

Grade K • Unit 1 • Plants and Animals Have Needs

Essential Question: Why do living things have different needs?

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

Build Knowledge Word Bank: *grow, need, survive*

Research & Inquiry Project: Needs of Living Things

Unit Readings

Read-Alouds: Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Where Do They Live? (BR70L)
Big Animals (BR50L)
Tasty Fruit (BR50L)
Who Is in the Tree? (0L)
How Dragonflies Change (150L)

Where Do Plants Grow? (240L)
Frog and the Forest (290L)
Red the Horse (300L)
The Parts of a Plant (300L)

Reader’s Theater Scripts:

The Giant Turnip
Plants Grow



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“Bears Eat Honey!” “What Animals Need” “Tommy”	I Read: “My ABCs” Decodable Readers: <i>The ABC Train</i> <i>A to Z Animals</i> <i>On the Farm</i>	Mentor Read-Alouds: “Lessons from Mama Bear” “Grow, Pumpkin Grow”	Letter Recognition Words Are Made of Letters Words Are Separated by Spaces Directionality: Read Left to Right	Recognize and Produce Rhyme Syllable Blending	Primary Skill: alphabet review			Rate and Pausing Read and Sing Alphabet Song	Metacognitive: Ask and Answer Questions Metacognitive: Create Mental Images	Identify Parts and Features of a Book to Predict and Confirm the Topic Identify Main Topic and Retell Key Details Describe the Relationship Between Illustrations and the Text	Ask and Answer Questions About Unknown Words in a Text	Domain-Specific Listening & Speaking: <i>shelter</i> <i>den</i> <i>fertile soil</i> <i>bloom</i>	Draw, Write, and Share a Message	Use Nouns in Sentences
Week 2	“Soil, Water, Air, and Light” “Plant Parts” “Tommy”	I Read: “I Know My ABCs” Decodable Readers: <i>I Can Do It</i>	Extended Read-Aloud 1: <i>What Do Plants Need?</i>	Letter Recognition Words Are Separated by Spaces Directionality: Read Left to Right	Phoneme Isolation	Primary Skill: m (initial, final) Secondary Skill and Word Families: s Spiral Review: alphabet review	<i>I</i>		Rate and Pausing Read and Sing Alphabet Song	Metacognitive: Ask and Answer Questions	Identify Parts and Features of a Book to Predict and Confirm the Topic Describe the Relationship Between Illustrations and the Text Identify Similarities and Differences Between Two Texts on the Same Topic	Ask and Answer Questions About Unknown Words in a Text	Domain-Specific Listening & Speaking: <i>air</i> <i>sunlight</i> <i>water</i> <i>space</i>	Draw, Write, and Share a Message	Use Action Verbs in Sentences
Week 3	“Baby Mice” “Parent and Baby Animals” “Tommy”	I Read: “I Like” Decodable Readers: <i>I Am Big</i>	Extended Read-Aloud 2: <i>What Do Animals Need?</i>	Directionality: Read Left to Right Sentences Are Represented by Words	Phoneme Isolation	Primary Skill: short a (initial, medial) Secondary Skill and Word Families: short i Spiral Review: m	<i>like</i> <i>eat</i>		Expression and Intonation	Metacognitive: Ask and Answer Questions Metacognitive: Create Mental Images	Identify Parts and Features of a Book to Predict and Confirm the Topic Identify Main Topic and Retell Key Details Describe the Relationship Between Illustrations and the Text Identify Similarities and Differences Between Two Texts on the Same Topic	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: <i>energy</i> <i>grow</i> <i>oxygen</i> <i>survive</i>	Draw, Write, and Share a Message	Use Nouns in Sentences Use Action Verbs in Sentences

Grade K • Unit 2 • Every Story Has Characters

Essential Question: How are characters different?

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

Build Knowledge Word Bank: *appreciate, perspective, trait*

Research & Inquiry Project: Story Characters

Unit Readings

Read-Alouds: Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

My New Dog (BR80L)
Dad Can (BR50L)
I Play (BR50L)
I See (BR40L)
Yago Helps a Lot (80L)

I Can (70L)
Flora the Iguana Can Fly (330L)
Cows of Many Colors (250L)
Who Lives in This Cave? (270L)

Reader’s Theater Scripts:

Tortoise and Hare Run a Race
Meet the Three Bears



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“Little Miss Muffet” “Humpty Dumpty” “April Rain Song”	I Read: “Sam” Decodable Readers: <i>Sam Likes the Farm</i>	Mentor Read-Alouds: “The Tortoise and the Hare” “The Little Helper”	Directionality: Read Left to Right Letter Recognition Capitalization	Phoneme Isolation Categorization Blend Onset and Rime	Primary Skill: s (initial) Secondary Skill and Word Families: m, t, r Spiral Review: m, short a	<i>the</i> <i>we</i>		Expression	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information	Identify and Describe Characters, Setting, and Major Events Retell Familiar Stories Using Key Details Compare and Contrast the Adventures and Experiences of Characters in Stories	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>shouted</i> <i>shrieked</i> <i>cried</i> <i>roared</i>	Draw and Write Narrative Texts	Regular Plural Nouns
Week 2	“Little Bo-Peep” “Gregory Griggs” “April Rain Song”	I Read: “Go!” Decodable Readers: <i>We See</i>	Extended Read-Aloud 1: <i>Horrible Bear</i>	Directionality: Read Left to Right Letter Recognition Directionality: Return Sweep Words Represented by Letters, Words Separated by Spaces	Phoneme Isolation Categorization Blend Onset and Rime	Primary Skill: t (initial, final) Secondary Skill and Word Families: f, h, b Spiral Review: s, m, short a	<i>go</i> <i>see</i>		Expression	Metacognitive: Draw Inferences	Identify and Describe Characters, Setting, and Major Events Identify the Author and Illustrator and Define the Role of Each Compare and Contrast the Adventures and Experiences of Characters in Stories	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>indignant</i> <i>peeked</i> <i>stomped</i> <i>whispered</i>	Draw and Write Narrative Texts	Question Words
Week 3	“The Gingerbread Man” “The Little Red Hen” “April Rain Song”	I Read: “Nat” Decodable Readers: <i>We Sat</i>	Extended Read-Aloud 2: <i>Dog Days of School</i>		Phoneme Isolation Categorization Blend Onset and Rime	Primary Skill: n (initial, final) Secondary Skill and Word Families: w, p, l Spiral Review: t, s, m, short a	<i>go</i> <i>I</i> <i>like</i> <i>see</i> <i>the</i> <i>we</i> <i>was</i> <i>her</i> <i>down</i>		Expression	Metacognitive: Distinguish Between Important and Unimportant Information	Identify and Describe Characters, Setting, and Major Events Identify the Author and Illustrator and Define the Role of Each	Ask and Answer Questions About Unknown Words in a Text	General Academic Listening & Speaking: <i>curious</i> <i>explain</i> <i>scolded</i> <i>shivered</i>	Draw and Write Narrative Texts	Regular Plural Nouns Question Words

Essential Question: Why do we have rules?

- Enduring Understandings:
- 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.

Build Knowledge Word Bank: *get along, respect, responsible*

Research & Inquiry Project: Have Fun with Rules

Unit Readings

Read-Alouds: Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

A School Day (BR90L)
I Go Downtown (BR20L)
What Is on the Table? (BR80L)
Who Is in My House? (0L)
The Little Dogs and Mom (90L)

They Like to Help (170L)
At School (240L)
What Symbols Do You See? (160L)
One Scary Bike Ride (140L)

Reader’s Theater Scripts:

Jumping Monkeys
People at School



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“Let’s Be Friends” “Good Morning” “Table Manners”	I Read: “My Friend Sam” Decodable Readers: <i>In School</i>	Mentor Read-Alouds: “Let’s Play by the Rules!” “A New Pet”	Words Represented by Letters Capitalization	Phoneme Isolation Substitution	Primary Skill: short i (initial, medial) Secondary Skill and Word Families: short a, o Spiral Review: n, t, s, m, short a	<i>can</i> <i>she</i>		Pausing—Full Stop	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize	Identify the Reasons an Author Gives to Support Points Identify and Describe Characters, Setting, and Major Events (Story Characters) Describe the Relationship Between the Illustrations and the Story	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: <i>important enormous responsible</i> Domain-Specific Listening & Speaking: <i>rules</i>	Draw and Write an Expository Text	Capitalization
Week 2	“I Wiggle” “Rules at Home and School” “Table Manners”	I Read: “Can We Fit?” Decodable Readers: <i>A Fat Pumpkin</i>	Extended Read-Aloud 1: <i>What Are Some Rules at School</i>	Words Represented by Letters Words Separated by Spaces Capitalization	Phoneme Isolation Substitution Syllables in Spoken Words	Primary Skill: f (initial) Secondary Skill and Word Families: c, j, n Spiral Review: n, t, s, m, short a, i	<i>a</i> <i>is</i>		Speed and Pacing Expression	Metacognitive: Make Connections Identify the Reasons an Author Gives to Support Points Describe the Relationship Between the Illustrations and the Story Identify Parts and Features of a Book (Table of Contents) Identify Similarities and Differences Between Two Texts on the Same Topic	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: <i>pay attention safe</i> Domain-Specific Listening & Speaking: <i>citizens community</i>	Draw and Write an Expository Text	Use Complete Sentences	
Week 3	“I Can” “Stop, Look, and Listen” “Table Manners”	I Read: “Pam the Cat” Decodable Readers: <i>Pat and Pam</i>	Extended Read-Aloud 2: <i>Rules Are Cool</i>	Directionality: Return Sweep	Phoneme Isolation Substitution Syllables in Spoken Words	Primary Skill: p (initial, final) Secondary Skill and Word Families: g, d, k Spiral Review: f, n, t, s, m, short a, i	<i>a</i> <i>can</i> <i>go</i> <i>is</i> <i>see</i> <i>she</i> <i>the</i> <i>we</i> <i>friend</i> <i>they</i>		Intonation and Inflection	Metacognitive: Summarize and Synthesize	Identify and Describe Characters, Setting, and Major Events (Story Characters) Compare and Contrast the Adventures and Experiences of Characters in Stories Describe the Relationship Between the Illustrations and the Story	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: <i>be nice joined helping hand respect</i>	Draw and Write an Expository Text	Capitalization Use Complete Sentences

Essential Question: Why do people tell stories?

- Enduring Understandings:
- Characters and their adventures and experiences can entertain us and teach us lessons.
 - Stories can show how families and friends care for one another.

Build Knowledge Word Bank: *character, experiences, family*

Research & Inquiry Project: Author Study

Unit Readings

Read-Alouds: Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Who Do You See? (BR50L)
Who Comes Along? (0L)
Where Are the Animals? (BR50L)
I Am Having Fun (BR70L)
May I Go Fly? (190L)

A Good Trip (110L)
Dog Reads (250L)
Brave Jim (250L)
Miso Meows (210L)

Reader’s Theater Scripts:

The Three Little Pigs and the Wolf
Stone Soup



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“I Have Something in My Pocket” “A Sailor Went to Sea” “Catch a Little Rhyme”	I Read: “The Boy” Decodable Readers: <i>It Can Pop</i>	Mentor Read-Alouds: “Who Did It?” “The Spider and the Deer”	Directionality: Return Sweep	Phoneme Isolation Blending	Primary Skill: short o (initial, medial) Secondary Skill and Word Families: short e, u Spiral Review: p, f, n, t, s, m, short a, i	<i>he</i> <i>has</i>		Rhythm	Metacognitive: Ask and Answer Questions Metacognitive: Create Mental Images	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Story	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: <i>crash</i> <i>spotted</i> <i>directed</i> <i>spun</i>	Draw and Write Opinion Texts	Prepositions
Week 2	“Itsy, Bitsy Spider” “What the Animals Say” “Catch a Little Rhyme”	I Read: “Little Cat” Decodable Readers: <i>Cam the Cat</i>	Extended Read-Aloud 1: <i>Knuffle Bunny</i>	Written Words Match Spoken Words	Phoneme Isolation Blend Onset and Rime	Primary Skill: c (initial) Secondary Skill and Word Families: v, y, z Spiral Review: p, f, n, t, s, m, short a, i, o	<i>little</i> <i>play</i>		Phrasing	Metacognitive: Ask and Answer Questions	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Story Compare and Contrast the Adventures and Experiences of Characters in Stories	Identify Real-Life Connections Between Words and Their Use	General Academic Listening & Speaking: <i>bawled</i> <i>realized</i> <i>replied</i> <i>zoomed</i>	Draw and Write Opinion Texts	End Punctuation
Week 3	“Stone Soup” “The Three Billy Goats Gruff” “Catch a Little Rhyme”	I Read: “Hop, Hop, Hot” Decodable Readers: <i>It is Hot!</i>	Extended Read-Aloud 2: <i>Wolf Club’s Song</i>	Capitalization	Phoneme Isolation Blend Onset and Rime	Primary Skill: h (initial) Secondary Skill and Word Families: x, qu Spiral Review: c, p, f, n, t, s, m, short a, i, o	<i>a</i> <i>has</i> <i>he</i> <i>is</i> <i>little</i> <i>play</i> <i>she</i> <i>very</i> <i>out</i>		Expression	Metacognitive: Create Mental Images	Identify and Describe Characters, Setting, and Major Events Compare and Contrast the Adventures and Experiences of Characters in Stories	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: <i>guided</i> <i>leaped</i> Domain-Specific Listening & Speaking: <i>cub</i> <i>wolf pack</i>	Draw and Write Opinion Texts	Prepositions End Punctuation

Essential Question: Why do we use technology?

- Enduring Understandings:
- Technology is changing how we work, learn, travel, and live.
 - We can use technology to interact with others in new ways.

Build Knowledge Word Bank: *computer, interact, technology*

Research & Inquiry Project: A Close Look at Technology

Unit Readings

Read-Alouds: Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Tools for Seeing (BR)
What I Hear (BR60L)
My Story (BR50L)
Bess and Jess (BR50L)
Science Tools (280L)

Teachers Are Important (290L)
We Can Move Things (170L)
All About Maps (200L)
Junk Is My Art (270L)

Reader’s Theater Scripts:

Looking at the Sky
Mary’s Lamb Goes to School



Weekly Readings				Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“A Little Piggy Named Bob!” “Technology at School” “Deep in Our Refrigerator”	I Read: “Play Ball!” Decodable Readers: <i>Bob Can Go</i>	Mentor Read-Alouds: “Up, Up, and Away!” “1, 2, 3, Blast Off!”	Written Words Match Spoken Words Sentences Represented by Words Words Represented by Letters	Phoneme Isolation Addition Distinguish Syllables in Spoken Words	Primary Skill: b (initial, final) Secondary Skill and Word Families: word family -at Spiral Review: h, c, p, f, n, t, s, short i, o	<i>and</i> <i>you</i>		Characterization/ Feelings	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information	Identify the Reasons an Author Gives to Support Points Identify Parts and Features of a Book (Illustrations/ Captions) Identify and Describe Characters, Setting, and Major Events	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: <i>future</i> <i>appeared</i> <i>vanished</i> Domain-Specific Listening & Speaking: <i>outer space</i>	Process Writing: Informational/ Expository Texts	Use Pronouns <i>I</i> and <i>Me</i> in Sentences
Week 2	“The Wheels on the Bus” “Getting to School” “Deep in Our Refrigerator”	I Read: “The Fun Bus” Decodable Readers: <i>What Is It?</i>	Extended Read-Aloud 1: <i>Technology at Home & School Past and Present</i>	Page Sequence Words Represented by Letters Directionality: Read Left to Right	Phoneme Isolation Addition Distinguish Syllables in Spoken Words	Primary Skill: short u (initial, medial) Secondary Skill and Word Families: word family - un Spiral Review: b, h, c, p, f, n, t, s, short i, o	<i>big</i> <i>with</i>		Pacing; Inflection	Metacognitive: Draw Inferences Identify the Reasons an Author Gives to Support Points Identify Parts and Features of a Book (Illustrations/ Captions) Describe the Relationship Between Illustrations and the Text Identify Similarities and Differences Between Two Texts on Same Topic	Identify the Reasons an Author Gives to Support Points Identify Parts and Features of a Book (Illustrations/ Captions) Describe the Relationship Between Illustrations and the Text Identify Similarities and Differences Between Two Texts on Same Topic	Identify New Meanings for Familiar Words	General Academic Listening & Speaking: <i>changed</i> <i>improved</i> <i>long ago</i> Domain-Specific Listening & Speaking: <i>electricity</i>	Process Writing: Informational/ Expository Texts	Use Common Being Verbs in Sentences
Week 3	“The Toaster” “My Noisy House” “Deep in Our Refrigerator”	I Read: “Ron Has a Robot” Decodable Readers: <i>Rob at School</i>	Extended Read-Aloud 2: <i>The No-Tech Day of Play</i>	Directionality: Read Left to Right End Marks	Phoneme Isolation Substitution Distinguish Syllables in Spoken Words	Primary Skill: r (initial) Secondary Skill and Word Families: word family -ip Spiral Review: b, h, c, p, f, n, t, short i, o, u	<i>and</i> <i>big</i> <i>has</i> <i>he</i> <i>little</i> <i>play</i> <i>with</i> <i>you</i> <i>good</i> <i>all</i> <i>our</i>		Self-Correct	Metacognitive: Distinguish Between Important and Unimportant Information	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between Illustrations and the Text Compare/Contrast Adventures and Experiences of Characters in Stories	Sort Words into Categories	Domain-Specific Listening & Speaking: <i>charge</i> <i>games</i> <i>plug in</i> <i>text</i>	Process Writing: Informational/ Expository Texts	Use Pronouns <i>I</i> and <i>Me</i> in Sentences Use Common Being Verbs in Sentences

Essential Question: How do we know what is right?

- Enduring Understandings:
- 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.

Build Knowledge Word Bank: *accomplish, lesson, message, work together*

Research & Inquiry Project: Comparing Folktale Messages

Unit Readings

Read-Alouds: Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Today! (BR30L)
We Play Ball (BR30L)
Arctic Animals (BR30L)
Things We Like to Do (BR30L)
It Is Hot! (120L)

Jonah Is a Leader (180L)
Rainy Day Adventure (230L)
Bear’s Adventure (60L)
The Day the Rooster Slept Late (270L)

Reader’s Theater Scripts:

The Ant and The Grasshopper
The Old Gray Mare IS What She Used to Be



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“Goldilocks Learns a Lesson” “Fox and Crow” “Sharing”	I Read: “The Red Hen” Decodable Readers: <i>Red Hens</i>	Mentor Read-Alouds: “All Together Now!” “A House for Max”	Return Sweep Read Top to Bottom	Phoneme Isolation Blending	Primary Skill: short e (initial, medial) Secondary Skill and Word Families: word family -et Spiral Review: r, b, h, c, p, f, n, short i, o, u	<i>for</i> <i>no</i>		Inflection/Intonation	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize	Describe Main Characters, Setting, and Important Events in a Story Compare and Contrast Characters’ Experiences Retell: Use Main Character(s), Setting, and Important Events Identify and Explain Descriptive Words in a Text	Relate Words to Their Opposites	General Academic Listening & Speaking: <i>idea</i> <i>looming</i> <i>grinned</i> <i>planned</i>	Write Opinion Texts	Form and Use Simple Verb Tenses for Regular Verbs
Week 2	“Good, Better, Best” “Live Happily Ever After” “Sharing”	I Read: “Good Pig, Bad Pig” Decodable Readers: <i>Meg Likes Bugs</i>	Extended Read-Aloud 1: <i>The Legend of the Coqui</i>	Distinguish Letters from Words Print Conveys Meaning and Pictures Support Meaning	Phoneme Isolation Substitution Blend Onset and Rime	Primary Skill: g (initial, final) Secondary Skill and Word Families: word family -ot Spiral Review: r, b, h, c, p, f, n, short o, u, e	<i>jump</i> <i>one</i>		Pacing	Metacognitive: Make Connections	Describe Main Characters, Setting, and Important Events in a Story Retell: Use Main Character(s), Setting, and Important Events Identify and Explain Descriptive Words in a Text	Relate Words to Their Opposites	General Academic Listening & Speaking: <i>ignored</i> <i>notice</i> <i>practiced</i> <i>represent</i>	Write Opinion Texts	Use Interrogatives to Ask Questions
Week 3	“Chicken Little” “Do What’s Right!” “Sharing”	I Read: “Dan’s Dog” Decodable Readers: <i>Where Is Dan?</i>	Extended Read-Aloud 2: <i>The Boy Who Fed His People</i>	Return Sweep	Phoneme Isolation Blending Blend Onset and Rime	Primary Skill: d (initial, final) Secondary Skill and Word Families: word family -an Spiral Review: g, r, b, h, c, p, f, short o, u, e	<i>and</i> <i>jump</i> <i>one</i> <i>you</i> <i>your</i> <i>girl</i>		Expression	Metacognitive: Summarize and Synthesize	Describe Main Characters, Setting, and Important Events in a Story Compare and Contrast Characters’ Experiences Retell: Use Main Character(s), Setting, and Important Events Identify Rhyme in a Poem	Ask and Answer Questions about Unfamiliar Words	General Academic Listening & Speaking: <i>brave</i> Domain-Specific Listening & Speaking: <i>game</i> <i>snares</i> <i>tipi</i>	Write Opinion Texts	Form and Use Simple Verb Tenses for Regular Verbs Use Interrogatives to Ask Questions

Essential Question: Why do we celebrate people and events?

- Enduring Understandings:
- 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.

Build Knowledge Word Bank: *celebration, holiday, honor, remember*

Research & Inquiry Project: Celebrating Holidays

Unit Readings

Read-Alouds: Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Dad’s Birthday (BR30L)
The Party (BR30L)
A Party at the Zoo (BR50L)
What I Like to Do (BR70L)
A Mariachi Band (340L)

Make a Plan of the Library (190L)
The Best Thanksgiving Ever! (70L)
It’s Sunday! (230L)
Presidents’ Day (420L)

Reader’s Theater Scripts:

Party Time with Old King Cole
Birthday Parties



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“Mr. Turkey” “Five Waiting Pumpkins” “November is Upon Us”	I Read: “Summer Fun” Decodable Readers: <i>We Have Fun</i>	Mentor Read-Alouds: “The Mother of Thanksgiving” “Let’s Celebrate Thomas Edison”	End Punctuation	Phoneme Isolation Blending Substitution Distinguish Syllables	Primary Skill: w (initial) Secondary Skill and Word Families: word family -in Spiral Review: d, g, r, b, h, c, p, short o, u, e	<i>are</i> <i>have</i>		Confirm Word Recognition	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details Describe the Connection Between Two Individuals, Events, Ideas, or Information in a Text Identify Book Parts and Features (captions, illustrations, table of contents)	Relate Words to Their Opposites	General Academic Listening & Speaking: <i>celebrate</i> <i>valued</i> <i>solve problems</i> Domain-Specific Listening & Speaking: <i>inventor</i>	Process Writing: Narratives	Use Prepositions
Week 2	“P-E-A-C-E!” “February Celebration!” “November is Upon Us”	I Read: “What Is It?” Decodable Readers: <i>Lin Can See</i>	Extended Read-Aloud 1: <i>People We Celebrate</i>	Directionality: Return Sweep Words Separated by Spaces	Phoneme Isolation Delete Syllables in Compound Words	Primary Skill: l (initial) Secondary Skill and Word Families: word family -op Spiral Review: w, d, g, r, b, h, c, short o, u, e	<i>said</i> <i>two</i>		Inflection, Intonation, and Volume	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details Describe the Connection Between Two Individuals, Events, Ideas, or Information in a Text Describe the Relationship Between Illustrations and the Text Identify the Reasons an Author Gives to Support Points	Use Inflections and Affixes as a Clue to the Meaning of Unknown Words	General Academic Listening & Speaking: <i>honor</i> Domain-Specific Listening & Speaking: <i>civil rights</i> <i>laws</i> <i>leader</i>	Process Writing: Narratives	Use Complete Sentences: Correct Capitalization and End Punctuation
Week 3	“Happy Birthday, U.S.A.!” “June is the Best Month” “November is Upon Us”	I Read: “I Am Happy!” Decodable Readers: <i>Jim and Jan Have Fun</i>	Extended Read-Aloud 2: <i>In My Opinion . . . These Are the Best Ways to Celebrate Holidays</i>	Directionality: Return Sweep Read Text Top to Bottom	Phoneme Isolation Delete Syllables in Compound Words	Primary Skill: j (initial) Secondary Skill and Word Families: word family -ug Spiral Review: l, w, d, g, r, b, h, short o, u, e	<i>are</i> <i>for</i> <i>have</i> <i>jump</i> <i>no</i> <i>one</i> <i>said</i> <i>two</i> <i>when</i> <i>love</i>		Rate and Pacing	Metacognitive: Apply Strategies	Identify Similarities/ Differences Between Two Texts on the Same Topic Describe the Relationship Between Illustrations and the Text Identify the Reasons an Author Gives to Support Points	Use Inflections and Affixes as a Clue to the Meaning of Unknown Words	General Academic Listening & Speaking: <i>remember</i> Domain-Specific Listening & Speaking: <i>patriotic</i> <i>serve the country</i> <i>thankful</i>	Process Writing: Narratives	Use Prepositions Use Complete Sentences: Correct Capitalization and End Punctuation

Essential Question: How do our lives change with the seasons?

- Enduring Understandings:
- Weather and temperature change with the seasons.
 - The clothes we wear and the things we do are affected by weather and seasons.

Build Knowledge Word Bank: *change, season, temperature, weather*

Research & Inquiry Project: Weather and the Seasons

Unit Readings

Read-Alouds: Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

- The Boat Trip* (BR80L)
What Can I See? (BR70L)
My Friend the Sun (20L)
The Sun (BR90L)
Water (50L)
- My Weather Log* (BR)
The Puddle (190L)
Let's Check the Weather (360L)
A World Without Water (290L)

Reader's Theater Scripts:

- All Kinds of Weather*
One Raining, Pouring Morning



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“The Weather Song” “Cap, Mittens, Shoes, and Socks” “Snow City”	I Read: “Kim’s Day” Decodable Readers: <i>Kids Have Fun</i>	Mentor Read-Alouds: “The Coolest Vacation” “The Great Blizzard”	Words Made of Letters End Punctuation	Phoneme Isolation Addition Blend Onset and Rime	Primary Skill: k (initial) Secondary Skill and Word Families: word family -it Spiral Review: j, l, w, d, g, r, b, short o, u, e	<i>look</i> <i>me</i>		Pitch	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details Identify and Describe Story Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Text	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>cool (colloquial)</i> <i>blanketed</i> Domain-Specific Listening & Speaking: <i>cool (scientific)</i> <i>melt</i> <i>blizzard</i>	Process Writing: Shared Research Report	Produce and Expand Complete Sentences
Week 2	“Fall” “Spring is Coming” “Snow City”	I Read: “Yip-Yap” Decodable Readers: <i>Mom and the Cubs</i>	Extended Read-Aloud 1: <i>Weather and the Seasons</i>	Words Made of Letters	Phoneme Isolation Substitution Blend Onset and Rime	Primary Skill: y (initial) Secondary Skill and Word Families: word family -ap Spiral Review: k, j, l, w, d, g, r, short o, u, e	<i>come</i> <i>here</i>		Self-Monitor For Accuracy	Metacognitive: Apply Strategies	Identify Main Topic and Retell Key Details Describe the Relationship Between the Illustrations and the Text Identify Similarities and Differences Between Two Texts on the Same Topic Identify Parts and Features of a Book (Illustrations/ Captions)	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>fewest</i> <i>ruin</i> Domain-Specific Listening & Speaking: <i>temperatures</i> <i>thunderstorms</i>	Process Writing: Shared Research Report	Use Common Verbs
Week 3	“Hide-and-Seek in Fall” “Rain, Rain, Stay a Day” “Snow City”	I Read: “Come Quick!” Decodable Readers: <i>Val and Vic</i>	Extended Read-Aloud 2: <i>Two Wool Gloves</i>	Recognize Sequential Order of Pages End Punctuation	Phoneme Isolation Blending Blend Onset and Rime	Primary Skill: v (initial), qu (initial) Secondary Skill and Word Families: word family -ick Spiral Review: y, k, j, l, w, d, g, short o, u, e	<i>are</i> <i>come</i> <i>have</i> <i>here</i> <i>look</i> <i>me</i> <i>said</i> <i>two</i> <i>away</i> <i>yellow</i>		Pause at Full Stops	Metacognitive: Apply Strategies	Identify and Describe Story Characters, Setting, and Major Events Retell Familiar Stories Including Key Details Compare and Contrast the Adventures and Experiences of Characters	Distinguish Shades of Meaning Among Verbs	General Academic Listening & Speaking: <i>grumbled</i> <i>shield oneself</i> <i>squeaked</i> Domain-Specific Listening & Speaking: <i>snowstorm</i>	Process Writing: Shared Research Report	Produce and Expand Complete Sentences Use Common Verbs

Grade K • Unit 9 • Meeting Our Needs and Wants

Essential Question: Why do we make choices?

- Enduring Understandings:
- 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.

Build Knowledge Word Bank: *choice, money, need, want*

Research & Inquiry Project: Meeting Our Needs

Unit Readings

Read-Alouds: Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

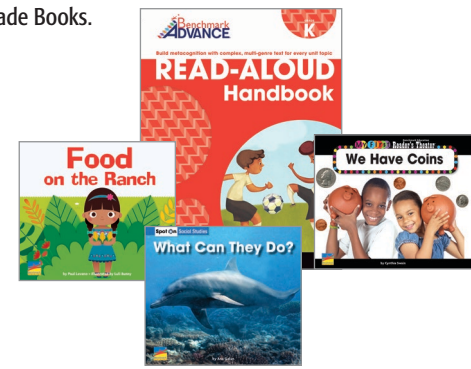
Knowledge-Building Library:

Healthy Habits (BR60L)
They Eat Well (BR30L)
Food on the Ranch (BR50L)
Fun at the Playground (BR30L)
What Can They Do? (50L)

Our Favorite Meal (190L)
A Busy Bear (310L)
What Do You Like to Do? (190L)
Clean Up! Our Earth Day Project (70L)

Reader’s Theater Scripts:

We Have Coins
Baa Baa Black Sheep Sells Her Wool



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“My Choices” “Three Jars” “Covers”	I Read: “The Two Boxes” Decodable Readers: <i>Mr. Max’s Job</i>	Mentor Read-Alouds: “Firefighters at Work” “A Gift for Mom”	Words Made of Letters	Phoneme Isolation Blending Addition Substitution	Primary Skill: x (final), z (initial) Secondary Skill and Word Families: word family -ock Spiral Review: v, qu, y, k, j, l, w, short o, u, e	<i>my</i> <i>to</i>		Accuracy	Metacognitive: Apply Strategies	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Text Identify the Reasons an Author Gives to Support Points	Sort Words into Categories	General Academic Listening & Speaking: <i>resourceful</i> Domain-Specific Listening & Speaking: <i>gear</i> <i>shift</i> <i>earn</i>	Process Writing: Opinion	Produce and Expand Complete Sentences
Week 2	“Tiny Tim” “Meeting Needs in Different Ways” “Covers”	I Read: “What Am I?” Decodable Readers: <i>At Work</i>	Extended Read-Aloud 1: <i>Needs and Wants</i>	Directionality: Return Sweep	Phoneme Isolation Blending Deletion Substitution	Primary Skill: long a (a_e) Secondary Skill and Word Families: word family -ame Spiral Review: x, z, v, qu, y, k, j, short o, u, e	<i>of</i> <i>what</i>		Intonation and Inflection	Metacognitive: Apply Strategies	Describe the Relationship Between the Illustrations and the Text Identify Parts and Features of a Book (Labels, Illustrations, Captions) Identify the Reasons an Author Gives to Support Points Identify the Main Topic and Retell Key Details of a Text	Sort Words into Categories	Domain-Specific Listening & Speaking: <i>afford</i> <i>price</i> <i>purchase</i> <i>save</i>	Process Writing: Opinion	Understand and Use Question Words
Week 3	“What Do I Want?” “Choose Happiness” “Covers”	I Read: “Vote!” Decodable Readers: <i>Mr. and Mrs. Mole</i>	Extended Read-Aloud 2: <i>Jaylen’s Juice Box</i>	Relationship Between Spoken and Written Words	Phoneme Isolation Blending Deletion Substitution	Primary Skill: long o (o_e) Secondary Skill and Word Families: word family -ope Spiral Review: x, z, v, qu, y, k, j, long a, short u, e	<i>come</i> <i>here</i> <i>look</i> <i>me</i> <i>my</i> <i>of</i> <i>to</i> <i>what</i> <i>happy</i>		Expression	Metacognitive: Apply Strategies	Identify and Describe Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Text Compare and Contrast the Adventures and Experiences of Characters	Sort Words into Categories	Domain-Specific Listening & Speaking: <i>change</i> <i>customers</i> <i>business</i> <i>orders</i>	Process Writing: Opinion	Produce and Expand Complete Sentences Understand and Use Question Words

Essential Question: What makes things move?

- Enduring Understandings:
- Objects are in motion all around us.
 - We use forces and motion to help us in our daily lives.

Build Knowledge Word Bank: *force, motion, pull, push*

Research & Inquiry Project: Investigating Motion

Unit Readings

Read-Alouds: Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Changing Colors (BR50L)
They Are Big! (BR60L)
What Is Heavier? (BR30L)
Science Outside (70L)
Look at This (200L)

Pony’s Cart (190L)
A Hot Day (240L)
I Like Energy (210L)
Push and Pull in the Garden (180L)

Reader’s Theater Scripts:

Look at It Go!
Tim Rows a Boat Gently Down the Stream



	Weekly Readings			Weekly Skills and Strategies											
	Shared Readings (We Read)	Decodable Readings	Short- and Extended Read-Alouds (Complex Anchor Texts)	Concepts About Print	Phonological Awareness	Phonics	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Oral Vocabulary Words (Tier 2 and Tier 3)	Writing	Grammar
Week 1	“The Elephant Goes” “Stretching Fun” “The Swing”	I Read: “Do You Want?” Decodable Readers: <i>It Is Time to Tug</i>	Mentor Read-Alouds: “The True Story of Balto, the Sled Dog” “Up in the Air”	Words Made of Letters End Punctuation	Phoneme Isolation Addition Substitution	Primary Skill: long i (i_e) Secondary Skill and Word Families: word family -ide Spiral Review: x, z, v, qu, y, k, j, long a, o, short e	<i>put</i> <i>want</i>		Inflection/Intonation: Stress	Metacognitive: Apply Strategies	Describe the Relationship Between Illustrations and Text Identify Similarities and Differences Between Two Texts on Same Topic	Relate Words to Their Opposites	Domain-Specific Listening & Speaking: <i>dogsled</i> <i>relay</i> <i>rise</i> <i>sink</i>	Process Writing: Poetry	Produce and Expand Complete Sentences
Week 2	“Count and Move” “Yoga for Kids” “The Swing”	I Read: “I Saw This Box” Decodable Readers: <i>Ned Makes a Home</i>	Extended Read-Aloud 1: <i>Forces</i>	Spoken Words Match Written Words Directionality: Return Sweep	Phoneme Isolation Blending Deletion	Primary Skill: long u (u_e) Secondary Skill and Word Families: _o (so, no, go) Spiral Review: x, z, v, qu, y, k, j, long a, i, o	<i>saw</i> <i>this</i>		Pacing	Metacognitive: Apply Strategies	Describe the Relationship Between Illustrations and Text Identify Similarities and Differences Between Two Texts on Same Topic Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text Identify the Reasons an Author Gives to Support Points Identify Parts and Features of a Book	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: <i>friction</i> <i>gravity</i> <i>machines</i> <i>opposite</i>	Process Writing: Poetry	Use Prepositions
Week 3	“The Three Little Pigs Go Out to Play” “The Thirsty Bird Gets a Drink” “The Swing”	I Read: “Pete and Eve” Decodable Readers: <i>It Can Go Up!</i>	Extended Read-Aloud 2: <i>Motion</i>	Pages Follow a Sequential Order	Phoneme Isolation Deletion	Primary Skill: long e (e_e) Secondary Skill and Word Families: _e (be, me, he, we, she) Spiral Review: x, z, v, qu, y, k, j, long a, i, o, u	<i>my</i> <i>of</i> <i>put</i> <i>saw</i> <i>this</i> <i>to</i> <i>want</i> <i>what</i> <i>how</i> <i>over</i>		Expression	Metacognitive: Apply Strategies	Describe the Relationship Between Illustrations and Text Identify Similarities and Differences Between Two Texts on Same Topic Identify Parts and Features of a Book	Identify Real-Life Connections Between Words and Their Use	Domain-Specific Listening & Speaking: <i>direction</i> <i>path</i> <i>position</i> <i>speed</i>	Writing Reflection	Produce and Expand Complete Sentences Use Prepositions