

## English Language Arts Scope and Sequence: Kindergarten

**Overarching Theme:** Character

**Unit 1:** Off to School

**Big Idea related to the theme:** *What is school all about?*

See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.

	Foundational Skills	Reading and Responding	Language Arts
<b>Lesson 1:</b>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>                      Listening for Sounds                      Feeling the Rhythm                      Listening for First and Last Sounds                      Listening for Missing Sounds</p> <p><b><u>Alphabetic Knowledge:</u></b>                      Letter Names and Shapes:                      Aa– Hh                      Review Aa– Hh</p> <p><b><u>Print and Book Awareness:</u></b>  <i>Twinkle, Twinkle, Little Star</i>   <i>One, Two, Buckle My Shoe</i>   <i>Little Boy Blue</i></p> <p><b><u>Core Pre-Decodable 1:</u></b>  <i>The First Day of Kindergarten</i></p> <p><b><u>Core Pre-Decodable 2:</u></b>  <i>Apple Pie</i></p>	<p><b><u>Selection:</u></b></p> <p><b>Read Aloud:</b> <i>The One with the Freckle</i>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> How can you make friends at school?</p> <p><b>The Kissing Hand</b>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> What are some ways you are brave?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategy</b>                      • Making Connections  <b>Access Complex Text</b>                      • Main Idea and Details  <b>Writer’s Craft</b>                      • Story Elements: Plot</p> <p><b><u>Print and Book Awareness:</u></b>                      Print Directionality                      Picture-Text Relationships</p> <p><b><u>Vocabulary</u></b>                      photograph, freckle, sometimes, secret, interested, around, front, thoughtful, familiar, heart</p> <p><b><u>Inquiry/Research</u></b>                      Develop Questions</p>	<p><b><u>Writing:</u></b>  <b>Introduction to the Writing Process</b>                      • Prewriting                      • Drafting                      • Revising                      • Presenting</p> <p><b><u>Grammar, Usage, and Mechanics</u></b>                      Nouns</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>The Kissing Hand</i></p>

<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Listening for First, Middle, and Last Sounds</b>  <b>Listening:</b> What Did I Whisper?  <b>Rhyming:</b> Make a Rhyme Game  <b>Listening for First, Middle, and Last Words</b>  <b>Rhyming:</b> What Word Does Not Rhyme?  <b>Rhyming:</b> The Ship is Loaded with _____</p> <p><b><u>Alphabetic Knowledge:</u></b>  Letter Names and Shapes:  li– Pp  Review Aa– Pp</p> <p><b><u>Print and Book Awareness:</u></b>  <i>Jack and Jill</i></p> <p><i>Humpty Dumpty</i></p> <p><i>Little Bo Peep</i></p> <p><b><u>High Frequency Words:</u></b>  <i>a</i>  <i>the</i></p> <p><b><u>Core Pre-Decodable 3:</u></b>  <i>A Farm</i></p> <p><b><u>Core Pre-Decodable 4:</u></b>  <i>The Lunch</i></p>	<p><b><u>Selection:</u></b>  <b>Kindergarten Rocks!</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> Why is kindergarten fun?</p> <p><b>Who Is at Your School?</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> Who can help you at school?</p> <p><b>Class Pet Time</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What can we learn from taking care of animals?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Language Use: Rhyming</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Letter Recognition and Formation  Capitalization: Names</p> <p><b><u>Vocabulary</u></b>  colorful, secretary, counselor, problem, librarian, custodian, monitors, today</p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Introduction to the Writing Process</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Nouns</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>Who is at your school?</i></p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Listening for First, Middle, and Last Sounds</b>  <b>Listening:</b> Cat and Mouse  <b>Listening for Rhymes</b>  <b>Rhyming:</b> Down by the Bay  <b>Listening:</b> What Did I Whisper?  <b>Listening for Missing Sounds</b>  <b>Rhyming:</b> The Ship is Loaded with _____</p> <p><b>Alphabetic Knowledge:</b>  Letter Names and Shapes: Qq– Zz  Review Aa– Zz</p> <p><b>Print and Book Awareness:</b>  <i>Peter Piper</i></p> <p><i>Mary Had a Little Lamb</i></p> <p><i>Baa, Baa, Black Sheep</i></p> <p><b>High Frequency Words:</b>  <i>and</i>  <i>go</i></p> <p><b>Core Pre-Decodable 5:</b>  <i>School</i></p> <p><b>Core Pre-Decodable 6:</b>  <i>Go Play!</i></p>	<p><b>Selection:</b>  <b>Schools Around the World</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How are schools different around the world?</p> <p><b>Kids Rule at School</b>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> How do rules help us at school?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Predicting/Confirming Predictions</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting</li> <li>• Cause and Effect</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Headings</li> <li>• Story Elements: Character</li> </ul> <p><b>Print and Book Awareness:</b>  Capitalization: Names  Picture-Text Relationships</p> <p><b>Vocabulary</b>  whole, speech, community, rules, hooves, recess, sharing, principal</p> <p><b>Inquiry/Research</b>  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Introduction to the Writing Process</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Nouns</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>Kinds Rule at School</i></p>
<p><b>Overarching Theme:</b> Character  <b>Unit 2:</b> Let’s Be Kind  <b>Big Idea related to the theme:</b> <i>What is kindness?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.</i></p>			
<p><b>Foundational Skills</b></p>		<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Identifying Spoken Sentences</b>  <b>Identifying and Counting Words in Spoken Sentences</b>  <b>Identifying Words in Spoken Sentences</b>  <b>Identifying the Order and Number of Words in Spoken Sentences</b>  <b>Identifying Word Order in Spoken Sentences</b>  <b>Substituting Words in Sentences</b></p> <p><b><u>Alphabetic Knowledge:</u></b>  How the Alphabet Works</p> <p><b><u>Print and Book Awareness:</u></b>  <i>Cobbler, Cobbler, Mend My Shoe</i></p> <p><i>The Mulberry Bush</i></p> <p><i>Higglety, Pigglety, Pop</i></p> <p><b><u>High Frequency Words:</u></b>  <i>had</i>  <i>he</i></p> <p><b><u>Core Pre-Decodable 7:</u></b>  <i>The Zoo</i></p> <p><b><u>Core Pre-Decodable 8:</u></b>  <i>Colors</i></p>	<p><b><u>Selection:</u></b></p> <p><b>Read Aloud:</b> <i>The Elves and the Shoemaker</i>  <b>Genre:</b> Fairy Tale  <b>Essential Question:</b> Is it better to give kindness or receive it?</p> <p><b>Two Foxes</b>  <b>Genre:</b> Folktale  <b>Essential Question:</b> Why is it important to be kind?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategy</b>  • Asking and Answering Questions  <b>Access Complex Text</b>  • Sequence  <b>Writer's Craft</b>  • Genre Knowledge</p> <p><b><u>Print and Book Awareness:</u></b>  Print Directionality  Letter Recognition and Formation</p> <p><b><u>Vocabulary</u></b>  amazement, usual, reply, competed, decided, hollow, arguing, apologize, excitement, against</p> <p><b><u>Inquiry/Research</u></b>  Develop Questions</p>	<p><b><u>Writing:</u></b>  <b>Describe a Person</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Left to Right, Top to Bottom, Page by Page</p> <p>Describing Words</p> <p><b><u>Story Crafting</u></b>  <b>Story Lines:</b>  <i>The Best Medicine</i></p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Substituting Words in Sentences</b>  <b>Substituting Words in Rhymes</b>  <b>Word Part Blending</b></p> <p><b><u>Alphabetic Knowledge:</u></b>  How the Alphabet Works</p> <p><b><u>Print and Book Awareness:</u></b>  <i>Hickory, Dickory, Dock</i></p> <p><i>Wee Willie Winkie</i></p> <p><i>Teddy Bear, Teddy Bear</i></p> <p><b><u>High Frequency Words:</u></b>  <i>I</i>  <i>see</i></p> <p><b><u>Core Pre-Decodable 9:</u></b>  <i>Shapes</i></p> <p><b><u>Core Pre-Decodable 10:</u></b>  <i>Animal Tracks</i></p>	<p><b><u>Selection:</u></b>  <b>Kindness Is</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How do you show kindness?</p> <p><b>Snow White and Rose Red</b>  <b>Genre:</b> Fairy Tale  <b>Essential Question:</b> When is it important to show kindness?</p> <p><b>Kindness Goes By Many Names</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What examples of kindness have you seen?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Visualizing</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use: Repetition</li> <li>• Story Elements: Plot</li> <li>• Text Features: Illustrations</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Capitalization: Names  Picture-Text Relationships</p> <p><b><u>Vocabulary</u></b>  inviting, hearth, expect, piece, withered, fellow, accusingly, helping</p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Describe a Story Character</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Letters and Words  Verbs</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>Snow White and Rose Red</i></p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Syllable Blending</b>  <b>Syllable Segmentation</b></p> <p><b><u>Alphabetic Knowledge:</u></b>  How the Alphabet Works</p> <p><b><u>Print and Book Awareness:</u></b>  <i>Twinkle, Twinkle, Little Star</i></p> <p><i>Jack and Jill</i></p> <p><b><u>High Frequency Words:</u></b>  <i>has</i>  <i>you</i></p> <p><b><u>Core Pre-Decodable 11:</u></b>  <i>The Tree</i></p> <p><b><u>Core Pre-Decodable 12:</u></b>  <i>Flowers</i></p>	<p><b><u>Selection:</u></b>  <b>The Lady with the Lamp: Florence Nightingale</b>  <b>Genre:</b> Biography  Essential Question: How can being kind help others?</p> <p><b>Beauty and the Beast</b>  <b>Genre:</b> Fairy Tale  <b>Essential Question:</b> How does kindness affect others?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Predicting/Confirming Predictions</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Comparing and Contrasting</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Story Elements: Setting</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Letter Recognition and Formation  Differentiate Between Letters and Words  Capitalization: Names</p> <p><b><u>Vocabulary</u></b>  nurse, young, place, properly, magnificent, refuse, certain, explore</p> <p><b><u>Inquiry/Research</u></b>  Deliver Presentations</p>	<p><b><u>Writing:</u></b>  <b>Write an Opinion</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Rhyming Words</p> <p><b><u>Story Crafting</u></b>  <b>Story Lines:</b>  <i>The Best Medicine</i></p>
<p><b>Overarching Theme:</b> Changes  <b>Unit 3:</b> What's the Weather?  <b>Big Idea related to the theme:</b> <i>How does weather affect you?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.</i></p>			
	<p><b>Foundational Skills</b></p>	<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Oral Blending:</b> Onset and Rime  <b>Phoneme Matching:</b> Initial Sounds</p> <p><b><u>Alphabetic Principle:</u></b>  /s/ spelled s  Initial and Final /s/</p> <p>/m/ spelled m  Initial and Final /m/</p> <p>Review /s/, /m/</p> <p><b><u>High Frequency Words:</u></b>  we</p> <p><b><u>Core Pre-Decodable 13:</u></b>  We Go</p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> <i>Hail: Ice from the Sky</i>  <b>Genre:</b> Explanatory Text  <b>Essential Question:</b> What types of weather have you seen?</p> <p><b><u>Weather Measures</u></b>  <b>Genre:</b> Explanatory Text  <b>Essential Question:</b> Why is it important to study the weather?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Asking and Answering Questions</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Classify and Categorize</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Photographs</li> <li>• Language Use: Declarative Sentences</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Differentiate Between Letters and Words  Relationship Between Spoken and Printed Language</p> <p><b><u>Vocabulary</u></b>  humid, moist, weather, tools, information, measure, predict, temperature, Earth, occur</p> <p><b><u>Inquiry/Research</u></b>  Develop Questions</p>	<p><b><u>Writing:</u></b>  <b>Describe a Place</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Declarative Sentences  Spacing Between Words</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>Weather Measures</i></p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Phoneme Matching:</b> Initial Sounds  <b>Phoneme Blending:</b> Final Sounds</p> <p><b><u>Alphabetic Principle:</u></b>  /d/ spelled d  Initial and Final /d/</p> <p>/p/ spelled p  Initial and Final /p/</p> <p>Review /d/, /p/</p> <p><b><u>High Frequency Words:</u></b>  of</p> <p><b><u>Core Pre-Decodable 14:</u></b>  We Carry</p>	<p><b><u>Selection:</u></b>  <b>The Rain</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What happens when rain falls to the earth?</p> <p><b>When Rain Falls</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> What do animals do during a rainstorm?</p> <p><b>The Wind</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How do you know the wind is there?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Predicting/Confirming Predictions</li> <li>• Summarizing</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting</li> <li>• Sequence</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Story Elements: Setting</li> <li>• Language Use: Descriptive Words</li> <li>• Language Use: Alliteration</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Differentiate Between Letters and Words  Relationship Between Spoken and Printed Language</p> <p><b><u>Vocabulary</u></b>  steam, clump, dangle, struggle, cruise, tunnel, burrow, never</p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Describe the Weather</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Capital Letters  End Marks</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>When Rain Falls</i></p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Phoneme Matching:</b> Initial Sounds  <b>Warm Up:</b> Syllable Blending and Segmentation  <b>Phoneme Blending:</b> Initial Sounds</p> <p><b>Alphabetic Principle:</b>  /a/ spelled a</p> <p>Review /s/, /m/, /a/, /d/, /p/  Blending</p> <p><b>High Frequency Words:</b>  am</p> <p><b>Fluency:</b>  <b>Core Decodable 1:</b>  Sam I am</p>	<p><b>Selection:</b>  <b>Working with Weather</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How do weather forecasters help people?</p> <p><b>Snow Day!</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> What would you do if you had a snow day?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Predicting/Confirming Predictions</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classifying and Categorizing</li> <li>• Main Idea and Details</li> <li>• Sequence</li> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Character</li> <li>• Genre Knowledge</li> <li>• Story Elements: Plot</li> </ul> <p><b>Print and Book Awareness:</b>  Capitalization: Beginnings of Sentences  Spacing Between Words</p> <p><b>Vocabulary</b>  warn, report, pile, cozy, soft, fort, stack, throw</p> <p><b>Inquiry/Research</b>  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Write a Poem</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Sentence Expansion  Declarative Sentences</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>Snow Day!</i></p>
<p><b>Overarching Theme:</b> Changes  <b>Unit 4:</b> Pushes and Pulls  <b>Big Idea related to the theme:</b> <i>How do things move?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.</i></p>			
	<p><b>Foundational Skills</b></p>	<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Phoneme Matching:</b> Initial Sounds  <b>Warm Up:</b> Syllable Segmentation  <b>Phoneme Blending:</b> Initial Sounds  <b>Phoneme Blending:</b> Final Sounds  <b>Warm Up:</b> Word Part Blending</p> <p><b>Alphabetic Principle:</b>  /h/ spelled h  Initial /h/   /t/ spelled t  Initial and Final /t/   Review /h/, /t/   Building and Reading Words</p> <p><b>High Frequency Words:</b>  at  to</p> <p><b>Fluency:</b>  <b>Core Decodable 2:</b>  A Hat</p>	<p><b>Selection:</b>  <b>Read Aloud:</b> <i>Time to Move!</i>  <b>Genre:</b> Explanatory Text  <b>Essential Question:</b> What makes things move?</p> <p><b>The Bus</b>  <b>Genre:</b> Nursery Rhyme  <b>Essential Question:</b> How can you describe motion?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Classifying and Categorizing</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Language Use: Onomatopoeia</li> </ul> <p><b>Print and Book Awareness:</b>  Print Directionality  Spacing Between Words</p> <p><b>Vocabulary</b>  don, tether, wheels, through, town, driver, horn, wipers, back and forth, shut</p> <p><b>Inquiry/Research</b>  Develop Questions</p>	<p><b>Writing:</b>  <b>Write a News Story</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Words and Sentences Interrogative  Sentences</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>Little Shrimp, Big Shrimp</i></p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Syllable Segmentation  <b>Phoneme Manipulation:</b> Initial Sounds  <b>Warm Up:</b> Word Part Blending  <b>Phoneme Blending:</b> Initial Sounds</p> <p><b><u>Alphabetic Principle:</u></b>  /n/ spelled n  Initial and Final /n/    /l/ spelled l  Initial and Final /l/    Review /n/, /l/    Building and Reading Words</p> <p><b><u>High Frequency Words:</u></b>  <i>as</i>  <i>have</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 3:</b>  <i>Nan and Lad</i></p>	<p><b><u>Selection:</u></b>  <b>Push and Pull</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How can you make things move?</p> <p><b>The Little Green Engine</b>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> What do pushes and pulls do?</p> <p><b>How We Move</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How do wheels help toys move?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> <li>• Predicting/Confirming Predictions</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Comparing and Contrasting</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Punctuation</li> <li>• Language Use: Personification</li> <li>• Language Use: Interrogative Sentences</li> <li>• Text Features: Stanzas</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Spacing Between Words  Picture-Text Relationships</p> <p><b><u>Vocabulary</u></b>  dump truck, surprise, yesterday, miss, luck, puff, pulling, shopping cart</p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Write a News Story</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Interrogative Sentences and End Marks</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>The Little Green Engine</i></p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Phoneme Matching:</b> Final Sounds  <b>Oral Segmenting:</b> Onset and Rime  <b>Warm Up:</b> Syllable Segmentation  <b>Phoneme Blending:</b> Initial Sounds</p> <p><b>Alphabetic Principle:</b>  /i/ spelled i</p> <p>Review /h/, /t/, /n/, /l/, /i/</p> <p>Building and Reading Words</p> <p><b>High Frequency Words:</b>  in  is  it</p> <p><b>Fluency:</b>  <b>Core Decodable 4:</b>  <i>Tim in Sand</i></p>	<p><b>Selection:</b>  <b>Fun Ways to Move</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> What things do you push and pull every day?</p> <p><b>Wild Rides</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> What are different ways things move?</p> <p><b>Comprehension:</b>  Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> <li>• Predicting/Confirming Predictions</li> </ul> <p>Access Complex Text</p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Main Idea and Details</li> <li>• Sequence</li> <li>• Classify and Categorize</li> </ul> <p>Writer’s Craft</p> <ul style="list-style-type: none"> <li>• Story Elements: Character</li> <li>• Story Elements: Setting</li> <li>• Story Elements: Plot</li> </ul> <p><b>Print and Book Awareness:</b>  Differentiate Between Words and Sentences  Page Numbering  Picture-Text Relationships</p> <p><b>Vocabulary</b>  loop, opposite, rides, round, circular, great, track, matter</p> <p><b>Inquiry/Research</b>  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Write a Poem</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Sentence Expansion</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>Little Shrimp, Big Shrimp</i></p>
<p><b>Overarching Theme:</b> Communities  <b>Unit 5:</b> Home, Sweet Home  <b>Big Idea related to the theme:</b> What makes a home?  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.</i></p>			
	<p><b>Foundational Skills</b></p>	<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Oral Blending  <b>Onset and Rime</b>  <b>Phoneme Segmentation Phoneme Manipulation:</b> Initial Sounds</p> <p><b><u>Alphabetic Principle:</u></b>  /b/ spelled b  Initial and Final /b/</p> <p>/k/ spelled c  Initial /k/</p> <p>Review /b/, /k/</p> <p>Building and Reading Words</p> <p><b><u>High Frequency Words:</u></b>  can  is</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 5:</b>  <i>Cal Can Bat</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> <i>The Three Little Pigs</i>  <b>Genre:</b> Folktale  <b>Essential Question:</b> What are good materials to use to build a house?</p> <p><b>Homes Around the World</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> Why do homes around the world look different?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Classify and Categorize</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Captions</li> <li>• Language Use: Exclamatory Sentences</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Print Directionality  Word Length</p> <p><b><u>Vocabulary</u></b>  bundles, load, stilts, native, welcome, space, cabin, centuries, sturdy, fold</p> <p><b><u>Inquiry/Research</u></b>  Develop Questions</p>	<p><b><u>Writing:</u></b>  <b>Persuasive Poster</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Exclamatory Sentences</p> <p>Sentences and Punctuation</p> <p>Exclamatory Sentences and Punctuation</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>Homes Around the World</i></p>
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<p><b>Lesson 2:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Syllable Segmentation  <b>Phoneme Blending:</b> Final Sounds  <b>Warm Up:</b> Oral Blending  <b>Onset and Rime</b>  <b>Phoneme Matching:</b> Final Sounds  <b>Phoneme Segmentation</b></p> <p><b>Alphabetic Principle:</b>  /o/ spelled o</p> <p>/r/ spelled r  Initial and Final /r/</p> <p>Review /o/, /r/</p> <p>Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>him</i>  <i>on</i></p> <p><b>Fluency:</b>  <b>Core Decodable 6:</b>  <i>Ron Hops</i></p>	<p><b>Selection:</b>  <b>Earth Is My Home</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What resources from Earth do we use?</p> <p><b>Our Earth, Our Home</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How can we take care of Earth?</p> <p><b>Home</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What makes where you live feel like home?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Making Connections</li> <li>• Summarizing</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Photographs</li> <li>• Genre Knowledge</li> <li>• Language Use: Imperative Sentences</li> <li>• Language Use: Rhyming</li> </ul> <p><b>Print and Book Awareness:</b>  Differentiate Between Words and Sentences  Picture-Text Relationships</p> <p><b>Vocabulary</b>  grain, provides, polluted, replace, save, less, recycle, base</p> <p><b>Inquiry/Research</b>  Collect Information</p>	<p><b>Writing:</b>  <b>Write a Book Review</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Exclamatory Sentences Sentence Expansion</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>Our Earth, Our Home</i></p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Oral Blending  <b>Onset and Rime</b>  <b>Phoneme Matching:</b> Initial Sounds  <b>Warm Up:</b> Syllable Blending  <b>Phoneme Blending:</b> Initial Sounds  <b>Phoneme Segmentation</b></p> <p><b>Alphabetic Principle:</b>  /g/ spelled g  Initial and Final /g/    Review /b/, /k/ spelled c, /o/, /g/, /r/    Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>did</i>  <i>girl</i></p> <p><b>Fluency:</b>  <b>Core Decodable 7:</b>  <i>Glad Pam</i></p>	<p><b>Selection:</b>  <b>How a House Is Built</b>  <b>Genre:</b> Explanatory Text  <b>Essential Question:</b> What are the steps to build a house?</p> <p><b>The Golden Windows</b>  <b>Genre:</b> Fable  <b>Essential Question:</b> What are the important parts of a home?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> <li>• Visualizing</li> <li>• Predicting/Confirming Predictions</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classifying and Categorizing</li> <li>• Sequence</li> <li>• Cause and Effect</li> <li>• Compare and Contrast</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Illustrations</li> <li>• Story Elements: Setting</li> <li>• Story Elements: Plot</li> <li>• Story Elements: Character</li> </ul> <p><b>Print and Book Awareness:</b>  Differentiate Between Words and Sentences  Page Numbering  Word Length  Picture-Text Relationships</p> <p><b>Vocabulary</b>  support, bolt, clear, diamonds, wink, holiday, led, knoll</p> <p><b>Inquiry/Research</b>  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Write a Book Review</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Sentences and Punctuation</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>The Golden Windows</i></p>
<p><b>Overarching Theme:</b> Communities  <b>Unit 6:</b> Our Country, Our Cultures  <b>Big Idea related to the theme:</b> <i>What is a culture?</i></p>			

See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.

	Foundational Skills	Reading and Responding	Language Arts
Lesson 1:	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Blending            Initial Sounds  <b>Phoneme Segmentation Phoneme Manipulation:</b> Initial Sounds  <b>Phoneme Manipulation:</b> Final Sounds</p> <p><b>Alphabetic Principle:</b>            /j/ spelled j            Initial /j/              /f/ spelled f            Initial and Final /f/              Review /j/, /f/              Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>for</i></p> <p><b>Fluency:</b>  <b>Core Decodable 8:</b>  <i>Jam Pot</i></p>	<p><b>Selection:</b>  <b>Read Aloud:</b> <i>Cultures and Holidays Around the World</i>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How do people celebrate?</p> <p><b>Pass It Down</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> What traditions does your family share?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting/Confirming Predictions</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Classifying and Categorizing</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Setting</li> <li>• Story Elements: Character</li> </ul> <p><b>Print and Book Awareness:</b>            Word Length            Picture-Text Relationships</p> <p><b>Vocabulary</b>            define, exchange, other, decoration, filled, seals, hold, cracks, teach, tradition</p> <p><b>Inquiry/Research</b>            Develop Questions</p>	<p><b>Writing:</b>  <b>Write a Story</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>            Spacing Between Sentences</p> <p>Sentence Beginnings</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>Pass it Down</i></p>



<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Phoneme Manipulation:</b> Final Sounds  <b>Phoneme Blending:</b> Final Sounds  <b>Phoneme Blending:</b> Initial Sounds  <b>Phoneme Matching:</b> Final Sounds</p> <p><b><u>Alphabetic Principle:</u></b>  /u/ spelled u   /ks/ spelled x   Review /u/, /ks/   Building and Reading Words</p> <p><b><u>High Frequency Words:</u></b>  <i>but</i>  <i>up</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 9:</b>  <i>Bud and Max</i></p>	<p><b><u>Selection:</u></b>  <b>Chinese New Year</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How do you prepare for a celebration?</p> <p><b>Emma’s Walk</b>  <b>Genre:</b> Historical Fiction  <b>Essential Question:</b> What makes a culture unique?</p> <p><b>Abuelita’s Lap</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How do cultures pass down through families?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Asking and Answering Questions</li> <li>• Visualizing</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting</li> <li>• Sequence</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Stanzas</li> <li>• Language Use: Dialogue</li> <li>• Text Features: Punctuation</li> <li>• Language Use: Descriptive Words</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Spacing Between Sentences  Sentence Recognition</p> <p><b><u>Vocabulary</u></b>  scrub, talents, magazine, band, over, reason, culture, cactus</p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Write a Story</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Sentence Beginnings and Punctuation</p> <p>Review Patterns in Sentences</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>Emma’s Walk</i></p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Blending  Initial Sounds  <b>Phoneme Matching:</b> Final Sounds  <b>Phoneme Matching:</b> Initial Sounds  <b>Warm Up:</b> Phoneme Manipulation  <i>Final Sounds Phoneme Segmentation:</i> Final Sounds  <b>Warm Up:</b> Phoneme Segmentation and Blending <i>Initial Sounds</i></p> <p><b>Alphabetic Principle:</b>  /z/ spelled z  Initial /z/   /z/ spelled s  Final /z/   Review /j/, /f/, /u/, /ks/, /z/   Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>all</i></p> <p><b>Fluency:</b>  <b>Core Decodable 10:</b>  <i>Liz and Tad</i></p>	<p><b>Selection:</b>  <b>A Collection of Cultures</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How can you experience another culture?</p> <p><b>My Dadima Wears a Sari</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> Why is it important to learn about your culture?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Making Connections</li> <li>• Predicting/Confirming Predictions</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Main Idea and Details</li> <li>• Classifying and Categorizing</li> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Headings</li> <li>• Language Use: Declarative Sentences</li> <li>• Story Elements: Plot</li> <li>• Genre Knowledge</li> </ul> <p><b>Print and Book Awareness:</b>  Spacing Between Sentences  Sentence Recognition  Print Directionality  Picture-Text Relationships</p> <p><b>Vocabulary</b>  bay, influence, suppose, collect, wrap, strain, plain, mirror</p> <p><b>Inquiry/Research</b>  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Write a Poem</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Presenting</li> <li>• Publishing</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Sentence Expansion with Describing Words  Sentence Review</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>My Dadima Wears a Sari</i></p>
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**Overarching Theme:** Life Science  
**Unit 7:** Ready, Set, Grow  
**Big Idea related to the theme:** *What do plants needs to grow?*

See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.

	Foundational Skills	Reading and Responding	Language Arts
Lesson 1:	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Blending  <i>Initial Sounds</i>  <b>Phoneme Matching:</b> Initial Sounds  <b>Warm Up:</b> Phoneme Manipulation  <i>Initial Sounds</i> <b>Phoneme Blending:</b>                      Initial Sounds</p> <p><b>Alphabetic Principle:</b>                      /w/ spelled w                      Initial /w/                       /k/ spelled k                      Initial and Final /k/                       Review /w/, /k/                       Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>look</i>  <i>with</i></p> <p><b>Fluency:</b>  <b>Core Decodable 11:</b>  <i>Kim and Sam</i></p>	<p><b>Selection:</b>  <b>Read Aloud:</b> <i>What Green Beans Need</i>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> How do plants grow?</p> <p><b>Garden Stories</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> What might you find in a garden?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Comparing and Contrasting</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Story Elements: Setting</li> </ul> <p><b>Print and Book Awareness:</b>                      Sentence Length                      Print Directionality</p> <p><b>Vocabulary</b>                      packet, fertilizes, lessons, bramble, wetland, area, reeds, exhibit, olives, fig</p> <p><b>Inquiry/Research</b>                      Develop Questions</p>	<p><b>Writing:</b>  <b>Describe a Plant</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>                      Order Words                       Common Prepositions and Order Words</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>Plants Move!</i>  <i>I Can Prove It!</i></p>

<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Phoneme Blending  <i>Initial Sounds</i>  <b>Phoneme Segmentation</b>  <b>Warm Up:</b> Syllable Segmentation  <b>Phoneme Segmentation:</b> Final Sounds  <b>Warm Up:</b> Phoneme Replacement  <b>Phoneme Segmentation:</b> Order and Number of Sounds</p> <p><b><u>Alphabetic Principle:</u></b>  e/ spelled e    /kw/ spelled q    Review /e/, /kw/    Building and Reading Words</p> <p><b><u>High Frequency Words:</u></b>  <i>her</i>  <i>what</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 12:</b>  <i>Quin and the Jets</i></p>	<p><b><u>Selection:</u></b>  <b>What Plants Need</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What do plants need to grow?</p> <p><b>Jack and the Beanstalk</b>  <b>Genre:</b> Fairy Tale  <b>Essential Question:</b> How can plants look different?</p> <p><b>The Seed</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> Where do plants get what they need?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Predicting/Confirming Predictions</li> <li>• Summarizing</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Story Elements: Character</li> <li>• Language Use: Repetition</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Picture-Text Relationships  Sentence Length</p> <p><b><u>Vocabulary</u></b>  watch, rare, worth, hustled, pet, slumber, smell, sprout</p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Write a Summary</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Plural Nouns  Pronouns</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>Jack and the Beanstalk</i></p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Segmentation  <b>Phoneme Blending:</b> Initial Sounds  <b>Phoneme Blending:</b> Final Sounds  <b>Phoneme Manipulation:</b> Initial Sounds  <b>Phoneme Manipulation:</b> Final Sounds</p> <p><b>Alphabetic Principle:</b>  /y/ spelled y  Initial /y/   /v/ spelled v  Initial /v/   Review /w/, /k/ spelled k, /e/, /kw/, /y/, /v/   Building and Reading Words</p> <p><b>High Frequency Words:</b>  was  were</p> <p><b>Fluency:</b>  <b>Core Decodable 13:</b>  Vic Yelps</p>	<p><b>Selection:</b>  <b>From Seed to Plant</b>  <b>Genre:</b> Explanatory Text  <b>Essential Question:</b> How do plants change as they grow?</p> <p><b>Plants All Around</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> Where do plants live?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Visualizing</li> <li>• Making Connections</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting</li> <li>• Sequence</li> <li>• Classifying and Categorizing</li> <li>• Main Idea and Details</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use: Descriptive Words</li> <li>• Text Features: Diagrams</li> <li>• Language Use: Interrogative Sentences</li> <li>• Genre Knowledge</li> </ul> <p><b>Print and Book Awareness:</b>  Capitalization: Beginnings of Sentences  Page Numbering  Picture-Text Relationships</p> <p><b>Vocabulary</b>  seeds, coat, amazing, environment, flat, ivy, release, rich</p> <p><b>Inquiry/Research</b>  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Write a Make-Believe Story</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Presenting</li> <li>• Publishing</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Pronouns and Sentence Expansion</p> <p>Sentence Expansion</p> <p>Order Words, Prepositions, and Pronouns</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>Plants Move!</i>  <i>I Can Prove It!</i></p>
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**Overarching Theme:** Life Science  
**Unit 8:** Animal Homes  
**Big Idea related to the theme:** *Where do animals live?*  
*See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.*

	Foundational Skills	Reading and Responding	Language Arts
Lesson 1:	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Phoneme Segmentation</b>  <b>Warm Up:</b> Phoneme Blending  <i>Initial Sounds</i>  <b>Phoneme Matching:</b> Initial Sounds  <b>Phoneme Segmentation and Matching</b></p> <p><b>Alphabetic Principle:</b>  Introducing Long-Vowel Sounds</p> <p>/ā/ spelled a and a_e</p> <p>Initial and Medial /ā/</p> <p>Blending Words with /ā/</p> <p>Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>said</i>  <i>that</i></p> <p><b>Fluency:</b>  <b>Core Decodable 14:</b>  <i>Jake Plants Grapes</i></p>	<p><b>Selection:</b>  <b>Read Aloud:</b> <i>Life in a Tropical Rainforest</i>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How can plants and animals help each other?</p> <p><b>Seymour Simon's Animal ABCs</b>  <b>Genre:</b> Photo Essay  <b>Essential Question:</b> How are animals different?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting/Confirming Predictions</li> <li>• Asking and Answering Questions</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classifying and Categorizing</li> <li>• Comparing and Contrasting</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use: Repetition</li> <li>• Text Feature: Punctuation</li> </ul> <p><b>Print and Book Awareness:</b>  Print Directionality  Picture-Text Relationships</p> <p><b>Vocabulary</b>  adapt, balance, pouch, sense, loose, male, litter, endangered, echoes, aquarium</p> <p><b>Inquiry/Research</b>  Develop Questions</p>	<p><b>Writing:</b>  <b>Describe an Animal</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Pronouns</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>Seymour Simon's Animal ABCs</i></p>

<p><b>Lesson 2:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Phoneme Segmentation</b>  <b>Warm Up:</b> Syllable Segmentation  <b>Warm Up:</b> Phoneme Blending  <i>Initial Sounds</i></p> <p><b>Alphabetic Principle:</b>  <i>/ī/ spelled i and i_e</i></p> <p>Initial and Medial /ī/  Blending Words with /ī/  Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>down</i>  <i>they</i></p> <p><b>Fluency:</b>  <b>Core Decodable 15:</b>  <i>Mike and Spike</i></p>	<p><b>Selection:</b>  <b>The Best Place Is Home</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How are habitats different?</p> <p><b>Animal Habitats</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How can some animals change their habitats?</p> <p><b>Fabulous Fishes</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> Where do fish live?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Clarifying</li> <li>• Making Connections</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use: Descriptive Words</li> <li>• Genre Knowledge</li> <li>• Story Elements: Character</li> <li>• Language Use: Alliteration</li> </ul> <p><b>Print and Book Awareness:</b>  Capitalization: Beginnings of Sentences  Picture-Text Relationships</p> <p><b>Vocabulary</b>  tide, animals, bury, guess, den, water, shell, in numbers</p> <p><b>Inquiry/Research</b>  Collect Information</p>	<p><b>Writing:</b>  <b>Write a Report</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Verbs—Past and Present Tense</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>Animal Habitats</i></p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Segmentation  <b>Phoneme Matching:</b> Medial Sounds</p> <p><b>Alphabetic Principle:</b>  /ō/ spelled o and o_e</p> <p>Initial and Medial /ō/  Blending Words with /ō/  Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>boy</i>  <i>out</i></p> <p><b>Fluency:</b>  <b>Core Decodable 16:</b>  <i>An Old Flag</i></p>	<p><b>Selection:</b>  <b>Turtle Beach</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> Why do people protect animal habitats?</p> <p><b>Day and Night in the Desert</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How do habitats help animals meet their needs?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting/Confirming Predictions</li> <li>• Visualizing</li> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Cause and Effect</li> <li>• Main Idea and Details</li> <li>• Classify and Categorize</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Story Elements: Plot</li> <li>• Story Elements: Setting</li> <li>• Text Features: Captions</li> </ul> <p><b>Print and Book Awareness:</b>  Capitalization: The Letter I  Capitalization: Names  Print Directionality  Picture-Text Relationships</p> <p><b>Vocabulary</b>  conserve, kit, sip, gobbles, barrel, darts, bother, search</p> <p><b>Inquiry/Research</b>  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Write a Report</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Verbs—Future Tense  Verbs—Past, Present, and Future Tense</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>Day and Night in the Desert</i></p>
<p><b>Overarching Theme:</b> Government  <b>Unit 9:</b> Rules We Follow  <b>Big Idea related to the theme:</b> <i>Why do we follow rules?</i></p>			



See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.

	Foundational Skills	Reading and Responding	Language Arts
Lesson 1:	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Phoneme Substitution:</b> Initial Sounds  <b>Warm Up:</b> Phoneme Blending  <i>Initial Sounds</i>  <b>Phoneme Manipulation:</b> Medial Sounds  <b>Warm Up:</b> Phoneme Matching  <i>Medial Sounds</i></p> <p><b>Alphabetic Principle:</b>            /ū/ spelled u and u_e</p> <p>Initial and Medial /ū/            Blending Words with /ū/            Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>do</i>  <i>little</i></p> <p><b>Fluency:</b>  <b>Core Decodable 17:</b>  <i>Cute Little Mule</i></p>	<p><b>Selection:</b>  <b>Read Aloud:</b> <i>The Tale of Peter Rabbit</i>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> What can happen when we do not follow rules?</p> <p><b>The Tale of Benjamin Bunny</b>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> How do rules keep us safe?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Sequence</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Plot</li> <li>• Story Elements: Character</li> </ul> <p><b>Print and Book Awareness:</b>            Capitalization: Beginnings of Sentences            Picture-Text Relationships</p> <p><b>Vocabulary</b>            shed, sieve, relations, tumbled, should, worse, corner, above, tremendous, greenhouse</p> <p><b>Inquiry/Research</b>            Develop Questions</p>	<p><b>Writing:</b>  <b>Write an Advertisement</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>            Nouns            Capitalizing Names            Verbs</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>The Tale of Benjamin Bunny</i></p>

<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Phoneme Substitution  <b>Phoneme Manipulation:</b> Medial Sounds  <b>Warm Up:</b> Phoneme Manipulation  <i>Final Sounds</i> <b>Phoneme Substitution:</b> Final Sounds</p> <p><b><u>Alphabetic Principle:</u></b>  /ē/ spelled e and e_e</p> <p>Initial and Medial /ē/  Blending Words with /ē/  Building and Reading Words</p> <p><b><u>High Frequency Words:</u></b>  <i>she</i>  <i>be</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 18:</b>  <i>We Did It!</i></p>	<p><b><u>Selection:</u></b>  <b>Family Rules</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How do rules help you get along?</p> <p><b>That’s Not Fair!</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> Why are rules important when we play games?</p> <p><b>Friday Trouble</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> Why should you follow the rules at school?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Predicting/Confirming Predictions</li> <li>• Summarizing</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Photos</li> <li>• Story Elements: Plot</li> <li>• Language Use: Dialogue</li> <li>• Genre Knowledge</li> </ul> <p><b><u>Print and Book Awareness:</u></b>  Capitalization: The Letter I  Capitalization: Names</p> <p><b><u>Vocabulary</u></b>  chores, board, wait, equal, chance, moved, switch, follow</p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Write an Opinion</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Spacing Between Letters  Describing Words</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>That’s Not Fair!</i></p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Substitution  <b>Phoneme Deletion:</b> Initial Sounds  <b>Warm Up:</b> Phoneme Blending  <i>Initial Sounds</i>  <b>Warm Up:</b> Syllable Segmentation</p> <p><b>Alphabetic Principle:</b>  Review /a/ and /ā/   Review /i/ and /ī/   Review /o/ and /ō/   Review /u/ and /ū/   Review /e/ and /ē/   Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>there</i></p> <p><b>Fluency:</b>  <b>Core Decodable 19:</b>  <i>Steve</i></p>	<p><b>Selection:</b>  <b>Obey the Law!</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> Why do communities have rules?</p> <p><b>Rules of the Wild: An Unruly Book of Manners</b>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> What would it be like without rules?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classifying and Categorizing</li> <li>• Sequence</li> <li>• Comparing and Contrasting</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Setting</li> <li>• Text Features: Illustrations</li> <li>• Genre Knowledge</li> <li>• Language Use: Personification</li> </ul> <p><b>Print and Book Awareness:</b>  Spacing Between Words  Spacing Between Sentences  Print Directionality  Picture-Text Relationships</p> <p><b>Vocabulary</b>  break, judge, such, declare, exclaim, mind, any, fuss</p> <p><b>Inquiry/Research</b>  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Write an Opinion</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Spacing Between Letters and Words  End Marks and Capital Letters  Declarative Sentences</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>Rules of the Wild: An Unruly Book of Manners</i></p>
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**Overarching Theme:** Government  
**Unit 10:** Great Americans  
**Big Idea related to the theme:** *What is a leader?*  
*See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.*

	Foundational Skills	Reading and Responding	Language Arts
Lesson 1:	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Phoneme Deletion:</b> Final Sounds  <b>Oral Language and Sentence Extension</b>  <b>Warm Up:</b> Phoneme Substitution</p> <p><b>Phonics:</b>            Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>then</i></p> <p><b>Fluency:</b>  <b>Core Decodable 20:</b>  <i>Nate Ran</i></p>	<p><b>Selection:</b>  <b>Read Aloud:</b> <i>Leader's Needed!</i>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How can the president be a good leader?</p> <p><b>If I Were President</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> What would you do if you were president?</p> <p><b>Vote for President!</b>  <b>Genre:</b> Explanatory Text LEXILE® 240L  <b>Essential Question:</b> Why do we vote for our leaders?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> <li>• Making Connections</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Classify and Categorize</li> <li>• Cause and Effect</li> <li>• Sequence</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Language Use: Repetition</li> <li>• Text Features: Punctuation</li> </ul> <p><b>Vocabulary</b>            qualities, military, president, leader, defend, oval, private, improve, choose, work</p> <p><b>Inquiry/Research</b>            Develop Questions</p>	<p><b>Writing:</b>  <b>Describe a Character</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>            Words and Sentences            End Marks and Sentences            Interrogative Sentences</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>Let's Have a Picnic! It's the 4th of July!</i></p>

<p><b>Lesson 2:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Substitution  <i>Initial Sounds Phoneme Deletion:</i>  <b>Medial Sounds Warm Up:</b>  Phoneme Blending <i>Initial Sounds</i>  <b>Phoneme Deletion:</b> Medial and Initial Sounds</p> <p><b>Phonics:</b>  Blending and Sentence Extension</p> <p><b>High Frequency Words:</b>  <i>when</i></p> <p><b>Fluency:</b>  <b>Core Decodable 21:</b>  <i>Big Meg Can Help</i></p>	<p><b>Selection:</b>  <b>George's Rules</b>  <b>Genre:</b> Rhyming Nonfiction  <b>Essential Question:</b> How can good rules help you be a leader?</p> <p><b>Teddy's Bears</b>  <b>Genre:</b> Narrative Nonfiction LEXILE® 290L  <b>Essential Question:</b> How do we show our leaders respect?</p> <p><b>Abraham Lincoln: A Man for All the People</b>  <b>Genre:</b> Rhyming Nonfiction  <b>Essential Question:</b> What qualities make a good leader?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Making Connections</li> <li>• Predicting/Confirming Predictions</li> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Comparing and Contrasting</li> <li>• Sequence</li> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Language Use: Rhyming</li> <li>• Story Elements: Character</li> </ul> <p><b>Vocabulary</b>  respect, earn, encourage, guide, though, most, still, will</p> <p><b>Inquiry/Research</b>  Collect Information</p>	<p><b>Writing:</b>  <b>Write an Opinion</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Spacing Between Words and Sentences  Exclamatory Sentences</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>Teddy's Bears</i></p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Matching  <i>Initial Sounds</i>  <b>Phoneme Addition:</b> Medial Sounds  <b>Oral Language and Sentence Extension</b>  <b>Warm Up:</b> Phoneme Blending  <b>Warm Up:</b> Phoneme Segmentation</p> <p><b>Phonics:</b>  Building and Reading Words</p> <p><b>High Frequency Words:</b>  <i>some</i></p> <p><b>Fluency:</b>  <b>Core Decodable 22:</b>  <i>Wet Bandit</i></p>	<p><b>Selection:</b>  <b>Famous Faces Carved in Stone</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> Why do we build monuments for great leaders?</p> <p><b>A Feathered Friend</b>  <b>Genre:</b> Narrative Nonfiction LEXILE® 370L  <b>Essential Question:</b> How might pets help our leaders?</p> <p><b>President Me?</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> Why do we look up to our leaders?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Predicting/Confirming Predictions</li> <li>• Making Connections</li> <li>• Visualizing</li> <li>• Asking and Answering Questions</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Comparing and Contrasting</li> <li>• Sequence</li> <li>• Classifying and Categorizing</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use: Declarative Sentences</li> <li>• Text Features: Photos</li> <li>• Story Elements: Setting</li> <li>• Genre Knowledge</li> <li>• Text Features: Stanzas</li> </ul> <p><b>Vocabulary</b>  mountain, carving, second, popular, good, song, bit, choice</p> <p><b>Inquiry/Research</b>  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Write an Opinion</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Prepositions and Order Words  Pronouns  Past, Present, and Future Tense</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>Let's Have a Picnic! It's the 4th of July!</i></p>
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**Overarching Theme:** Creativity  
**Unit 11:** Color Your World  
**Big Idea related to the theme:** *What colors do you see?*

See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.

	Foundational Skills	Reading and Responding	Language Arts
Lesson 1:	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Phoneme Substitution:</b> Initial and Medial Sounds  <b>Warm Up:</b> Phoneme Substitution  <b>Phoneme Substitution:</b> Final Sounds  <b>Phoneme Substitution:</b> Initial Sounds  <b>Warm Up:</b> Phoneme Matching  <i>Initial Sounds</i>  <b>Phoneme Substitution:</b> Medial and Final Sounds</p> <p><b>Phonics:</b>            Blending and Sentence Extension</p> <p><b>High Frequency Words:</b>  <i>Review</i></p> <p><b>Fluency:</b>  <b>Core Decodable 23:</b>  <i>Pine Lake</i></p>	<p><b>Selection:</b>  <b>Read Aloud: Rainbow Stew</b>  <b>Genre:</b> Rhyming Fiction  <b>Essential Question:</b> What colors do you see in food?</p> <p><b>Chameleon’s Colors</b>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> How do animal colors help them in their habitats?</p> <p><b>Red, Yellow, Blue</b>  <b>Genre:</b> Informational Text LEXILE® 70L  <b>Essential Question:</b> Where do you see red, yellow, and blue?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting/Confirming Predictions</li> <li>• Summarizing</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Classifying and Categorizing</li> <li>• Main Idea and Details</li> <li>• Comparing and Contrasting</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Language Use: Personification</li> <li>• Language Use: Exclamatory Sentences</li> <li>• Language Use: Interrogative Sentences</li> </ul> <p><b>Vocabulary</b>            stew, herbs, match, surroundings, blossoms, possible, recognize, fault, trembling, stuff</p> <p><b>Inquiry/Research</b>            Develop Questions</p>	<p><b>Writing:</b>  <b>Write a Make-Believe Story</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>            Declarative Sentences            Sentence Expansion            Sentence Expansion with Prepositions</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>Chameleon’s Colors</i></p>

<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Phoneme Blending  <b>Phoneme Deletion:</b> Initial Sounds  <b>Phoneme Deletion:</b> Medial Sounds  <b>Oral Language and Sentence Extension</b>  <b>Warm Up:</b> Phoneme Segmentation  <b>Phoneme Deletion:</b> Final Sounds</p> <p><b><u>Phonics:</u></b>  Building and Reading Words</p> <p><b><u>High Frequency Words:</u></b>  Review</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 24:</b>  <i>A Big Bike</i></p>	<p><b><u>Selection:</u></b>  <b>My Colors, My World</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> What colors do you see in your world?</p> <p><b>Purple, Orange, Green, and Dan</b>  <b>Genre:</b> Fantasy LEXILE® 220L  <b>Essential Question:</b> What happens when you mix colors?</p> <p><b>Color</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What is your favorite color?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> <li>• Making Connections</li> <li>• Predicting/Confirming Predictions</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classifying and Categorizing</li> <li>• Main Idea and Details</li> <li>• Sequence</li> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Setting</li> <li>• Language Use: Descriptive Words</li> <li>• Story Elements: Character</li> <li>• Story Elements: Plot</li> <li>• Text Features: Punctuation</li> </ul> <p><b><u>Vocabulary</u></b>  extra, wide, world, tea, perfect, shade, make, ripe</p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Write a Make-Believe Story</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Verbs—Present Tense  Verbs—Past Tense</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>My Colors,</i>  <i>My World</i></p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Phoneme Matching  <b>Phoneme Addition:</b> Final Sounds  <b>Warm Up:</b> Phoneme Blending</p> <p><b><u>Phonics:</u></b>  Blending and Sentence Extension</p> <p><b><u>High Frequency Words:</u></b>  Review</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 25:</b>  A Box</p>	<p><b><u>Selection:</u></b>  <b>Seymour Simon’s Colors in Nature</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> What colors do you see in nature?</p> <p><b>Hide and Seek</b>  <b>Genre:</b> Realistic Fiction LEXILE® 240L  <b>Essential Question:</b> How can colors help you hide?</p> <p><b>Black and White</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What colors are opposites?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> <li>• Predicting/Confirming Predictions</li> <li>• Summarizing</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Comparing and Contrasting</li> <li>• Sequence</li> <li>• Classifying and Categorizing</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features: Headings</li> <li>• Genre Knowledge</li> <li>• Story Elements: Plot</li> <li>• Story Elements: Setting</li> <li>• Text Features: Stanzas</li> </ul> <p><b><u>Vocabulary</u></b>  attack, spell, sport, distant, hide, seek, spot, funny</p> <p><b><u>Inquiry/Research</u></b>  Deliver Presentations</p>	<p><b><u>Writing:</u></b>  <b>Write a Make-Believe Story</b></p> <ul style="list-style-type: none"> <li>• Editing</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Interrogative Sentences Sentence Expansion  Sentence Expansion with Describing Words</p> <p><b><u>Story Crafting</u></b>  <b>Story Frames:</b>  <i>Hide and Seek</i></p>
<p><b>Overarching Theme:</b> Creativity  <b>Unit 12:</b> Stripes, Spots, and Dots  <b>Big Idea related to the theme:</b> <i>Where do you see shapes and patterns?</i></p>			

See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Kindergarten.

	Foundational Skills	Reading and Responding	Language Arts
<p><b>Lesson 1:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Substitution  <i>Initial Sounds</i>  <b>Phoneme Substitution:</b> Medial Sounds  <b>Phoneme Substitution:</b> Final Sounds  <b>Warm Up:</b> Phoneme Blending  <b>Warm Up:</b> Phoneme Matching  <i>Initial Sounds</i></p> <p><b>Phonics:</b>            Blending            Developing Oral Language</p> <p><b>High Frequency Words:</b>  <i>Review</i></p> <p><b>Fluency:</b>  <b>Core Decodable 26:</b>  <i>Jake and Quin</i></p>	<p><b>Selection:</b>  <b>Read Aloud:</b> <i>Outside in the City</i>  <b>Genre:</b> Nonfiction  <b>Essential Question:</b> What is a pattern?</p> <p><b>The Shape of My Heart</b>  <b>Genre:</b> Rhyming Fiction  <b>Essential Question:</b> What shapes do you see around you?</p> <p><b>Tom’s Plans</b>  <b>Genre:</b> Fantasy LEXILE® 180L  <b>Essential Question:</b> How can you use shapes to create new things?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> <li>• Predicting/Confirming Predictions</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classifying and Categorizing</li> <li>• Main Idea and Details</li> <li>• Cause and Effect</li> <li>• Sequence</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use: Rhyming</li> <li>• Text Features: Illustrations</li> <li>• Text Features: Punctuation</li> <li>• Language Use: Dialogue</li> </ul> <p><b>Vocabulary</b>            traffic, divided, shape, might, flutter, pass, head, cuddle, plan, triangle</p> <p><b>Inquiry/Research</b>            Develop Questions</p>	<p><b>Writing:</b>  <b>Write a Humorous Poem</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Presenting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>            Prepositions and Order Words            Prepositions and Sentence Expansion</p> <p><b>Story Crafting</b>  <b>Story Lines:</b>  <i>Picture Day</i></p>

<p><b>Lesson 2:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Blending  <b>Phoneme Addition:</b> Initial Sounds  <b>Phoneme Addition:</b> Medial Sounds  <b>Warm Up:</b> Phoneme Matching  <i>Medial Sounds</i>  <b>Phoneme Addition:</b> Final Sounds</p> <p><b>Phonics:</b>  Blending  Developing Oral Language</p> <p><b>High Frequency Words:</b>  <i>Review</i></p> <p><b>Fluency:</b>  <b>Core Decodable 27:</b>  <i>Babe and I</i></p>	<p><b>Selection:</b>  <b>Pattern Fish</b>  <b>Genre:</b> Rhyming Fiction  <b>Essential Question:</b> What sound and movement patterns can you make?</p> <p><b>Plants in a Pattern</b>  <b>Genre:</b> Realistic Fiction LEXILE® 270L  <b>Essential Question:</b> What patterns do you see around you?</p> <p><b>Stripes of All Types</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> Where do you see stripes?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Making Connections</li> <li>• Visualizing</li> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classifying and Categorizing</li> <li>• Comparing and Contrasting</li> <li>• Sequence</li> <li>• Cause and Effect</li> <li>• Main Idea and Details</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use: Onomatopoeia</li> <li>• Text Features: Punctuation</li> <li>• Story Elements: Plot</li> <li>• Story Elements: Setting</li> <li>• Genre Knowledge</li> </ul> <p><b>Vocabulary</b>  stripes, sea horse, stretch, spurt, glide, turn, set, lair</p> <p><b>Inquiry/Research</b>  Collect Information</p>	<p><b>Writing:</b>  <b>Describe a Pattern</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Pronouns  Pronouns and Describing Words</p> <p><b>Story Crafting</b>  <b>Story Frames:</b>  <i>Plants in a Pattern</i></p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Phoneme Blending  <b>Phoneme Deletion:</b> Final Sounds  <b>Phoneme Deletion:</b> Medial Sounds  <b>Warm Up:</b> Phoneme Substitution  <i>Initial Sounds</i></p> <p><b><u>Phonics:</u></b>  Blending and Sentence Extension</p> <p><b><u>High Frequency Words:</u></b>  <i>Review</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 28:</b>  <i>The Fox and the Grapes</i></p>	<p><b><u>Selection:</u></b>  <b>Little Cloud</b>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> What kinds of shapes do you see in the sky?</p> <p><b>Shapes and Patterns</b>  <b>Genre:</b> Nonfiction LEXILE® 70L  <b>Essential Question:</b> How can shapes make a pattern?</p> <p><b>To the Game</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How can shapes be helpful?</p> <p><b><u>Comprehension:</u></b>  Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Predicting/Confirming Predictions</li> <li>• Clarifying</li> <li>• Making Connections</li> </ul> <p>Access Complex Text</p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Comparing and Contrasting</li> <li>• Classifying and Categorizing</li> </ul> <p>Writer's Craft</p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Story Elements: Character</li> <li>• Text Features: Punctuation</li> <li>• Language Use: Repetition</li> </ul> <p><b><u>Vocabulary</u></b>  behind, alike, because, together, circle, pattern, bright, tickets</p> <p><b><u>Inquiry/Research</u></b>  Deliver Presentations</p>	<p><b><u>Writing:</u></b>  <b>Describe a Pattern</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Sentence Expansion Exclamatory Sentences</p> <p><b><u>Story Crafting</u></b>  <b>Story Lines:</b>  <i>Picture Day</i></p>
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