentence. A sentence is a complete thought and it begins with a capital letter. Guide partners to find the capital letters of first words in sentences.

Bloom's: Understand
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Let's Be Friends"	"Let's Play by the Rules!" Identify the Reasons an Author Gives to Support Points	Shared Writing: Draw and Write and Informational Text
Phonics and Word Study; Focus Skill i /i/		Grammar: Identify Complete Sentences with Capitalization

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers pause or stop as they read.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A..c, K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the poem "Let's Be Friends" using a fluent and expressive voice. Explain that when we talk, we pause or take short breaths, at the end of thoughts to help people understand what we are saying. Readers do the same but they use clues to know when to pause. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by working with students to draw and write about what they do with friends.

Bloom's: Apply
DOK: 2

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.f, K.RF.2.A.h, K.RF.3.A.b, K.RF.3.A.c, K.RF.3.A.d
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Her Friend Sam." Students will reread with partners. Review Aa and listen to the short /a/ song.

Bloom's: Apply
DOK: 1

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you how to identify the reasons an author gives to support his or her ideas or points in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "Let's Play by the Rules." Explain that the author gives reasons to show why rules are important when playing team supports. Model finding reasons in the text. Create a chart with students to identify reasons an author gives to support his/her points. Ask students to turn and talk and identify other reasons the author

gives about why rules are important.
Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach how to draw and write an informational text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display "Let's Play by the Rules!" Model how to choose another rule to draw and write about. Draw a picture to represent your idea and orally rehearse your message. Ask students to dictate the sentence to you as you model your knowledge of uppercase letters and sound-spelling correspondences. Review the "Three-Step Writing Strategy." Students will orally rehearse sharing how to be a good sport before they draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach how to identify complete sentences with capitalization.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that a sentence tells a complete thought and begins with a capital letter. Read aloud and point to a sentence in "Let's Play by the Rules!" as you identify its characteristics. Have partners find complete sentences in a previously read text.

Bloom's: Understand
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Good Morning"	"A New Pet" First Reading: Summarize and	Draw and Write an Explanatory Text

	Synthesize Why Following Rules and Making Good Choices Are Important	
Phonics and Word Study; Focus Skill: i/i// Preview o/o/	Build Vocabulary: Identify Real-Life Connections Between Words and Their Use	Grammar: Use Complete Sentences with Capitalization

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to listen for important words that help you understand the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.b
Detailed Description/Instructions:
- **One way to do this** is to read the poem "Good Morning" using a fluent and expressive voice. Invite students to chime in on the first two lines of each stanza. Ask partners to Turn, Talk, and Listen to share the important details that help them understand the poem. Reinforce print concepts - sentences are made up of words.

Bloom's: Understand
DOK: 1

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to isolate and identify sounds in a word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.a, K.RF.2.A.h, K.RF.3.A.a, K.RF.3.A.b
Supporting: K.RF.4.A
Detailed Description/Instructions:
- **One way to do this** is to model phoneme isolation with medial vowel sounds. Ask students to listen and identify if two words have the same medial sound. Reread the text, "Her Friend Same." Encourage students to read known high-frequency words and to decode words with /i/. Then have students draw something fun to do with a pet. Have students read and write their high-frequency words and then use the words in oral sentences. Preview the upcoming letters Oo and listen to the short /o/ song.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you how to summarize and synthesize to understand the importance of following rules and making good choices.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read aloud "A New Pet." Model pausing and retelling events in your own words to understand what is happening. Remind the students we can also use the pictures to help better understand the events. Create the "Summarize and Synthesize" anchor chart to support students as they discuss and answer text evidence questions.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you that we can use real-life connections to understand unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to explain that we can use our background knowledge or experiences to make connections about unfamiliar words. Model using an example from the text (i.e. enormous) and how you can use the context of the story and what you know to determine the meaning of the word. Ask students to practice in partnerships with other words from the text.

Bloom's: Apply
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that an explanatory text explains or tells facts. Invite students to use the text or their background knowledge to give reasons why an elephant would not make a good pet. Choose one idea and draw your picture. Have students help you write your explanation. Review the "Three-Step Writing Strategy." Students will orally rehearse their explanation about why an elephant would not make a good pet before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you how to use complete sentences with capitalization.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to explain when we speak or write, we use complete sentences. Model using complete sentences to give an explanation. Write the sentence frames, pointing out the capital letter, and ask partners to complete the sentences.

Bloom's: Apply
DOK: 2

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Good Morning"	"A New Pet" Identify and Describe story characters	Draw and Write an Explanatory Text
Decodable Reader: *In School* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Complete Sentences with Capitalization

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to read more slowly and think about the words to clarify meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to explain that readers pay attention to whether they understand the text they are reading. If they come to a confusing part, one strategy is to read more slowly and think about the words. Model using the poem "Good Morning." Read more slowly, thinking aloud what you notice and real-life connections to determine the meaning of words.

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *In School*. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe story characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b, K.R.2.A.a, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display "A New Pet" and remind the students that characters are the people or animals in the story. Knowing details about characters helps us better understand the story. Read aloud, modeling how you identify and describe the characters. Create the "We Can Describe Characters" anchor chart. Guide partners to continue to listen and identify additional details about the characters.

Bloom's: Analyze
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is revisit your explanatory text about why an elephant is not a good pet from the previous lesson. Discuss new details you can add to your text. Choose one idea and draw your picture. Have students share the pen as you write your explanation. Review the "Three-Step Writing Strategy." Students will orally rehearse their explanation about why a medium-sized elephant wouldn't be a good idea before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you how to use a complete sentence with capitalization.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that we use complete sentences when speaking and writing. Model using complete sentences with the picture cards. Write the sentences on the board and ask students to read and identify the capital letter. Display more pictures cards and ask partners to generate complete sentences.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Table Manners"	"A New Pet" Describe the relationship Between the Illustrations and the Story	Draw and Write an Explanatory Text
Phonics and Word Study: Review and Monitor Progress	Demonstrate knowledge: *Rules at Home and School* - Begin the Knowledge Blueprint	Grammar: Use Complete Sentences with Capitalization

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify rhymes in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.RF.2.A.b, K.RF.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Table Manners." Read the poem in a fluent, expressive voice. Ask students to think about the most important details to know what the speaker thinks or feels about people's table manners. Then remind students that rhyming words sound the same at the end. Guide students to identify rhymes in the poem. Finally explain that words that describe nouns are called adjectives. Authors use adjectives to better help us understand what we are reading by helping us create mental images.

Bloom's: Apply
DOK: 2

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound short /i/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.2.A.f, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending with CVC words. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Go" and *We See* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Sound Recognition and Spelling Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between illustrations and the story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.SL.3.A.c.K.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display "A New Pet." Explain that illustrations show what is happening in the text and sometimes give more details about what a character is thinking or doing. Read aloud, modeling how you look at the relationships and what you notice that adds to the story. Discuss the text-evidence questions.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 2

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to display "A New Pet" and revisit the shared explanatory text about why an elephant would not be a good pet. Explain that today we are going to give an explanation about why the puppy was a good choice for a pet. Ask partners to turn and talk about why a puppy is a good choice for a pet. Choose your idea and draw a picture. Say your sentence aloud, asking students to dictate it to you. Invite students to share the pen. Review the "Three-Step Writing Strategy" anchor chart. Students will orally rehearse telling their reason a puppy is a good pet before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 27 (Grammar):
Teaching Point: Today I am going to teach you how to use complete sentences with capitalization.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this is to** remind students that we use sentences to tell a complete thought and that sentences always begin with a capital letter. Model writing sentences and include a couple that are incomplete. Ask students to point to the capital letters and make the incomplete sentences complete.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "I Wiggle"	*What Are Some Rules at School?* First Reading: Make Connections to Learn Why We Follow Rules at School	Draw and Write an Informational/Explanatory Text
Phonics and Word Study: Focus Skill f /f/		Grammar: Introduce End Punctuation

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to evaluate key details to determine what is most important.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "I Wiggle" using a fluent and expressive voice, pointing under the words as students follow along. Read the poem again, inviting students to perform the actions with you. Ask partners to Turn, Talk, and Listen to identify the most important word in the poem and discuss why it is important.

Bloom's: Analyze
DOK: 2

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /f/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.f, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /f/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /f/. Ask students to listen for /f/ and write the letter f. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Ff using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Ff.*

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you how to make connections to learn why we follow rules at school.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read *What Are Some Rules at School?* Model how you make connections between your classroom experiences and the text. Revisit the "Make Connections" anchor chart. Guide students to make connections with partners.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 31 (Writing):</u>
Teaching Point: Today I am going to teach you how to draw and write an informational/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit what students remember about *What Are Some Rules at School?* Model how to choose one rule to draw and write about. Draw your picture and orally rehearse your message. Engage students in shared writing. Revisit the "Three Step Writing Strategy" anchor chart. Students will orally share a rule and explain its importance before they draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 32 (Grammar):</u>
Teaching Point: Today I am going to introduce you to end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that a complete thought and that the first word in a sentence always begins with a capital letter. Explain that every sentence also has an ending punctuation mark. Model writing and saying sentences with different punctuation marks. Create a chart with different end punctuation marks. Guide students to repeat sentences and match your intonation.

Bloom's: Apply
DOK: 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "I Wiggle"	*What Are Some Rules at School?* Identify the Reasons an Author Gives to Support Points	Draw and Write an Informational/Explanatory Text

Phonics and Word Study: Focus Skill f /f/ Preview c /k/		Grammar: Identify End Punctuation

Day 2

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers adjust their speed and pace.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the poem "I Wiggle" using a fluent and expressive voice. Model how sometimes you read more quickly or slowly to make sure others understand and to match the mood of feeling of the text. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students write about how they can wiggle.

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.f, K.RF.2.A.h, K.RF.3.A.b, K.RF.3.A.c, K.RF.3.A.d
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Can We Fit?" Students will reread with partners. preview Cc and listen to the c /k/ song.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you how to identify the reasons an author gives to support his or her ideas or points in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b, K.R.3.A.a

Detailed Description/Instructions:

- **One way to do this** is to display *What Are Some Rules at School?* Point out that each chapter states an important idea about rules. Model how you identify the author's reasons. Create a two column chart with the author's points. Ask students to help identify reasons they give to support their points with partners.

Bloom's: Analyze
DOK: 2

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you how to add more information to an informational/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.2.B
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Model how to choose another rule to draw and write about. Draw a picture to represent your idea and orally rehearse your message.Engage students in shared writing. Review the "Three-Step Writing Strategy." Students will orally rehearse sharing a rule and it's important before they draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you how to identify end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.B.b

Detailed Description/Instructions:

- **One way to do this** is to remind students about the different end marks. Periods are used in sentences that tell information and question marks are used at the end of asking sentences or questions. Share examples of statements and questions. Then ask students to complete sentence frames and identify the punctuation mark.

Bloom's: Understand
DOK: 2

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Rules at Home and School"	*What Are Some Rules at School?* Find Text Evidence: Describe the Relationship Between Illustrations and the Text	Draw and Write an Informational/Explanatory Text
Phonics and Word Study: Focus Skill f /f/ Preview j /j/	Build Vocabulary: Identify Real-Life Connections Between Words and Their Use	Grammar: Use End Punctuation

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach how to evaluate details to determine what is important.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to read the poem "Rules at Home and School" using a fluent and expressive voice. Invite students to listen for important details. Ask partners to Turn, Talk, and Listen as they share what was most important and why. Reinforce that sentences begin with uppercase letters.

Bloom's: Analyze
DOK: 2

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to orally segment words into individual phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.a, K.RF.2.A.h, K.RF.3.A.a, K.RF.3.A.b
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model orally segmenting words by tapping sounds or using sound boxes and counters. Reread the text "Can We Fit?" Encourage students to read known high-frequency words and to decode words with /f/. Then have students draw something fun they could do or make with a box. Have students read and write their high-frequency words and then use the words in oral sentences. Preview the upcoming letter Jj listen to the /j/ song.

Bloom's: Apply
DOK: 1

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display *What Are Some Rules at School?* Remind students that the photographs and text work together to help us understand and learn more when reading. Model how you find text evidence to describe connections between the photos and text as you read aloud. Encourage partners to use the photos and text to discuss and answer the text evidence questions.

Bloom's: Analyze
DOK: 2

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you that we can use real-life connections to understand unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to explain that we can ask questions and use our background knowledge or experiences to make connections about unfamiliar words. Model using an example from the text (i.e. respect). Ask questions and make connections to how you would feel in those situations to determine meaning. Ask students to practice in partnerships with other words from the text.

Bloom's: Apply
DOK: 2

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach you how to add more information to an informational/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Model how to choose another rule to draw and write about. Draw a picture to represent your idea and orally rehearse your message. Engage students in shared writing. Review the “Three-Step Writing Strategy.” Students will orally rehearse sharing a rule and it's important before they draw and write.

Bloom's: Apply
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you how to use end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that periods and question marks are two types of punctuation. Another type of punctuation is an exclamation mark. These are used in sentences that show strong feelings. Display picture cards that lend themselves to generating exclamations and have partners share sentences with strong feelings.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Rules at Home and School"	*What Are Some Rules at School?* Recognize Informational Text Features: Table of Contents	Draw and Write an Informational/Explanatory Text
Decodable Reader: *A Fat Pumpkin* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use End Punctuation

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to read more slowly and think about the words to clarify meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to explain that readers pay attention to whether they understand the text they are reading. If they come to a confusing part, one strategy is to read more slowly and think about the words. Model using the poem "Rules at Home and School." Read more slowly, thinking aloud about the words and their meanings.

Bloom's: Apply
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *A Fat Pumpkin*. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you how to recognize informational text features.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display *What Are Some Rules at School*? Point to the table of contents and explain that its purpose is to help readers locate different parts of a book. Model reading chapter titles and identifying the pages on which different chapters begin. Ask partners to use the table of contents to tell you pages that different chapters begin on.

Bloom's: Apply
DOK: 2

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you how to add more information to an informational/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Model how to choose another rule to draw and write about. Draw a picture to represent your idea and orally rehearse your message. Engage students in shared writing. Review the "Three-Step Writing Strategy." Students will orally rehearse sharing a rule and it's important before they draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you how to use end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review the types of punctuation marks and their purposes. Write and read aloud several sentences with no end punctuation. Read and point to each sentence one at a time. Ask students to identify the punctuation and change their voice to model the correct way to say the sentence.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Table Manners"	*What Are Some Rules at School?* Identify Similarities Between Two Texts on the Same Topic	Draw and Write an Informational/Explanatory Text
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Rules at home and School* - Complete the Knowledge Blueprint	Grammar: Use End Punctuation

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify descriptive words and phrases in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Table Manners." Read the poem in a fluent, expressive voice, as well as using facial expressions to convey the speaker's feelings. Guide students to identify descriptive language in the poem. Explain that these words and phrases help us paint a picture in our minds of what is happening.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):

Teaching Point: Today we are going to review the letter sound /f/ and reread to build our reading fluency.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.2.A.f, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending with CVC words. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Can We Fit" and *A Fat Pumpkin* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Sound Recognition and Spelling Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply

DOK: 1

Engaging Experience 51 (Reading):

Teaching Point: Today I am going to teach you how to identify similarities and differences between two texts on the same topic

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.B.e, K.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display "Let's Play by the Rules!" and *What Are Some Rules at School?* Remind students that comparing is finding out the two texts are similar and contrasting is finding how they are different. Display a Compare and Contrast Chart and model finding similarities and differences. Ask partners to work together to identify more similarities and differences that can be added to the chart.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze

DOK: 2

Engaging Experience 52 (Writing):

Teaching Point: Today I am going to teach you how to add more information to an informational/explanatory text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.B

Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Model how to choose another rule to draw and write about. Draw a picture to represent your idea and orally rehearse your message. Engage students in shared writing. Review the "Three-Step Writing Strategy." Students will orally rehearse sharing a rule and it's important before they draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you how to use end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this is to** model how to use different types of punctuation marks. Have partners draw three types of punctuation on sticky notes. Provide sentences and have students put the punctuation at the end of each sentence. Then have them orally repeat the sentence.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "I Can"	*Rules are Cool* First Reading: Summarize and Synthesize	Draw and Write an Informational/Explanatory Text
Phonics and Word Study: Focus Skill p /p/		Grammar: Complete Sentences with Capital Letters and End Punctuation

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to evaluate key details to determine what is most important.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.A.b, K.SL.3.A.c, K.RF.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to read aloud the poem "I Can" using a fluent and expressive voice, pointing under the words as students follow along. Emphasize the words I can each time they appear. Read the poem again, inviting students to chime in on the repeated phrase I can and perform the actions. Ask students to Turn, Talk, and Listen to identify the words that give them a clue about the poem's big idea.

Bloom's: Analyze

DOK: 2

Engaging Experience 55 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /p/.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.f, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /p/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /p/. Ask students to listen for /p/ and write the letter p. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply

DOK: 1

Suggestion: *Practice the correct letter formation for Pp using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Pp.*

Engaging Experience 56 (Reading):

Teaching Point: Today I am going to teach you how to summarize and synthesize information from a story to understand how rules help us.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *Rules Are Cool.* Model how you pause while reading to summarize. Explain that summarizing means you will retell what is happening in your own words to better understand the story events. Continue reading and modeling as you think aloud about how you synthesize or use details from the picture and the text to understand the story. Revisit the "Summarize and Synthesize' anchor chart. Guide students to retell important events using the text and illustrations to support their thinking.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an informational/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to ask the students to think about how the students in *Rules are Cool* were following the rule "Be nice." Model how to choose one way they were being nice to draw and write about. Draw your picture and orally rehearse your writing. Engage students in shared writing. Revisit the "Three Step Writing Strategy" anchor chart. Students will orally share another way to be nice and explain its importance before they draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you that a complete sentence starts with a capital letter and ends with a punctuation mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this is to remind** the students that a sentence tells a complete thought, begins with a capital letter, and ends with a punctuation mark. Guide students to identify capital letters and punctuation marks in complete sentences using *Rules are Cool!*

Bloom's: Understand
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "I Can"	*Rules are Cool* Describe the relationship Between the Illustrations and the Story	Draw and Write an Informational/Explanatory Text

Phonics and Word Study: Focus Skill p /p/ Preview g /g/		Grammar: Complete Sentences with Capital Letters and End Punctuation

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers change their intonation and pitch.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:
- **One way to do this** is to read the poem "I Can" using a fluent and expressive voice. Explain that as we speak we naturally change our voice. We can do the same when we read. Model using your voice to read fast and slow or loud and soft. Teach words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students draw and write about what they can do at home and school.

Bloom's: Apply
DOK: 2

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.f, K.RF.2.A.h, K.RF.3.A.b, K.RF.3.A.c, K.RF.3.A.d
Supporting: K.RF.4.A
Detailed Description/Instructions:
- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Pip the Pet" Students will reread with partners. preview Gg and listen to the /g/ song.

Bloom's: Apply
DOK: 1

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b, K.R.3.A.a

Detailed Description/Instructions:

- **One way to do this** is to display *Rules Are Cool*. Recall that illustrations help readers understand a story by providing more details. Model how to make a connection between the illustrations and the text. Point out the thought bubble and how it adds to the text. Ask students to discuss and answer the text evidence questions with partners using the illustrations and text.

Bloom's: Analyze
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you how to add more information to an informational/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to ask the students to think about how the students in *Rules are Cool* were following the rule "Take Turns." Model how to choose one way they were taking turns to draw and write about. Draw your picture and orally rehearse your writing. Engage students in shared writing. Revisit the "Three Step Writing Strategy" anchor chart. Students will orally share another time to take turns and explain its importance before they draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you that a complete sentence starts with a capital letter and ends with a punctuation mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d

Detailed Description/Instructions:

- **One way to do this** is to review what a sentence is and what it includes. Then display sentences of different types of sentences. Ask students to work with partners to identify the first word and letter, end punctuation, and type of sentence.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Stop, Look, and Listen"	*Rules are Cool* Find Text Evidence: Identify and Describe Story Characters	Draw and Write an Informational/Explanatory Text
Phonics and Word Study: Focus Skill p /p/ Preview Skill k /k/	Build Vocabulary: Identify Real-Life Connections Between Words and Their Use	Grammar: Complete Sentences with Capital Letters and End Punctuation

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach how to evaluate details to determine what is important.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c, K.RF.3.A.b
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the poem "Stop, Look, and Listen" using a fluent and expressive voice. Invite students to chime in on the words stop, look, and listen. Ask students to Turn, Talk, and Listen to discuss the most important thing the author wants the reader to do. Reinforce concepts of print including the return sweep.

Bloom's: Analyze
DOK: 1

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to orally segment words into individual phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.a, K.RF.2.A.h, K.RF.3.A.a, K.RF.3.A.b
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model orally segmenting words by tapping sounds or using sound boxes and counters. Reread the text "Pip the Pet" Encourage students to read known high-frequency words and to decode words with /p/. Then have students draw and write about pets they know. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe story characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display *Rules Are Cool.* Direct students to look at the illustrations and listen carefully for details that will help describe the characters in the story. Model how to use the text and the illustrations to learn more about the characters. Ask students to work in partnerships to use the text and illustrations to describe a different character.

Bloom's: Apply
DOK: 2

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you that we can use real-life connections to understand unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to explain that we can use our own real-life experiences to determine the meaning of unknown words. Model how to use the text and the illustrations to make connections to determine the meaning of a new word (i.e. work). Ask students to work with partners to use the illustrations, text and real-life connections to figure out the meaning of other words.

Bloom's: Apply
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you how to add more information to an informational/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to ask the students to think about how the students in *Rules are Cool* were following the rule "Give a Helping Hand." Model how to choose one way they were helping others to draw and write about. Draw your picture and orally rehearse your writing. Engage students in shared writing. Revisit the "Three Step Writing Strategy" anchor chart. Students will orally share another way to help others and explain its importance before they draw and write.

Bloom's: Apply
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you that a complete sentence starts with a capital letter and ends with a punctuation mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to review what a sentence is and what it includes. Display example sentences and review with students how to identify characteristics by asking a question. Ask students to circle the capital letters and end punctuation.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Stop, Look, and Listen"	*Rules are Cool* Compare and Contrast the Adventures of Characters in Stories	Draw and Write an Informational/Explanatory Text
Decodable Reader: *Pat and Pam* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Complete Sentences with Capital Letters and End Punctuation

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to read more slowly and think about the words to clarify meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Stop, Look, and Listen." Explain that when we are reading text that provides important information, we should read at a slower pace. Explain that sequence words tell the order actions happen in the text. Model using sequence words to help clarify meaning.

Bloom's: Apply
DOK: 2

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *Pat and Pam.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you how to compare and contrast the adventures of characters in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display "A New Pet" and *Rules are Cool*. Remind students that when we compare we are looking for similarities and when we contrast we are looking for differences. Display a Compare and Contrast Chart. Model finding similarities and differences between Ben and Ramona. Guide partners to work to find additional similarities and differences to add to the chart.

Bloom's: Analyze
DOK: 2

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you how to add more information to an informational/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to ask the students to think about how the students in *Rules are Cool* were following the rule "Use Indoor Voices." Model how to choose one time they were using indoor voices to draw and write about. Draw your picture and orally rehearse your writing. Engage students in shared writing. Revisit the "Three Step Writing

Strategy" anchor chart. Students will orally share another time they were using indoor voices and explain its importance before they draw and write.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you that a complete sentence starts with a capital letter and ends with a punctuation mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display example sentences, identifying the first word, capital letter, and end punctuation mark. Then write and read simple phrases. Ask students to complete the phrase to make it a complete sentence and identify the first word, capital letter, and end punctuation mark.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Table Manners"	Build Knowledge: *Rules at home and School* - Complete the Knowledge Blueprint	Draw and Write an Informational/Explanatory Text
Phonics and Word Study: Review and Monitor Progress		Grammar: Complete Sentences with Capital Letters and End Punctuation

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to build knowledge about following rules by making good choices and respecting others.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.b, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to reread the poem "Table Manner" in a fluent and expressive voice. Reinforce that we've been learning about the importance of rules at school and home. Pose questions to help students focus on how the characters in "Table Manners" make poor choices and do not follow the rules. Complete the shared writing with rules to help the character make better choices when they eat.

Bloom's: Apply
DOK: 2

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /p/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.2.A.f, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending with CVC words. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Pip the Pet" and *Pat and Pam* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Sound Recognition and Spelling Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Unit Reflection):
Teaching Point: Today I am going to teach how to demonstrate knowledge through speaking and listening.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *Rules are Cool*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):

Teaching Point: Today I am going to teach you how to draw and write a closing for an informational/explanatory text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.B

Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing piece and explain that today we will write about why these rules are important. Discuss the importance of rules and why follow them. Draw your picture and orally rehearse your writing. Engage students in shared writing. Revisit the "Three Step Writing Strategy" anchor chart. Students will orally share their explanation for why rules are important before they draw and write.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):

Teaching Point: Today I am going to teach you how to complete sentences with capitalization and end punctuation.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.B.b, K.L.1.B.d

Detailed Description/Instructions:

- **One way to do this is to** remind students that a sentence tells a complete thought, begins with a capital letter, and ends with a punctuation mark. Model different sentence types, asking students to identify which type the sentence is. Provide students with a list of words and write and say one at a time. Ask students to create a sentence with one of the words and add punctuation marks.

Bloom's: Apply

DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about rules at school and home.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.R.1.A.b, K.R.2.A.a, K.R.3.A.a
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil Unit 3 assessment.
Another way to do this is to complete the digital Unit 3 assessment.
Bloom's: Apply
DOK: 2
Suggestion: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 4 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:

Have students demonstrate their knowledge of Enduring Understanding 1: *We can stay safe by following rules at home, at school, and in the community*. Have students draw a picture of a student following a classroom rule. Ask them to try to write a few words about the rule they illustrated. Remind students to include the Build Knowledge vocabulary in their writing, as they are able.

Unit 4: Writers Tell Many Stories

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: Writers Tell Many Stories
Length of Unit: 16 Days
Overview of Unit: In this unit, students read and compare stories written by several authors to explore styles and purpose.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will review initial and final /p/ and short /u/, be introduced to short /o/ and preview short /e/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will ask and answer questions, identify and describe characters, as well as major events in the story. Students will create mental images. They will also describe the relationship between illustrations and the story to help build understanding. During writing, students will write opinion texts in response to their reading and add details by giving reasons.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to initial c /k/ and preview /v/, /y/, and /z/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students continue to work on asking and answering questions, identifying and describing characters, setting, and major events, as well as describing the relationship between the illustrations and the text. Students will also compare and contrast the experiences of characters in stories. During writing, students will write an opinion text, including reasons, to share their opinions about the story *Knuffle Bunny*.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to initial /h/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will continue to create mental images, identify and describe characters, setting, and major story events, as well as compare and contrast the experiences of characters. During writing, students will write an opinion text, including reasons, to share their opinions about the story *Wolf Cub's Song*.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 4 digital materials
- Preview the Unit 4 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing Journa*l for *Writers Tell Many Stories*

Essential Questions:

- Why do people tell stories?

Enduring Understanding/Big Ideas:

- Characters and their adventures and experiences can entertain us and teach us lessons.
- Stories can show how families and friends care for one another.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts
- **K.R.2.A.a:** Identify elements of a story, including setting, characters, and key events
- **K.RF.1.A.a**: Identify all upper- and lowercase letters
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.a**: Produce and write letter(s) for most short vowel and consonant sounds
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.RF.3.A.d:** Recognize that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge
- **K.W.2.A**: With assistance, draw/write opinion texts
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.L.1.B.b:** Recognize that a sentence ends with punctuation marks
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	Webb's DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion . Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.2.A.a	Identify elements of a story	Identify the characters in a story. Identify the setting (where and/or when the story takes place). Identify important or key events that happen in the story. Use pictures and details from the text to describe story elements with prompting and support.	2

K.RF.1.A.a	Identify upper and lowercase letters	Name all 26 uppercase letters and all 26 lowercase letters when shown in random order. Match uppercase letters to their corresponding lowercase forms. Quickly identify letters without needing picture or keyword cues.	1
K.RF.1.A.c	Demonstrate the books are read left/right and top/bottom	Show that pages are turned one at a time from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	1
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final sounds in spoken words.	1
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme. Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	1
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word	1

		Blend onsets and rimes to create simple words Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	
K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	Say the sound for consonants and short vowels. Write the letter(s) that match those sounds when spoken Match spoken phonemes to the correct graphemes in isolation and in simple words. Use sound-letter knowledge when spelling simple words (inventive spelling).	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → "cat"). Use knowledge of letter-sound relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words.	1

		Apply blending during reading of decodable text.	
K.RF.3.A.d	Recognize that new words can be created when letters are changed, added or deleted	Change the initial, medial, or final sound to create a new word. Add a letter to the beginning or end of a word to create a new word. Delete the beginning or ending sound/letter to create a new word. Use letter sound knowledge to phonemically spell.	1
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2
K.W.2.A	Draw/write opinion texts	Use a combination of drawing and/or writing to tell an opinion about a text or topic being studied Give logical reasons for suggesting that others follow a particular course of action or line of thinking Use words that are related to the topic	3
K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models In written text, use upper- and lowercase letters correctly	1

K.L.1.B.b	Recognize that a sentence ends with punctuation marks	Identify common ending punctuation marks (period, question mark, exclamation mark). Point to or name the punctuation mark at the end of a sentence. Understand that punctuation signals the end of an idea or thought. Notice when a sentence is missing ending punctuation.	1
K.SL.3.A.c	Confirm comprehension by retelling information	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*

• Phonics Cumulative Assessments
  ○ Spelling & Dictation
  ○ Word Fluency
• Quick Checks
  ○ Phonics and Word Recognition
  ○ Fluency
  ○ Print Concepts
  ○ Phonological Awareness
• Foundational Skills Screeners
• Phonological Awareness Assessment
	• Unit 4 Weekly Assessments
	• Unit 4 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Crash Spotted Directed Spun Bawled Realized Replied Zoomed Guided Leaped	Cub Wolf Pack

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about why people tell stories, as well as characters and their experiences.
Suggested Length of Time: 1 lesson
Standards Addressed: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 4 multimedia video. Use the Unit 4 Opener to introduce the essential question, *Why do people tell stories?* Explain that students will read and compare stories by several authors to explore style and purpose. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "I Have Something in My Pocket"	Introduce the Knowledge Focus: *Writers Tell Many Stories* - Introduce the Knowledge Blueprint	Draw and Write an Opinion Text
Phonics and Word Study: Focus Skill short o/o/ Review p/p/	"Who Did It?" First Reading: Ask and Answer Questions About Stories	Grammar: Introduce Prepositions

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to draw inferences and use evidence to support understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display the poem "I Have Something in My Pocket" using a fluent and expressive voice. Ask students to listen to the clues and try to figure out what the speaker has in his or her pocket. Ask students to Turn, Talk, and Listen with a partner to discuss clues from the text that helped them understand that the secret was a smile.

Continue to reinforce print concepts and build vocabulary.

Bloom's: Analyze

DOK: 2

Engaging Experience 3 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to identify and produce the letter-sound short /o/.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.B.a, K.RF.2.A.a, K.RF.2.A.f, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for short /o/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with short /o/. Ask students to listen for short /o/ and write the letter o. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply

DOK: 1

Suggestion: *Practice the correct letter formation for Oo using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Oo.*

Engaging Experience 4 (Reading):

Teaching Point: Today I am going to teach you how to ask and answer questions about stories.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.A.b, K.R.1.B.e, K.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read the text "Who Did It?" Model showing how asking questions helps make sense of what is happening in a story. Revisit the "Ask Questions" anchor chart. Ask students to look and listen for key details to help answer questions.

Bloom's: Apply

DOK: 2

Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):

Teaching Point: Today I am going to teach you how to draw and write an opinion text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.A

Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to explain that an opinion is what you think or feel about a topic. Explain that we will write an opinion about the story we read and give a reason to tell more about our opinion. Revisit the "Three-Step Writing Strategy" anchor chart. Model stating an opinion and reason. Draw a picture to match and orally rehearse your message. Engage students in shared writing. Ask students to orally rehearse sharing their opinion and reason.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you about prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to explain that prepositions can answer the questions *Who? What? Where? When* or *How?* Model using a classroom object and demonstrate how prepositions could be used in sentences. Students will practice generating sentences with a block using different prepositions.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "I Have Something in My Pocket"	"Who Did It?" Identify and Describe the Characters and Setting	Draw and Write an Opinion Text
Phonics and Word Study; Focus Skill short o/o/ Preview short e/e/		Grammar: Use Prepositions

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers sound smooth and rhythmic, not choppy.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to read aloud the nursery rhyme "I Have Something in My Pocket" using a fluent and expressive voice. Read a few lines in a choppy, non-rhythmic way. Then repeat those lines, reading them smoothly and rhythmically. Discuss the difference Teach words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students draw and write things that make them smile.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 8 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.RF.2.A.a, K.RF.2.A.f, K.RF.2.A.h, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "On Top" Students will reread with partners. preview Ee and listen to the short /e/ song.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 9 (Reading):</u>
Teaching Point: Today I am going to teach you how to identify and describe the characters and setting in a story.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.A.b, K.R.1.B.e, K.R.2.A.a, K.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to display Who Did It? Point to the illustrations and model how you use the text and illustrations to identify the characters. Model how to find clues that let the reader know that the setting is in a home. Work with students to create a chart of information about the characters and setting. Ask partners to use key details to answer the text evidence questions.

Bloom's: Analyze
DOK: 2

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach how to retell events from the text, rehearse and share a message orally, and draw and write an opinion text..
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit your opinion piece from the previous lesson. Explain that we will add more detail to our writing by adding another reason to support our opinions. Revisit the "Three-Step Writing Strategy" anchor chart. Model stating a second reason. Draw a picture to match and orally rehearse your message. Engage students in shared writing. Ask students to orally rehearse sharing a second reason they will add to their opinion piece.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to use prepositions.
Su**ggested Length of Time:** 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this is** to remind students that prepositions show a relationship between the noun and another word in the sentence. Review different prepositions and practice identifying them in sentences.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "A Sailor Went to Sea"	"The Spider and the Deer" First Reading: Create Mental Images About Friends Caring for One Another	Draw and Write an Opinion Text
Phonics and Word Study; Focus Skill short o/o/ Preview short u/u/	Build Vocabulary: Identify New Meanings for Familiar Words	Grammar: Use Prepositions

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to draw inferences and use evidence to support understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to read aloud "A Sailor Went to Sea" using a fluent and expressive voice. Read the first two lines aloud in a fluent, expressive voice, pointing under the words as students follow along. Ask students to Turn, Talk, and Listen to discuss what is surprising about what the sailor saw in the sea (only the bottom of the sea) and how that might make the sailor feel. Reinforce directionality as you read.

Bloom's: Analyze
DOK: 1

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to categorize words by phoneme.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model categorizing words by listening for words with the same medial sound. Reread the text "On Top" Encourage students to read known high-frequency words and to decode words with short /o/. Then have students draw and write about a dog they know or an imaginary dog. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you how to create mental images.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read aloud "The Spider and the Deer." Model for students how we can listen for details in the story and create mental images to imagine what is happening. Revisit the "Readers Create Mental Images" anchor chart. Ask students to close their eyes and create a mental image as you read aloud. Then have partnerships discuss the text evidence questions.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the*

meaning of each vocabulary word.

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you how to identify new meanings for familiar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to remind students that words can have more than one meaning and it is important to know the meaning of words because this helps us understand what we are reading. Use a four-column chart (word, familiar meaning, context, new meaning) to discuss and identify meanings of familiar words. Support students with prompts to determine the correct meaning of known words.

Bloom's: Analyze
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach how to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display "The Spider and the Deer." Remind students that opinions tell what we think or feel and reasons support our opinions. Share an opinion and provide your reason. Draw a picture and engage students in helping you write your opinion. Continue guiding students through the shared writing. Review the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing an opinion about the text and one reason.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions can answer the questions *When? What? Where?* or *How?* Model how to construct sentences using prepositions. Revisit the text, asking students to generate sentences using prepositions based on details in the illustrations.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "A Sailor Went to Sea"	"The Spider and the Deer" Identify and Describe Major Story Events	Draw and Write an Opinion Text
Decodable Reader: *It Can Pop* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Prepositions

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to read out loud to support your understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the text "A Sailor Went to Sea." Explain that readers can read out loud and ask questions to make sure they understand what they are reading. Remind students that words can have multiple meanings and we need to think about which meaning is correct to better understand our reading as well. Reread to build fluency.

Bloom's: Apply
DOK: 2

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.h, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *It Can Pop.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe major events in a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display "The Spider and the Deer." Remind the students that events are what the characters do at the beginning, in the middle, and at the end of a story. Revisit the "Story Elements" anchor chart reviewing how to identify major story events from the beginning and middle. Then ask partners to work together to identify major events from the end of the story.

Bloom's: Apply
DOK: 2

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit the shared writing from the previous lesson. Remind students that reasons add more details by telling why we think or feel something. Discuss new details you will add to your text. Model adding details to your drawing. Engage students in shared writing. Review the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing what they will add before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that we use prepositions when speaking or writing to explain *When? What? Where?* or *How?* Model using previously taught prepositions with picture cards. Then have partners generate a sentence with a preposition using additional picture cards.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Catch a Little Rhyme"	"The Spider and the Deer" Describe the Relationship Between the Illustrations and the Story	Draw and Write an Opinion Text
Phonics and Word Study; Review and Monitor Progress	Build Knowledge: *Writers Tell Many Stories* - Begin the Knowledge Blueprint	Grammar: Use Prepositions

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify rhymes in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.b, K.RF.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Catch a Little Rhyme" and read the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Remind students that rhyming words have different beginning sounds but the same ending. Guide students to recognize rhyming words. Then choose some of the rhyming words and ask students to generate other rhymes.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound short /o/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.f, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model contrasting short and long vowel sounds. Have students read and spell their high-frequency words and use them in oral sentences. Reread "On Top" and *It Can Pop* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments*

(starting on page AR36).
Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.3.A.a, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display “The Spider and the Deer.” Remind students that looking at illustrations helps us better understand the story. Read aloud, modeling how the illustrations support the text. Create the “Using Illustrations” anchor chart. Guide partners to use the illustrations and text to answer the text evidence questions.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze
DOK: 2

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display "Who Did It?” and “The Spider and the Deer.” Ask partners to turn and talk about which story they liked best and why. Then share your opinion. Model drawing a picture and orally rehearsing your message. Engage students in shared writing. Review the “Three-Step Writing Strategy” anchor chart. Ask students to orally rehearse sharing their opinions and reason about the best story before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 27 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A

Detailed Description/Instructions:

- **One way to do this is to** review that prepositions often add details to sentences by answering the question *When? What? Where?* or *How?* Ask partners to create a sentence using the prepositions that describe something they like doing.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Itsy, Bitsy Spider"	*Knuffle Bunny* First Reading: Ask and Answer Questions About Characters' Adventures	Draw and Write an Opinion Text
Phonics and Word Study: Focus Skill c /k/		Grammar: Complete Sentences with End Punctuation

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to draw inferences and use evidence to support understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce nursery rhyme "Itsy, Bitsy Spider" Read aloud using a fluent and expressive voice, pointing under the words as students follow along to reinforce that spoken words match printed words. Ask students to Turn, Talk, and Listen to discuss how the spider "got washed out" using illustrations and the text to support their answer.

Bloom's: Apply
DOK: 1

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound c /k/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.a, K.RF.2.A.f, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /k/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /k/. Ask students to listen for /k/ and write the letter c. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Cc using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Cc.*

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you how to ask and answer questions about character adventures.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.1.B.e, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read *Knuffle Bunny.* Preview the text and point out that this is a fiction story with a combination of illustrations and photographs. Revisit the "Asking Questions" anchor chart to review the types of questions readers ask. Model asking questions before, during, and after reading. Ask partners to generate their own questions about the text.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to *Knuffle Bunny* and discuss how we have feelings or opinions about stories we read. Model how to state an opinion and give a reason to support it. Model how to draw a picture that represents your opinion and reason. Orally rehearse your opinion and reason and engage students in shared writing. Revisit the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing their opinion of *Knuffle Bunny* and a reason before drawing and writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you that complete sentences end with a punctuation mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that a sentence tells a complete thought and punctuation marks tell us the sentence has ended. Model saying and writing simple sentences. Have students identify the punctuation marks and discuss the differences between different types of sentences.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Itsy, Bitsy Spider"	*Knuffle Bunny* Identify Characters and Setting	Draw and Write an Opinion Text
Phonics and Word Study; Focus Skill c /k/ Preview: v /v/		Grammar: Complete Sentences with End Punctuation

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers group words as they read.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reread "The Itsy Bitsy Spider" using a fluent and expressive voice. Model phrasing - reading groups of words together rather than reading word by word. Explain that this makes the reading sound more natural, like how we really speak. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students draw and write about the spider from the poem or another spider character.

Bloom's: Apply
DOK: 2

Engaging Experience 34 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.RF.2.A.a, K.RF.2.A.f, K.RF.2.A.h, K.RF.3.A.b, K.RF.3.A.c, K.RF.3.A.d

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Little Cam." Students will reread with partners. Preview Vv and listen to the /v/ song.

Bloom's: Apply

DOK: 1

Engaging Experience 35 (Reading):

Teaching Point: Today I am going to teach you how to identify and describe the story characters.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.B.e, K.R.2.A.a, K.SL.3.A.c

Detailed Description/Instructions:

- **One way to do this** is to use *Knuffle Bunny* to mode*l* how to describe, or tell about, characters in a story. Revisit the "Story Elements" anchor chart and review how to identify and describe the characters and setting of a story using details from the story. Remind students to pay close attention to the text and the illustrations. Ask partners to turn and talk to share key details and to answer the text evidence questions.

Bloom's: Apply

DOK: 2

Engaging Experience 36 (Writing):

Teaching Point: Today I am going to teach you how to draw and write an opinion text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.A

Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Remind students that we can add details by adding more reasons to an opinion text. Discuss a second reason you like *Knuffle Bunny*. Draw a picture and orally rehearse your second reason. Engage students in sharing writing. Review the "Three-Step Writing Strategy"

anchor chart. Ask students to orally rehearse by sharing another reason to tell more about their opinion of *Knuffle Bunny* before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you that complete sentences end with a punctuation mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that there are different types of sentences - telling sentences, questions, and sentences that show strong feelings. Each ends with a different punctuation mark. Review your chart with different punctuation marks. Write several sentences and ask students to identify the punctuation mark.

Bloom's: Understand
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "What the Animals Say"	*Knuffle Bunny* Find Text Evidence: Describe the Relationship Between the Illustrations and the Story	Draw and Write an Opinion Text
Phonics and Word Study; Focus Skill: c/k/ Preview y/y/ and z/z/	Build Vocabulary: Identify Real-Life Connections Between Words and Their Uses	Grammar: Complete Sentences with End Punctuation

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to draw inferences and use evidence to support understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read aloud "What Do Animals Say" using a fluent and expressive voice. Point out that quotation marks go around the words that a character says. Ask students to Turn, Talk, and Listen to discuss and draw inferences about the

animals' personalities.
Bloom's: Apply
DOK: 2

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to categorize words by phoneme.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme categorization by asking students to identify words that start with different initial sounds. Reread the text "Little Cam" Encourage students to read known high-frequency words and to decode words with short c /k/. Then have students draw and write about the little cat or another cat they know. Have students read and write their high-frequency words and then use the words in oral sentences. Preview the letters Yy and Zz and listen to the /y/ and /z/ songs.

Bloom's: Apply
DOK: 1

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display *Knuffle Bunny* and remind students that looking closely at the illustrations can help us gain a deeper understanding of the stories we read. This also helps us build our knowledge about characters and their experiences. Ask students to listen to the text and look carefully at the illustrations to answer text evidence questions. Model how to use evidence from the text and illustration to generate answers. Support students in identifying key words in questions and what to look for as they discuss and answer questions about the text with partners.

Bloom's: Analyze
DOK: 2

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you that we can use real-life connections to understand unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to explain that we can use our background knowledge or experiences to make connections about unfamiliar words. Model using an example from the text (i.e. errand) and how you can use the context of the story and what you know to determine the meaning of the word. Ask students to practice in partnerships with other words from the text.

Bloom's: Analyze
DOK: 2

<u>Engaging Experience 42 (Writing):</u>
Teaching Point: Today I am going to teach how to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Remind students that we can add details by adding more reasons to an opinion text. Discuss another reason you like *Knuffle Bunny*. Draw a picture and orally rehearse your next reason. Engage students in sharing writing. Review the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing another reason to tell more about their opinion of *Knuffle Bunny* before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 43 (Grammar):</u>
Teaching Point: Today I am going to teach you that complete sentences end with a punctuation mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review the three types of punctuation students have learned. Model identifying different types of end punctuation using sentences from the story. Distribute picture cards and ask partnerships to generate sentences with strong feelings or questions.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: *What Animals Say*	*Knuffle Bunny* Identify Major Story Events	Draw and Write an Opinion Text
Decodable Reader: *Cam the Cat* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Complete Sentences with End Punctuation

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to read more slowly and think about the words to clarify meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.RF.2.A.b, K.RF.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to explain that readers pay attention to whether they understand the text they are reading. If they come to a confusing part, one strategy is to read more slowly and think about the words. Model using the poem "What the Animals Say." Read more slowly, thinking aloud about the words, how you decode them, and their meanings. Remind students to also notice rhymes in the selection.

Bloom's: Apply
DOK: 2

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.h, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *Cam the Cat.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you how to identify major story events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.2.A.a, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *Knuffle Bunny* and remind students that the major events in a story keep the story moving. Use the text to describe the sequences of events, pointing out that these events can be described using sequence words. Revisit the "Story Elements" anchor chart and ask partners to identify and describe other events in sequence.

Bloom's: Apply
DOK: 2

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach how to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Remind students that we can add details by adding more reasons to an opinion text. Discuss another reason you like *Knuffle Bunny*. Draw a picture and orally rehearse your next reason. Engage students in sharing writing. Review the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing another reason to tell more about their opinion of *Knuffle Bunny* before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you that complete sentences end with a punctuation mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that we use different types of punctuation marks to end sentences. Model choosing and using punctuation with sentences about *Knuffle Bunny*. Write sentences with no punctuation. Students will work with partners to determine the correct punctuation mark for each sentence.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Catch a Little Rhyme"	*Knuffle Bunny* Compare and Contrast the Experiences of Characters in Stories	Draw and Write an Opinion Text
Phonics and Word Study; Review and Monitor Progress	Build Knowledge: *Writers Tell Many Stories* - Add to the Knowledge Blueprint	Grammar: Complete Sentences with End Punctuation

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify descriptive language in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Catch a Little Rhyme" and ask students what they remember about the poem. Reread the poem in a playful tone, inviting students to join in on the rhyming parts. Guide students to find descriptive words and explain how they help paint a picture in the reader's mind. Ask questions about the poet's craft.

Bloom's: Analyze
DOK: 2

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound c /k/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.f, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model contrasting short and long vowel sounds. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Little Cam" and *Cam the Cat* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):

Teaching Point: Today I am going to teach you how to compare and contrast experiences of characters in stories.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.B.e, K.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to display *Knuffle Bunny.* Explain that we are going to compare and contrast the experiences of Trixies and her dad. Remind students that comparing is finding things that are the same and contrasting is finding differences. Create a Compare/Contrast chart and model comparing and contrasting the problems, actions, and feelings of the characters. Guide students to add to the Compare/Contrast chart after talking with partners.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's: Analyze

DOK: 2

Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 52 (Writing):

Teaching Point: Today I am going to teach how to draw and write an opinion text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.A

Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Remind students that we can add details by adding more reasons to an opinion text. Discuss a final reason you like *Knuffle Bunny*. Draw a picture and orally rehearse your final reason. Engage students in sharing writing. Review the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing their final reason to tell more about their opinion of *Knuffle Bunny* before they draw and write.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you that complete sentences end with a punctuation mark.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review the different types of punctuation. **S**ay and write example sentences on the board without punctuation marks. Have partners talk about what kinds of sentences each one is and decide on the ending punctuation.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Stone Soup"	*Wolf Cub's Song* First Reading: Create Mental Images About Characters in Stories	Draw and Write an Opinion Text
Phonics and Word Study: Focus Skill h /h/		Grammar: Identify and Use Prepositions

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to draw inferences using evidence from the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the story "Stone Soup" using a fluent and expressive voice, pointing under the words as students follow along. Guide partners to draw inferences about the title of the story. Encourage students to use evidence from the text to answer. Reinforce print concepts by discussing features of a sentence.

Bloom's: Apply
DOK: 2

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /h/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.a, K.RF.2.A.f, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /h/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /h/. Ask students to listen for /h/ and write the letter h. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Hh using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Hh.*

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you how to create mental images about characters in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read *Wolf Cub's Song*. Remind students that we can use details in the story to help us imagine what is happening. We call these mental images. Model creating a mental picture as you read the text aloud. Revisit the anchor chart "Readers Create Mental Images" and ask students to listen, creating a mental image in their mind and then describe their image to a partner.

Bloom's: Apply
DOK: 2
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you that we can retell key details from the text, rehearse an opinion, and draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a

Detailed Description/Instructions:

- **One way to do this is to read** and display the story *Wolf Cub's Song.* Explain how we have been sharing and writing about our opinions about the stories we have read. Model how to state an opinion about the new text and give a reason to support it. Model how to draw a picture that represents your opinion and reason. Orally rehearse your opinion and reason and engage students in shared writing. Revisit the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing their opinion of *Wolf Cub's Song* and a reason before drawing and writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you how to identify and use prepositions
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that we use prepositions to answer *Who? When? What? Where?* or *How?* questions and to add more details to our sentences. Display and read a preposition. Ask students to generate sentences using prepositions to describe the story.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Stone Soup"	*Wolf Cub's Song* Identify and Describe Characters and Setting	Draw and Write an Opinion Text
Phonics and Word Study; Focus Skill h /h/		Grammar: Identify and Use Prepositions

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read with expression.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reread "Stone" using a fluent and expressive voice. Model how you stress different words to be more expressive. Discuss how it changes the meaning of the sentence. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students identify and draw two things that rhyme.

Bloom's: Apply
DOK: 2

<u>Engaging Experience 60 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.RF.2.A.a, K.RF.2.A.f, K.RF.2.A.h, K.RF.3.A.b, K.RF.3.A.c, K.RF.3.A.d
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Can It Hop? Is It Hot?" Students will reread with partners. Preview Xx and listen to the /ks/ song.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 61 (Reading):</u>
Teaching Point: Today I am going to teach you how to identify and describe characters and settings.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.R.1.A.b, K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to display *Wolf Cub's Song.* Remind students that characters are the people or animals the story is about and the setting is where and when the story happens. Identifying details about characters and settings helps us better understand the story. Model using the illustrations and text to identify and describe the characters and setting. Ask partners to use story details to answer the text evidence questions.

Bloom's: Analyze
DOK: 2

Engaging Experience 62(Writing):
Teaching Point: Today I am going to teach you how to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Remind students that we can strengthen our opinions by adding more reasons. Discuss a second reason you like *Wolf Cub's Song*. Draw a picture and orally rehearse your second reason. Engage students in sharing writing. Review the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing their next reason to strengthen their opinion of *Wolf Cub's Song* before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you how to identify and use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this is** to model constructing sentences using prepositions about the story. Ask students to identify the preposition using question words. Display frequently occurring prepositions and sentences using them. Ask partners to identify the preposition.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Three Billy Goats Gruff"	*Wolf Cub's Song* Find Text Evidence: Identify Major Story Events	Draw and Write an Opinion Text
Phonics and Word Study: Focus Skill h/h/	Build Vocabulary: Identify New Meanings for Familiar Words	Grammar: Identify and Use Prepositions

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to draw inferences using evidence from the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read aloud "The Three Billy Goats Gruff" using a fluent and expressive voice. Ask partners to Turn, Talk, and Listen to draw inferences by using text evidence. Reinforce concepts of print by reminding students that quotation marks denote that someone is speaking. Ask them to identify examples in the text.

Bloom's: Apply
DOK: 1

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to categorize words by phoneme.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme categorization by asking students to identify words that start with different initial sounds. Reread the text "Can It Hop? Is It Hot?" Encourage students to read known high-frequency words and to decode words with short /h/. Then have students complete the T-Chart by drawing and writing things that can hop and things that are hot. Have students read and write their high-frequency words and then use the words in oral sentences. Preview the letter Qq and listen to the /kw/ song.

Bloom's: Apply
DOK: 1

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you how to identify major story events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display Wolf Cub's Song. Review that story events happen in a particular sequence or order. Remind students that a story always has a beginning, middle, and end. Read aloud the text, modeling how you use key details in the text and illustrations to answer questions. Ask partners to turn and talk to answer other questions using key details and evidence from the text.

Bloom's: Apply
DOK: 2

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to identify new meanings for familiar words to help you better comprehend the story. .
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to remind students that words have more than one meaning. Explain that if we come across a familiar word but it is not used in ways that make sense, we should try to find a new meaning. Model using an example from the text (i.e. den) and how you can use the context of the story to determine the meaning of the word. Ask students to practice in partnerships using other words.

Bloom's: Analyze
DOK: 2

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Remind students that we can strengthen our opinions by adding more reasons. Discuss another reason you like *Wolf Cub's Song*. Draw a picture and orally rehearse your next reason. Engage students in sharing writing. Review the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing their next reason to strengthen their opinion of *Wolf Cub's Song* before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you how to identify and use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display picture cards. Model using the cards to form sentences with prepositions. Have partners use picture cards to form sentences with frequently occurring prepositions.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Three Billy Goats Gruff"	*Wolf Cub's Song* Compare and Contrast Experiences of Characters in Stories	Draw and Write an Opinion Text
Decodable Reader: *It Is Hot* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Complete Sentences with End Punctuation

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers can read out loud to help them better understand the story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to display the text "The Three Billy Goats Gruff." Model how you read aloud, making sure you understand the story and also how you make your reading sound more interesting. Draw attention to the dialogue and model how to use your voice to match the voice of the character.

Bloom's: Apply
DOK: 1

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.h, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *It is Hot.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you how to compare and contrast experiences of character in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display *Wolf Cub's Song.* Explain that we are going to compare and contrast the experiences of Wolf Cub and her moth. Remind students that comparing is finding things that are the same and contrasting is finding differences. Create a Compare/Contrast chart and model comparing and contrasting the problems, actions, and feelings of the characters. Guide students to add to the Compare/Contrast chart after talking with partners.

Bloom's: Analyze
DOK: 2

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Remind students that we can strengthen our opinions by adding more reasons. Discuss another reason you like *Wolf Cub's Song*. Draw a picture and orally rehearse your next reason. Engage students in sharing writing. Review the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing their next reason to strengthen their opinion of *Wolf Cub's Song* before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you how to complete sentences with end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this is** to remind the students about a period, question mark, and escalation point and how they are all types of end punctuation. Model saying and writing different types of sentences and identifying the correct punctuation mark needed for each sentence. Then have partners work to identify the correct punctuation mark needed to

complete given sentences.
Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Catch a Little Rhyme"	Demonstrate Knowledge: *Writers Tell Many Stories* - Complete the Knowledge Blueprint	Draw and Write an Opinion Text
Phonics and Word Study; Review and Monitor Progress		Grammar: Complete Sentences Using End Punctuation

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify rhyme in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Catch a Little Rhyme." Reread the poem, using an expressive voice, mimicking how the speaker felt each time they almost catch the rhyme. Draw the students attention to rhyming words. Think aloud how rhyming words make poetry interesting and fun to read.

Bloom's: Understand
DOK: 1

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /h/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.2.A.f, K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model substituting medial and final sounds to form new words. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Can It Hop? Is It Hot?" and *It Is Hot* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments*

(starting on page AR36).
Bloom's: Apply
DOK: 1

Engaging Experience 77 (Unit Reflection):
Teaching Point: Today I am going to teach you how to build knowledge about what we can learn from different characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.B.e, K.R.1.A.b, K.SL.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display *Wolf Cub's Song*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's: Analyze
DOK: 2
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you how to draw and write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Supporting: K.W.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to revisit your shared writing from the previous lesson. Remind students that we can strengthen our opinions by adding more reasons. Discuss a final reason you like *Wolf Cub's Song*. Draw a picture and orally rehearse your final reason. Engage students in sharing writing. Review the "Three-Step Writing Strategy" anchor chart. Ask students to orally rehearse by sharing their final reason to strengthen their opinion of *Wolf Cub's Song* before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you how to complete sentences with end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to review that a period, question mark, and exclamation mark all types of end punctuation. Display and read different sentence types without end punctuation. Ask students to identify and add the end punctuation.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about why people tell stories, as well as characters and their experiences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.R.2, A.a, K.R.3.A.a
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil Unit 4 assessment.
Another way to do this is to complete the digital Unit 4 assessment.
Bloom's: Apply
DOK: 2
Suggestions: If you are administering the Week #2 assessment, ensure that you have administered the *Cumulative Spelling and Dictation Assessment* weekly and the *Cumulative Word Fluency* (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.

There is time to do the Unit Introduction for Unit 5 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Writing Through Knowledge
Detailed Description/Instructions:

Have students demonstrate knowledge of Enduring Understanding 1: *Characters and their adventures and experiences can entertain us and teach us lessons.* Have students draw a picture to show a lesson they learned in one of the stories in this unit. Encourage them to write a few words or a sentence about the lesson. Remind students to include the new vocabulary and Build Knowledge vocabulary they have learned.

Unit 5: Technology at Home and School

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: Technology at Home and School
Length of Unit: 16 Days
Overview of Unit: In this unit, students read and learn about the different kinds of technology that we use at home and school.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will review initial and final /h/ and will be introduced to initial and final /b/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will draw inferences and identify the reasons an author gives to support his/her ideas. Students will recognize text features including photographs and captions. They will also learn to identify important versus unimportant details. During writing, students will brainstorm ideas and write an informative text to share about ways kids get to school.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to short /u/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students continue to work on drawing inferences and identifying reasons an author gives to support his/her ideas. Students will recognize text features including illustrations and captions and will learn to describe the relationship between the illustrations and the text. Students will also compare and contrast two texts on the same topic. During writing, students will write an informative text, including a topic sentence, to share about technologies students and teachers use at school. Students may begin to revise and expand on ideas as they draft.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to initial /r/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will continue to distinguish between important and unimportant information as well as relationships between the illustrations and the text. Students will identify characters, setting, and major events and will compare and contrast the experience of characters in stories. During writing, students will revise to add descriptive details as they continue to draft. They will prepare for publishing by editing their informational texts. Finally, students will publish and share their pieces.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 5 digital materials
- Preview the Unit 5 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing Journa*l for *Technology at Home and School*

Essential Questions:

- How do we use technology?

Enduring Understanding/Big Ideas:

- Technology is changing how we work, learn, travel, and live.
- We can use technology to interact with others in new ways.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts
- **K.R.2.A.a:** Identify elements of a story, including setting, characters and key events
- **K.R.3.A.a. K.R.3.C.c**: Name the main topic and recall key details of the text
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.1.A.f:** Demonstrate one-to-one correspondence between spoken words and written words
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.a**: Produce and write letter(s) for most short vowel and consonant sounds
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.RF.3.A.d**: Recognize that new words can be created when letters are changed, added, or deleted and using letter sound knowledge
- **K.W.2.B**: With assistance, draw/write informative/explanatory texts
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.L.1.B.b**: Recognize that a sentence ends with punctuation marks
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	Webb's DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion . Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.2.A.a	Identify elements of a story	Identify the characters in a story. Identify the setting (where and/or when the story takes place). Identify important or key events that happen in the story. Use pictures and details from the text to describe story elements with prompting and support.	2
K.R.3.A.a **K.R.3.C.c**	Identify the topic and details in an expository text heard and/or read	Demonstrate an understanding of inferring and drawing conclusions	2

		Draw conclusions to understand what an expository text and topic is Read, infer, and draw conclusions to recall the main topic and important details of a text. Refer to the words and or illustrations to help determine key details of a topic	
K.RF.1.A.c	Demonstrate the books are read left/right and top/bottom	Show that pages are turned one at a time from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	1
K.RF.1.A.f	Demonstrate one-to-one correspondence between spoken words and written words	Recognize that words are separated by spaces. Match their spoken sentence to the exact number of written words. Track print so that one finger point equals one spoken word. Notice when pointing does not match the spoken words and self-correct.	1
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final sounds in spoken words.	1

K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme. Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	1
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	1
K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	Say the sound for consonants and short vowels. Write the letter(s) that match those sounds when spoken Match spoken phonemes to the correct graphemes in isolation and in simple words. Use sound-letter knowledge when spelling simple words (inventive spelling).	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1

K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → "cat"). Use knowledge of letter-sound relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words. Apply blending during reading of decodable text.	1
K.RF.3.A.d	Recognize that new words can be created when letters are changed, added or deleted	Change the initial, medial, or final sound to create a new word. Add a letter to the beginning or end of a word to create a new word. Delete the beginning or ending sound/letter to create a new word. Use letter sound knowledge to phonemically spell.	1
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2
K.W.2.B	Draw/write informative/explanatory texts	Introduce a topic or text being studied and supply facts. Use some specific words that are related to the topic. Follow a sense of order in writing. Create some sense of closure.	3

K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models In written text, use upper- and lowercase letters correctly	1
K.L.1.B.b	Recognize that a sentence ends with punctuation marks	Identify common ending punctuation marks (period, question mark, exclamation mark). Point to or name the punctuation mark at the end of a sentence. Understand that punctuation signals the end of an idea or thought. Notice when a sentence is missing ending punctuation.	1
K.SL.3.A.c	Confirm comprehension by retelling information	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*

• Phonics Cumulative Assessments
  ○ Spelling & Dictation
  ○ Word Fluency
• Quick Checks
  ○ Phonics and Word Recognition
  ○ Fluency
  ○ Print Concepts
  ○ Phonological Awareness
• Foundational Skills Screeners
• Phonological Awareness Assessment
	• Unit 5 Weekly Assessments
	• Unit 5 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Future Appeared Vanished Changed Improved Long Ago	Outer Space Electricity Charge Games Plug In Text

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about how and why people use technology at home and at school.
Suggested Length of Time: 1 lesson
Standards Addressed: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 5 multimedia video. Use the Unit 5 Opener to introduce the essential question, *Why do we use technology?* Explain that students will read and learn about the different kinds of technology that we use at home and school. Use the *Define/Example/Ask* routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: *"*A Little Piggy Named Bob*"*	Introduce Knowledge Focus: *Technology at Home and School* - Introduce the Knowledge Blueprint	Draw and Write an Informative/Explanatory Text
Phonics and Word Study: Focus Skill b /b/ Review h /h/	"Up, Up, and Away" First Reading: Draw Inferences to Learn About Technology	Grammar: Introduce Pronouns I and Me

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to retell the most important details of a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "A Little Piggy Named Bob" using a fluent and expressive voice, pointing under the words as students follow along. Reinforce that spoken words match written words. Ask partners to Turn, Talk, and Listen to summarize the most important details of the poem.

Bloom's:
DOK:

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /b/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /b/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /b/. Ask students to listen for /b/ and write the letter b. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Bb using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Bb.*

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you how to draw inferences to learn about technology.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read "Up, Up, and Away." Explain that drawing inferences helps readers understand ideas in the text that aren't clearly stated. Model how to use the text and illustrations to draw inferences. Revisit the "Draw Inferences" anchor chart. Ask students to turn and talk to draw inferences using the text and pictures.

Bloom's:
DOK:

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach to brainstorm ideas for an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to explain that writers use many steps to write and publish texts. Create the "Writing Process" anchor chart with students. Remind students that when

writers brainstorm, they try to come up with many ideas. Complete a Brainstorming Web with the students. Then have partners orally discuss other ways kids can get to school using the mentor text.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to introduce the pronouns I and Me.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B
Detailed Description/Instruction

- **One way to do this** is to review that nouns are words that name a person, place or thing. Introduce that pronouns are words that can replace nouns in sentences. Explain that the pronouns *I* and *me* are used to talk or write about ourselves. Model using example sentences and then have students generate sentences using the pronouns.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "A Little Piggy Named Bob"	"Up, Up, and Away" Identify the Reasons and Author Gives to Support Points	Draft an Informative/Explanatory Text
Phonics and Word Study; Focus Skill b /b/		Grammar: Use Pronouns I and Me

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers use their voice to express feelings.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and review the text "A Little Piggy Named Bob." Model how to change your voice to match the feelings of the characters. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students draw and write to a friend telling something they like about him/ her.

Bloom's:
DOK:

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Play Ball" Students will reread with partners. Introduce s-Blends by using letter cards to build CCVC words.

Bloom's: Apply
DOK: 1

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you how to identify the reasons an author gives to support his or her ideas or points in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Up, Up, and Away." Explain that knowing the author's reasons helps us better understand the text. Model how you identify the reasons an author gives to support the idea that technology may help use travel in new ways. Work with students to create a chart showing the reasons the author uses to support specific points in the text. Ask students to identify the main points and give reasons to support them.

Bloom's:
DOK:

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you how to draft an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart to review the steps of the writing process. Then display the web from yesterday and model taking an idea from

the web and generating a sentence. Model using sound spelling correspondence and high-frequency word knowledge to write sentences. Choose a second sentence and ask students to help you construct it. Ask students to orally rehearse their sentences with a partner before they draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you how to use the pronouns I and me.
Su**ggested Length of Time:** 1 lesson
Standards Addressed
Priority: K.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to remind students that pronouns can replace nouns in a sentence. Have students identify *I* and *me* in context. Then ask students to draw a picture about how they get to school and write a sentence using the pronouns I and me.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Technology at School"	"Up, Up, and Away" Recognize Features of Informational Text: Photographs and Captions	Draft an Informative/Explanatory Text
Phonics and Word Study; Focus Skill b/b/	Build Vocabulary: Identify New Meanings for Familiar Words	Grammar: Use Pronouns I and Me

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to retell facts from a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and read the text "Technology at School" using a fluent and expressive voice. Ask partners to Turn, Talk, and Listen to summarize what happens in the text. Guide them by asking them to retell the most important key details. Reinforce that sentences are made up of words.

Bloom's:

DOK:

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model blending the phonemes in simple words. Reread the text "Play Ball" Encourage students to read known high-frequency words and to decode words with /b/. Then have students draw and write about the games they could play with a ball. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you how to use text features to learn more information.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the text "Up, Up, and Away." Point out the text, photos, and captions on the page. Model how to use these text features to learn more information. Work with students to create a chart that records how the photographs and captions work together. Ask partners to turn and talk to answer questions using the photographs and captions to learn more information.

Bloom's:
DOK:

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you how to identify new meanings for familiar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Up, Up, and Away." Remind students that some words have more than one meaning. It is important to understand different meanings so we understand the text. Model how to think about the meaning of a familiar word (i.e. fly) and choose the appropriate meaning for the context of the text. Ask partners to determine the meanings of other familiar words, as well as the correct choice for the context of the text.

Bloom's:
DOK:

Engaging Experience 16 (Writing):

Teaching Point: Today I am going to teach you how to draft an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart to review the steps of the writing process. Model how to refer to the brainstorming web and choose a topic to form another complete thought. Model how you say each word and write the letters that represent the sounds you hear. Ask students to share the new information they will add before they go draw and write.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):

Teaching Point: Today I am going to teach you how to use the pronouns I and Me.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to remind students that pronouns can replace nouns in a sentence. Model using the pronouns *I* and me in sentences. Ask partners to generate oral sentences using these pronouns.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: *"Technology at School"*	"1, 2, 3, Blast Off!" First Reading: Distinguish Between Important and Unimportant Information to Learn About Technology	Revise an Informational/Explanatory Text
Decodable Reader: *Bob Can Go* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Pronouns I and Me

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Technology at School." Explain to students that the author's purpose is the reason why he or she wrote the text. Model how you read the text and identify the author's purpose. Share that thinking about the author's purpose helps readers better understand a text.

Bloom's:
DOK:

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *Bob Can Go.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you how to distinguish between important and unimportant information.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "1, 2, 3, Blast Off!" Point out that this story is science fiction - a made-up story about something that takes place in the future. Preview the text. Remind students important information is needed to retell and understand. Other information may be interesting, but isn't needed. Revisit the "Determine Text Importance" anchor chart. Ask students to identify information that is important to understand events and to retell.

Bloom's:
DOK:

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you how to revise an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart to review the steps of the writing process. Explain that writers revise or find ways to make their writing better. Model how you reread and revise the order of your sentences. Then reread again and add a title. Ask students to reread their piece and share with a partner what they will add or change and a title for their piece.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you how to use proper nouns I and Me.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to remind students that pronouns can replace nouns in a sentence. Display picture cards and model forming complete sentences using the pronouns *I* or *me*. Students will then practice generating sentences using pronouns with partners.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Deep in Our Refrigerator"	"1, 2, 3, Blast Off!" Identify Characters, Setting, and Major Events	Share an Informative/Explanatory Text
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Technology at Home and School* - Begin the Knowledge Blueprint	Grammar: Use Pronouns I and Me

Engaging Experience 23 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to analyze the poet's use of descriptive words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Deep in Our Refrigerator." Read the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Discuss how descriptive language helps us create mental images using our five senses. Ask students to share out rhyming words they heard and patterns they notice.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /b/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme addition and deletion. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Play Ball" and *Bob Can Go* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you how to identify characters, settings, and major events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "1, 2, 3, Blast Off!" Revisit the "Story Elements" anchor chart to review the important elements of a story (characters, setting, and events). Model how to use the text and the illustrations to describe characters and settings and to identify major events. Ask students to turn and talk to answer text-evidence questions.

Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to share your informative/explanatory text with a partner.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart to review the steps of the writing process. Reread your text and model how to share something you like about your work. Guide students through sharing something they like about your piece as well. Then have writing partners take turns reading their piece and sharing a compliment.

Bloom's: Understand
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 27 (Grammar):
Teaching Point: Today I am going to teach you how to use the pronouns I and Me.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to remind students that pronouns can replace nouns in a sentence. Model sharing something you like to do using the pronouns *I* or *me*. Students will then practice generating sentences about something they like to do using pronouns.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Wheels on The Bus"	*Technology at Home & School: Past and Present*	Brainstorm Ideas for an Informative/Explanatory Text

	First Reading: Draw Inferences to Learn about Technology	
Phonics and Word Study: Focus Skill u /u/		Grammar: Introduce Common Being Verbs

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to retell texts in sequential order.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the song "The Wheels on the Bus" using a fluent and expressive voice, pointing under the words as students follow along. Read the song again, inviting students to chime in on the repeated phrases and to interact by making hand movements. Ask students to Turn, Talk, and Listen to summarize or retell events in order.

Bloom's:
DOK:

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound short /u/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for short /u/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with short /u/. Ask students to listen for short /u/ and write the letter u. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Ii using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Ii.*

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you how to draw inferences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read *Technology at Home & School.* Preview the text and have students identify the features of informational text. Revisit the "Draw Inferences" anchor chart as you remind students that we can use information from the text and pictures as well as what we know to infer. Model making inferences about technology used in the past and present. Ask partners to look for details in the photographs and text to practice making their own inferences.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 31 (Writing):</u>
Teaching Point: Today I am going to teach you how to brainstorm ideas for an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to explain that there are some slight changes in each step of the writing process depending on the type of text you are writing. Create the "Writing an Informative/Explanatory Text" anchor chart. Display *Technology at Home & School: Past and Present*. Remind students that when writers brainstorm, they try to come up with many ideas. Complete a Brainstorming Web with the students. Then have partners orally discuss other technologies used by teachers and students at school.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 32 (Grammar):</u>
Teaching Point: Today I am going to teach you about common being verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that a verb shows action. Explain that a being verb tells you who or what a noun is, was, or will be. Make a chart that shows each being verb. Ask students to identify the verb and complete each phrase.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: *"The Wheels on The Bus"*	*Technology at Home & School: Past and Present* Recognize Informational Text Features: Illustrations and Captions	Choose Topic and Draft an Informative/Explanatory Text
Phonics and Word Study; Focus Skill u /u/		Grammar: Use Common Being Verbs

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers adjust their pace as they read.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to reread the song "The Wheels on the Bus" using a fluent and expressive voice. Model how you can make the song sound better by reading different parts at different paces. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students draw and write about different types of transportation or things that go.

Bloom's:
DOK:

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "The Fun Bus" Students will reread with partners. Introduce digraph -ck by using letter cards to build CVCC and CCVCC words.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you how to recognize informational text features.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use *Technology at Home & School.* Point out the many photos and captions in the text. Review that a caption tells what the photo shows or gives more information. Model how to use these text features to learn more information. Work with students to create a chart that records how the photographs and captions work together. Ask partners to turn and talk to answer questions using the photographs and captions to learn more information.

Bloom's:
DOK:

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you how to choose a topic and draft an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the brainstorming web from the last lesson. Revisit the "Writing an Informative/Explanatory Text" anchor chart. Reread the ideas on your Brainstorming Web and model how to choose one idea as the topic for the text about technology. Model how to write a topic sentence and how you add details to your text. Ask students to orally share the topic they chose and their topic sentence.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you how to use common being verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students a verb does not always tell an action. Review common being verbs. Write a sentence on the board and have the students identify the common being verb in the sentence. Ask students to use the verb "is" in a sentence.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Getting to School"	*Technology at Home & School: Past and Present* Find Text Evidence: Identify the Reasons an Author Gives to Support Points	Draft an Informative/Explanatory Text
Phonics and Word Study; Focus Skill u/u/	Build Vocabulary: Identify New Meanings for Familiar Words	Grammar:Use Common Being Verbs

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to retell important details from a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and read "Getting to School" using a fluent and expressive voice, pointing under the words to track the print for students. Reinforce print concepts by having students point in the air to indicate the direction of reading. Ask partners to Turn, Talk, and Listen as they retell what they know from listening in order to explain what the poem is about.

Bloom's:
DOK:

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model blending the phonemes in simple words. Reread the text "The Fun Bus." Encourage students to read known high-frequency words and to decode words with short /u/. Then have students draw and write about where they could go on a bus. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 40 (Reading):

Teaching Point: Today I am going to teach you how to identify the reasons an author gives to support his or her ideas or points in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the text *Technology at Home & School*. Remind students that authors write informational texts to give facts about a topic that they support with details. Model looking at how the author supports the idea that technology can make our lives better with having students answer the text evidence questions. Ask students to turn and talk to discuss other text evidence questions.

Bloom's:

DOK:

Engaging Experience 41 (Reading):

Teaching Point: Today I am going to teach you how to identify new meanings for familiar words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *Technology at Home & School: Past and Present.* Remind students that some words have more than one meaning. It is important to understand different meanings so we understand the text. Model how to think about the meaning of a familiar word (i.e. watch) and choose the appropriate meaning for the context of the text. Ask partners to determine the meanings of other familiar words, as well as the correct choice for the context of the text.

Bloom's:

DOK:

Engaging Experience 42 (Writing):

Teaching Point: Today I am going to teach you how to add information to an informative/explanatory text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing an Informative/Explanatory Text" anchor chart. Read the draft from yesterday and model how you add more information to your draft by answering questions the readers might have. Model sound spelling correspondence and using high frequency words. Ask students to orally rehearse their new facts before they begin writing.

Bloom's: Create

DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you how to use common being verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that being verbs tell who or what a noun is, was or will be. Display picture cards of nouns. Ask partners to generate sentences using being verbs and identify the being verb.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Getting to School"	*Technology at Home & School: Past and Present* Describe the Relationship Between the Illustrations and the Text	Revise and Expand an Informative/Explanatory Text
Decodable Reader: *What is It?* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Common Being Verbs

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Technology at Home & School: Past and Present*. Explain to students that the author's purpose is the reason why he or she wrote the text. Model how you read the text and identify the author's purpose. Share that thinking about the author's purpose helps readers better understand a text.

Bloom's:
DOK:

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *What Is It?* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to describe the relationship between the illustrations or photographs and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Technology at Home & School: Past and Present*. Point out the photographs and inset photos. Model describing how the text is connected to what we see in the photograph. Remind students that looking closely at the illustrations and photographs can help us have a better understanding of what is being read. Ask students to turn and talk to discuss the connections they see between the text and the photographs.

Bloom's:
DOK:

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you how to revise an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing an Informative/Explanatory Text" anchor chart. Reread your draft and model how to expand on your ideas and add more information. Invite students to share the pen and help with conventions. Review how to add a title to your piece. Then have students orally rehearse by sharing something they can add or change in their piece.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to*

help students be able to orally share their message with a partner.

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to model how to use common being verbs.
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that am, are, and is are common being verbs. They tell who or what a noun is, was, or will be. Model using am, are, or is in sentences. Ask partners to generate sentences using common being verbs to describe how someone else is feeling.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Deep in Our Refrigerator"	*Technology at Home & School: Past and Present* Identify Similarities and Differences Between Two Texts on the Same Topic	Revise and Expand an Informative/Explanatory Text
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Technology at Home & School* - Add to the Knowledge Blueprint	Grammar: Use Common Being Verbs

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify and analyze the poet's use of descriptive words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Deep in the Refrigerator" and ask students what they remember about the poem. Remind students Descriptive words help us create mental images of what something looks like. After listening to the poem, ask students to discuss the author's reasons for using descriptive words.

Bloom's:
DOK:

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound short /u/ and reread to build our reading fluency.

Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme addition. Have students read and spell their high-frequency words and use them in oral sentences. Reread "The Fun Bus" and *What Is It?* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

<u>Engaging Experience 51 (Reading):</u>
Teaching Point: Today I am going to teach you how to identify similarities and differences between two texts on the same topic.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *Technology at Home & School: Present and Past* and "Up, Up, and Away." Work with students to create a three-column Compare and Contrast Chart. Remind students that when we compare the two texts, we will be looking for ways they are similar. When we contrast the two texts, we will be looking for ways they are different. Model finding similarities and differences and adding them to the chart. Ask students to turn and talk to find more similarities and differences between the two texts.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 52 (Writing):</u>
Teaching Point: Today I am going to teach you how to revise an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing an Informative/Explanatory Text" anchor chart. Reread your draft and model how to expand on your ideas and add more information. Invite students to share the pen. Then have students orally rehearse by sharing something they can add or change in their piece.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you how to use common being verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this is to** model how to use common being verbs. Have partners create and write sentences about the color and shape of objects in the classroom using common being verbs.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Toaster"	*The No-Tech Day of Play* First Reading: Distinguish Between Important and Unimportant Information to Learn About Technology	Informative/Explanatory Text: Writer's Craft
Phonics and Word Study: Focus Skill r /r/		Grammar:Use Pronouns I and Me

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to summarize key details of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to read the poem " The Toaster" using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and

Listen to summarize what happens in sequential order. Reinforce print concepts by discussing end punctuation.

Bloom's:
DOK:

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /r/.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /r/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /r/. Ask students to listen for /r/ and write the letter r. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Rr using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Rr.*

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you how to distinguish between important and unimportant information to learn about technology.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read *The No-Tech Day of Play*. Revisit the "Determine Text Importance" anchor chart to review how readers identify important and unimportant information. Remind students that important information helps us better understand the text. Model identifying information as you read the text aloud. Ask students to turn and talk to identify important and unimportant details in the text.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you how to add descriptive details to your informative/explanatory text.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing an Informative/Explanatory Text" anchor chart. Display your revised piece. Reread and model how to add descriptive details to help the reader create a mental image. Ask students to suggest details. Then have partners read aloud their text and work to add details.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):

Teaching Point: Today I am going to teach you how to use the pronouns I and me.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.B

Detailed Description/Instructions:

- **One way to do this** is to remind students that pronouns take the place of a noun. Model using *I* and *me* in sentences. Ask students to share how they use technology at home and write down their sentences. Identify and circle the pronouns *I* and *me*.

Bloom's: Apply

DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Toaster"	*The No-Tech Day of Play* Identify Characters, Setting, and Major Events	Focus on Writer's Craft: Informative/Explanatory Text
Phonics and Word Study; Focus Skill r /r/		Grammar: Use Pronouns I and Me

Engaging Experience 59 (Build Reading Foundations):

Teaching Point: Today I am going to teach you that readers self-correct as they read.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to reread "The Toaster" using a fluent and expressive voice. Explain that sometimes readers make mistakes when reading. They figure this out because something sounds wrong. Model how you can go back and reread to self-correct.

Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students draw and write about machines at home.

Bloom's:
DOK:

Engaging Experience 60 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Ron the Robot" Students will reread with partners. Introduce r-blends by using letter cards to build CCVC words.

Bloom's: Apply
DOK: 1

Engaging Experience 61 (Reading):

Teaching Point: Today I am going to teach you how to identify characters, setting, and major events.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *The No-Tech Day of Play*. Revisit the "Story Elements" anchor chart to review how to identify story elements. Model how you use the text and illustrations to identify and describe the story characters and major events. Ask students to identify details about the character, setting, and major events and to turn and talk about the text evidence questions.

Bloom's:
DOK:

Engaging Experience 62 (Writing):

Teaching Point: Today I am going to teach you how to add descriptive details to your informative/explanatory text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart to review the steps. Display your revised piece. Reread and model how to add descriptive details to help the reader create a mental image. Engage students to help you write your sentences by asking questions. Then have partners read aloud their text and work to add details.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you how to use the pronouns *I* and *me*.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to review the pronouns I and me. Use the mentor read aloud *Who Did It?* to identify the pronouns *I* and *me* in context and who the pronouns are referring to or who is speaking.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "My Noisy House"	*The No-Tech Day of Play* Describe the Relationship Between the Illustrations and the Text	Edit an Informative/Explanatory Text
Phonics and Word Study: Focus Skill r /r/	Build Vocabulary: Sort Words into Categories.	Grammar: Use Pronouns I and Me

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to summarize a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "My Noisy House" using a fluent and expressive voice. Reinforce print concepts by discussing how we read from left to right as you read the text. Ask partners to Turn, Talk, and Listen to summarize the poem using what they know from the reading and the illustrations.

Bloom's:

DOK:

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model blending the phonemes in simple words. Reread the text "Ron the Robot." Encourage students to read known high-frequency words and to decode words with /r/. Then have students draw and write about what they would have a robot do with and for them. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display a story *The No-Tech Day of Play*. Model how to make connections between the illustrations and the text as you read aloud. Point out how illustrations can sometimes give the reader more information. Guide students to discuss the text and find details in the illustrations that give more information.

Bloom's:
DOK:

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you how to sort words into categories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display a two-column Categories Chart. Explain to students that we will be sorting the objects and games from the text into two categories. Remind them that categorizing words means that all the words in the group have something in common or the same. Model sorting words into the categories and then ask partnerships to continue sorting other examples from the text.

Bloom's:
DOK:

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you how to edit an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart to review the steps. Explain that when we edit our piece, we are reading it one last time to check spelling, capitalization and punctuation, and grammar. Model rereading your piece, editing as you think aloud. Engage students to edit with you. Then ask students to work with partners to check spelling, capitalization and punctuation, and grammar.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach how to use the pronouns *I* and *me*.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to review the pronouns *I* and *me*. Display example sentences using the pronouns *I* and *me*. Read the sentences to students and ask them to identify the pronoun and noun to which it refers.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "My Noisy House"	*The No-Tech Day of Play* Find Text Evidence: Compare and Contrast the Experiences of Characters in Stories	Publish an Informative/Explanatory Text
Decodable Reader: *Rob at School* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Common Being Verbs

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the text "My Noisy House." Explain to students that the author's purpose is the reason why he or she wrote the text. Model how you read the text and identify the author's purpose. Discuss sound words and why the author used them. Share that thinking about the author's purpose helps readers better understand a text.

Bloom's:
DOK:

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *Rob at School.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you how to compare and contrast experiences of character in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The No-Tech Day of Play* and "1, 2, 3. Blast Off!" Explain that today we are going to compare and contrast the characters in these stories. Remind students that compare means to look for ways the characters are similar and contrast means to look for ways they are different. Model comparing and contrasting Mark's experiences using the text evidence question. Then ask partners to compare and contrast Mark and Zeff.

Bloom's:
DOK:

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you how to publish your informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart to review the steps. Reread the text you have been working on, pointing out how you followed the writing process. Model how you publish your writing. Have students follow along with you as you create a clean copy of your text. Ask students to publish their pieces.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. Students may publish digitally using Book Creator.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you how to use common being verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this is** to remind the students that a being verb tells who or what a noun is, was, or will be. Provide sentence frames and read each frame to students. Have students choose the correct being verb from the chart to complete each sentence.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Deep in Our Refrigerator"	Demonstrate Knowledge: *Technology at Home & School: Past and Present* - Complete the Knowledge Blueprint	Share an Informative/Explanatory Text
Phonics and Word Study; Review and Monitor Progress		Grammar: Use Common Being Verbs

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use a poem to build knowledge.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Deep in Our Refrigerator." Reread the poem aloud in a fluent, expressive voice. Ask students to turn and talk to compare and contrast a refrigerator and an icebox. Then ask students to identify the problem in the poem and use their imagination to orally generate ideas for new technology that will help solve the problem.

Bloom's:
DOK:

<u>Engaging Experience 76 (Phonics and Word Study):</u>
Teaching Point: Today we are going to review the letter sound /r/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Ron the Robot" and *Rob at School* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

<u>Engaging Experience 77 (Reading):</u>
Teaching Point: Today I am going to teach you how to build knowledge about technology at home and school.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The No-Tech Day of Play*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships

or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's:
DOK:
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you how to share your informative/explanatory text with a partner.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart to review the steps of the writing process. Reread your text and model how to share something you like about your work. Guide students through sharing something they like about your piece as well. Then have writing partners take turns reading their piece and sharing a compliment.

Bloom's: Understand
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you how to use common being verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this is to** review common being verbs. Model saying sentences with each verb. Ask partners to create sentences using the being verbs *am*, *is*, and *are*. Write the sentences and ask students to identify the being verb.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about technology at home and school.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.2.A.a, K.R.3.A.a, K.RF.3.A.a, K.RF.3.A.b,
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil Unit 5 assessment.
Another way to do this is to complete the digital Unit 5 assessment.
Bloom's: Apply
DOK: 2
Suggestions: If you are administering the Week #2 assessment, ensure that you have administered the *Cumulative Spelling and Dictation Assessment* weekly and the *Cumulative Word Fluency* (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.

There is time to do the Unit Introduction for Unit 6 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:

Have students demonstrate their knowledge of Enduring Understanding 1: *Technology is changing how we work, learn, travel, and live.* Have students draw and label a picture that illustrates them using technology. Then, have them list a few words to tell how they are using technology. Encourage them to use the Build Knowledge words they have learned.

Unit 6: Stories Have a Message

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: Stories Have a Message
Length of Unit: 16 Days
Overview of Unit: In this unit, students will read folktales from diverse cultures and compare messages or lessons.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will review initial /r/ and will be introduced to short /e/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will make connections, as well as summarize and synthesize to understand the importance of working together. They will also retell familiar stories including key details and compare and contrast the experiences of characters in stories. During writing, students will write an opinion text about a favorite character using reasons to support their opinion.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to initial and final /g/ as in goose. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students continue to work on making connections to traditional stories, as well as retelling familiar stories. They will learn to find text evidence to describe a setting. Students will also learn to identify and describe major story events. During writing, students will write an opinion text about a favorite story read this year. They will brainstorm, state an opinion, plan and draft. Students will begin to revise and expand as they draft.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to initial and final /d/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will continue to summarize and synthesize to understand how to accomplish big things. They will also continue to retell familiar stories using key details, as well as compare and contrast the experiences of characters. Students will demonstrate knowledge that stories share a message. During writing, students will revise to pay attention to word choice and to use linking words. They will prepare for publishing by editing their opinion texts. Finally, students will publish and share their pieces.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 6 digital materials
- Preview the Unit 6 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing Journa*l for *Stories Have a Message*

Essential Questions:

- How do we know what is right?

Enduring Understanding/Big Ideas:

- People tell traditional stories, like folktales, to teach important lessons.
- Stories can teach us that ordinary people can accomplish big things, especially when they work together.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts
- **K.R.2.A.a:** Identify elements of a story, including setting, characters and key events
- **K.RF.1.A.a:** Identifying all upper- and lowercase letters.
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.a**: Produce and write letter(s) for most short vowel and consonant sounds
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.RF.3.A.d**: Recognize that new words can be created when letters are changed, added, or deleted and using letter sound knowledge
- **K.W.2.A**: With assistance, draw/write opinion texts
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.L.1.B.b**: Recognize that a sentence ends with punctuation marks
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	Webb's DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion . Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.2.A.a	Identify elements of a story	Identify the characters in a story. Identify the setting (where and/or when the story takes place). Identify important or key events that happen in the story. Use pictures and details from the text to describe story elements with prompting and support.	2
K.RF.1.A.a	Identify upper and lowercase letters	Name all 26 uppercase letters and all 26 lowercase letters when shown in random	1

		order. Match uppercase letters to their corresponding lowercase forms. Quickly identify letters without needing picture or keyword cues.	
K.RF.1.A.c	Demonstrate the books are read left/right and top/bottom	Show that pages are turned one at a time from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	1
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final sounds in spoken words.	1
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme. Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	1
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words	1

		Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	
K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	Say the sound for consonants and short vowels. Write the letter(s) that match those sounds when spoken Match spoken phonemes to the correct graphemes in isolation and in simple words. Use sound-letter knowledge when spelling simple words (inventive spelling).	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → "cat"). Use knowledge of letter-sound relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words. Apply blending during reading of decodable text.	1
K.RF.3.A.d	Recognize that new words can be created when letters are changed, added or	Change the initial, medial, or final sound to create a new word.	1

	deleted	Add a letter to the beginning or end of a word to create a new word. Delete the beginning or ending sound/letter to create a new word. Use letter sound knowledge to phonemically spell.	
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2
K.W.2.A	Draw/write opinion texts	Use a combination of drawing and/or writing to tell an opinion about a text or topic being studied Give logical reasons for suggesting that others follow a particular course of action or line of thinking Use words that are related to the topic	3
K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models In written text, use upper- and lowercase letters correctly	1
K.L.1.B.b	Recognize that a sentence ends with punctuation marks	Identify common ending punctuation marks (period, question mark, exclamation mark). Point to or name the punctuation mark at the end of a sentence.	1

		Understand that punctuation signals the end of an idea or thought. Notice when a sentence is missing ending punctuation.	
K.SL.3.A.c	Confirm comprehension by retelling information	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*

• Phonics Cumulative Assessments
  ○ Spelling & Dictation
  ○ Word Fluency
• Quick Checks
  ○ Phonics and Word Recognition
  ○ Fluency
  ○ Print Concepts
  ○ Phonological Awareness
• Foundational Skills Screeners
• Phonological Awareness Assessment
	• Unit 6 Weekly Assessments
	• Unit 6 Assessment
	• Interim Assessment #3

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Idea Looming Grinned Planned Ignored Notice Practiced Represent Brave	Game Snares Tipi

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about the messages and lessons of stories.
Suggested Length of Time: 1 lesson
Standards Addressed: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 6 multimedia video. Use the Unit 6 Opener to introduce the essential question, *How do we know what is right?* Explain that students will read folktales from different cultures and compare the messages or lessons. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	**Reading**	**Writing**
Build Reading Foundations: "Goldilocks Learns a Lesson"	Introduce the Knowledge Focus: *Stories Have a Message* - Introduce the Knowledge Blueprint	Opinion Process Writing: Brainstorm an Opinion

Phonics and Word Study: Focus Skill e /e/ Review r /r/	"All Together Now" First Reading: Make Connections to Stories That Teach About Working Together	Grammar: N/A

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to make connections between texts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to read the poem "*Goldilocks Learns a Lesson,"* using a fluent and expressive voice, pointing under the words as students follow along. Encourage students to think about connections between the poem and *Goldilocks and the Three Bears*. Ask students to Turn, Talk, and Listen to share connections between ideas in the poem and the original fairy tale.

Bloom's:
DOK:

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound short /e/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for short /e/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with short /e/. Ask students to listen for short /e/ and write the letter e. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Ee using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Ee.*

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you how to make connections across stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read "All Together Now!" Remind students that we can make connections to our own experiences or to characters and events in another story to help us think and understand. Model how you make connections between texts as you read aloud. Revisit the "Make Connections" anchor chart to review how readers make connections to their personal experiences and between texts. Ask students to turn and talk to share connections.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 5 (Writing):</u>
Teaching Point: Today I am going to teach you how to brainstorm an opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart as you share with students that they will be writing an opinion piece about a favorite character. Remind students that opinions are what we feel or believe. Model how to brainstorm an opinion about a favorite character from a mentor text. Use a two-column chart to record your ideas. Ask students to orally share an opinion about a favorite character and the reasons for their opinion.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 6 (Grammar):</u>
Teaching Point: Today I am going to teach you how to use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instruction:

- **One way to do this** is to review nouns. Explain that a plural noun names more than one person, place or thing. Model finding plural nouns in a selection students have read. Ask students to identify a person, animal, place or thing from one of the stories, to change the noun into a plural noun, and to use the plural noun in a sentence.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Goldilocks Learns a Lesson"	"All Together Now" Retell Familiar Stories Including Key Details	Opinion Process Writing: Draft
Phonics and Word Study; Focus Skill e /e/		Grammar: Use Regular Plural Nouns

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers use inflection to emphasize certain words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to reread "Goldilocks Learns a Lesson" using a fluent and expressive voice. Explain that poems have rhythm. Model creating this rhythm by stressing, or emphasizing, certain words. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students draw and write a list of helpful house rules that people who live together can follow.

Bloom's:
DOK:

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "The Hen Gets Help" Students will reread with partners. Review s-blends.

Bloom's: Apply
DOK: 1

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you how to retell familiar stories including key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "All Together Now!" Explain we will be retelling the story using key details like characters, setting, and major events. Model identifying key details and using them to retell major events in the story. Ask students to listen for other key details, using text evidence questions. Students will work with partners to retell the second half of the story.

Bloom's:
DOK:

Engaging Experience 10 (Writing):
Teaching Point: Today I am going to teach you how to draft an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart and review the brainstorming list from the previous lesson. Model taking an idea from the list and generating an opinion and one reason. Then orally rehearse the opinion and engage students to help write the sentence. Students will orally share their opinion of a favorite character and one reason before they begin drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you how to use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that a plural noun names more than one person, animal, place, or thing. Modeling identifying a plural noun from the text and using it in different sentences. Ask students to make a noun plural and orally generate a sentence using it.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: *"Fox and Crow"*	"A House for Max" First Reading: Summarize and Synthesize to Understand the Importance of Working Together	Opinion Process Writing: Draft
Phonics and Word Study; Focus Skill: e/e/	Build Vocabulary: Relate Words to Their Opposites	Grammar: Use Regular Plural Nouns

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to understand that fables teach lessons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the text "Fox and Crow." Explain that a fable is a story with a lesson. Read the text aloud in a fluent, expressive voice, pointing out the words as students follow along. Ask students to Turn, Talk, and Listen to discuss Fox and what the lesson could be.

Bloom's:
DOK:

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to isolate and identify sounds in a word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model isolating and identifying phonemes. Reread the text "The Hen Gets Help." Encourage students to read known high-frequency words and to decode words with short /e/. Then have students draw and write about what she could do in her new home. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you how to summarize and synthesize to understand

the importance of working together.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the text "A House for Max" and introduce vocabulary using the Define/Example/Ask Routine. Remind students that summarizing helps us think about the events in the story and synthesizing is putting together details from the text and illustrations. Model how you summarize events as you read aloud and synthesize information from the text and pictures. Revisit the "Summarize and Synthesize" anchor chart. Ask students to work with partners to discuss text evidence questions and to summarize the story.

Bloom's:
DOK:

<u>Engaging Experience 15 (Reading):</u>
Teaching Point: Today I am going to teach you how to relate words to their opposites.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "A House for Max" and review that readers use many strategies to determine the meaning of unknown words. One way is to relate words to their opposities. Model identifying pairs of opposites and thinking aloud about their meanings (i.e. big and small). Point out other words in the text and have partners identify their opposites and discuss the word meanings.

Bloom's:
DOK:

<u>Engaging Experience 16 (Writing):</u>
Teaching Point: Today I am going to teach you how to add more reasons to strengthen an opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Reread your opinion text from the previous lesson. Orally rehearse additional reasons for your opinion. Model how to provide a strong conclusion by restating the opinion. Model saying words aloud and writing the corresponding letters and high frequency words as you write your sentences. Ask students to orally share new reasons they will add to their opinion pieces before they continue drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to*

help students be able to orally share their message with a partner.

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you how to use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that a plural noun names more than one person, animal, place or thing. Model identifying plural nouns in sentence. Ask partners to look around the room and name a plural noun and use it in a sentence.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Fox and Crow"	"A House for Max" Retell Familiar Stories Including Key Details	Opinion Process Writing: Revise and Publish
Decodable Reader: *Red Hens* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Regular Plural Nouns

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers use context to determine word meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Fox and Crow." Explain to students that readers pay attention to whether or not they understand the text as they are reading. Model using context to figure out the meaning of new or unknown words and continuing to read to figure out if the meaning is correct or not.

Bloom's:
DOK:

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary

knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *Red Hens.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you how to retell familiar stories including key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "A House for Max." Explain we will be retelling the story using key details like characters, setting, and major events. Model identifying key details and using them to retell major events in the story. Ask students to listen for other key details, using text evidence questions. Students will work with partners to retell the second half of the story.

Bloom's:
DOK:

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you how to revise and publish an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this is** to revisit the "Writing Process" anchor chart. Reread your opinion piece aloud and model how to revise a sentence to make it more descriptive. Then model how to add a title. Say the sentences aloud and invite students to share the pen. Ask students to orally share what they will add or change to make their ideas more clear before they continue drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):

Teaching Point: Today I am going to teach you how to use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display "All Together Now" and model finding and using plural nouns from the story. Ask students to name plural nouns and then form a sentence using them.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! *"Sharing"*	"All Together Now" and "A House for Max" Compare and Contrast the Experiences of Characters in Stories	Opinion Process Writing: Share
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Stories Have a Message* - Begin the Knowledge Blueprint	Grammar: Use Regular Plural Nouns

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify and analyze the author's crafts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem" Sharing." Read the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Explain that poems have lines. Each line is a row of words. Guide students to read the poem again and this time having them think carefully about the ideas and how they are connected. Continue to reinforce rhyming words.

Bloom's:
DOK:

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound short /e/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model contrasting short and long vowel sounds. Have students read and spell their high-frequency words and use them in oral sentences. Reread "The Hen Gets Help" and *Red Hens* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

<u>Engaging Experience 25 (Reading):</u>
Teaching Point: Today I am going to teach you how to compare and contrast the experience of characters in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "All Together Now!" and "A House for Max." Invite volunteers to briefly retell the major events in each story. Explain that we will be comparing and contrasting the experiences of the characters in both texts. Display a labeled Venn diagram. Model identifying a similarity and difference between the character's experiences. Guide students to answer the text evidence questions with partners and use the answers to complete the Venn diagram.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

<u>Engaging Experience 26 (Writing):</u>
Teaching Point: Today I am going to teach you how to share your opinion text.
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this is to** revisit the "Writing Process" anchor chart. Reread your text and model how to share something you like about your work. Guide the students to share something they liked about your piece as well. Have partners read their opinion pieces to each other and take turns sharing something they like about each other's piece.

Bloom's: Understand
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 27 (Grammar):
Teaching Point: Today I am going to teach you how to use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "A House for Max." Model how to identify plural words in the text and use them in sentences. Guide partners to find singular nouns and name each plural form, using it in a sentence.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Good, Better, Best"	*The Legend of the Coqui* First Reading: Make Connections to Traditional Stories that Teach Lessons	Opinion Process: Brainstorming and State an Opinion
Phonics and Word Study: Focus Skill g /g/		Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to share ideas orally with a partner.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Good, Better, Best." Read the poem using a fluent and expressive voice, pointing under the words as students follow along. Reinforce print concepts by discussing the purpose of spaces between words. Ask students to Turn, Talk, and Listen to share something they have worked to get better at with a partner.

Bloom's:
DOK:

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /g/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /g/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /g/. Ask students to listen for /g/ and write the letter g. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Gg using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Gg.*

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you how to make connections to traditional stories that teach lessons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read *The Legend of the Coqui.* Remind students that we can make connections to help us better understand and remember what we read. Model how you make connections to personal experiences as you read aloud. Revisit the "Make Connections" anchor chart. Ask students to listen and share both text to text connections and text to self connections with partners.

Bloom's:
DOK:

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you how to brainstorm and state an opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to create the "Writing Opinion Text" anchor chart. Then model how to brainstorm an opinion and write a list of stories we have read. Ask students to think of their favorite story we have read this year. Then model choosing your favorite and stating an opinion. Students will work with a partner to review the stories we have

read and select a story they would like to write an opinion about.
Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, and how.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that questions often start with question words. Explain that using a question word is a way to get information. Display a chart with question worlds and discuss how each word is used. Ask partners to generate questions.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Good, Better, Best"	*The Legend of the Coqui* Retell Familiar Stories Including Key Details	Opinion Process Writing: Plan
Phonics and Word Study; Focus Skill g /g/		Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers use an appropriate pace.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to reread the poem "Good, Better, Best" using a fluent and expressive voice. Explain that sometimes readers slow down their pace to give listeners time to think about the text. Model saying each important word slowly and clearly and pause between lines. Teach the vocabulary words using the Read/Spell/Define routine. Deepen comprehension by having students draw and write about things they are good at.

Bloom's:
DOK:

Engaging Experience 34 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Tip Pig, Peg Pig" Students will reread with partners. Review r-blends and digraph -ck.

Bloom's: Apply

DOK: 1

Engaging Experience 35 (Reading):

Teaching Point: Today I am going to teach you how to retell familiar stories including key details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *The Legend of the Coqui.* Remind students that major events are what happens in the story and key details give more information about those events. Model using key details from the text and illustrations to retell the story events. Continue reading, asking students to listen for details. Ask partners to answer the text evidence questions and use details to retell the second half of the story.

Bloom's:

DOK:

Engaging Experience 36 (Writing):

Teaching Point: Today I am going to teach you how to plan your opinion text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the Brainstorming List from the previous lesson. Reread the ideas and then refer to the "Writing Opinion Text" anchor chart for the next step in writing an opinion text. Remind students of your favorite story and model making a list of reasons to support your opinion. Ask students to share reasons they like the story you chose. Model how to add reasons to the opinion planning chart. Ask students to practice sharing their reasons orally in complete sentences with a partner.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you how to use question words - who, what, where, why, when, and how.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students they can use question words to ask a question. Display a question word chart with sample questions about a text. Describe what kind of information each question word asks for. Choose a different story and ask students to form questions using question words.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Live Happily Ever After"	*The Legend of the Coqui* Find Text Evidence: Describe Setting	Opinion Process Writing: Draft
Phonics and Word Study; Focus Skill g /g/	Build Vocabulary: Relate Words to their Opposities	Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use text evidence to support your claims.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Live Happily Ever After." Explain that as they listen, they will make connections to many other familiar stories. Read the poem using a fluent and expressive voice. Ask students to Turn, Talk, and Listen to name one fairy tale the poem reminds them of and why using evidence from the text.

Bloom's:
DOK:

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to form new words by substitution phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Model how to change initial, medial, and final sounds to form new words. Reread the text "Tip Pig, Peg Pig." Encourage students to read known high-frequency words and to decode words with /g/. Then have students complete the T-chart to contrast the pigs. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you how to describe the setting of a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the cover of T*he Legend of the Coqui*. Remind students that the setting is where and when the story takes place. Explain that legends and folktales often have settings from different places around the word. As you read aloud, model how you use the text and the illustrations to find text evidence to describe the setting. Guide students to use the text and illustrations to identify more information about the setting.

Bloom's:
DOK:

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you how to relate words to their opposites.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The Legend of the Coqui* and review that readers use many strategies to determine the meaning of unknown words. One way is to relate words to their opposities. Model identifying pairs of opposites and thinking aloud about their meanings (i.e. big and little). Point out other words in the text and have partners identify their opposites and discuss the word meanings.

Bloom's:
DOK:

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach how to draft an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to review the planning chart. Model how to draft a topic sentence stating your opinion. Model how to add reasons to support your opinion by referring to the other reasons on the list and adding more sentences to the text. As you write, modeling using your sound knowledge and high-frequency words to construct sentences. Students will orally rehearse stating their opinion and reasons before they begin drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, and how.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this is to remind** students that question words are to get information. Model by creating a few questions about something you have done in the classroom. Display question words and have students take turns using the question word to ask each other questions.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Live Happily Ever After"	*The Legend of the Coqui* Describe the Relationship Between the Illustrations and the Story	Opinion Process Writing: Revise and Expand
Decodable Reader: *Meg Likes Bugs* Phonics and Word Study: Apply Phonics and Vocabulary		Grammar: Use Question Words- Who, What, Where, Why, When, How

in Context		

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers use context to determine word meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Live Happily Ever After." Explain to students that readers pay attention to whether or not they understand the text as they are reading. Model using context to figure out the meaning of new or unknown words and continuing to read to figure out if the meaning is correct or not.

Bloom's:
DOK:

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *Meg Likes Bugs*. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The Legend of the Coqui*. As you read the text aloud, model how the details in the illustrations give you more information and how you can gain information from an illustration that is not also stated in the text. Revisit the "Using Illustrations" anchor chart and review how readers can use illustrations to support their understanding of a text. Ask partners to look closely at the illustrations and identify additional details that were not shared in the text.

Bloom's:
DOK:

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you how to revise and add details to strengthen an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the shared writing draft. Remind students that when we revise, we make changes or add more details. Reread the sentences aloud and model how to expand ideas. Encourage students to help you write the sentences. Ask students to orally share what they plan to change or add to their opinion text before they continue drafting their piece.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to use question words- who, what, where, why, when, and how.
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to write question words on the board and read them aloud. Model how you can ask your questions about your opinion piece. Have partners use question words to form questions about the revisions they made to their drafts.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Sharing"	*The Legend of the Coqui* Identify and Describe Major Story Events	Opinion Process Writing: Revise and Expand
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Stories Have a Message* - Add to the Knowledge Blueprint	Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to analyze the author's craft and word choice.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Sharing" and ask students what they remember about the poem. Discuss how some authors use humor to entertain readers. Tell students that poems might use the same words again and again and this is called repetition. Pose questions to guide students to analyze the author's use of repetition in the poem.

Bloom's:
DOK:

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /g/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme deletion. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Tip Pig, Peg Pig" and *Meg Likes Bugs* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe major story events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The Legend of the Coqui.* Remind students that key details tell more about story events and story events follow a sequential order. Model identifying major story events. Create a Story Elements Chart to support students' understanding. Model how to add words and simple drawings that represent major story events. Ask partners to discuss the major events in the middle and end of the story.

Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you how to revise and expand an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display your shared writing from the previous lesson along with the "Writing Opinion Text" and the "Writing Process" anchor charts to review. Reread your sentences and model how to expand on your ideas. Model adding a concluding sentence that restates the opinion and how to add a title. Ask students to orally share what they will add or change, as well as their title, before they continue drafting their piece.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, how.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to explain that new stories are often developed by getting answers to questions. Model answering questions formed about Horrible Bear! Have students choose a story they have read this year and ask and answer questions about their story using question words.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing

Build Reading Foundations: "Chicken Little"	*The Boy Who Fed His People* First Reading: Summarize and Synthesize to Understand How to Accomplish Big Things	Opinion Process Writing: Focus on Writer's Craft - Linking Words
Phonics and Word Study: Focus Skill d /d/		Grammar:Use Regular Plural Nouns

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to make connections between texts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the fable "Chicken Little" Read aloud using a fluent and expressive voice, pointing under the words as students follow along to reinforce the return sweep. Ask partners to Turn, Talk, and Listen as they name one way this story is like "Fox and Crow." Encourage students to think about the lessons and messages in the two texts.

Bloom's:
DOK:

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /d/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /d/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /d/. Ask students to listen for /d/ and write the letter d. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Dd using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Dd.*

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you how to summarize and synthesize to understand how to accomplish big things.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Read *The Boy Who Fed His People*. Model how to summarize or retell important details from the beginning of the text and how to synthesize information from the text and the illustrations. Revisit the "Summarize and Synthesize" anchor chart to review strategies for summarizing and synthesizing information in text. Ask partners to take turns summarizing the second half of the story.

Bloom's:

DOK:

Engaging Experience 57 (Writing):

Teaching Point: Today I am going to teach you how to strengthen your text by adding linking words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Opinion Text" anchor chart. Explain that linking words can make your sentences flow better. Model how to add linking words to an opinion text and reread the revised text to the students, pointing out the linking words and ending punctuation. Then have students reread their text to see if they want to add any linking words to make the connections between their ideas more clear.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):

Teaching Point: Today I am going to teach you how to use regular plural nouns.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to remind students that a plural noun names more than one person, animal, place, or thing. Review that plural nouns are often added by -s. Display the chart and model forming plural nouns with -es. Have partners write sentences with a plural noun. Challenge students to use a plural noun that ends in -es. Provide sentence frames if needed.

Bloom's: Apply

DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Chicken Little"	*The Boy Who Fed His People* Retell Familiar Stories Including Key Details	Opinion Writing Process: Focus on Writer's Craft - Word Choice
Phonics and Word Study; Focus Skill d/d/		Grammar: Use Regular Plural Nouns

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers can use dramatic expressions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display Chicken *Little* using a fluent and expressive voice. Remind students that we can show a character's feelings with our voices when we read dialogue. Discuss how the character is feeling and then model reading the dialogue using dramatic expression to match the feelings. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to draw and write about things they share.

Bloom's:
DOK:

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Dan's Dog" Students will reread with partners. Introduce digraph /sh/ by using letter cards to build CCVC and CVCC words.

Bloom's: Apply

DOK: 1

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you how to retell familiar stories including key detials.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The Boy Who Fed His People*. Remind students that major events are what happens in the story and key details give more information about those events. Model using key details from the text and illustrations to retell the story events. Continue reading, asking students to listen for details. Ask partners to answer the text evidence questions and use details to retell the second half of the story.

Bloom's:
DOK:

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you how to strengthen your writing through word choice.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to display the revised opinion text. Explain that writers can revise by changing words to be more descriptive or interesting. Model revising the text for word choice. Guide students to think of replacements for overused or unclear words. Then have the students reread their own writing and look for ways to add more descriptive and clear words. Students will orally share more descriptive words before they continue drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you how to use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that plural nouns are formed by adding -s or -es to make the noun mean more than one. Model how to form a sentence with the plural form of box. Write words that need an -es. Have students make each noun plural and then form a sentence using one of them.

Bloom's: Apply

DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Do What's Right!"	*The Boy Who Fed His People* Find the Text Evidence: Describe Story Characters	Opinion Process Writing: Edit
Phonics and Word Study: Focus Skill d/d/	Build Vocabulary: Identify New Meanings for Familiar Words	Grammar: Use Regular Plural Nouns

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to make connections to personal experiences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Do What's Right." Read aloud using a fluent and expressive voice. Explain that this poem gives advice to do what's right. Ask partners to Turn, Talk, and Listen as they make a connection between the poem and a personal experience.

Bloom's:
DOK:

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model blending the phonemes in simple words. Reread the text "Dan's Dog." Encourage students to read known high-frequency words and to decode words with /d/. Then have students draw and write about things dogs do - both good and bad. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's:
DOK:

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you how to describe story characters.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the story *The Boy Who Fed His People.* Remind students that characters are the people or animals in the story, and all stories have characters. Guide students to pay attention to the character Little Bear. Model using evidence from the text to answer questions about Little Bear. Ask partners to listen and look carefully at the illustrations to answer more questions about Little Bear.

Bloom's:
DOK:

<u>Engaging Experience 67 (Reading):</u>
Teaching Point: Today I am going to teach you how to identify new meanings for familiar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The Boy Who Fed His People*. Remind students that some words have more than one meaning. It is important to understand different meanings so we understand the text. Model how to think about the meaning of a familiar word (i.e. game) and choose the appropriate meaning for the context of the text. Ask partners to determine the meanings of other familiar words, as well as the correct choice for the context of the text.

Bloom's:
DOK:

<u>Engaging Experience 68 (Writing):</u>
Teaching Point: Today I am going to teach you how to edit an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Then reread your opinion text. Explain that we will read one more time to check our conventions before we publish. Model how to check for capitalization and punctuation and how to check the spelling of unknown words. Reread the draft to students. Have students work with partners to edit their text. When they are rereading their draft, encourage them to look for spelling, capitalization, and punctuation errors.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach how to use regular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that plural nouns are more than one person, animal, place or thing. Display sentences describing something from *Horrible Bear*!. Ask partners to think of one or two words and have them form the plural of the word and draw a picture showing the meaning.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Do What's Right!"	*The Legend of the Coqui* and *The Boy Who Fed His People* Compare and Contrast the Experiences of Characters in Stories	Opinion Process Writing: Publish
Decodable Reader: *"Where is Dan?"* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers use context to determine word meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Do What's Right." Explain to students that readers pay attention to whether or not they understand the text as they are reading. Model using context to figure out the meaning of new or unknown words and continuing to read to figure out if the meaning is correct or not.

Bloom's:
DOK:

Engaging Experience 71 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *Where is Dan.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 72 (Reading):</u>
Teaching Point: Today I am going to teach you how to compare and contrast experiences of characters in stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The Legend of the Coqui* and *The Boy Who Fed His People*. Remind students that comparing and contrasting experiences of characters can help us build knowledge about the lesson in the stories. Display a labeled Venn Diagram and remind students how it will be used to record the similarities and differences between characters. Model how you compare and contrast the experiences of the characters in the two stories as you think aloud. Provide prompts and clues to help partners identify more similarities and differences in the character's experiences.

Bloom's:
DOK:

<u>Engaging Experience 73 (Writing):</u>
Teaching Point: Today I am going to teach you how to publish your opinion piece.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Then display the draft of your opinion text with the revisions. Model how to take a clean sheet of paper and copy in final form. Model how to create an illustration to accompany your draft. Ask students to share an idea for an illustration they will add to their published piece with their partner. Then have the students create a final draft of their own text and add the illustration.

Bloom's: Create
DOK: 3

Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. Students can digitally publish using Book Creator.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, how.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display your illustration and model some questions you could ask about it using question words. Ask partners to use question words to ask questions about each other's illustrations.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Sharing"	Demonstrate Knowledge: *Stories Have a Message* - Complete the Knowledge Blueprint	Opinion Process Writing: Share
Phonics and Word Study; Review and Monitor Progress		Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use a poem to build knowledge.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Sharing." Reread the poem aloud in a fluent, expressive voice as students follow along. Remind students of the lessons learned from stories throughout the unit. Pose questions to help students focus on understanding the messages conveyed from the stories and what the poem is teaching them.

Bloom's:
DOK:

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /d/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Dan's Dog" and *Where Is Dan?* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Unit Reflection):
Teaching Point: Today I am going to teach you how to build knowledge about messages and lessons learned from stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The Boy Who Fed His People*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's:
DOK:
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you how to share your opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Display your final draft and illustration. Read your text aloud and model how to share something you like about your work to the students. Then have the students practice sharing something they like about your work. Have partners read their opinion texts to each other and share something they like about each other's work.

Bloom's: Understand
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, how.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to practice how to gather information about the characters, setting, and major events in the story using the question words. Pose questions and ask the students to help answer them about *Horrible Bear!* Have students ask and answer questions about their favorite story.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about the messages and lessons of stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.2.A.a, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil Unit 6 assessment.
Another way to do this is to complete the digital Unit 6 assessment.
Bloom's: Apply
DOK: 2
Suggestions: If you are administering the Week #2 assessment, ensure that you have administered the *Cumulative Spelling and Dictation Assessment* weekly and the *Cumulative Word Fluency* (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.

There is time to do the Unit Introduction for Unit 7 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:

Have students demonstrate their knowledge of Enduring Understanding 2: *Stories can teach us that ordinary people can accomplish big things, especially when they work together*. Have students draw a picture of a group of people working together to accomplish something. Ask them to write a few words that describe the drawing.

Unit 7: Holidays and Celebrations

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: Holidays and Celebrations
Length of Unit: 16 Days
Overview of Unit: In this unit, students read and compare selections about different holidays and celebrations around the world.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will be introduced to initial /w/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will use strategies including making connections, asking questions, visualizing, and analyzing photographs to learn about holidays and celebrations. They will identify the main topic, retell key details, explain connections between events, and recognize text features including captions and labels. During writing, students will write a narrative about a story they imagine. Their story must include characters, setting, and a plot.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to initial /l/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will use strategies including making connections and summarizing to learn about important people. They will use text evidence to describe connections between individuals, explain how illustrations support the text, identify the main topic, retell key details, and recognize reasons an author gives to support their opinions. During writing, students will follow the narrative writing process to brainstorm, plan, draft, and revise a narrative text about a favorite holiday.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to initial /j/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will distinguish important from unimportant information to learn about holidays and celebrations. They will identify an author's reasons for their opinion, describe how illustrations support the text, and compare similarities and differences between two texts on the same topic. During writing, students will revise by adding sensory details and checking that the piece shares their voice. They will prepare for publishing by editing their narrative texts. Finally, students will publish and share their pieces.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 7 digital materials
- Preview the Unit 7 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing Journa*l for *Holidays and Celebrations*

Essential Questions:

- Why do we celebrate people and events?

Enduring Understanding/Big Ideas:

- We honor people who made positive contributions to the world with celebrations and holidays.
- We celebrate holidays with food, parades, and/or being with friends and family.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts
- **K.R.3.A.a. K.R.3.C.c**: Name the main topic and recall key details of the text
- **K.RF.1.A.a:** Identify all upper- and lowercase letters
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.a**: Produce and write letter(s) for most short vowel and consonant sounds
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.RF.3.A.d**: Recognize that new words can be created when letters are changed, added, or deleted and using letter sound knowledge
- **K.W.2.C**: With assistance, draw/write fiction or nonfiction narratives and poems
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.L.1.B.b**: Recognize that a sentence ends with punctuation marks
- **K.L.1.B.d:** Capitalize the first word in a sentence
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	Webb's DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion . Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.3.A.a **K.R.3.C.c**	Identify the topic and details in an expository text heard and/or read	Demonstrate an understanding of inferring and drawing conclusions Draw conclusions to understand what an expository text and topic is Read, infer, and draw conclusions to recall the main topic and important details of a text. Refer to the words and or illustrations to help determine key details of a topic	2
K.RF.1.A.a	Identify upper and lowercase letters	Name all 26 uppercase letters and all 26 lowercase letters when shown in random	1

		order. Match uppercase letters to their corresponding lowercase forms. Quickly identify letters without needing picture or keyword cues.	
K.RF.1.A.c	Demonstrate the books are read left/right and top/bottom	Show that pages are turned one at a time from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	1
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final sounds in spoken words.	1
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme. Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	1
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words	1

		Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	
K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	Say the sound for consonants and short vowels. Write the letter(s) that match those sounds when spoken Match spoken phonemes to the correct graphemes in isolation and in simple words. Use sound-letter knowledge when spelling simple words (inventive spelling).	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → "cat"). Use knowledge of letter-sound relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words. Apply blending during reading of decodable text.	1
K.RF.3.A.d	Recognize that new words can be created when letters are changed, added or	Change the initial, medial, or final sound to create a new word.	1

	deleted	Add a letter to the beginning or end of a word to create a new word. Delete the beginning or ending sound/letter to create a new word. Use letter sound knowledge to phonemically spell.	
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2
K.W.2.C	With assistance, draw/write fiction or non-fiction narratives and poems	Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined. Tell the reader about a character or personal event. Place events in the order they occurred. Use words that are related to the topic. Provide a reaction to what happened in the events.	3
K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models In written text, use upper- and lowercase letters correctly	1
K.L.1.B.b	Recognize that a sentence ends with punctuation marks	Identify common ending punctuation marks (period, question mark, exclamation mark).	1

		Point to or name the punctuation mark at the end of a sentence. Understand that punctuation signals the end of an idea or thought.	
K.L.1.B.d	Capitalize first word in a sentence	Recognize that every sentence begins with a capital letter. Apply capitalization when writing simple sentences independently. Notice and correct sentences that are missing a capital at the beginning.	1
K.SL.3.A.c	Confirm comprehension by retelling information	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*

• Phonics Cumulative Assessments
  ○ Spelling & Dictation
  ○ Word Fluency
• Quick Checks
  ○ Phonics and Word Recognition
  ○ Fluency
  ○ Print Concepts
  ○ Phonological Awareness
• Foundational Skills Screeners
• Phonological Awareness Assessment
	• Unit 7 Weekly Assessments
	• Unit 7 Assessment
	• Interim Assessment #3

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Celebrate Valued Solve Problems Honor Remember	Inventor Civil Rights Laws Leader Patriotic Serve Our Country Thankful

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about how and why we celebrate people and events.
Suggested Length of Time: 1 lesson
Standards Addressed: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 7 multimedia video. Use the Unit 4 Opener to introduce the essential question, *Why do we celebrate people and events?* Explain that students will read and compare selections about different holidays around the world. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "Mr. Turkey"	Introduce the Knowledge Focus: *Holidays and Celebration* - Introduce the Knowledge Blueprint	Narrative Process Writing: Brainstorm
Phonics and Word Study: Focus Skill w /w/	"The Mother of Thanksgiving" First Reading: Apply Strategies to Learn About Holidays and Celebrations	Grammar: Use Prepositions

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to background knowledge to help answer questions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Mr. Turkey." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask students to Turn, Talk, and Listen to share what they know about

Thanksgiving and how it can help them understand the poem.

Bloom's:

DOK:

<u>Engaging Experience 3 (Phonics and Word Study):</u>

Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /w/.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /w/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /w/. Ask students to listen for /w/ and write the letter w. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply

DOK: 1

Suggestion: *Practice the correct letter formation for Ww using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Ww.*

<u>Engaging Experience 4 (Reading):</u>

Teaching Point: Today I am going to teach you how to apply strategies to learn about holidays and celebrations.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "The Mother Of Thanksgiving." Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Asking Questions" and "Make Connections" anchor charts. Model how to ask questions before reading and how to make connections and ask and answer questions as you read. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:

DOK:

Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 5 (Writing):</u>

Teaching Point: Today I am going to teach you how to brainstorm ideas for a narrative text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to display the “Writing Process" anchor chart and explain to the students they will follow the steps in the writing process to write a narrative text. Display The Legend of the Coqui and review its setting and characters. Set up a two column chart with characters and actions. Model how to think about using the characters to tell a different story, recording your ideas in the chart. Ask partners to share and discuss ideas for characters, setting, and events.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):

Teaching Point: Today I am going to teach you how to use prepositions.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.A

Detailed Description/Instruction:

- **One way to do this** is to remind students that prepositions answer the questions *When? What? Where?* or *How?* Ask students to identify prepositions in sentences and use them in a new sentence. Then have partners use prepositions to describe the locations of characters in *The Legend of the Coqui.*

Bloom's: Apply

DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: “Mr. Turkey”	“The Mother of Thanksgiving” Identify the Main Topic and Retell Key Details	Narrative Process Writing: Plan
Phonics and Word Study; Focus Skill w /w/		Grammar: Identify Prepositions

Engaging Experience 7 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to clarify the meaning of words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to reread “Mr. Turkey” using a fluent and expressive voice. As you read, stop at the word swings. Think aloud about whether the word is a noun or verb and the meaning of each. Use the context of the poem to determine the correct meaning. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students draw and write a description of Mr. Turkey using details from the poem.

Bloom's:
DOK:

Engaging Experience 8 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss “Summer Fun” Students will reread with partners. Introduce digraph /ch/ by using letter cards to build CCVC and CVCC words.

Bloom's: Apply
DOK: 1

Engaging Experience 9 (Reading):

Teaching Point: Today I am going to teach you how to identify the main topic and retell key detials.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display “The Mother of Thanksgiving.” Remind students that knowing the main topic and key details will help us understand and remember what we read in the text. Model how to identify the main topic and retell key details as you read. Ask students to listen for key details as they discuss the text and answer the text evidence questions.

Bloom's:
DOK:

Engaging Experience 10 (Writing):

Teaching Point: Today I am going to teach you how to make a plan for a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.c
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Display the brainstorming chart from the previous lesson. Model how to plan a story starting with the setting and characters and then moving onto the events. Use a story elements chart to record your ideas. Ask students to plan their narrative and to practice sharing their ideas aloud with a partner.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you how to identify prepositions.
Su**ggested Length of Time:** 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions answer the questions *When? What? Where?* or *How?* Ask students to identify prepositions in sentences and use them in a new sentence. Then have partners use prepositions to describe the locations of places in *The Legend of the Coqui.*

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: *"Five Waiting Pumpkins"*	"The Mother of Thanksgiving" Find Text Evidence: Describe Connection Between Two Events in the Same Text	Narrative Process Writing: Draft
Phonics and Word Study; Focus Skill w /w/	Build Vocabulary: Relate Words to Their Opposites	Grammar: Use Prepositions

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to background knowledge to help answer questions.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Five Waiting Pumpkins." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask students to Turn, Talk, and Listen to share how their prior knowledge about how pumpkins grow could help them understand the poem.

Bloom's: Apply
DOK: 1

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to distinguish syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model how to distinguish syllables by saying aloud words and clapping to show each syllable. Reread the text "Summer Fun." Encourage students to read known high-frequency words and to decode words with /w/. Then have students draw and write about a fun summer experience. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's:
DOK:

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you how to describe the connection between two events in the same text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the text "The Mother of Thanksgiving." Explain that authors often write about events that are connected in some way and we can use words and phrases to help us know when events happened. Model how to identify the connections between Thanksgiving was different before and after Sarah Hale as you read aloud. Ask partners to answer text evidence questions to find connections between events.

Bloom's:
DOK:

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you how to relate words to their opposites.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "The Mother of Thanksgiving" and review that readers use many strategies to determine the meaning of unknown words. One way is to relate words to their opposities. Model identifying pairs of opposites and thinking aloud about their meanings (i.e. day and night). Point out other words in the text and have partners identify their opposites and discuss the word meanings.

Bloom's:

DOK:

<u>Engaging Experience 16 (Writing):</u>

Teaching Point: Today I am going to teach you how to draft a narrative text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Reread the story elements chart created in the previous lesson. Model using the chart as you draft your story. Engage students to help you write your sentences. Continue working on the beginning, middle, and end of the story with the students. Have students orally rehearse their stories before they begin drafting.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 17 (Grammar):</u>

Teaching Point: Today I am going to teach you how to use prepositions.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions answer the questions *When? What? Where?* or *How?* Model constructing sentences with prepositions to describe your narrative. Have partners use prepositions to describe their narrative stories.

Bloom's: Apply

DOK: 1

<u>Day 4</u>

Foundational Skills	Reading	Writing
Build Reading Foundations:	"Let's Celebrate Thomas Edison"	Narrative Process Writing:

"Five Waiting Pumpkins"	First Reading: Apply Strategies to Learn About Celebrating People	Revise and Expand
Decodable Reader: *We Have Fun* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Prepositions

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers reread to confirm understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Five Waiting Pumpkins." Explain to students that readers need to think about whether or not they understand what they are reading as they read. If they are confused, they need to reread and use context to help clarify meaning.

Bloom's:
DOK:

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *We Have Fun.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you how to apply strategies to learn about celebrating people.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "The Mother Of Thanksgiving." Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Readers Create Mental Images" and "Draw Inferences" anchor charts. Model how to create mental images and draw inferences using details in the text as you read aloud. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you how to revise and expand a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart as needed. Display your narrative text. Model how to revise the text to better describe the setting. Continue working with students to add details to the introduction. Then model how to add a title. Ask students to orally share details they can add to better describe their settings.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions answer the questions *When? What? Where?* or *How?* Read aloud your narrative text and have students listen for and identify prepositions. Have partners look at their stories and talk about where and when the events take place, using one or more frequently occurring prepositions.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing

Build Reading Foundations: Poetry Out Loud! "November is Upon Us"	"Let's Celebrate Thomas Edison" Recognize Informational Text Features: Captions and Labels	Narrative Process Writing: Share
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Holidays and Celebrations* - Begin the Knowledge Blueprint	Grammar: Use Prepositions

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to analyze personification in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "November Is Upon Us." Read the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Explain that personification is describing an object or an animal as doing things that a person does. Have students think about how and why the poet uses personification.

Bloom's:
DOK:

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /w/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Summer Fun" and *We Have Fun* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you how to recognize informational text features.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "Let's Celebrate Thomas Edison." Review the text features of a book and explain the difference between a caption and label. Model how to get information using a caption and how to get information from a label. Ask students to answer text evidence questions to help them use a caption to learn more information.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:

DOK:

<u>Engaging Experience 26 (Writing):</u>

Teaching Point: Today I am going to teach you how to share a narrative text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Reread your text and model how to share something you like about your work. Guide students to share something they like about your piece. Have partners read their stories and share something they like about each other's story.

Bloom's: Understand

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 27 (Grammar):</u>

Teaching Point: Today I am going to teach you how to use prepositions.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions answer the questions *When? What? Where?* or *How?* Model using prepositions to describe activities happening in the classroom. Assign prepositions to groups of students and have them describe things they do in the classroom. Ask students to explain what the prepositions tell about the activities.

Bloom's: Apply

DOK: 1

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "P-E-A-C-E!"	*People We Celebrate* First Reading: Apply Strategies to Learn About People We Celebrate	Narrative Process Writing: Brainstorm
Phonics and Word Study: Focus Skill l /l		Grammar: Complete Sentences with Capitalization and End Punctuation

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use background knowledge to help answer questions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "P-E-A-C-E!" Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask students to Turn, Talk, and Listen to share what they know about Martin Luther King Jr. and how it can help them understand the poem.

Bloom's:
DOK:

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /l/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /l/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /l/. Ask students to listen for /l/ and write the letter l. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Ll using the Handwriting Practice page.*

Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Ll.

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you how to apply strategies to learn about people we celebrate.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *People We Celebrate*. Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Make Connections" and "Summarize and Synthesize" anchor charts. Model how to make connections to personal experiences and how to summarize information as you read. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you how to brainstorm ideas for a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to create the "Writing a Narrative" anchor chart to explain the narrative writing process. Model how to brainstorm possible writing topics and create a list. Invite the students to brainstorm ideas related to holidays or celebrations. Model how to choose an idea from the topic list. Students will then write and/or draw a list of different story ideas, share one or two story ideas with a partner, and select one idea for their narrative text.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you how to write a complete sentence using a capital letter and ending punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d

Detailed Description/Instructions:

- **One way to do this** is to remind students that every sentence starts with a capital letter and ends with a punctuation mark. Write the sentences on the board and have students correct the capitalization and punctuation marks.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "P-E-A-C-E!"	*People We Celebrate* Identify the Main Topic and Retell Key Details	Narrative Process Writing: Plan
Phonics and Word Study; Focus Skill l /l/		Grammar: Complete Sentences with Capitalization and End Punctuation

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how fluent readers use clues from the writer to know how the text should be read.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem P-E-A-C-E! Explain that writers can leave clues to tell us how to read the text - exclamation points, capital letters, etc. Reread expressively and change your volume to match the clues. Teach the words in the Vocabulary Word Bank using the Read/Spell.Define routine. Deepen comprehension by having students make a list of ways to show that you care about someone or something.

Bloom's:
DOK:

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to delete syllables in compound words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model identifying and deleting syllables in compound words. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "It Is a…" Students will reread with partners.

Introduce l-blends and the FLSZ rule by using letter cards to build words.
Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you how to identify the main topic and retell key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *People We Celebrate.* Model how you identify the main topic and retell key details as you read aloud. Create a two-column chart, listing the first chapters in the left column. Model recording details about the first chapter. Then ask partners to discuss and identify key details about the following chapters using the text evidence questions. Record their findings on the chart.

Bloom's:
DOK:

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you how to make a plan for a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display and reread the brainstorming chart from the previous lesson. Create a two-column story elements chart. Model how to plan a story, taking notes in the chart. Engage students to help create a plan for what happens. Then have the students go back and plan their own story. Have students orally rehearse by sharing about the characters, setting, and the events in order they will happen in their story before they write and/or draw a plan for their narrative text.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you how to write a complete sentence using a capital letter and ending punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that every sentence starts with a capital letter and ends with a punctuation mark. Write the sentences on the board and have students

correct the capitalization and punctuation marks.
Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "February Celebration!"	*People We Celebrate* Find Text Evidence: Describe the Connection Between Two Individuals	Narrative Process Writing: Draft
Phonics and Word Study; Focus Skill l /l/	Build Vocabulary: Use Inflections and Affixes to Understand Word Meaning	Grammar: Complete Sentences with Capitalization and End Punctuation

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use background knowledge to answer questions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the text "February Celebration!" Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask students to Turn, Talk, and Listen to share what they know about presidents and holidays and how it can help them understand the poem.

Bloom's:
DOK:

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to delete syllables in a compound word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model how to identify and delete syllables in a compound word. Reread the text "It Is a..." Encourage students to read known high-frequency words and to decode words with /l/. Then have students draw and write their own riddle. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you how to describe the connection between two individuals.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the cover of *People We Celebrate.* Remind students that many holidays and celebrations remember special people and events. Explain that we will use evidence from the text and make connections to build knowledge about why they are celebrated. Model how to use evidence from the text to describe connections between George Washington and Abraham Lincoln. Then guide students to work with partners to use text evidence to describe connections between Abraham Lincoln and Martin Luther King J.

Bloom's:
DOK:
Suggestion:

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you how to use inflections and affixes to understand word meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *People We Celebrate*. Point out that many words in this text end in -ed. Explain that the suffix -ed tells the reader this event happened in the past. Modeled how to use the ending to determine the meaning of a word (i.e. helped). Provide additional examples of past tense verbs and have students determine the meaning of the word.

Bloom's:
DOK:

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach how to draft a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to display and review the story elements chart from the previous lesson. Model how to begin a draft. Model how you say each word and write the letters that stand for the sound you hear. Ask students to help you write words and sentences. After writing the first sentence, work with students to think of and write the events of the story. Have students orally practice telling their story to a partner before they begin

drafting their narrative text.
Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you how to capitalize the first word in a sentence and use end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d
Detailed Description/Instructions:
- **One way to do this** is to remind students that every sentence starts with a capital letter and ends with a punctuation mark. Write simple sentences on the board and ask students to capitalize and provide the end punctuation marks.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "February Celebration!"	*People We Celebrate* Identify the Reasons an Author Gives to Support Points	Narrative Process Writing: Revise and Expand
Decodable Reader: *Lin Can See* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Complete Sentences with Capitalization and End Punctuation

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to describe the illustrations in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:
- **One way to do this** is to display "February Celebration!" Explain that writers do not always share information using words. Text has other features that can relay information, such as charts, graphs, and images. Text features may provide additional details about a topic. Model using the images to share more information about the poem.

Bloom's:
DOK:

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the decodable text *Lin Can See.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you how to identify the reasons an author gives to support his or her ideas or points in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *People We Celebrate*. Remind students that authors often tell their opinions of a person or thing and give reasons to support their opinion. Model how you identify an opinion statement and the reasons the author gives to support their opinion. Identify another opinion stated in the text and ask students to listen carefully to identify the reasons the author gives to support their opinion.

Bloom's:
DOK:

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you how to revise and expand a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Display and reread your shared writing draft. Model how to add new details to the text. Invite students to help you revise and add more details. Then model how to write a title on the top of the draft. Ask students to work with partners to reread their drafts, ask questions, and look for places to add details or make changes.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to*

help students be able to orally share their message with a partner.

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you how to write a complete sentence using a capital letter and ending punctuation.
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d
Detailed Description/Instructions:
- **One way to do this** is to remind students about the different types of punctuation, how to use them, and how they change the voice of the reader. Have partners take turns saying sentences from their narrative drafts and naming the end punctuation based on the type of sentences.

Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! *"Novemeber is Upon Us"*	*People We Celebrate* Find Text Evidence: Describe the Relationship Between Illustrations and Text	Narrative Process Writing: Revise and Expand
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Holidays and Celebrations* - Add to the Knowledge mBlueprint	Grammar: Complete Sentences with Capitalization and End Punctuation

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to analyze word choice and author's craft.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:
- **One way to do this** is to display the poem "November Is Upon Us" and ask students what they remember about the poem. Read the poem aloud in a fluent, expressive voice. Point out that the poem begins with thoughts and feelings that many people think about when they celerbate. Pose questions to guide students to analyze the author's word choice and use of repetition in the poem.

Bloom's:
DOK:

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /l/ and reread to build our reading

fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "It Is a…" and *Lin Can See* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

<u>Engaging Experience 51 (Reading):</u>
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *People We Celebrate.* Remind students that we use both the illustrations and text to learn information. Model how to use the text features (timeslines, captions) to support the text and to answer the text evidence questions. Ask students to use other text features (photos, timeline, and labels) to discuss and answer questions about the text.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

<u>Engaging Experience 52 (Writing):</u>
Teaching Point: Today I am going to teach you how to revise and expand a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Display your shared writing from the previous lesson along with the "Writing a Narrative" anchor chart to review. Reread your sentences and share one thing you like from your writing. Have

students share the pen as you add more details to your writing. Ask students to orally share something they may want to revise before they continue drafting.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you how to write a complete sentence using a capital letter and ending punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.1.B.b, K.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that every sentence starts with a capital letter and ends with a punctuation mark. Write the sentences on the board and have students correct the capitalization and punctuation marks. Have students review their narrative drafts to check their capitalization and punctuation.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Happy Birthday, USA!"	*These Are the Best Ways to Celebrate Holidays* First Reading: Apply Strategies to Learn About Holidays and Celebrations	Narrative Process Writing: Focus on Writer's Craft - Sensory Details
Phonics and Word Study: Focus Skill j /j/		Grammar: Use Prepositions

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use background knowledge to help answer questions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem “Happy Birthday, USA!” Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along to reinforce directionality. Ask students to Turn, Talk, and Listen to explain what the poem is about using text evidence and background knowledge to support their answers.

Bloom's:
DOK:

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /j/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /j/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /j/. Ask students to listen for /j/ and write the letter j. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Jj using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Jj.*

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you how to apply strategies to learn about holidays and celebrations.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *In My Opinion...These Are the Best Ways to Celebrate Holidays*. Revisit the “Determine Importance” and “Summarize and Synthesize" anchor charts. Model how to distinguish important information from unimportant information and how to summarize important details and ideas. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you how to add sensory details to a narrative text.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" and "Writing a Narrative" anchor chart as needed. Display the revised shared writing from the previous lesson and model how to add a sensory detail to your draft. Review the five senses with the students and guide students to think of details you could add to relate to the other senses. Have students brainstorm ideas for sensory details. Ask students to orally share sensory details they could add to their piece before they continue drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you how to use frequently occurring prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to remind students that a preposition is a word that answers the questions *When? What? Where?* or *How?* Model by giving oral directions for movements and have students follow them. Have students use prepositions to describe where things are in the classroom.

Bloom's: Apply
DOK: 1

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Happy Birthday, USA!"	*These Are the Best Ways to Celebrate Holidays* Find Text Evidence: Identify the Reasons an Author Gives to Support Points	Narrative Process Writing: Focus on Writer's Craft - Voice
Phonics and Word Study; Focus Skill j /j/		Grammar: Use Prepositions in Sentences

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read at an appropriate pace.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to reread "Happy Birthday, U.S.A!" using a fluent and expressive voice. Explain that fluent reading requires readers to read at an appropriate pace-that means that person reading is not going too quickly or too slowly. Model reading at different paces. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to draw and write about ways they celebrate important days or events, such as holidays with families and friends.

Bloom's:

DOK:

<u>Engaging Experience 60 (Phonics and Word Study):</u>

Teaching Point: Today I am going to teach you how to delete syllables in compound words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model identifying and deleting syllables in compound words. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "I Am Happy!" Students will reread with partners. Introduce end blends by using letter cards to build CVCC and CCVCCwords.

Bloom's: Apply

DOK: 1

<u>Engaging Experience 61 (Reading):</u>

Teaching Point: Today I am going to teach you how to identify the reasons an author gives to support his or her ideas or points in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *In My Opinion...These Are the Best Ways to Celebrate Holidays*. Remind students that an opinion is what a person thinks or feels and a fact is something that can be proven. Model how to use the text to answer the text evidence question by identifying reasons to support the author's opinion. Guide students to discuss and answer another question by listening carefully for reasons to support another stated opinion.

Bloom's:

DOK:

<u>Engaging Experience 62 (Writing):</u>

Teaching Point: Today I am going to teach you how to choose the best words to express your

ideas and voice.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" and "Writing a Narrative" anchor charts as needed. Display and reread the revised shared writing from the previous lesson. Model how you choose the best words to express your ideas. Engage students in helping modify the story to show their voice. Work with students to expand the shared writing. Ask students to reread their text with a partner, thinking of words they can add to show their voice in their writing, before they continue drafting their narrative texts.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you how to use frequently occurring prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that a preposition is a word that answers the questions *When? What? Where?* or *How?* Write sentences about an activity of your day and have students point out the prepositional phrases. Ask students to use prepositions to describe a classroom activity.

Bloom's: Apply
DOK: 1

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "June is the Best Month"	*These Are the Best Ways to Celebrate Holidays* Find the Text Evidence: Describe the Relationship Between the Illustrations and Text	Narrative Process Writing: Edit
Phonics and Word Study: Focus Skill j /j/	Build Vocabulary: Use Inflections and Affixes to Understand Word Meaning	Grammar: Use Prepositions

Engaging Experience 64 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use background knowledge to answer questions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the text "June Is the Best Month." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask students to Turn, Talk, and Listen to share what questions they have about the text and how their prior knowledge helps them understand the text.

Bloom's:
DOK:

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to delete syllables in a compound word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model how to identify and delete syllables in a compound word. Reread the text "I Am Happy" Encourage students to read known high-frequency words and to decode words with /j/. Then have students draw and write about a day filled with things that make them happy. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *In My Opinion...These Are the Best Ways to Celebrate Holidays.* Recall the illustrations and photos can show something that is described in the text or give additional information. Model how you use the photo to find evidence to answer the text evidence question. Have partners discuss the next question and how the photo supports the author's opinion or idea.

Bloom's:
DOK:

Engaging Experience 67 (Reading):

Teaching Point: Today I am going to teach you
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *In My Opinion...These Are the Best Ways to Celebrate*. Point out that many words in this text end in -ing. Explain that the suffix -ing tells the reader this event is happening now. Modeled how to use the ending to determine the meaning of a word (i.e. planting). Point out that others words in this text end in -ful. Explain that the suffix -ful means "to be full" of something. Modeled how to use the ending to determine the meaning of a word (i.e. thankful). Provide additional examples of present tense verbs, as well as words with suffix -ful, and have students determine the meaning of the word.

Bloom's:
DOK:

<u>Engaging Experience 68 (Writing):</u>
Teaching Point: Today I am going to teach you how to edit a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart as needed. Reread your narrative from the previous lesson. Explain that we will read one more time to check our conventions before we publish. Model how to check for capitalization and punctuation and how to check the spelling of unknown words. Reread the draft to students. Have students work with partners to edit their text. When they are rereading their draft, encourage them to look for spelling, capitalization, and punctuation errors.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 69 (Grammar):</u>
Teaching Point: Today I am going to teach you how to use frequently occurring prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to reread your narrative text and locate prepositions. Have partners read sentences with prepositions in their stories. Students may edit their pieces to add propositional phrases if they did not use them.

Bloom's: Apply
DOK: 1

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "June is the Best Month"	*These Are the Best Ways to Celebrate Holidays* Identify Similarities and Differences Between Two Texts on the Same Topic	Narrative Process Writing: Publish
Decodable Reader: *Jim and Jan Have Fun"* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Capitalization and End Punctuation

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read slowly and think about the words
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the text "June is the Best Month." Explain to students that reading well does not mean reading as fast as possible. Good readers read slowly and think about what they are reading. Model how you read the text slowly, stopping to think aloud about the author's message and reasons.

Bloom's:
DOK:

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the text *Jim and Jan Have Fun.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply

DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you how to identify similarities and differences between two texts on the same topic.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *People We Celebrate* and *In My Opinion…These Are the Best Ways to Celebrate*. Display a labeled three-column Compare and Contrast Chart label. Explain how to use the chart to compare and contrast the two texts. Model how to compare by first finding a similarity and then how to contrast by finding a difference. Give students time to review both texts. Have partners work together to identify other similarities and differences.

Bloom's:
DOK:

Engaging Experience 73 (Writing):
Teaching Point: Today I am going to teach you how to add or revise the title of a narrative text, create a final draft of a narrative text, and publish a narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Then display the draft of your narrative text with the revisions. Model how to take a clean sheet of paper and copy in final form. Model how to create an illustration to accompany your draft and how to add your name as the author. Have the students create a final draft of their own text and add the illustration and author's name.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. Students can digitally publish using Book Creator.*

Engaging Experience 74 (Grammar):
Teaching Point: Today I am going to teach you how to use capitalization and end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to review that a sentence expresses a complete thought, starts with a capital letter, and ends with a punctuation mark. Model how to ask questions as you identify characteristics of a sentence. Display and read different types of sentences and

have students add the correct capitalization and ending punctuation.
Bloom's: Apply
DOK: 1

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "November is Upon Us"	*These Are the Best Ways to Celebrate Holidays* Demonstrate Knowledge: *Holidays and Celebrations* - Complete the Knowledge Blueprint	Narrative Process Writing: Share
Phonics and Word Study; Review and Monitor Progress		Grammar: Use Capitalization and End Punctuation

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use a poem to build knowledge about holidays and celebrations.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "November Is Upon Us" and the unit opener "Holidays and Celebrations." Reread the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Pose questions to help students focus on the ways that people celebrate using the poem and the unit opener. Guide the students to make connections and draw inferences.

Bloom's:
DOK:

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound /j/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "I Am Happy" and *Jim and Jan Have Fun* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to build knowledge about why we celebrate people and events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *In My Opinion…These Are the Best Ways to Celebrate*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's:
DOK:
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you how to share your narrative text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Display your final draft and illustration. Read your text aloud and model how to share something you like about your work to the students. Then have the students practice sharing something they like about your work. Have partners read their narrative texts to each other and share something they like about each other's work.

Bloom's: Understand
DOK: 1
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):

Teaching Point: Today I am going to teach you how to use capitalization and end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.b, K.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to review that a sentence expresses a complete thought, starts with a capital letter, and ends with a punctuation mark. Display example sentences of different types and ask students to identify what kind of sentence it is and what capitalization and end punctuation need to be added.

Bloom's: Apply
DOK: 1

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about why we celebrate people and events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.3.A.a, K.R.3.C.c, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil Unit 7 assessment.
Another way to do this is to complete the digital Unit 7 assessment.
Bloom's: Apply
DOK: 2
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 8 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Writing to Demonstrate Knowledge
Detailed Description/Instructions:

Have students demonstrate their knowledge of Enduring Understanding 1: *We honor people who made positive contributions to the world with celebrations and holidays*. Have students draw a picture of a person they would like to honor with a holiday. Ask them to write the person's name. Then have them write a few words describing why they would honor this person. Encourage students to use the Build Knowledge words they have learned.

Unit 8: Weather and Seasons

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: Weather and Seasons
Length of Unit: 16 Days
Overview of Unit: In this unit, students read and compare selections about weather and learn how changing seasons affect our daily lives.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will be introduced to initial /k/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will use strategies including asking questions, visualizing, and using illustrations to learn about weather and seasons. They will identify the main topic, retell key details, describe how illustrations support the text, and recognize story elements. During writing, students will work with partners to begin writing a shared research report. They will analyze a mentor text, brainstorm ideas, gather information from different sources, and plan their report.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to initial /y/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will use asking questions, visualizing, and illustrations to learn about weather and seasons while identifying the main topic, retelling key details, describing how illustrations support the text, and recognizing story elements. During writing, students will draft their shared research reports. They will revise and expand by paying attention to word choice and adding more information, as well as adding visual support.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to initial /j/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will use strategies including distinguishing important from unimportant information and visualizing to learn about weather and seasons. They will identify an author's reasons for their opinion, describe how illustrations support the text, and compare similarities and differences between two texts on the same topic. During writing, students will revise by using linking words. They will prepare for publishing by editing their shared research reports. Finally, students will publish and share their pieces.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 8 digital materials
- Preview the Unit 8 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing Journa*l for *Weather and Seasons*

Essential Questions:

- How do our lives change with the seasons?

Enduring Understanding/Big Ideas:

- Weather and temperature change with the seasons.
- The clothes we wear and the things we do are affected by weather and seasons.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts
- **K.R.2.A.a:** Identify elements of a story, including setting, characters and key events
- **K.R.3.A.a. K.R.3.C.c**: Name the main topic and recall key details of the text
- **K.RF.1.A.a:** Identify all upper and lowercase letters.
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.1.A.f:** Demonstrate one-to-one correspondence between spoken words and written words
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.a**: Produce and write letter(s) for most short vowel and consonant sounds
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.RF.3.A.d**: Recognize that new words can be created when letters are changed, added, or deleted and using letter sound knowledge
- **K.W.2.B**: With assistance, draw/write informative/explanatory texts
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.L.1.B.b**: Recognize that a sentence ends with punctuation marks
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion . Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.2.A.a	Identify elements of a story	Identify the characters in a story. Identify the setting (where and/or when the story takes place). Identify important or key events that happen in the story. Use pictures and details from the text to describe story elements with prompting and support.	2
K.R.3.A.a **K.R.3.C.c**	Identify the topic and details in an expository text heard and/or read	Demonstrate an understanding of inferring and drawing conclusions	2

		Draw conclusions to understand what an expository text and topic is Read, infer, and draw conclusions to recall the main topic and important details of a text. Refer to the words and or illustrations to help determine key details of a topic	
K.RF.1.A.a	Identify upper and lowercase letters	Name all 26 uppercase letters and all 26 lowercase letters when shown in random order. Match uppercase letters to their corresponding lowercase forms. Quickly identify letters without needing picture or keyword cues.	1
K.RF.1.A.c	Demonstrate the books are read left/right and top/bottom	Show that pages are turned one at a time from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	1
K.RF.1.A.f	Demonstrate one-to-one correspondence between spoken words and written words	Recognize that words are separated by spaces. Match their spoken sentence to the exact number of written words. Track print so that one finger point equals one spoken word. Notice when pointing does not match the spoken words and self-correct.	1
K.RF.2.A.a	Isolate and identify sounds in words	Identify the number of words in a	1

K.RF.2.A.g		sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final sounds in spoken words.	
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme. Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	1
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	1
K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	Say the sound for consonants and short vowels. Write the letter(s) that match those sounds when spoken Match spoken phonemes to the correct graphemes in isolation and in simple words. Use sound-letter knowledge when spelling simple words (inventive spelling).	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity	1

		Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	
K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → "cat"). Use knowledge of letter-sound relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words. Apply blending during reading of decodable text.	1
K.RF.3.A.d	Recognize that new words can be created when letters are changed, added or deleted	Change the initial, medial, or final sound to create a new word. Add a letter to the beginning or end of a word to create a new word. Delete the beginning or ending sound/letter to create a new word. Use letter sound knowledge to phonemically spell.	1
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2
K.W.2.B	Draw/write informative/explanatory	Introduce a topic or text being studied	3

	texts	and supply facts. Use some specific words that are related to the topic. Follow a sense of order in writing. Create some sense of closure.	
K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models In written text, use upper- and lowercase letters correctly	1
K.L.1.B.b	Recognize that a sentence ends with punctuation marks	Identify common ending punctuation marks (period, question mark, exclamation mark). Point to or name the punctuation mark at the end of a sentence. Understand that punctuation signals the end of an idea or thought.	1
K.SL.3.A.c	Confirm comprehension by retelling information	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*

• Phonics Cumulative Assessments
  ○ Spelling & Dictation
  ○ Word Fluency
• Quick Checks
  ○ Phonics and Word Recognition
  ○ Fluency
  ○ Print Concepts
  ○ Phonological Awareness
• Foundational Skills Screeners
• Phonological Awareness Assessment
	• Unit 8 Weekly Assessments
	• Unit 8 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Cool - Colloquial Meaning Blanketed Fewest Ruin Grumbled Shield Himself Squeaked	Cool - Scientific Meaning Melt Blizzard Temperatures Thunderstorms Snowstorm

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about how our lives change with the seasons.
Suggested Length of Time: 1 lesson
Standards Addressed: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 8 multimedia video. Use the Unit 8 Opener to introduce the essential question, *How do our lives change with the seasons?* Explain that students read and compare selections about weather and learn how changing seasons affect our daily lives. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understanding using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Weather Song"	Introduce the Knowledge Focus: *Weather and Seasons* - Introduce the Knowledge Blueprint	Shared Research Report: Read and Analyze a Mentor Text
Phonics and Word Study: Focus Skill k /k/	"The Coolest Vacation" First Reading: Apply Strategies to Learn About Weather and Seasons	Grammar: Produce and Expand Complete Sentences

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to summarize the main topic and key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "The Weather Song." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to summarize the poem and use

weather words to discuss today's weather.

Bloom's:

DOK:

Engaging Experience 3 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to identify and produce the letter-sound k /k/.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for k /k/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /k/. Ask students to listen for /k/ and write the letter k. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply

DOK: 1

Suggestion: *Practice the correct letter formation for Kk using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Kk.*

Engaging Experience 4 (Reading):

Teaching Point: Today I am going to teach you how to apply strategies to learn about weather and seasons.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "The Coolest Vacation." Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Asking Questions" and "Create Mental Images" anchor charts. Model how to ask questions before reading and make connections to imagine what the text describes. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:

DOK:

Suggestions: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):

Teaching Point: Today I am going to teach you how to read and analyze a mentor text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to explain that students will be writing a shared research report - a type of text that gives information or facts about a topic. Display and read aloud the mentor research report, "Winter Activities." Create the "Key Features of a Research Report." Provide prompts to guide discussion about the mentor research report. Ask partners to think about what they have learned about weather and seasons.

Bloom's:

DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):

Teaching Point: Today I am going to teach you how to produce and expand complete sentences.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instruction:

- **One way to do this** is to review that a sentence expresses a complete thought, starts with a capital letter, and ends with a punctuation mark. Write sentences on the board and have students expand the sentence by adding more information.

Bloom's:

DOK:

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Weather Song"	"The Coolest Vacation" Identify Main Topic and Retell Key Details	Shared Research Report: Choose a Topic and Brainstorm Ideas
Phonics and Word Study; Focus Skill k /k/		Grammar:Produce and Expand Complete Sentences

Engaging Experience 7 (Build Reading Foundations):

Teaching Point: Today I am going to teach you that fluent readers change their pitch or voice when reading different kinds of sentences.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "The Weather Song." Reread using a fluent and expressive voice. Model how you change your voice when you read different kinds of

sentences - such as your voice goes up at the end of a question. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students draw and write words that describe the weather, including words from the poem.

Bloom's:
DOK:

Engaging Experience 8 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Kim Gets a Kit" Students will reread with partners. Review digraph -ck

Bloom's: Apply
DOK: 1

Engaging Experience 9 (Reading):

Teaching Point: Today I am going to teach you how to identify the main topic and retell key details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "The Coolest Vacation." Ask partners to study the photographs and think about the text to answer to answer the text evidence questions. Model how to identify the main topic and key details that help you remember and retell. Ask students to discuss the main top and key details with partners.

Bloom's:
DOK:
Suggestion: *Use the Build Up an Idea and Turn and Talk: Why Do You Think That protocols found in the Additional Materials.*

Engaging Experience 10 (Writing):

Teaching Point: Today I am going to teach you how to choose a topic and brainstorm ideas for a shared research report.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the anchor "Key Features of a Research Report" anchor chart from yesterday. Work with students to create the "Writing a Research Report" anchor chart that lists the steps to write a research report. Model selecting a topic. Create a sample brainstorming list. Add a research question and words or images to represent what you know and/or need to find out. Ask students to work with a partner to select a topic and brainstorm ideas.

Bloom's:

DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):

Teaching Point: Today I am going to teach you how to produce and expand complete sentences.

Su**ggested Length of Time:** 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to remind students that we can expand sentences by adding more information. Write sentences on the board and have students expand the sentence by adding more information.

Bloom's:

DOK:

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Cap, Mittens, Shoes, and Socks"	"The Great Blizzard" First Reading: Apply Strategies to Learn About Weather and Seasons	Shared Research Report: Gather Information from Sources
Phonics and Word Study; Focus Skill k /k/	Build Vocabulary: Distinguish Shades of Meaning Among Verbs	Grammar: Produce and Expand Complete Sentences

Engaging Experience 12 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to create mental images based on a poem.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display and introduce the text "Cap, Mittens, Shoes, and Socks." Read the poem aloud in a fluent, expressive voice, pointing under the word as students follow along. Ask students to Turn, Talk, and Listen to describe a mental image they created as they listened to the poem.

Bloom's:
DOK:

<u>Engaging Experience 13 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you how to add phonemes to build new words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model how to add phonemes to build new words (i.e. it→kit). Reread the text "Kim Gets a Kit." Encourage students to read known high-frequency words and to decode words with /k/. Then have students draw and write about things they can do on a rainy day. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 14 (Reading):</u>
Teaching Point: Today I am going to teach you how to apply strategies to learn about weather and seasons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "The Great Blizzard." Explain to students that we have learned many strategies that we can use when reading stories. Revisit the "Draw Inferences" and "Determine Text Importance" anchor charts. Model how to draw an inference using the text and the illustrations and how to determine which details are important and which are not. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion:

<u>Engaging Experience 15 (Reading):</u>
Teaching Point: Today I am going to teach you how to distinguish shades of meaning among verbs.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "The Great Blizzard." Remind the students that writers use different action verbs to help the readers understand what is happening in the story. Model how you think about the shades of meaning among closely related verbs (i.e. howled). Revisit the "Shades of Meaning Among Verbs" anchor chart to review strategies for distinguishing differences in word meanings. Have partners work to compare the meanings of two closely related verbs.

Bloom's:

DOK:

<u>Engaging Experience 16 (Writing):</u>

Teaching Point: Today I am going to teach you how to gather information from sources.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the "Writing a Research Report" anchor chart. Model how to gather information from a source by taking notes about facts and details that are relevant to the topic. Continue to model how to take relevant notes from additional sources using a Note-Taking Chart. Partners will share the work of gathering information for their reports.

Bloom's:

DOK:

Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. Students can use EPIC! and Pebble Go to find additional information for their reports.*

<u>Engaging Experience 17 (Grammar):</u>

Teaching Point: Today I am going to teach you how to produce and expand complete sentences.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to remind students that we can expand sentences by adding more information. Write the sentences from Day 1 on the board and have students underline what was added. Then have them write the words from the last sentence on strips of paper, mix them up, and recreate the sentences in small groups.

Bloom's:

DOK:

<u>Day 4</u>

Foundational Skills	Reading	Writing

Build Reading Foundations: "Cap, Mittens, Shoes, and Socks"	"The Great Blizzard" Describe the relationship Between the Illustrations and the Story	Shared Research Report: Plan Your Report
Decodable Reader: *Look At The Kids* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Produce and Expand Complete Sentences

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach how to read a poem with purpose and understanding.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Cap, Mittens, Shoes, and Socks." Explain to students that when readers come to part they don't understand, they can read the words out loud. Model how you think aloud to clarify meaning.

Bloom's:
DOK:

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the text *Look at the Kids.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the story.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "The Great Blizzard." Remind students that the pictures support the text in a story and often give more information makes us stronger readers. Ask partners to study the illustration and think about the text to answer questions. Model how to answer the prompt. Ask students to discuss how the illustration supports the text and gives you more information.

Bloom's:

DOK:

Suggestion: *Use the Build Up an Idea and Turn and Talk: Why Do You Think That protocols found in the Additional Materials.*

<u>Engaging Experience 21 (Writing):</u>

Teaching Point: Today I am going to teach you how to plan a shared research report.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the "Writing a Research Report" anchor chart. Display the Note-Taking Chart from the previous lesson. Model how to organize your report by copying words or using simple drawings in the order you plan to write about them. Model how to plan a conclusion. Ask partners to discuss which facts and details are most important and how best to organize the information as they make their writing plan.

Bloom's:

DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 22 (Grammar):</u>

Teaching Point: Today I am going to teach you how to produce and expand complete sentences.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to remind students that we can expand sentences by adding more information. Write the sentences from Day 2 on the board and have students change words (i.e. small to tall). Then have students work in small groups to arrange cut up sentences into the correct order.

Bloom's:

DOK:

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Snow City"	"The Great Blizzard" Identify and Describe Story Elements: Characters, Setting, and Major Events	Shared Research Report: Draft and Introduce Your Topic
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Weather and Seasons* - Begin the Knowledge Blueprint	Grammar: Produce and Expand Complete Sentences

Engaging Experience 23 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify rhymes in a poem
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Snow City". Read the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Guide students to recognize rhyming words. Explain that paying attention to rhymes helps us read the poem with understanding. Guide students to discuss how the poet uses structure to add to and enhance the meaning of the poem.

Bloom's:
DOK:

Engaging Experience 24 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter sound k /k/ and reread to build our reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme deletion. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Kim Gets a Kit" and *Look at the Kids* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply

DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe story elements.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *The Great Blizzard*. Remind students that identifying the characters, setting, and major events helps us better understand a story and build knowledge about the topic. Ask partners to study the illustrations and think about the text in order to answer text evidence questions. Model how to answer the prompt. Ask partners to discuss and describe the story elements.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to draft and introduce your topic.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the "Writing a Research Report" anchor chart and review the steps with students. Model how to begin drafting the report by writing an introduction and topic sentence. Model how to refer to the planning diagram when adding facts and details. Add sentences by following the order on the planning diagram. Ask students to practice saying the topic sentence aloud before they begin drafting their research report.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 27 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revise how to expand a sentence by adding information to it. Model making and expanding sentences by selecting words from each column of a chart. Then write the expanded sentences on the board. Have partners make and expand

sentences using that chart.

Bloom's:

DOK:

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Fall"	*Weather and the Seasons* First Reading: Apply Strategies to Learn About Weather and the Seasons	Shared Research Report: Draft
Phonics and Word Study: Focus Skill y /y/		Grammar: Use Common Verbs

Engaging Experience 28 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to create mental images to deepen understanding.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Fall." Ask students to think about the details and descriptions they hear in the poem. Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask students to Turn, Talk, and Listen to share one picture or mental image they created.

Bloom's:

DOK:

Engaging Experience 29 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to identify and produce the letter-sound /y/.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Card to reinforce the letter and sound for /y/. Display the Sound-Spelling Card and read aloud the action rhyme and invite students to chime in. Say the words with /y/. Ask students to listen for /y/ and write the letter y. Use the Letter Cards to model blending words. Use the Read,

Spell, Write, Apply routine to introduce the new high-frequency words.
Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Yy using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Yy.*

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you how to apply strategies to learn about weather and seasons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *Weather and the Seasons*. Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Make Connections" and "Summarize and Synthesize" anchor charts. Model how to make connections to personal experiences and how to summarize information as you read. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you how to continue to draft a shared research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the "Writing a Research Report" anchor chart and review the steps with students. Display the plan created in the previous lessons. Model how you take the next big idea and the facts of details that support it and draft additional sentences. Display and read aloud your draft, drawing attention to capital letters and end punctuation. Students will orally share their sentences with partners before they continue drafting.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you how to use common verbs (action and being).

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that action verbs tell what people do and being verbs tell what something is, was, or will be. Write examples of verbs on the board and ask students to identify if they are action or being verbs and use them in oral sentences. Provide additional examples for students to sort and use in partnerships.

Bloom's:
DOK:

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Fall"	*Weather and the Seasons* Recognize Informational Text Features: Captions	Shared Research Report: Add a Title and Conclusion
Phonics and Word Study; Focus Skill y /y/		Grammar: Use Common Verbs

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers self-monitor for accuracy.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Fall." Reread using a fluent and expressive voice. Explain that if we make mistakes when reading, we might not understand the text. Model how pointing to each word can help you read with accuracy. Tracking helps us make sure we don't miss any words. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students write sentences about things that are yellow.

Bloom's:
DOK:

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Yip Yap" Students will reread with partners. Introduce digraph /th/ by using letter cards to build CVCC and CCVC words.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 35 (Reading):</u>
Teaching Point: Today I am going to teach you how to recognize informational text features.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Weather and Seasons*. Remind students that captions tell more about the photographs. Model how to answer the text evidence question using the photographs and captions. Ask partners to study the photographs and think about the text in order to answer other questions.

Bloom's:
DOK:

<u>Engaging Experience 36 (Writing):</u>
Teaching Point: Today I am going to teach you how to add a title and a conclusion to your research report.
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and reread your draft. Explain that a title tells the reader what the report is about and a conclusion ties everything together. Model how to add a title and conclusion that sums up the key ideas. Ask students to practice saying the title and sentences with their partners before they continue drafting.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 37 (Grammar):</u>
Teaching Point: Today I am going to teach you how to use common verbs (action and being).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:

Detailed Description/Instructions:

- **One way to do this** is to remind students that action verbs tell what people do and being verbs tell what something is, was, or will be. Write a list of being verbs and then ask students to generate examples of action verbs. Provide sentences and ask students to complete each with an appropriate verb.

Bloom's:
DOK:

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Spring Is Coming"	*Weather and the Seasons* Describe the Relationship Between the Illustrations and the Text	Shared Research Report: Revise and Expand
Phonics and Word Study: Focus Skill y /y/	Build Vocabulary: Distinguish Shades of Meaning Among Verbs	Grammar: Use Common Verbs

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to summarize a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Spring is Coming." Read the poem aloud in a fluent, expressive voice, pointing under the word as students follow along. Ask students to Turn, Talk, and Listen to summarize the poem and explain how the poet knows spring is coming.

Bloom's:
DOK:

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to substitute phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model how to substitute phonemes to build new words (i.e. yak→yam). Reread the text "Yip Yap." Encourage students to read known high-frequency words and to decode words with /y/. Then have students draw and write

about having fun in the fall. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the cover of *Weather and the Seasons*. Remind students that photographs often give more information to clarify ideas. Point out the photographs and captions. Ask students to think about the text and the photographs as they answer text evidence questions. Model how to answer the prompt, thinking aloud about what details you learn from the photo that are not stated in the text. Ask students to discuss how the photographs and text are related.

Bloom's:
DOK:
Suggestion: *Use the Build Up an Idea and Turn and Talk: Why Do You Think That protocols found in the Additional Materials.*

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you how to distinguish shades of meaning among verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Weather and the Seasons*. Remind the students that writers use different action verbs to help the readers understand what is happening in the story. Model how you think about the shades of meaning among closely related verbs (i.e. hiking). Revisit the "Shades of Meaning Among Verbs" anchor chart to review strategies for distinguishing differences in word meanings. Have partners work to compare the meanings of two closely related verbs.

Bloom's:
DOK:

Engaging Experience 42 (Writing):
Teaching Point: Today I am going to teach you how to revise and expand a research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Write a Research Paper" anchor chart. Display and reread your draft. Model how you revise and expand on your ideas by adding more information and details. Reread your revised draft, pointing out first-word capitalization and end punctuation. Ask partners to reread their drafts and share something they might want to add or change before they continue drafting their research reports.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you how to use common verbs (action and being).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that action verbs tell what people do and being verbs tell what something is, was, or will be. Write sentences on the board and model identifying the verbs. Ask partners to generate new sentences and identify the verbs.

Bloom's:
DOK:

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Spring Is Coming"	*Weather and the Seasons* Find Text Evidence: Identify Main Topic and Retell Key Details	Shared Research Report: Add Visual Support
Decodable Reader: *Mom and the Cubs* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Common Verbs

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the poem "Spring is Coming." Explain to students that when readers come to a part they don't understand, they can stop and think about the author's purpose, or reason for writing. Think aloud about the details and model identifying the author's purpose is to teach or inform. Continue to focus on identifying rhymes to help read the poem with understanding.

Bloom's:
DOK:

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the text *Mom and the Cubs.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 46 (Reading):
Teaching Point: Today I am going to teach you how to identify the main topic and retell key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Weather and the Seasons*. Remind students that identifying the main topic and key details helps us better understand the most important information in the text. Display the table of contents and chapter titles. Model how to use text evidence to identify the main topic. Remind students key details tell more about the main topic. Ask students to identify the main topic and key details of a chapter within the text.

Bloom's:
DOK:

Engaging Experience 47 (Writing):
Teaching Point: Today I am going to teach you how to add visual support to a research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Write a Research Paper" anchor chart. Reread your sentences and model how to decide what images would support the draft. Sketch a simple drawing and invite students to suggest other details that could be added. Ask students to share a visual they want to find or create to support their facts and details before they continue drafting.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you how to use common verbs (action and being).
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that action verbs tell what people do and being verbs tell what something is, was, or will be. Have partners sort verbs into action verbs and being verbs.

Bloom's:
DOK:

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Snow City"	*Weather and the Seasons* and "The Coolest Vacation" Identify Similarities and Differences Between Two Texts on the Same Topic	Shared Research Report: Focus on Writer's Craft - Word Choice
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Weather and Seasons* - Add to the Knowledge Blueprint	Grammar: Use Common Verbs

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to identify lines in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Snow City" and ask students what they remember about the poem. Recall with students that nonfiction text and fiction stories are made up of sentences and paragraphs. Explain that poems also have a structure, but they

are made up of parts called lines and stanzas. Poets use line breaks to show what he or she thinks is important - specific words, rhymes, or repetition. Continue to focus on descriptive language in the poem as well.

Bloom's:
DOK:

Engaging Experience 50 (Phonics and Word Study):

Teaching Point: Today we are going to review the letter sound /y/ and reread to build our reading fluency.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme addition. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Yip Yap" and *Mom and the Cubs* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):

Teaching Point: Today I am going to teach you how to identify similarities and differences between two texts on the same topic.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *Weather and the Seasons* and "The Coolest Vacation." Display a labeled three-column Compare and Contrast Chart label. Explain how to use the chart to compare and contrast the two texts. Model how to compare by first finding a similarity and then how to contrast by finding a difference. Give students time to review both texts. Have partners work together to identify other similarities and differences.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

Engaging Experience 52 (Writing):

Teaching Point: Today I am going to teach you how to strengthen your writing through word choice.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the revised research report. Reread the "Winter Activities" mentor text and model how the author uses definitions or examples to make a content area word clear. Display your revised draft and model how you use context clues to clarify a domain-specific word. Ask partners to identify a word that readers might not know and add examples or a definition as they continue drafting their research reports.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you how to use common verbs (action and being).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Winter Activities." Model finding action and being verbs in the text. Have students work together to find verbs in their own writing and ask whether it is a being verb or an action verb.

Bloom's:
DOK:

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Hide-and-Seek in Fall"	*Two Wool Gloves* First Reading: Apply Strategies to Learn About Weather and Seasons	Shared Research Report: Focus on Writer's Craft - Linking Words
Phonics and Word Study: Focus Skill v /v/ and q /kw/		Grammar: Produce and Expand Complete Sentences

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to retell events from a story.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the story "Hide and Seek in Fall." Read the story aloud using a fluent and expressive voice, pointing under the words as students follow along. Emphasize what happens first, next, and last. Ask students to Turn, Talk, and Listen to retell the story, identifying events in sequential order.

Bloom's:
DOK:

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sounds /v/ and /kw/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Cards to reinforce the letters and sounds for /v/ and /kw/. Display the Sound-Spelling Cards and read aloud the action rhymes and invite students to chime in. Say the words with /v/ and /kw/. Ask students to listen for /v/ and /kw/ and write the letters v and q. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Vv and Qq using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Vv and Qq.*

Engaging Experience 56 (Reading):
Teaching Point: Today I am going to teach you how to apply strategies to learn about weather and seasons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *Two Wool Gloves.* Explain to students that we have learned many strategies that we can use when reading a story. Revisit the "Create Mental Images" and "Determine Text Importance" anchor charts. Model how to create mental images using sensory details and how to tell the difference between important and unimportant information. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you how to strengthen your text by adding linking words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that linking words can make their sentences flow better. Write and say some linking words. Reread the mentor text, "Winter Activities." Point out the linking words. Display the draft of your research report and model how to add linking words. Ask students to reread their drafts and identify places to add linking words to show a connection between their ideas.

DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to write the words of a sentence out of order and ask students to put them in the correct order. Model expanding the sentence by adding more information. Have partners repeat the activity with a new sentence.

Bloom's:
DOK:

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Hide-and-Seek in Fall"	*Two Wool Gloves* Retell Familiar Stories Including Key Details	Shared Research Report: Edit
Phonics and Word Study; Focus Skill v /v/ and q /kw/		Grammar: Produce and Expand Complete Sentences

Engaging Experience 59 (Build Reading Foundations):

Teaching Point: Today I am going to teach you that fluent readers pay attention to end punctuation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Hide-and Seek in Fall." Explain that readers pay attention to end marks. A period tells a reader to make a full stop before beginning the next sentence. Reread the story modeling full stops at periods. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to draw and write what might happen on a snowy day.

Bloom's:
DOK:

<u>Engaging Experience 60 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Come Quick" Students will reread with partners. Review l-blends and digraph -ck.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 61 (Reading):</u>
Teaching Point: Today I am going to teach you how to retell familiar stories including key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Two Wool Gloves*. Remind students that identifying key details help us to understand and remember the stories we read. Model how you find key details about the characters and setting. Ask partners to study the illustrations and think about the text in order to answer the text evidence questions.

Bloom's:
DOK:

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you how to edit a research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the"Writing Process" and "Writing a Research Report" anchor charts. Display the revised draft of your research report. Explain that we will read one more time to check our conventions before we publish. Model how to check for spelling, capitalization and punctuation. Reread the draft to students. Have students work with partners to edit their text. When they are rereading their draft, encourage them to look for spelling, capitalization, and punctuation errors.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this is** to make a chart with who, what, where, when with words under each column. Then have the students create sentences using a word or phrase from each column.

Bloom's:
DOK:

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Rain, Rain, Stay a Day"	*Two Wool Gloves* Find the Text Evidence: Identify and Describe Characters, Setting, and Major Events	Shared Research Report: Publish
Phonics and Word Study: Focus Skill v /v/ and q /kw/	Build Vocabulary: Distinguish Shades of Meaning Among Verbs	Grammar: Produce and Expand Complete Sentences

Engaging Experience 64 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to retell the events of a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the story "Rain, Rain, Stay a Day." Read the story aloud using a fluent and expressive voice, pointing under the words as students follow along. Emphasize what happens first, next, and last. Ask students to Turn, Talk, and Listen to retell the story, identifying events in sequential order.

Bloom's:
DOK:

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model blending the phonemes in simple words. Reread the text "Come Quick." Encourage students to read known high-frequency words and to decode words with /v/ and /kw/. Then have students draw and write about things they see or do in each season. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe characters, setting, and major events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Two Wool Gloves*. Remind students that understanding the character, setting, and events helps us to understand and remember the story. Read aloud and point out key details in the text and illustrations to answer the text evidence question focusing on the setting and major events. Ask students to look at the illustrations and discuss the text to answer other text evidence questions.

Bloom's:
DOK:

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you how to distinguish shades of meaning among verbs.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Two Wool Gloves*. Remind the students that writers use different action verbs to help the readers understand what is happening in the story. Model how you think about the shades of meaning among closely related verbs (i.e. peeked). Revisit the "Shades of Meaning Among Verbs" anchor chart to review strategies for distinguishing differences in word meanings. Have partners work to compare the meanings of two closely related verbs.

Bloom's:
DOK:

<u>Engaging Experience 68 (Writing):</u>
Teaching Point: Today I am going to teach you how to publish a research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing a Research Report" anchor chart. Display the revised draft of your report. Model how to create a clean copy of the writing to share with others. Continue to demonstrate how to transfer word by word to the clean page. Have students create a clean copy of their final draft making sure they use best handwriting and copy words and punctuation correctly.

Bloom's:
DOK:
Suggestions: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner. Students may digitally publish using Book Creator.*

<u>Engaging Experience 69 (Grammar):</u>
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students when we expand sentences we add more information. Create a chart with Who? What? Where? When? Start a sentence with only *who* and *what*. Ask students to expand by adding *where* and *when*. Students can produce sentences answering all four questions.

Bloom's:
DOK:

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Rain, Rain, Stay a Day"	*Two Wool Gloves* Compare and Contrast the Adventures of Characters in Stories	Shared Research Report: Publish
Decodable Reader: *Val and Vic"* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Common Verbs

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use context clues to confirm meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the text "Rain, Rain, Stay a Day". Explain to students that when readers come to a new or unknown word, they can use context clues to help understand what the word means. Model using context clues to determine the meaning of a new or unfamiliar word.

Bloom's:
DOK:

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the text *Val and Vic.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):

Teaching Point: Today I am going to teach you how to compare and contrast the adventures and experiences of characters in familiar stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Two Wool Gloves*. Explain that comparing and contrasting characters helps us better understand their actions. Display a three-column chart to record similarities and differences between father squirrel and the boy. Model finding a similarity and a difference. Ask students to work with partners to find more similarities and differences.

Bloom's:
DOK:

<u>Engaging Experience 73 (Writing):</u>
Teaching Point: Today I am going to teach you how to publish a research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing a Research Report" anchor chart. Display the final draft of your report. Review that visuals help to clarify information for the readers. Model how you add details to the visual to represent your topic. Allow a few volunteers to make suggestions for a caption to accompany your illustration. Have students work to finish publishing their text and adding details to their visuals.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 74 (Grammar):</u>
Teaching Point: Today I am going to teach you how to use common verbs (action and being).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review the difference between action and being verbs. Write sentences on the board and model adding a verb to each sentence. Have students identify the type of verb and generate their own sentences.

Bloom's:
DOK:

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Snow City"	Demonstrate Knowledge: *Weather and Seasons* - Complete the Knowledge Blueprint	Shared Research Report: Share
Phonics and Word Study: Review and Monitor Progress		Grammar: Use Common Verbs

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use a poem to build knowledge about weather and seasons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Snow City" and the unit opener "Weather and Seasons." Reread the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Pose questions to help students focus on weather and the seasons using the poem and the unit opener. Guide the students to make connections and draw inferences.

Bloom's:
DOK:

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review the letter-sounds /v/ and /kw/ and reread to build reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Come Quick!" and *Vic and Val* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to build knowledge about how our lives change with the seasons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Two Wool Gloves*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's:
DOK:
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you how to share your research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Display your final draft and visual. Read your text aloud and model how to share something you like about your work to the students. Then have the students practice sharing something they like about your work. Have partners read their research reports to each other and share something they like about each other's work.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you how to use common verbs (action and being).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:

Detailed Description/Instructions:

- **One way to do this** is to **r**eview the difference between action and being verbs**.** Write sentence frames on the board and model choosing different verbs to complete the sentence frame.

Bloom's:
DOK:

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about how our lives change with the seasons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.2.A.a, K.R.3.A.a, K.R.3.C.c, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil Unit 8 assessment.
Another way to do this is to complete the digital Unit 8 assessment.
Bloom's: Apply
DOK: 2
Suggestion: If you are administering the Week #2 assessment, ensure that you have administered the *Cumulative Spelling and Dictation Assessment* weekly and the *Cumulative Word Fluency* (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.

There is time to do the Unit Introduction for Unit 9 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Writing to Demonstrate Knowledge
Detailed Description/Instructions:
Have students demonstrate their knowledge of the Enduring Understanding 2: *The clothes we wear and the things we do are affected by weather and seasons*. Have students draw and label a picture of someone outside during each season. Then have them write a few words describing each season and what they are wearing. Encourage them to use the Selection Vocabulary and Build Knowledge vocabulary in their writing.

Unit 9: Meeting our Needs and Wants

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: Meeting Our Needs and Wants
Length of Unit: 16 Days
Overview of Unit: In this unit, students read and compare selections about needs and wants to understand why we make choices.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will be introduced to initial and final x /ks/ and /z/. Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will use strategies including asking questions, visualizing, and making connections to learn about why people work. They will describe how illustrations support the text, identify reasons authors give to support their ideas, and identify story elements. During writing, students will follow the opinion writing process to brainstorm, plan (choose an opinion and list reasons) and draft an opinion piece.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to long ā (spelled CVCe). Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will ask questions and create mental images to distinguish between needs and wants. They will identify the main topic, retell key details and identify reasons authors give to support their ideas. Students will recognize text features including captions, labels, and illustrations, and will make connections between the illustrations and the text. During writing, students will continue the opinion writing process by drafting their piece and adding a title and conclusion. They will revise and expand to add or make changes to their piece.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to long ō (spelled CVCe). Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will draw inferences and create mental images to learn about earning money. They will describe story elements, compare and contrast adventures of characters, and explain how the illustrations support the text. During writing, students will revise by checking that the piece shares their voice. They will prepare for publishing by editing their opinion texts. Finally, students will publish and share their pieces.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 9 digital materials
- Preview the Unit 9 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing Journa*l for *Meeting Our Needs and Wants*

Essential Questions:

- Why do we make choices?

Enduring Understanding/Big Ideas:

- People work to earn and save money to pay for things they need and want.
- People make choices about what to buy to meet their needs and wants.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts
- **K.R.2.A.a:** Identify elements of a story, including setting, characters and key events
- **K.R.3.A.a. K.R.3.C.c**: Name the main topic and recall key details of the text
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.1.A.f:** Demonstrate one-to-one correspondence between spoken words and written words
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.a**: Produce and write letter(s) for most short vowel and consonant sounds
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.RF.3.A.d**: Recognize that new words can be created when letters are changed, added, or deleted and using letter sound knowledge
- **K.W.2.A**: With assistance, draw/write opinion texts
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.L.1.B.b**: Recognize that a sentence ends with punctuation marks
- **K.L.1.B.d:** Capitalize first word in a sentence
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding.

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion . Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.2.A.a	Identify elements of a story	Identify the characters in a story. Identify the setting (where and/or when the story takes place). Identify important or key events that happen in the story. Use pictures and details from the text to describe story elements with prompting and support.	2
K.R.3.A.a **K.R.3.C.c**	Identify the topic and details in an expository text heard and/or read	Demonstrate an understanding of inferring and drawing conclusions	2

		Draw conclusions to understand what an expository text and topic is Read, infer, and draw conclusions to recall the main topic and important details of a text. Refer to the words and or illustrations to help determine key details of a topic	
K.RF.1.A.c	Demonstrate the books are read left/right and top/bottom	Show that pages are turned one at a time from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	1
K.RF.1.A.f	Demonstrate one-to-one correspondence between spoken words and written words	Recognize that words are separated by spaces. Match their spoken sentence to the exact number of written words. Track print so that one finger point equals one spoken word. Notice when pointing does not match the spoken words and self-correct.	1
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final	1

		sounds in spoken words.	
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme. Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	1
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	1
K.RF.3.A.a	Produce and write letter(s) for most short vowel and consonant sounds	Say the sound for consonants and short vowels. Write the letter(s) that match those sounds when spoken Match spoken phonemes to the correct graphemes in isolation and in simple words. Use sound-letter knowledge when spelling simple words (inventive spelling).	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1

K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → "cat"). Use knowledge of letter-sound relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words. Apply blending during reading of decodable text.	1
K.RF.3.A.d	Recognize that new words can be created when letters are changed, added or deleted	Change the initial, medial, or final sound to create a new word. Add a letter to the beginning or end of a word to create a new word. Delete the beginning or ending sound/letter to create a new word. Use letter sound knowledge to phonemically spell.	1
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2
K.W.2.A	Draw/write opinion texts	Use a combination of drawing and/or writing to tell an opinion about a text or topic being studied Give logical reasons for suggesting that others follow a particular course of action or line of thinking Use words that are related to the topic	3

K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models In written text, use upper- and lowercase letters correctly	1
K.L.1.B.b	Recognize that a sentence ends with punctuation marks	Identify common ending punctuation marks (period, question mark, exclamation mark). Point to or name the punctuation mark at the end of a sentence. Understand that punctuation signals the end of an idea or thought.	1
K.L.1.B.d	Capitalize first word in a sentence	Recognize that every sentence begins with a capital letter. Apply capitalization when writing simple sentences independently. Notice and correct sentences that are missing a capital at the beginning.	1
K.SL.3.A.c	Confirm comprehension by retelling information	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*

• Phonics Cumulative Assessments
  ○ Spelling & Dictation
  ○ Word Fluency
• Quick Checks
  ○ Phonics and Word Recognition
  ○ Fluency
  ○ Print Concepts
  ○ Phonological Awareness
• Foundational Skills Screeners
• Phonological Awareness Assessment
	• Unit 9 Weekly Assessments
	• Unit 9 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Resourceful	Gear Shift Earn Afford Price Purchasing Save Change Customers Business Orders

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to talk, read, and write about how we make choices to meet our needs and wants.
Suggested Length of Time: 1 lesson
Standards Addressed: K.R.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 9 multimedia video. Use the Unit 9 Opener to introduce the essential question, *Why do we make choices?* Explain that students read and compare selections about needs and wants to understand why we make choices. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understanding using the Knowledge Blueprint.

Bloom's: Understand
DOK: 2
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "My Choices"	Introduce the Knowledge Focus: *Meeting our Needs and Wants* - Introduce the Knowledge Blueprint	Opinion Process Writing: Brainstorm
Phonics and Word Study: Focus Skill x /ks/ and z /z/	"Firefighters at Work" First Reading: Apply Strategies to Learn Why People Choose the Work They Do.	Grammar: Produce and Expand Complete Sentences

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to determine important details in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "My Choices." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to discuss important details about making choices that they identified as they listened.

Bloom's:
DOK:

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce the letter-sounds /ks/ and /z/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Cards to reinforce the letters and sounds for /ks/ and /z/. Display the Sound-Spelling Cards and read aloud the action rhymes and invite students to chime in. Say the words with /ks/ and /z/. Ask students to listen for /ks/ and /z/ and write the letters k and z. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion: *Practice the correct letter formation for Xx and Zz using the Handwriting Practice page. Refer to the Handwriting Without Tears Pathways as you teach students to print uppercase and lowercase Xx and Zz.*

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you how to apply reading strategies to learn why people choose the work they do.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Firefighters at Work." Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Asking Questions" anchor chart. Model how to ask questions and answer questions before, during, and after reading. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you how to brainstorm ideas to write an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart to review the process. Display the "Writing an Opinion" anchor chart to remind students what an opinion text is and review its elements. Create a three-column brainstorming chart (favorite foods, opinion, reasons). Ask partners to brainstorm favorite foods and their opinions about them.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instruction:

- **One way to do this** is to remind students that complete sentences have a noun and a verb. Provide examples, discussing the basic elements of each sentence. Students will work in partnerships. One partner provides a noun and the other a verb to generate a sentence.

Bloom's:
DOK:

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "My Choices"	"Firefighters at Work" Describe the Relationship Between the Illustrations and Text	Opinion Process Writing: Plan - Choose an Opinion
Phonics and Word Study: Focus Skill x /ks/ and z /z/		Grammar:Produce and Expand Complete Sentences

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers self-monitor for accuracy.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "My Choices." Reread using a fluent and expressive voice. Explain that if we make mistakes when reading, we might not understand the text. Model how you use your decoding skills to read new or unfamiliar words Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen

comprehension by having students complete a chart of opposites.

Bloom's:
DOK:

<u>Engaging Experience 8 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "In My Box" Students will reread with partners. Review the FLSZ rule.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 9 (Reading):</u>
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Firefighters at Work.* Remind students that photographs often give more information to clarify ideas. Ask students to think about the text and the photographs as they answer text evidence questions. Model how to answer the prompt, thinking aloud about what you see and how it is related to the text. Ask students to discuss how the photographs and text are related.

Bloom's:
DOK:

<u>Engaging Experience 10 (Writing):</u>
Teaching Point: Today I am going to teach you how to choose an opinion and make a plan for an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart and reread the

Brainstorming Chart from the previous lesson. Use a think aloud to model how you choose one of the ideas. Model how you write your opinion and think of more reasons to add to a planning organizer. Ask students to choose a topic and share their opinion with a partner before they start generating a list of reasons.

Bloom's:

DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 11 (Grammar):

Teaching Point: Today I am going to teach you how to produce and expand complete sentences.

Su**ggested Length of Time:** 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this is** to review that complete sentences contain subject nouns and verbs. Explain how object nouns follow verbs in a sentence. Revisit the simple sentences from the previous lesson and model adding object nouns to expand the sentence. Have partners suggest other object nouns.

Bloom's:

DOK:

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Three Jars"	"Firefighters at Work" Identify the Reasons an Author Gives to Support Points	Opinion Process Writing: Plan - List Reasons
Phonics and Word Study: Focus Skill x /ks/ and z /z/	Build Vocabulary: Sort Words into Categories	Grammar: Produce and Expand Complete Sentences

Engaging Experience 12 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to draw inferences about events in a poem.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Three Jars." Read the poem aloud in a fluent, expressive voice, pointing under the word as students follow along. Ask students to Turn, Talk, and Listen to talk about what goes in each jar and how the author earned the money to put in the jars.

Bloom's:

DOK:

Engaging Experience 13 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to substitute phonemes.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model how to substitute phonemes to build new words (i.e. zip→rip). Reread the text "In My Box." Encourage students to read known high-frequency words and to decode words with /x/ and /z/. Then have students draw and write about what is in the box that they want. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply

DOK: 1

Engaging Experience 14 (Reading):

Teaching Point: Today I am going to teach you how to identify the reasons an author gives to support his or her ideas or points in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the text "Firefighters at Work." Remind students that authors give reasons, such as examples or explanations, to support their points. Ask partners to discuss and answer the text evidence questions. Model how to answer the question using specific words in the text. Ask students to continue to identify the author's reasons.

Bloom's:

DOK:

Engaging Experience 15 (Reading):

Teaching Point: Today I am going to teach you how to sort words into categories.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "Firefighters at Work." Remind students that one way to understand the meaning of words is to sort them into categories. This helps us better understand relationships and word meanings. Model how to sort words into the categories *objects* and *actions*. Record your words in a two-column chart. Ask students to work with a partner to identify more examples of *objects* and *actions* from the text.

Bloom's:

DOK:

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you how to plan for an opinion text by listing reasons.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart and review the steps of the writing process. Display the planning organizer from the previous lesson. Continue to draw or list reasons that support your opinion. Ask partners to share several reasons that support the topic they selected before the students continue listing or drawing reasons on their planning organizer.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review that complete sentences have subject nouns and action verbs. Display the sentence frames on the board and ask volunteers to expand each sentence.

Bloom's:
DOK:

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Three Jars"	"A Gift for Mom" First Reading: Apply Strategies to Describe Why People Work	Opinion Process Writing: Draft
Decodable Reader: *Max's Job* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Produce and Expand Complete Sentences

Engaging Experience 18 (Build Reading Foundations):
Teaching Point: Today I am going to teach that readers reread to clarify meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Three Jars." Explain to students that readers think about what they are reading as they read. When they come to a part they don't understand, they should reread it to clarify. Model rereading to clarify your understanding.

Bloom's:
DOK:

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the text *Max's Job.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you how to apply strategies to describe why people work.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "A Gift for Mom." Explain to students that we have learned many strategies that we can use when reading stories. Revisit the "Make Connections" and "Asking Questions" anchor charts. Model how to ask questions during reading and how to make connections to personal experiences. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the*

meaning of each vocabulary word.

Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you how to draft an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart as needed. Display the planning organizer from the previous lesson. Model how to begin a draft of your opinion text by starting with a topic sentence that states your opinion. Model how to add reasons from your planning organizer. Point out the capital letters at the start of each sentence, spacing, and end punctuation. Ask students to share their topic sentences before they start drafting their opinion text.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review that complete sentences have subject nouns and action verbs. Display the sentence frames on the board and ask volunteers to expand each sentence.

Bloom's:
DOK:

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Covers"	"A Gift for Mom" Identify and Describe Story Elements: Characters, Setting, and Major Events	Opinion Process Writing: Draft
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Meeting Our Needs and Wants* - Begin the Knowledge Blueprint	Grammar: Produce and Expand Complete Sentences

Engaging Experience 23 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to analyze the author's word choice.
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the poem and introduce the poem "Covers." Read the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Guide students to think carefully about the words the poet chooses to help readers create mental images or develop feelings. Post questions to guide students to analyze the poet's word choice.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

<u>Engaging Experience 24 (Phonics and Word Study):</u>
Teaching Point: Today we are going to review the letter-sounds /x/ and /z/ and reread to build reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model contrasting long and short vowels. Have students read and spell their high-frequency words and use them in oral sentences. Reread "In My Box" and *Max's Job* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

<u>Engaging Experience 25 (Reading):</u>
Teaching Point: Today I am going to teach you how to identify and describe story elements: characters, setting, and major events.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "A Gift for Mom." Remind students that identifying the characters, setting, and major events helps us better understand a story and build knowledge about the topic. Ask partners to study the illustrations and think about the text

in order to answer text evidence questions. Model how to answer the questions. Then bring students together to record ideas on an Identify and Describe Major Story Elements Chart.

Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

<u>Engaging Experience 26 (Writing):</u>
Teaching Point: Today I am going to teach you how to draft an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart as needed. Display the planning organizer and your opinion draft. Model how to add additional reasons from your planning organizer. Encourage students to share the pen as you draft. Ask students to share their sentences before they continue drafting their opinion text.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 27 (Grammar):</u>
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to explain that linking words are used to add details to complete sentences. Model adding another detail to a sentence using the linking word *and*. Have partners create sentences using the linking word *and*.

Bloom's:
DOK:

Week #2

<u>Day 1</u>

Foundational Skills	Reading	Writing

Build Reading Foundations: "Tiny Tim"	*Needs and Wants* First Reading: Apply Strategies to Distinguish Between Needs and Wants	Opinion Process Writing: Draft
Phonics and Word Study: Focus Skill Long ā (final -e)		Grammar: Use Question Words- Who, What, Where, Why, When, How

<u>Engaging Experience 28 (Build Reading Foundations):</u>
Teaching Point: Today I am going to teach you how to use personal experiences to make inferences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Tiny Tim." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to make inferences using personal experiences.

Bloom's:
DOK:

<u>Engaging Experience 29 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you how to identify and produce long ā (spelled CVCe).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Cards to reinforce the letters and sound for long ā. Display the Sound-Spelling Cards and read aloud the action rhyme and invite students to chime in. Display words with ā (spelled CVCe) and underline the a and e in each word. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 30 (Reading):</u>
Teaching Point: Today I am going to teach you how to apply strategies to distinguish between needs and wants.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *Need and Wants*. Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Asking Questions" and "Create Mental Images" anchor charts. Review and model the kinds of questions readers ask while reading as well as using details from the text to create mental images. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:

DOK:

Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 31 (Writing):</u>

Teaching Point: Today I am going to teach you how to continue to draft an opinion text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Opinion Text" anchor chart. Display and read aloud the opinion draft from week 1. Model how to continue drafting the text, referring to the planning organizer. Engage students to share the pen. Have partners practice saying their sentences aloud before they continue drafting.

Bloom's:

DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 32 (Grammar):</u>

Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, how.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to explain that many questions begin with question words. Display sentences and have students form an answer for each question to demonstrate understanding. Ask students to create questions using the question words.

Bloom's:

DOK:

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Tiny Tim"	*Needs and Wants* Recognize Informational Text Features: Captions, Labels, and Illustrations	Opinion Process Writing: Draft a Title and Conclusion
Phonics and Word Study; Focus Skill Long ā (final -e)		Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers use prosody and inflection.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Tiny Tim." Explain that fluent readers use prosody (expression, rhythm, and pacing) and inflection (changes in voice) as they read. Reread the poem modeling prosody and inflection and discuss how it changes the listener's experience. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students write a list of people who help.

Bloom's:
DOK:

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "What Am I?" Students will reread with partners.

Bloom's: Apply

DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you how to recognize informational text features.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Needs and Wants*. Remind students that we can use labels to learn more about the photographs. Ask students to look at the photographs and labels with a partner. Model how to think about the text, photographs, and labels to answer questions. Ask partners to look at the photographs and labels with a partner and answer the text evidence questions.

Bloom's:
DOK:

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you how to draft a title and conclusion for an opinion text.
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Opinion Text" anchor chart. Read aloud the shared writing draft. Model how to add a title to your piece. Model how to add a conclusion and engage students to help write the words as you add the sentence. Ask students to orally rehearse their title and concluding sentence with a partner before they finish drafting their opinion texts.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, how.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this is to** create a word bank of question words on the board and display sentence prompts. Model choosing the correct word to begin each sentence.

Bloom's:
DOK:

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Meeting Needs in Different Ways"	*Needs and Wants* Find Text Evidence:Identify the Reasons an Author Gives to Support Points	Opinion Process Writing: Revise and Expand
Phonics and Word Study: Focus Skill Long ā (final -e)	Build Vocabulary: Sort Words into Categories	Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to determine important details in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Meeting Needs in Different Ways." Read the poem aloud in a fluent, expressive voice, pointing under the word as students follow along. Ask students to Turn, Talk, and Listen to talk about the important details that tell us more about what we need.

Bloom's: Apply
DOK: 1

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to delete initial phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model how to delete initial phonemes to build new words (i.e. late→ate). Reread the text "What Am I?" Encourage students to read known high-frequency words and to decode words with long ā. Then have students draw and write a riddle with clues. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's:
DOK:

Engaging Experience 40 (Reading):
Teaching Point: Today I am going to teach you how to identify the reasons an author gives to support his or her ideas or points in a text.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the cover of *Needs and Wants*. Remind students how authors make points and give reasons to tell readers why we should believe the author's idea or point. Explain that we can use evidence from the text to answer questions about the author's points and reasons. Model how to use text evidence to answer questions. Ask partners to listen for evidence to answer more questions about the author's points.

Bloom's:
DOK:

<u>Engaging Experience 41 (Reading):</u>
Teaching Point: Today I am going to teach you how to sort words into categories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Needs and Wants*. Remind students that one way to understand the meaning of words is to sort them into categories. This helps us better understand relationships and word meanings. Model how to sort words into the categories *needs* and *wants*. Record your words in a two-column chart. Ask students to work with a partner to identify more examples of *needs* and *wants*.

Bloom's:
DOK:

<u>Engaging Experience 42 (Writing):</u>
Teaching Point: Today I am going to teach you how to revise and expand an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" and "Writing and Opinion" anchor charts. Reread your opinion draft aloud and model how you expand on your ideas. Invite students to share the pen as you add details and make changes to your draft. Ask students to share one addition or change they want to make to their piece before they continue drafting.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 43 (Grammar):</u>
Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, how.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that many questions begin with question words - *who*, *what*, *where*, *when*, *why*, and *how*. Model forming questions about images. Show the students picture cards and have students form a question about the image on the card.

Bloom's:
DOK:

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Meeting Needs in Different Ways"	*Needs and Wants* Make Connections Between the Illustrations and Text	Opinion Process Writing: Revise and Expand
Decodable Reader: *At Work* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that readers use text features to help them understand a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the text "Meeting Needs in Different Ways." Discuss how using text features one strategy readers can use to help understand the text. Model reading the text and using the photographs to help understand the text.

Bloom's:
DOK:

Engaging Experience 45 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the text *At Work.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's:
DOK:

<u>Engaging Experience 46 (Reading):</u>
Teaching Point: Today I am going to teach you how to make connections between the illustrations and text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Needs and Wants*. Remind students that photographs support the text and sometimes give us additional information not directly stated in the text. Model how to answer a question about the book using the text and the photographs. Have partners discuss and answer other questions using the photographs and the text.

Bloom's:
DOK:

<u>Engaging Experience 47 (Writing):</u>
Teaching Point: Today I am going to teach you how to revise and expand an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" and "Writing and Opinion" anchor charts. Reread your opinion draft aloud and model how you expand on your ideas. Invite students to share the pen as you add examples and details and make changes to your draft. Ask students to share one addition or change they want to make to their piece before they continue drafting and revising.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 48 (Grammar):</u>
Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, how.
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that questions begin with question words. Read

aloud statements or answers to the students and ask students to generate the questions that match the answers. Have partners review a familiar story and ask questions about it using question words.

Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Covers"	*Needs and Wants* Identify the Main Topic and Retell Key Details	Opinion Process Writing: Revise and Expand
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Meeting our Needs and Wants* - Add to the Knowledge Blueprint	Grammar: Use Question Words- Who, What, Where, Why, When, How

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to analyze the author's word choice.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Covers" and ask students what they remember about the poem. Reread the poem aloud in a fluent, expressive voice with appropriate phrasing. Discuss how a poet can use rhythm and rhyming patterns to help create interest for a reader. Remind students that poets are especially careful to choose precise words to make you think and feel a certain way. Pose questions to build understanding about why the poet chose the word "creep."

Bloom's:
DOK:

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review long ā (spelled CVCe) and reread to build reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "What Am I?" and *At Work* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

<u>Engaging Experience 51 (Reading):</u>
Teaching Point: Today I am going to teach you how to identify the main topic and retell key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Needs and Wants.* Remind students that many texts, and even parts of texts, have a main topic and key details. Model how to identify the main topic and key details using part of the text. As you continue reading, ask students to continue to identify the main topic of different parts of the book and the key details that tell more information.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

<u>Engaging Experience 52 (Writing):</u>
Teaching Point: Today I am going to teach you how to strengthen your text by adding linking words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Opinion Text" anchor chart. Remind students that linking words connect your ideas and make your sentence flow better. Reread your draft. Model how to revise the sentences by using linking words. Ask students to reread their text and identify where they could use linking words. They will share their revisions with a partner before continuing to revise.

Bloom's:
DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you how to use question words- who, what, where, why, when, how.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to write example questions on the board and ask students to help determine they make sense. If not, have students replace the question word to make the question make sense.

Bloom's:
DOK:

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "What Do I Want?"	*Jaylen's Juice Box* First Reading: Apply Strategies to Learn About Earning Money	Opinion Process Writing: Focus on Writer's Craft - Voice
Phonics and Word Study: Focus Skill Long ō (final -e)		Grammar: Produce and Expand Complete Sentences

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use personal experiences to make inferences and answer questions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the story "What Do I Want?" Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to share their ideas.

Bloom's:
DOK:

Engaging Experience 55 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce long ō (spelled

CVCe)
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Cards to reinforce the letters and sound for long ō. Display the Sound-Spelling Cards and read aloud the action rhyme and invite students to chime in. Display words with ō (spelled CVCe) and underline the o and e in each word. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 56 (Reading):</u>
Teaching Point: Today I am going to teach you how to apply strategies to learn about earning money.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *Jaylen's Juice Box*. Explain to students that we have learned many strategies that we can use when reading stories. Revisit the "Draw Inferences" and "Create Mental Images" anchor charts. Review and model the kinds of questions readers ask while reading as well as using details from the text to create mental images. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 57 (Writing):</u>
Teaching Point: Today I am going to teach you how to choose the best words to express your ideas and voice.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing an Opinion Text" anchor chart. Display your opinion draft. Reread the draft and model how to revise for voice by choosing words that the writer would use when speaking. Reread the first sentence and model how to add or change a word. Ask students to reread their drafts and share how they will add their voice

to their opinion texts with a partner before they continue revising.

Bloom's:

DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):

Teaching Point: Today I am going to teach you how to produce and expand complete sentences.

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to make a word bank on the board with linking words. Model how you can expand sentences by using linking words. Display picture cards and ask students to generate a sentence and then expand it using linking words.

Bloom's:

DOK:

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "What Do I Want?"	*Jaylen's Juice Box* Identify and Describe Story Characters, Setting, and Major Events	Shared Research Report: Edit
Phonics and Word Study; Focus Skill Long ō (final -e)		Grammar: Produce and Expand Complete Sentences

Engaging Experience 59 (Build Reading Foundations):

Teaching Point: Today I am going to teach you that fluent readers read with expression.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to display the poem "What Do I Want?" Explain that fluent readers are expressive. They change their voice to show feelings as they read. Reread the poem modeling expression and discuss how it changes the listener's experience. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to make a chart of possible wants and needs.

Bloom's:

DOK:

Engaging Experience 60 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Vote!" Students will reread with partners.

Bloom's: Apply
DOK: 1

Engaging Experience 61 (Reading):
Teaching Point: Today I am going to teach you how to identify and describe story characters, setting, and major events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Jaylen's Juice Box*. Remind students that a problem is not necessarily bad, just a situation the characters must change or solve. As you read aloud, identify the characters, setting, and the problem using evidence from the text. Think aloud as you find details to tell more about the problem and solution. Have partners discuss and answer the text evidence questions.

Bloom's:
DOK:

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you how to edit an opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the"Writing Process" and "Writing an Opinion Text" anchor charts. Display the revised draft of your opinion text. Explain that we will read one more time to check our conventions before we publish. Model how to check for capitalization and punctuation. Reread the draft to students. Have students work with partners to edit their text. When they are rereading their draft, encourage them to look for capitalization and punctuation errors.

Bloom's:

DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to make a word bank on the board with linking words. Model how you can expand sentences by using linking words. Display picture cards and ask students to generate a sentence and then expand it using linking words.

Bloom's:
DOK:

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Choose Happiness"	*Jaylen's Juice Box* Find the Text Evidence Compare and Contrast the Adventures of Characters in Stories	Opinion Writing Process: Edit
Phonics and Word Study: Focus Skill Long ō (final -e)	Build Vocabulary: Sort Words into Categories	Grammar: Produce and Expand Complete Sentences

Engaging Experience 64 (Build Reading Foundations):
Teaching Point:Today I am going to teach you how to determine important details in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the text "Choose Happiness." Read the poem aloud in a fluent, expressive voice, pointing under the word as students follow along. Ask students to Turn, Talk, and Listen to talk about the important details that tell how we can choose and show that we are happy.

Bloom's:
DOK:

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to delete initial phonemes.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model how to delete initial phonemes to build new words (i.e. soak→oak). Reread the text "Vote!" Encourage students to read known high-frequency words and to decode words with long ō. Then have students draw and write their own questions and answers. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply

DOK: 1

<u>Engaging Experience 66 (Reading):</u>

Teaching Point: Today I am going to teach you how to compare and contrast the adventures of characters in familiar stories.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *Jaylen's Juice Box* and "A Gift for Mom." Explain that today we will use text evidence to answer questions about how the experiences of the main characters are similar and different. Read aloud a text evidence question. Model how to compare and contrast the character's experiences using evidence from the text. Ask students to listen for details that are similar and different to answer another prompt.

Blooms:

DOK:

<u>Engaging Experience 67 (Reading):</u>

Teaching Point: Today I am going to teach you how to sort words into categories.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *Jaylen's Juice Box*. Remind students that one way to understand the meaning of words is to sort them into categories. This helps us better understand relationships and word meanings. Model how to sort words into the categories *color* and *fruit*. Record your words in a two-column chart. Ask students to work with a partner to identify more examples of *colors* and *fruits*.

Bloom's:

DOK:

<u>Engaging Experience 68 (Writing):</u>

Teaching Point: Today I am going to teach you how to edit an opinion text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to revisit the"Writing Process" and "Writing an Opinion Text" anchor charts. Display the revised draft of your opinion text. Explain that we will read one more time to check our spelling. Model how to check that known high-frequency words are spelling correctly and how to use letter-sound correspondence to spell other words. Have students work with partners to edit their text. When they are rereading their draft, encourage them to look for spelling errors.

Bloom's:

DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):

Teaching Point: Today I am going to teach you how to produce and expand complete sentences.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to make a word bank on the board with linking words. Model how you can expand sentences by using linking words. Display picture cards and ask students to generate a sentence and then expand it using linking words.

Bloom's:

DOK:

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Choose Happiness"	*Jaylen's Juice Box* Describe the Relationship Between the Illustrations and Text	Opinion Process Writing: Publish
Decodable Reader: *Pam and Cam Mole* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Understand and Use Questions Words

Engaging Experience 70 (Build Reading Foundations):

Teaching Point: Today I am going to teach you that fluent readers read at an appropriate pace.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the poem "Choose Happiness." Explain to students that readers think about the words they are reading as they read them. To make sure they understand the text, they have to read at an appropriate pace. Read the text at a moderate pace pausing to think about the poem's details.

Bloom's:
DOK:

<u>Engaging Experience 71 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the text *Pam and Cam Mole.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 72 (Reading):</u>
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Jaylen's Juice Box.* Remind students that illustrations can give additional details or information. Model how to describe the change in character's feelings by studying the illustrations and the text. Model how you synthesize information to answer the question. Ask partners to look for more details and to add their thoughts to answer the prompt.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 73 (Writing):</u>
Teaching Point: Today I am going to teach you how to publish an opinion text, confer with a peer about illustrations, and add details to strengthen your writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display your final draft. Model how to create a clean copy of the writing to share with others. Reread the final copy and model how to create an illustration that goes along with the draft. Encourage students to help with key ideas to illustrate. Ask students to make their final copy and share what illustrations they might add to their text with a partner. .

Bloom's:

DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 74 (Grammar):

Teaching Point: Today I am going to teach you how to understand and use question words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to review how question words are used at the beginning of questions. Provide sample sentences and model how to turn them into questions. Have partners work together to turn statements into questions.

Bloom's:

DOK:

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Covers"	Demonstrate Knowledge: *Meeting Our Needs and Wants* - Complete the Knowledge Blueprint	Opinion Process Writing: Share
Phonics and Word Study; Review and Monitor Progress		Grammar: Understand and Use Questions Words

Engaging Experience 75 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to use a poem to build knowledge about needs and wants.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the poem "Covers" and the unit opener "Meeting Our Needs and Wants." Reread the poem aloud in a fluent, expressive voice, pointing under

the words as students follow along. Pose questions to help students focus on needs and wants using the poem and the unit opener. Guide the students to make connections and draw inferences.

Bloom's:
DOK:

Engaging Experience 76 (Phonics and Word Study):

Teaching Point: Today we are going to review long ō (spelled CVCe) and reread to build reading fluency.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Vote!" and *Pam and Cam Mole* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply

DOK: 1

Engaging Experience 77 (Reading):

Teaching Point: Today I am going to teach you how to build knowledge about why we make choices.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *Jaylen's Juice Box*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's:
DOK:

Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 78 (Writing):
Teaching Point: Today I am going to teach you how to share your opinion text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Display your final draft and visual. Read your text aloud and model how to share something you like about your work to the students. Then have the students practice sharing something they like about your work. Have partners read their research reports to each other and share something they like about each other's work.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 79 (Grammar):
Teaching Point: Today I am going to teach you how to understand and use question words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review how interrogative words are used to ask questions. Have volunteers ask questions using each question word. Then have partners work together to make a list of questions using apples as the subject.

Bloom's:
DOK:

Day 6

Engaging Experience 80 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about why we make choices.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.R.1.A.b, K.R.2.A.a, K.R.3.A.a, K.R.3.C.c, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil Unit 9 assessment.
Another way to do this is to complete the digital Unit 9 assessment.
Bloom's: Apply
DOK: 2
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's*

foundational skills development.

There is time to do the Unit Introduction for Unit 10 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing
Detailed Description/Instructions:
Have students demonstrate their knowledge of Enduring Understanding 1: *People work to earn and save money to pay for things they need and want.* Have students draw a picture of a job they would like to have and two things they would buy with the money they earn: one need and one want. Ask them to write the name of the job. Then have them complete the sentence frames:

- I would buy ____ and ____.
- ____ is something I need.
- ____ is something I want.

Unit 10: Forces and Motion

Subject: Reading - Writing - Foundational Skills
Grade: Kindergarten
Name of Unit: Forces and Motions
Length of Unit: 16 Days
Overview of Unit: In this unit, students read and compare selections about forces and motions to learn how and why things move.

Topic 1 (Week 1)
In Week 1, during foundational skills, students will be introduced to long ī (spelled CVCe). Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will use strategies including asking questions, summarizing, and synthesizing to understand what makes things move. They will describe how illustrations support the text and will identify similarities between two texts on the same topic. During writing, students will follow the poetry writing process (introduce, brainstorm, draft, revise, publish) to write a sensory poem about an event or activity using descriptive words and their five senses.

Topic 2 (Week 2)
In Week 2, during foundational skills, students will be introduced to long ū (spelled CVCe). Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will make connections and draw inferences to learn about forces. They will recognize text features including the table of contents, introduction, glossary, and index and explain how the illustrations support the text. Students will also identify similarities and differences between two texts on the same topic. During writing, students will follow the poetry writing process (introduce, brainstorm, draft, revise, publish) to write an acrostic poem using their name.

Topic 3 (Week 3)
In Week 3, during foundational skills, students will be introduced to long ē (spelled CVCe). Students will isolate, blend, and segment phonemes, as well as apply phonics to decode words, read connected texts and to write simple sentences during interactive writing and sentence dictation. Students continue to work on building letter naming and sound fluency, as well as recognizing fluent reading. In reading, students will make connections and distinguish between important and unimportant details to learn about objects in motion. They will recognize text features such as a table of contents and will explain how the illustrations support the text. Students will also identify similarities and differences between two texts on the same topic. During writing, students will reflect on samples of their writing across genres from throughout the year.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 10 digital materials
- Preview the Unit 10 Assessment
- Locate the Sound-Spelling Cards and Picture Cards for the unit
- Locate High-Frequency Cards for the unit
- Preview mentor texts for reading lessons and decodable readers for small groups
- Gather the black and white "take home" decodable readers
- Gather the *My Reading and Writing Journa*l for *Forces and Motion*

Essential Questions:

- What makes things move?

Enduring Understanding/Big Ideas:

- Objects are in motion all around us.
- We use forces and motions in our daily lives.

Priority Standards for Unit:

- **K.R.1.A.b**: Ask and respond to questions about texts read aloud.
- **K.R.1.B.e**: With assistance, develop an understanding of vocabulary using words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- **K.R.3.A.a. K.R.3.C.c**: Name the main topic and recall key details of the text
- **K.RF.1.A.c**: Demonstrate that books are read left/right and top/bottom
- **K.RF.2.A.a, K.RF.2.A.g**: Isolate/Identify sounds in words
- **K.RF.2.A.b, K.RF.2.A.c**: Distinguish and produce rhymes
- **K.RF.2.A.e, K.RF.2.A.f, K.RF.2.A.h**: Blend and segment one-syllable words
- **K.RF.3.A.b**: Read high frequency words
- **K.RF.3.A.c**: Blend letter sounds to decode simple words
- **K.RF.3.A.d**: Recognize that new words can be created when letters are changed, added, or deleted and using letter sound knowledge
- **K.W.2.C:** With assistance draw/write fiction or nonfiction narratives and poems
- **K.L.1.B.a**: Print in upper- and lowercase letters
- **K.L.1.B.b:** Recognize that a sentence ends with punctuation marks
- **K.SL.3.A.c**: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Supporting Standards for Unit:

- **K.RF.4.A**: Read, with support, appropriate texts with purpose and understanding

Standard	Unwrapped Concepts (Students Need to Know How to…)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
K.R.1.A.b	Ask and respond to questions about texts read aloud.	Participate in back-and-forth conversations about the text (listen, respond, take turns) using language connected to the text Construct or ask simple questions about the story (who, what, where, why) independently. Demonstrate comprehension of the text by answering questions, showing an understanding of characters, events, and vocabulary.	2
K.R.1.B.e	Develop an understanding of vocabulary	Notice and talk about new or unfamiliar words. Ask what a word means or show confusion that prompts explanation. Use new vocabulary in conversations after hearing it in a book or discussion . Respond to questions using vocabulary from the text. Show understanding through gestures, simple definitions, or examples.	2
K.R.3.A.a **K.R.3.C.c**	Identify the topic and details in an expository text heard and/or read	Demonstrate an understanding of inferring and drawing conclusions Draw conclusions to understand what an expository text and topic is Read, infer, and draw conclusions to recall the main topic and important details of a text. Refer to the words and or illustrations to help determine key details of a topic	2
K.RF.1.A.c	Demonstrate the books are read left/right	Show that pages are turned one at a time	1

	and top/bottom	from front to back. Point to where reading begins on a page. Track print from left to right while reading or during read-alouds. Move to the next line down, starting again at the left (return sweep). Demonstrate that reading continues from top of the page to the bottom.	
K.RF.2.A.a **K.RF.2.A.g**	Isolate and identify sounds in words	Identify the number of words in a sentence Identify the number of syllables in a word Segment the phonemes in words and identify the sounds Isolate the initial, medial, and final sounds in spoken words.	1
K.RF.2.A.b **K.RF.2.A.c**	Distinguish and produce rhymes	Tell whether two spoken words rhyme or do not rhyme. Hear the ending sounds in words well enough to compare them. Produce a word that rhymes with a spoken word (real or nonsense).	1
K.RF.2.A.e **K.RF.2.A.f** **K.RF.2.A.h**	Blend and segment one-syllable words	Recognize and recite the onset and rime of a given word Blend onsets and rimes to create simple words Blend phonemes to form and recite one-syllable words Segment words into two or three phonemes.	1
K.RF.3.A.b	Read high frequency words	Recognize and read common high-frequency words with automaticity	1

		Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, simple books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	
K.RF.3.A.c	Blend letter sounds to decode simple words	Say each sound in a simple word and blend them smoothly (e.g., /c/ /a/ /t/ → "cat"). Use knowledge of letter-sound relationships to read CVC and other simple words. Blend sounds orally and in print to figure out unfamiliar words. Apply blending during reading of decodable text.	1
K.RF.3.A.d	Recognize that new words can be created when letters are changed, added or deleted	Change the initial, medial, or final sound to create a new word. Add a letter to the beginning or end of a word to create a new word. Delete the beginning or ending sound/letter to create a new word. Use letter sound knowledge to phonemically spell.	1
K.RF.4.A	Read, with support, appropriate texts with purpose and understanding	Read developmentally appropriate texts with teacher support Use pictures, letter-sound knowledge, and context to make meaning Read with a clear purpose Demonstrate understanding by talking about the text and asking or answering questions	2

K.W.2.C	With assistance, draw/write fiction or nonfiction narratives and poems	Generate ideas for poems from experiences, observations, or feelings. Use pictures, words, or phrases to create poems. Participate in shared or interactive poetry writing. Use descriptive words in poems with support. Share poems orally or through drawings and writing.	
K.L.1.B.a	Print in upper- and lowercase letters	Correctly form upper- and lowercase letters with appropriate size and spacing Write letters independently without visual models In written text, use upper- and lowercase letters correctly	1
K.L.1.B.b	Recognize that a sentence ends with punctuation marks	Identify common ending punctuation marks (period, question mark, exclamation mark). Point to or name the punctuation mark at the end of a sentence. Understand that punctuation signals the end of an idea or thought.	1
K.SL.3.A.c	Confirm comprehension by retelling information	Retells key information from a story, text, video, or other media source. Include important details in the retell (characters, setting, events, or main ideas). Share what happened in order (beginning, middle, and end) when appropriate. Use retelling to show and confirm understanding of what was read or heard. Communicate retells clearly using simple sentences or prompts.	2

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*

• Phonics Cumulative Assessments
  ○ Spelling & Dictation
  ○ Word Fluency
• Quick Checks
  ○ Phonics and Word Recognition
  ○ Fluency
  ○ Print Concepts
  ○ Phonological Awareness
• Foundational Skills Screeners
• Phonological Awareness Assessment
	• Unit 10 Weekly Assessments
	• Unit 10 Assessment
	• Interim Assessment #4
	  ○ Same as Interim Assessment #1 if using the paper/pencil version.

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
	Dogsled Relay Rise Sink Friction Gravity Machines Opposite Direction

	Path Position Speed

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to talk, read, and write about how forces make things move.

Suggested Length of Time: 1 lesson

Standards Addressed: K.R.1.B.e

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 10 multimedia video. Use the Unit 10 Opener to introduce the essential question, *What makes things move?* Explain that students read and compare selections about forces and motion to learn how and why things move. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understanding using the Knowledge Blueprint.

Bloom's: Understand

DOK: 2

Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Elephant Goes"	Introduce the Knowledge Focus: *Forces and Motion* - Introduce the Knowledge Blueprint	Poetry Process: Introduce the Genre - Sensory Poem
Phonics and Word Study: Focus Skill Long ī (final -e)	"The True Story of the Balto, the Sled Dog"	Grammar: Produce and Expand Complete Sentences

	First Reading: Apply Strategies to Understand What Makes Things Move	

Engaging Experience 2 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to ask questions about a poem
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "The Elephant Goes." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to share a question. Lead students in a brief discussion to answer each question asked.

Bloom's:
DOK:

Engaging Experience 3 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce long ī (spelled CVCe).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Cards to reinforce the letters and sound for long ī. Display the Sound-Spelling Cards and read aloud the action rhyme and invite students to chime in. Display words with ī (spelled CVCe) and underline the i and e in each word. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 4 (Reading):
Teaching Point: Today I am going to teach you how to apply strategies to understand what makes things move.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "The True Story of Balto, the Sled Dog." Explain to

students that we have learned many strategies that we can use when reading informational texts. Revisit the "Asking Questions" and "Summarize and Synthesize" anchor charts. Model how to ask and answer questions while reading and the types of questions readers ask. Model how to summarize the text by thinking about key details. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 5 (Writing):
Teaching Point: Today I am going to teach you how to read, listen, and analyze a sensory poem,
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review the five senses with students. Explain that a sensory poem uses one or more of our senses to describe an experience. Display the mentor text , "Down the Snowy Slope." Read the poem in a fluent, expressive voice and ask students to listen and visualize. Use prompts to analyze the mentor text. Ask partners to discuss and describe other things on a snowy mountain top using their five senses.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 6 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instruction:

- **One way to do this** is to review that a sentence is a group of words expressing a complete thought and it can be expanded by adding details. Use picture cards to create sentence bases. Then have students think of words to add details to the base sentence.

Bloom's:
DOK:

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Elephant Goes"	"The True Story of the Balto, the Sled Dog" Describe the Relationship	Poetry Process Writing: Brainstorm Ideas for a Sensory Poem

	Between the Illustrations and Text	
Phonics and Word Study: Focus Skill Long ī (final -e)		Grammar: Produce and Expand Complete Sentences

Engaging Experience 7 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers use inflection and intonation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "The Elephant Goes." Explain that fluent readers don't say each word in the same way. The rhythm of the poem is created by being louder and softer or faster and slower. Reread the poem modeling inflection and intonation and discuss how it changes the listener's experience. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by having students describe the elephant in the poem.

Bloom's:
DOK:

Engaging Experience 8 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Can You?" Students will reread with partners.

Bloom's: Apply
DOK: 1

Engaging Experience 9 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *The True Story of Balto, and the Sled Dog.* Remind students that authors choose photographs that build interest, but they also use maps to help us better understand where things happen. Ask partners to study the photographs and think about the text in order to answer the text evidence questions. Model how to answer the prompt using the photographs, map insert, and text. Ask partners to continue to answer questions using evidence from the text and photographs.

Bloom's:

DOK:

<u>Engaging Experience 10 (Writing):</u>

Teaching Point: Today I am going to teach you how to brainstorm ideas for a sensory poem.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to create and display the "Writing a Sensory Poem" anchor chart. Review the features and purpose of this type of poem. Model generating ideas and making a list of possible topics. Model selecting a topic. Model how to complete an idea web using your five senses. Engage students in the brainstorming process. Ask students to choose a topic and discuss ideas for each circle of the sensory web before they complete their web.

Bloom's:

DOK:

Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 11 (Grammar):</u>

Teaching Point: Today I am going to teach you how to produce and expand complete sentences.

Su**ggested Length of Time:** 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to review how a base sentence (noun and verb) can be expanded to make it more interesting. Have students add more information to expand, then further expand the base sentence. Students can practice with partners.

Bloom's:

DOK:

<u>Day 3</u>

Foundational Skills	Reading	Writing

Build Reading Foundations: *"Stretching Fun"*	"Up in the Air" First Reading: Apply Strategies to Learn About Forces and Motion	Poetry Process Writing: Draft a Sensory Poem
Phonics and Word Study: Focus Skill Long ī (final -e)	Build Vocabulary: Relate Words to Their Opposites	Grammar: Produce and Expand Complete Sentences

Engaging Experience 12 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to ask questions about a poem
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Stretching Fun." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to share a question. Lead students in a brief discussion to answer each question asked.

Bloom's:
DOK:

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to add phonemes to build new words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model how to add phonemes to build new words (i.e. ice→nice). Reread the text "Can You?" Encourage students to read known high-frequency words and to decode words with long ī. Then have students draw and write a description of what they liked to do on the playground. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you how to apply strategies to learn about forces and motion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Up In the Air." Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Asking Questions" and "Summarize and Synthesize" anchor charts. Model how to ask and answer questions while reading and the types of questions readers ask. Model how to summarize the text by thinking about key details. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you how to relate words to their opposites.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Up In the Air" and review that readers use many strategies to determine the meaning of unknown words. One way is to relate words to their opposities. Model identifying pairs of opposites and thinking aloud about their meanings (i.e. high and low). Point out other words in the text and have partners identify their opposites and discuss the word meanings.

Bloom's:
DOK:

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you how to draft a sensory poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing a Sensory Poem" anchor chart to review the features and purpose of a sensory poem and each of the five senses. Model how you use the sensory web to draft your poem. Engage students in helping write sentences. Model writing a closing line and a title. Ask students to discuss their sensory webs and how they plan to begin their poems before they start drafting.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 17 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to review how a base sentence (noun and verb) can be expanded to make it more interesting. Have students add more information to expand, then further expand the base sentence. Students can practice with partners.

Bloom's:

DOK:

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Stretching Fun"	"Up in the Air" Describe the Relationship Between Illustrations and Text	Poetry Process Writing: Revise a Sensory Poem
Decodable Reader: *It is Time to Tug* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Produce and Expand Complete Sentences

Engaging Experience 18 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to stop and think about the author's purpose.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the poem "Stretching Fun." Explain to students that when readers come to a part they don't understand, they can stop and think about the author's purpose, or reason for writing. Think aloud about the details and model identifying the author's purpose using clues from the text.

Bloom's:

DOK:

Engaging Experience 19 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to read the text *It Is Time to Tug.* Conduct a choral read with

students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 20 (Reading):
Teaching Point: Today I am going to teach you how to Describe the relationship between the illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "Up In the Air." Explain that we are going to explore how the photographs, map, and diagram in the text gives us more information and helps us build knowledge about forces and motion. Model how to answer questions about the text using the text and photographs. Ask students to work with partners to discuss the text and answer another question using information from the photographs and text.

Bloom's:
DOK:
Engaging Experience 21 (Writing):
Teaching Point: Today I am going to teach you how to revise a sensory poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing a Sensory Poem" anchor chart to review the features and purpose of a sensory poem. Model revising the draft sensory poem by replacing verbs with stronger verbs and adding adjectives for vivid descriptions. Ask partners to read their draft poems and tell one or more changes they will make before they continue drafting and revising.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 22 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review how a base sentence (noun and verb) can be expanded to make it more interesting. Have students compare the base sentence to the expanded sentences. Model adding additional details to expand it further. Provide students with a

base sentence and ask them to expand the sentence and then expand it even more.

Bloom's:

DOK:

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "Swing"	"Up in the Air" Identify Similarities and Differences Between Two Texts on the Same Topic	Poetry Process Writing: Publish and Share a Sensory Poem
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Forces and Motion* - Begin the Knowledge Blueprint	Grammar: Produce and Expand Complete Sentences

Engaging Experience 23 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to analyze the structure of a poem.

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the poem "The Swing." Read the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Review that all poems are made up of lines. Explain that the lines in a poem often follow a pattern. Pose questions to guide students to analyze the poet's use of lines.

Bloom's:

DOK:

Engaging Experience 24 (Phonics and Word Study):

Teaching Point: Today we are going to review long ī (spelled CVCe) and reread to build reading fluency.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Can You?" and *It Is Time to Tug* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments*

(starting on page AR36).
Bloom's: Apply
DOK: 1

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you how to identify similarities and differences between two texts on the same topic.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "The True Story of Balto, the Sled Dog" and "Up in the Air." Explain that we will use the topics and details to compare and contrast the two texts. Reread each text. Model how to compare and contrast the two texts using the words and text features to identify the topics and key details. Ask students to discuss the text to find more similarities and differences.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to publish a sensory poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Model how to make a final copy of your sensory poem. Display and read aloud the final copy. Model how to give compliments by sharing what you like about your work. Have students share something they like about the poem and ask questions. Ask students to make their final copy and take turns sharing with a partner.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 27 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review how sentences can be expanded to make it more interesting. Have students add more information to expand, then further expand the base sentence with more details. Have students take turns creating sentences with details and descriptive words.

Bloom's:
DOK:

Week #2

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "Count and Move"	*Forces* First Reading: Apply Strategies to Learn about Forces	Poetry Process Writing: Introduce the Genre - Acrostic Poems
Phonics and Word Study: Focus Skill Long ū (final-e)		Grammar: Use Prepositions

Engaging Experience 28 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to compare and contrast two poems.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Count and Move." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to share another poem they know about moving their body (i.e. "Stretching Fun") and discuss how the poems are alike and different.

Bloom's:
DOK:

Engaging Experience 29 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to identify and produce long ū (spelled CVCe).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Cards to

reinforce the letters and sound for long ū. Display the Sound-Spelling Cards and read aloud the action rhyme and invite students to chime in. Display words with ū (spelled CVCe) and underline the u and e in each word. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Reading):
Teaching Point: Today I am going to teach you how to apply strategies to learn about forces.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *Forces.* Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Make Connections" and "Draw Inferences" anchor charts. Model how to make connections to personal experiences and how to use the text, photographs, and your background knowledge to draw inferences. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 31 (Writing):
Teaching Point: Today I am going to teach you how to read, listen, and analyze an acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that there are many types of poems. Share that this week we will write acrostic poems. Explain that an acrostic poem is one where the first line of the poem spells a word and the word is the topic of the poem. Create the "Writing an Acrostic Poem" anchor chart. Read the mentor text "Swings" aloud in a fluent and expressive voice. Go through the text connecting each line to the topic. Analyze the mentor text "Bikes." Encourage partners to create a mental image and share ideas for how to rewrite parts of "Bikes."

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 32 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to write a list of common prepositions on the board and remind the students it connects words in a sentence. Provide example sentences and ask students to identify the preposition. Have the students look through books for sentences with prepositions.

Bloom's:
DOK:

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "Count and Move"	*Forces* Describe the Relationship Between the Illustrations and Text	Poetry Process Writing: Brainstorm Ideas for an Acrostic Poem
Phonics and Word Study: Focus Skill Long ū (final-e)		Grammar: Use Prepositions

Engaging Experience 33 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read at an appropriate pace.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to reread "Count and Move" using a fluent and expressive voice. Explain that fluent reading requires readers to read at an appropriate pace-that means that person reading is not going too quickly or too slowly. Model reading at different paces. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to make a list of words that tell different ways to move.

Bloom's:
DOK:

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to blend and segment sounds to read and

spell words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "I Saw This Box" Students will reread with partners.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between the illustrations and the text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Forces*. Explain that photographs and illustrations build interest, but also support the meaning of the text and help us build knowledge about forces and motion. Model how to answer the text evidence questions using the photographs and the text. Ask partners to continue to discuss the text, answering questions by using the text and photographs.

Bloom's:
DOK:

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you how to brainstorm ideas for an acrostic poem.
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing an Acrostic Poem" anchor chart. Model how to brainstorm ideas for descriptive words and phrases to use in an acrostic poem about a person. Model how to record your ideas. Ask partners to brainstorm and share descriptive words and phrases about themselves.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 37 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions connect important words in sentences. The preposition plus the word group is called a prepositional phrase. Display sentences and ask students to identify the prepositional phrase. Have partners replace the prepositional phrases with other phrases that use the same preposition.

Bloom's:
DOK:

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "Yoga for Kids"	*Forces* Find Text Evidence:Identify the Reasons an Author Gives to Support Points	Poetry Process Writing: Draft an Acrostic Poem
Phonics and Word Study: Focus Skill Long ū (final-e)	Build Vocabulary: Identify Real- Life Connections Between Words and Their Use	Grammar: Use Prepositions

Engaging Experience 38 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to ask questions about a poem
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the poem "Yoga for Kids." Read the poem aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to share a question. Lead students in a brief discussion to answer each question asked.

Bloom's:
DOK:

Engaging Experience 39 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to delete final phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model how to delete initial phonemes to build new words (i.e. wind→win). Reread the text "I Saw This Box" Encourage students to read known high-frequency words and to decode words with long ū. Then have students draw and write what they would do with an empty box. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply

DOK: 1

<u>Engaging Experience 40 (Reading):</u>

Teaching Point: Today I am going to teach you how to identify the reasons an author gives to support his or her ideas or points in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the cover of *Forces*. Remind students that authors give reasons to support their ideas or points. It is important to know their reasons if we choose to believe what they say. Model how you identify supporting evidence in the text and photographs to answer the text evidence question. Ask students to discuss another text evidence question with a partner and locate the author's reasons to support his/her point.

Bloom's:

DOK:

Suggestion:

<u>Engaging Experience 41 (Reading):</u>

Teaching Point: Today I am going to teach you how to identify real-life connections between words and their use.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to explain that we can use our own real-life experiences to determine the meaning of unknown words. Model how to use the text and the photographs to make connections to determine the meaning of a new word (i.e. push). Ask students to work with partners to move objects and identify the force.

Bloom's:

DOK:

<u>Engaging Experience 42 (Writing):</u>

Teaching Point: Today I am going to teach you how to draft an acrostic poem.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing an Acrostic Poem" anchor chart. Model setting up a poem and referring to the brainstorming list for ideas. Display your brainstorming list and think aloud as you read through it, circling words and phrases you want to use in your poem. Engage the students to help you complete the poem. Ask partners to use their brainstorming list to circle and read aloud words and phrases that match the letters in their names before they begin drafting.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 43 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that prepositions connect important words in sentences. The preposition plus the word group is called a prepositional phrase. Display sentences and ask students to identify the prepositional phrase. Have partners replace the prepositional phrases with other phrases that use the same preposition.

Bloom's:
DOK:

Day 4

Foundational Skills	Reading	Writing
Build Reading Foundations: "Yoga for Kids"	*Forces* Recognize Informational Text Features: Table of Contents, Introduction, Glossary, Index	Poetry Process Writing: Revise an Acrostic Poem
Decodable Reader: *Ned Makes a Home* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Use Prepositions

Engaging Experience 44 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to stop and think about the author's purpose.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "Yoga for Kids." Explain to students that when readers come to a part they don't understand, they can stop and think about the author's purpose, or reason for writing. Think aloud about the details and model identifying the author's purpose using clues from the text.

Bloom's:

DOK:

Engaging Experience 45 (Phonics and Word Study):

Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to read the text *Ned Makes a Home.* Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply

DOK: 1

Engaging Experience 46 (Reading):

Teaching Point: Today I am going to teach you how to recognize informational text features.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display *Forces*. Remind students that features in informational texts help readers find information. Review different types of text features including tables of contents, glossary, and index. Model how to use a table of contents to identify parts of the book and the page they begin on. Review how words are listed in a glossary and index alphabetically. Ask students to use text features to quickly locate information.

Bloom's:

DOK:

Engaging Experience 47 (Writing):

Teaching Point: Today I am going to teach you how to revise an acrostic poem.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing an Acrostic Poem" anchor chart. Model, replacing an adjective with a stronger more vivid adjective, using strong verbs and adding nouns to clarify ideas. Engage students to help you revise. Ask partners to reread their drafts and share something they will add or change before they continue drafting and revising.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 48 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review how to use prepositions and identify prepositional phrases in sentences. Display sentences and ask students to choose the preposition that completes each sentence. Ask partners to create sentences using prepositions and prepositional phrases.

Bloom's:
DOK:

Day 5

Foundational Skills	Reading	Writing
Build Reading Foundations: Poetry Out Loud! "The Swing"	*Forces* Identify Similarities and Differences Between Two Texts on the Same Topic	Poetry Process Writing: Publish and Share an Acrostic Poem
Phonics and Word Study: Review and Monitor Progress	Build Knowledge: *Forces and Motion* - Add to the Knowledge Blueprint	Grammar: Use Prepositions

Engaging Experience 49 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to analyze descriptive words in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem "The Swing" and ask students what they remember about the poem. Read the poem aloud in a fluent, expressive voice with appropriate phrasing. Slightly exaggerate your pauses at the end of each sentence. Ask students to listen carefully to the words and phrases the author uses to describe what he

sees and feels. Pose questions to guide students to identify other examples of descriptive words.

Bloom's:
DOK:

Engaging Experience 50 (Phonics and Word Study):

Teaching Point: Today we are going to review long ū (spelled CVCe) and reread to build reading fluency.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread "Can You?" and *It Is Time to Tug* to build reading fluency. Note students' speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):

Teaching Point: Today I am going to teach you how to identify similarities and differences between two texts on the same topic.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display "The True Story of Balto, the Sled Dog" and "Forces." Remind students that when we compare and contrast, we are finding ways the two texts are similar and how they are different. Reread each text. Model how to compare and contrast the text features found in the two texts. Ask students to compare and contrast other text features from the texts with partners.

  Finally, as a class, discuss the Enduring Understandings for the unit and ask questions that help students focus on how the text supports the statements. Add to the Knowledge Blueprint.

Bloom's:
DOK:

Engaging Experience 52 (Writing):

Teaching Point: Today I am going to teach you how to provide positive feedback to a peer and

publish a final draft.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to revisit the "Writing Process" anchor chart. Model how to make a final copy of your acrostic poem. Display and read aloud the final copy. Model how to give compliments by sharing what you like about your work. Have students share something they like about the poem. Ask students to make their final copy and take turns sharing with a partner.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 53 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review what students have learned about prepositions and prepositional phrases. Point out changing the preposition can change the meaning of the sentence. Display the sentence frames and have students explain the meaning when different prepositions are used.

Bloom's:
DOK:

Week #3

Day 1

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Three Little Pigs Go Out To Play"	*Motion* First Reading: Apply Strategies to Learn About Objects in Motion	Writing Reflection: Narrative Writing
Phonics and Word Study: Focus Skill Long ē (final-e)		Grammar: Use Prepositions

Engaging Experience 54 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to ask and answer questions about a story.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the story "The Three Little Pigs Go Out to Play." Read the story aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to share a question. Lead students in a brief discussion to answer each question asked.

Bloom's:
DOK:

<u>Engaging Experience 55 (Phonics and Word Study):</u>
Teaching Point: Today I am going to teach you how to identify and produce long ē (spelled CVCe).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.L.1.B.a, K.RF.1.A.a, K.RF.2.A.a, K.RF.2.A.g, K.RF.3.A.a, K.RF.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model articulation with the sound wall card. Point out the position of the mouth (teeth, lips, and tongue). Display the Picture Word Cards to reinforce the letters and sound for long ē. Display the Sound-Spelling Cards and read aloud the action rhyme and invite students to chime in. Display words with ē (spelled CVCe) and underline the e and e in each word. Use the Letter Cards to model blending words. Use the Read, Spell, Write, Apply routine to introduce the new high-frequency words.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 56 (Reading):</u>
Teaching Point: Today I am going to teach you how to apply strategies to learn about objects in motion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this is** to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display *Motion*. Explain to students that we have learned many strategies that we can use when reading informational texts. Revisit the "Make Connections" and "Determine Text Importance" anchor charts. Model how to make connections to personal experiences and background knowledge and how to distinguish important information from unimportant information. Ask students to apply strategies to better understand the text as you continue reading.

Bloom's:
DOK:
Suggestion: *Use pictures from the Multilingual Glossary to help students understand the*

meaning of each vocabulary word.

Engaging Experience 57 (Writing):
Teaching Point: Today I am going to teach you how to reflect on narrative writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the Narrative Writing Rubric and explain what it is and its purpose. Then share writing and have students choose the narrative they think does the best job at including every element in the rubric. Have partners take turns explaining why they chose their writing and how the writing they selected includes the elements of the rubric.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 58 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to remind students that a preposition connects important words in a sentence and that the preposition plus the word group that follows is called a prepositional phrase. Display and read sentences and have students circle the prepositions and underline the prepositional phrases.

Bloom's:
DOK:

Day 2

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Three Little Pigs Go Out to Play"	*Motion* Recognize Informational Text Features: Table of Contents	Writing Reflection: Informative/Explanatory Writing
Phonics and Word Study: Focus Skill Long ē (final-e)		Grammar: Use Prepositions

Engaging Experience 59 (Build Reading Foundations):
Teaching Point: Today I am going to teach you that fluent readers read with expression.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to reread "The Three Little Pigs Go Out to Play" using a fluent and expressive voice. Remind students that reading with expression makes the story sound more interesting. Model how you pay attention to punctuation and how you show feeling as you read. Teach the words in the Vocabulary Word Bank using the Read/Spell/Define routine. Deepen comprehension by working with students to write a story about swinging.

Bloom's:

DOK:

<u>Engaging Experience 60 (Phonics and Word Study):</u>

Teaching Point: Today I am going to teach you how to blend and segment sounds to read and spell words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Supporting: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model phoneme blending and segmentation. Begin by saying the sounds and guiding students to repeat and blend the sounds into a word. Then say the word and guide students to repeat and segment the word into the sounds they hear, tapping each sound as they say it. Next, model how to blend and build words by manipulating the phonemes. Guide students to listen for and segment sounds in words, then match each sound to its corresponding letter. Read and discuss "Pete and Eve" Students will reread with partners. Introduce open syllable -e by using letter cards to build words.

Bloom's: Apply

DOK: 1

<u>Engaging Experience 61 (Reading):</u>

Teaching Point: Today I am going to teach you how to recognize informational text features.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

Detailed Description/Instructions:

- **One way to do this** is to display the cover of *Motion*. Remind students that informational texts have text features as you point out different features. Review that the table of contents helps you locate different sections of the text. Display the table of contents and model how to read an entry and locate information to answer a text evidence question. Ask partners to continue to use the table of content to locate information in the text.

Bloom's:

DOK:

Engaging Experience 62 (Writing):
Teaching Point: Today I am going to teach you how to reflect on informative/explanatory writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the Informative Writing Rubric and explain what it is and its purpose. Then share writing and have students choose the informative writing they think does the best job at including every element in the rubric. Have partners take turns explaining why they chose their writing and how the writing they selected includes the elements of the rubric.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 63 (Grammar):
Teaching Point: Today I am going to teach you how to use prepositions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review what students have learned about prepositions and prepositional phrases. Point out changing the preposition can change the meaning of the sentence. Display the sentence frames and have students explain the meaning when different prepositions are used.

Bloom's:
DOK:

Day 3

Foundational Skills	Reading	Writing
Build Reading Foundations: "The Thirsty Bird Gets a Drink"	*Motion* and *Forces* Find the Text Evidence: Identify Similarities and Differences Between Two Texts on the Same Topic	Writing Reflection: Opinion Writing
Phonics and Word Study: Focus Skill Long ē (final-e)	Build Vocabulary: Identify Real- Life Connections Between Words and Their Use	Grammar: Produce and Expand Complete Sentences

Engaging Experience 64 (Build Reading Foundations):

Teaching Point: Today I am going to teach you how to ask questions about a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the text "The Thirsty Bird Gets a Drink. Read the story aloud using a fluent and expressive voice, pointing under the words as students follow along. Ask partners to Turn, Talk, and Listen to share a question. Lead students in a brief discussion to answer each question asked.

Bloom's:
DOK:

Engaging Experience 65 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to delete final phonemes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model how to delete initial phonemes to build new words (i.e. dent→den). Reread the text "Pete and Eve" Encourage students to read known high-frequency words and to decode words with long ē. Then have students draw and write about how kids can go to school. Have students read and write their high-frequency words and then use the words in oral sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 66 (Reading):
Teaching Point: Today I am going to teach you how to identify similarities and differences between two texts on the same topic.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Motion* and *Forces.* Explain that we will use evidence from these texts to answer questions about how they are similar or different. Read aloud the text evidence question. Model how to use evidence from the text and the text features to answer the question. Have students continue to use the text to identify more similarities and differences.

Bloom's:
DOK:

Engaging Experience 67 (Reading):
Teaching Point: Today I am going to teach you how to identify real-life connections between words and their use.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to explain that we can use what we already know and our experiences to determine the meaning of unknown words. Model how to make real-life connections to determine the meaning of a new word (i.e. speed). Have students use connections and background knowledge to determine the meaning of other words.

Bloom's:
DOK:

Engaging Experience 68 (Writing):
Teaching Point: Today I am going to teach you how to reflect on opinion writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Writing Rubric and explain what it is and its purpose. Then share writing and have students choose the opinion piece they think does the best job at including every element in the rubric. Have partners take turns explaining why they chose their writing and how the writing they selected includes the elements of the rubric.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Engaging Experience 69 (Grammar):
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review how a sentence can be expanded by adding details to make it more interesting. Have students add more information to expand, then further expand the base sentence with more details. Have students take turns expanding sentences with details and descriptive words.

Bloom's:
DOK:

Day 4

Foundational Skills	Reading	Writing

Build Reading Foundations: "The Thirsty Bird Gets a Drink"	*Motion* Describe the Relationship Between the Illustrations and Text	Writing Reflection: Poetry Writing
Decodable Reader: *"It Can Go Up"* Phonics and Word Study: Apply Phonics and Vocabulary in Context		Grammar: Produce and Expand Complete Sentences

Engaging Experience 70 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to stop and think about the author's purpose.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display "The Thirsty Bird Gets a Drink." Remind students that authors have different purposes for writing, but even when the purpose is to entertain, the story often has a message or lesson. Understanding the author's purpose helps us better understand the text. Reread, thinking aloud about purpose and identifying the message or lesson.

Bloom's:
DOK:

Engaging Experience 71 (Phonics and Word Study):
Teaching Point: Today I am going to teach you how to use your sound and vocabulary knowledge to read a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to read the text *It Can Go Up!*. Conduct a choral read with students. Model how to blend decodable words and read high-frequency and/or story words. Connect phonics to comprehension by asking questions about the text. Have students retell the story to a partner and write and draw about the text.

Bloom's: Apply
DOK: 1

Engaging Experience 72 (Reading):
Teaching Point: Today I am going to teach you how to describe the relationship between

illustrations and text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Motion.* Model how you can use the pictures and captions to help understand the text and determine the meanings of words. Explain that you can use your background knowledge or personal experiences to make connections or comparisons between the pictures and what the text is telling you. Ask students to continue to discuss the text with partners, using the pictures and captions to support understanding.

Bloom's:
DOK:

<u>Engaging Experience 73 (Writing):</u>
Teaching Point: Today I am going to teach you how to reflect on poetry writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the Poetry Writing Rubric and explain what it is and its purpose. Then share writing and have students choose the poem they think does the best job at including every element in the rubric. Have partners take turns explaining why they chose their writing and how the writing they selected includes the elements of the rubric.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 74 (Grammar):</u>
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review how a base sentence (noun and verb) can be expanded to make it more interesting. Have students compare the base sentence to the expanded sentences. Model adding additional details to expand it further. Provide students with a base sentence and ask them to expand the sentence and then expand it even more.

Bloom's:
DOK:

<u>Day 5</u>

Foundational Skills	Reading	Writing

Build Reading Foundations: Poetry Out Loud! “The Swing”	Demonstrate Knowledge: *Forces and Motion* - Complete the Knowledge Blueprint	Writing Reflection: Share Writing
Phonics and Word Study; Review and Monitor Progress		Grammar: Produce and Expand Complete Sentences

Engaging Experience 75 (Build Reading Foundations):
Teaching Point: Today I am going to teach you how to use a poem to build knowledge about forces and motion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display the poem “The Swing” and the unit opener “Forces and Motion.” Reread the poem aloud in a fluent, expressive voice, pointing under the words as students follow along. Pose questions to help students focus on focus and motion using the poem and the unit opener. Guide the students to make connections and draw inferences.

Bloom's:
DOK:

Engaging Experience 76 (Phonics and Word Study):
Teaching Point: Today we are going to review long ē (spelled CVCe) and reread to build reading fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: K.RF.3.A.a, K.RF.3.A.b, K.RF.3.A.c, K.L.1.B.a
Supporting: K.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model phoneme substitution. Have students read and spell their high-frequency words and use them in oral sentences. Reread “Pete and Eve” and *It Can Go Up* to build reading fluency. Note students’ speed, accuracy, and intonation. Complete the spelling and dictation practice and spiral review.

  Complete the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR36).

Bloom's: Apply
DOK: 1

Engaging Experience 77 (Reading):
Teaching Point: Today I am going to teach you how to build knowledge about what makes things move.

Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to display *Motion*. Read Enduring Understanding 1 and ask questions that help students focus on how the text supports the statement. Repeat for Enduring Understanding 2.

  Then, remind students of the short video they viewed at the beginning of the unit. Watch again and have students talk with partners about how this viewing was different from the first viewing now that they have built new knowledge. Group students into partnerships or small groups to discuss the end of unit questions using the vocabulary learned throughout the unit.

Bloom's:
DOK:
Suggestion: *Use the Build Knowledge/ Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

<u>Engaging Experience 78 (Writing):</u>
Teaching Point: Today I am going to teach you how to share a piece of writing and participate in constructive conversations and add drawings to provide additional details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do** this is to display the writing genres and explain that students will choose one piece to share and celebrate their growth as writers. Model explaining why a writing piece is meaningful and reading a favorite part aloud with expression and clear pacing. Have students choose a piece, practice sharing with a partner, and rehearse what they will say while providing feedback as needed. Invite students to share their writing with the class and celebrate their growth as writers.

Bloom's:
DOK:
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

<u>Engaging Experience 79 (Grammar):</u>
Teaching Point: Today I am going to teach you how to produce and expand complete sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:
Detailed Description/Instructions:

- **One way to do this** is to review how a sentence can be expanded by adding details to make it more interesting. Have students add more information to expand, then further expand the base sentence with more details. Have students take turns expanding

sentences with details and descriptive words.

Bloom's:

DOK:

Day 6

Engaging Experience 80 (Assessment):

Teaching Point: Today I am going to teach you how to show what you know about what makes things move.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: K.R.1.A.b, K.RF.3.A.a, K.RF.3.A.b,

Detailed Description/Instructions:

One way to do this is to complete the paper/pencil Unit 10 assessment.

Another way to do this is to complete the digital Unit 10 assessment.

Bloom's: Apply

DOK: 2

Suggestion: If you are administering the Week #2 assessment, ensure that you have administered the *Cumulative Spelling and Dictation Assessment* weekly and the *Cumulative Word Fluency* (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.

Engaging Scenario

Culminating Task: Demonstrate Knowledge Through Writing

Detailed Description/Instructions:

Have students demonstrate their knowledge of Enduring Understanding 2: *We use forces and motion to help us in our daily lives.* Have students draw a picture of a way they use force to move something. For example, students might draw a picture of themselves pulling a wagon or kicking (pushing) a soccer ball. Then ask them to write a sentence that tells how they are using force. Encourage students to use the Build Knowledge vocabulary to complete or expand their sentences. Students may use this sentence frame:

- *I use force to ____.*