CLK ELEMENTARY ELA Curriculum Guide Kindergarten



Into Reading Module	Standards	Essential Question:	Oral Language Skills	Foundationa I Essential Skills	Reading Workshop & Vocabulary Essential Skills	Writing Workshop Essential Skills	Assessments	Module Learning Targets
Module 1:	Essential:	Essential	Listening and	Phonological	Vocabulary:	Writing	Summative:	Learning
Curious About	RF.K.1(Lesson	Question:	Speaking:	Awareness:	Academic	Process:	Acadience	Targets
Kindergarten	s: 1-20)	What will I		Oral Sentences	Vocabulary	Opinion Writing	Benchmark	 I can follow
4 weeks	RF.K.2	discover in	Social	Identify Words	city, clue,	Plan and	Assessment	words left to
	(Lessons: 3-5,	Kindergarten?	Communicatio	in Sentences	country, idea,	Generate Ideas		right in a book.
	8-20)		n		map, mistake,	Organize	End of module	 I can show
	RF.K.3		Introductions	Rhyme	offer, plan,	Draft	assessment	spaces
	(Lessons: 1-4,		Greetings	Identify	polite, puzzled,	Revise and Edit		between words
	6-20)		Following	Rhymes	share, stuck	Publish and	Included in	in a book.
	RF.K.4		Directions			Present	the end of	 I can show
	(Lessons:		Listen Actively	Syllables	Determine		module	and name all
	2,4-5, 7,9-10,		Take Turns	Identify	Word Meaning	Writing Focus:	assessment:	letters of the
	15,17,19-20)		Speaking	Syllables	Meaning Clues	Ideas		alphabet in a
	R.K.1 (Formal and	Blend Syllables		Choosing a	(Foundational	book.
	Lessons: 1-10,		Informal	into Words	Print	Topic	Skills,	 I can follow
	13-15, 18)		Language		Concepts:	Supporting	Generative	words top to
	SL.K.1			Alphabet	Book	Reasons	Vocabulary,	bottom and
	(Lessons:			Knowledge:	Orientation		Vocabulary	know when to
	6,11-13, 15-16)			Identify Letters	Book Handling	Grammar:	Strategies,	turn the page
	SL.K.4			Letters Aa–Zz	Turning Pages	Conventions	Comprehensio	in a book.
	(Lessons:					Common and	n/Literary	 I can show
	10,20)			Form Letters	Book Parts	Proper Nouns	Analysis,	words I say in
	L.K.5			Letters Aa–Z	Front and Back	Capitalization	Grammar,	a book.
	(Lessons: 1,3				Cover, Title	Present-Tense	Writing)	
	5-6, 8, 10-11,			Phonics:	Page	Verbs		 I can hear
	13, 15, 20)			Consonants	Title, Author,		Common	and say
	L.K.6			Consonants	and Illustrator		Formative:	rhyming words.
	(Lessons:			m,s	Multiple		HMH	 I can take
	1-2,5,7,12,			High	Genres: Discuss Genre		selection	words apart
	15,17,20)			High Frequency	Characteristics		quizzes	and blend them
				Words:	Fiction		HMH Module	together in
				Words to Know	Poetry		Inventory	many different
	Need to			Non-decodable	Informational		(Foundational	ways.
	Know:				Text		Skills only)	I can add
	R.K.2, R.K.3,			a, I, see, the	Text Structures			sounds to
	R.K.4, SL.K.2,			s, i, coo, the	and Story		Leveled	make new
	SL.K.3, L.K.2.				Elements		Readers	words.
	L.K.3				Characters and			I can change
					Setting		Comprehensi	sounds to
	Familiar With:				Plot:		on Quizzes	make new
	R.K.5, R.K.6,				Beginning,			words.
					,			 I can count

	R.K.7, R.K.8,				Middle, End		Running	sounds in a
	W.K.1, W.K.5,				Rhyme and		Records	word.
	W.K.6				Rhythm			
					Central Idea		1:1	 I can say the
							Observation	sounds in
					Comprehensi		Records	words.
					on:			I can say the
					Develop Text		-	long and short
					Comprehensio		Checks	sounds for the five vowels.
					n Monitor		HMH High	I can read
					Comprehensio		Frequency	high-frequency
					n		Word	words.
					Retell a Story		Inventory	 I can look at
					Match Pictures		_	words and see
					to Text			how they are
					Use Picture			the same or
					Clues			different.
					Response to			 I can think
					Text:			about what I
					Connect			read.
					Reading and			I can tell why
					Writing			I read different
					Written and Pictorial			kinds of books. • I can
					Response			• I can understand
					Make			what I read.
					Connections			what i read.
								When
								someone helps
								me:
								I can answer
								questions
								about key
								details in a
								text. • I can ask
								questions
								about key
								details in a
								text.
								 I can share
								important
								information
								about a text.
								I can take
								turns speaking.
								 I can take
								turns listening.
								I can tell
								about
								something I know.
								• I can add
								details about
								something I
								know.
Module 2:	Focontial	Essential	Social	Phonological	Vocabulary:	Writing	Summative:	Learning
	Essential:					Process:	Andianan	
	RF.K.1	Question:	Communicati	Awareness:	Academic		Acadience	Targets
one me!	RF.K.1 (Lessons:	Question: What makes	on	Rhyme	Vocabulary	Narrative	Benchmark	• I can follow
one me! 4 Weeks	RF.K.1 (Lessons: 1-5,7,9-10,13-1	Question: What makes each of us	on Asking for Help	Rhyme Identify	Vocabulary bother, change,	Narrative Writing		 I can follow
one me! 4 Weeks	RF.K.1 (Lessons: 1-5,7,9-10,13-1 5,18-20)	Question: What makes	on Asking for Help Expressing	Rhyme	Vocabulary bother, change, enormous,	Narrative Writing Plan and	Benchmark Assessment	
one me! 4 Weeks	RF.K.1 (Lessons: 1-5,7,9-10,13-1	Question: What makes each of us	on Asking for Help	Rhyme Identify	Vocabulary bother, change,	Narrative Writing	Benchmark	 I can follow words left to

						1
1-20)	Speak Audibly	Rhymes	participate,	Draft		between words
RF.K.3	Speak Clearly	Syllables	pronounce,	Revise and Edit	Included in	in a book.
(Lessons:	Listen Actively	-,	research,	Publish and	the end of	 I can show
·	,					
1-20)	Formal and		same, serious,	Present	module	and name all
RF.K.4	Informal	Identify	wise, wish		assessment:	letters of the
(Lessons: 2,	Language	Syllables		Writing Focus:		alphabet in a
4-5, 7, 9-10,	20900.90	Segment	Explore Word	Ideas	(Foundational	book.
		U U			`	
13-15, 18-19)		Syllables	Relationships	Characters and	Skills,	 I can follow
R.K.1		Blend Syllables	Synonyms and	Setting	Generative	words top to
(Lessons: 1-2,			Antonyms	Adding Details	Vocabulary,	bottom and
6-7, 11-12, 16,		Onact and	, and ing the	, laanig Dotallo		
		Onset and			Vocabulary	know when to
17,18,19, 20)		Rime	Print	Organization	Strategies,	turn the page
SL.K.1		Blend Onset	Concepts:	Order of Events	Comprehensio	in a book.
(Lessons: 6,		and Rime into	Directionality		n/Literary	 I can show
11, 16)		Words	Text Direction	Word Choice	Analysis,	words I say in
SL.K.4		Recognize	One-to-One	Adjectives for	Grammar,	a book.
(Lessons:		Letters	Correspondenc	Color, Size, and	Writing)	
11-13, 15, 19)	1	Letters Aa–Zz	e	Feelings		I can hear
L.K.5			-		Common	and say
	1		Factures	0		
(Lessons: 1,	1	Form Letters	Features of	Grammar:	Formative:	rhyming words.
5-6,	1	Letters Aa–Zz	Print	Conventions	HMH selection	 I can take
10-12,14-15,	1		Concept of a	Past-Tense	quizzes	words apart
20)	1	Phonics:	Word	Verbs	l .	and blend them
	1					
L.K.6		Consonants:	Concept of a	Adjectives	HMH Module	together in
(Lessons: 1-2,	1	Consonants b,	Sentence	Articles	Inventory	many different
5, 7, 10, 12,	1	c, d, n, p, and t			(Foundational	ways.
15, 17, 20)			Multiple		Skills only)	• I can add
,,,	1	Vowels				
		Vowels:	Genres:		I	sounds to
		Short a and	Discuss Genre		Leveled	make new
Need to		Long a	Characteristics		Readers	words.
Know: SL.K.2,			Fiction			I can change
SL.K.3, L.K.2,	1	High	Persuasive		Comprehensio	sounds to
	1	•				
L.K.3	1	Frequency	Text		n Quizzes	make new
	1	Words:	Informational			words.
	1	Decodable:	Text		Running	 I can count
	1	am, at, can,	Fable		Records	sounds in a
F						
Familiar With:	1	man				word.
R.K.6, R.K.8,	1	Partially	Text Structures		1:1	
W.K.3, W.K.5,	1	Decodable:	and Story		Observation	Learning
W.K.6, SL.K.5	1	and, no, to	Elements		Records	-
W.IX.0, OL.IX.0						Targets
	1	Non-Decodabl	Author and			I can say the
	1	e: by, go, is,	Illustrator		Daily Lesson	sounds in
	1	my, you	Roles		Checks	
	1		Characters,			words.
	1					 I can say the
	1		Setting, and		HMH High	long and short
	1		Main Events		Frequency	sounds for the
	1		Plot: Problem		Word	
	1		and Solution		Inventory	five vowels.
	1					 I can read
	1		Topic and			high-frequency
	1		Theme			words.
			Topic and			
	1		Central Idea			 I can look at
	1		Opinion and			words and see
	1		•			how they are
			Reasons			the same or
		1	Comprehensio			
					1	different.
			ln:			
			n: Develop Text :			
			Develop Text :			 I can think
			Develop Text : Monitor			
			Develop Text :			about what I
			Develop Text : Monitor			about what I read.
			Develop Text : Monitor Comprehensio n			about what I
			Develop Text : Monitor Comprehensio n Retell a Story			about what I read.
			Develop Text : Monitor Comprehensio n Retell a Story Make			about what I read. • I can tell why I read different
			Develop Text : Monitor Comprehensio n Retell a Story			about what I read. • I can tell why I read different kinds of books.
			Develop Text : Monitor Comprehensio n Retell a Story Make			about what I read. • I can tell why I read different kinds of books. • I can
			Develop Text : Monitor Comprehensio n Retell a Story Make Inferences			about what I read. • I can tell why I read different kinds of books.
			Develop Text : Monitor Comprehensio n Retell a Story Make Inferences Response to			about what I read. • I can tell why I read different kinds of books. • I can understand
			Develop Text : Monitor Comprehensio n Retell a Story Make Inferences			about what I read. • I can tell why I read different kinds of books. • I can

	-	-	-					
					Reading and			When
					Writing:			someone helps
					Written and			me:
					Pictorial			I can answer
					Response			questions
					Make			about key
					Connections			details in a
								text.
								 I can ask
								questions
								about key
								details in a
								text.
								 I can share
								important
								information
								about a text.
								about a toxt.
								. Lean taka
								I can take
								turns speaking.
								 I can take
								turns listening.
								I can tell
								about
								something I
								know.
								 I can add
								details about
								something I
								know.
								When
1		1						
								someone helps
								me:
								me: • I can sort
								me: • I can sort
								me: • I can sort objects into
								me: • I can sort objects into categories.
								me: • I can sort objects into categories. • I can say an
								me: • I can sort objects into categories. • I can say an action word
								me: • I can sort objects into categories. • I can say an action word and the
								me: • I can sort objects into categories. • I can say an action word and the opposite.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a
								me: • I can sort objects into categories. • I can say an action word and the opposite.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me.
								 me: I can sort objects into categories. I can say an action word and the opposite. I can say a describing word and the opposite. I can identify differences between words that mean almost the same thing. I can speak so others hear me. I can tell my
								 me: I can sort objects into categories. I can say an action word and the opposite. I can say a describing word and the opposite. I can identify differences between words that mean almost the same thing. I can speak so others hear me. I can tell my
								 me: I can sort objects into categories. I can say an action word and the opposite. I can say a describing word and the opposite. I can identify differences between words that mean almost the same thing. I can speak so others hear me. I can tell my thoughts
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly.
Module 3:	Escential:	Escential	Listening and	Phonological	Vocabularu	Writing	Summative:	me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my ideas clearly.
Module 3:	Essential:	Essential	Listening and	Phonological	Vocabulary:	Writing	Summative:	me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my ideas clearly. • I can tell my ideas clearly.
	RF.K.1	Essential Question:	Listening and Speaking:	Phonological Awareness:	Topic Words:	Process:	Acadience	me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my ideas clearly.
My Community	RF.K.1 (Lessons: 1,	Question:	Speaking:	Awareness:	Topic Words: belong,	Process: Informational	Acadience Benchmark	me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly. • I can tell my ideas clearly.
	RF.K.1	Question:			Topic Words:	Process:	Acadience	me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my ideas clearly. • I can tell my ideas clearly.

weeks)	15-20)	community?	Discussion	Identify				right in a book
	RF.K.2		Listen Actively	Rhymes		Diama di	End of module	 I can show
	(Lessons:		Respond in	Produce	Determine	Plan and	assessment	spaces
	1-6,11,13-20)		Complete	Rhymes	Word	Generate Ideas		between words
	RF.K.3		Sentences	Onset and	Meaning:	Organize	Included in	in a book.
	(Lessons:		Intonation	Rime Blend Onsets	Meaning Clue	Draft Revise and Edit	the end of	• I can show
	1-20) RF.K.4			and Rimes into	Academic	Publish and		and name all letters of the
				Words		Present	assessment:	alphabet in a
	(Lessons: 2,4-5, 8-10,				vocabulary:	Present	(Foundational	book.
	2,4-5, 6-10, 13-15, 17,			Segment Words into	brave, busy, earn, expect,		(Foundational Skills,	• I can follow
	19-20)			Onsets and		Writing Focus:	Generative	
	R.K.1(Lessons:			Rimes	help, hope, neighborhood,	Ideas	Vocabulary,	words top to bottom and
	6-7, 11-17)			Phonemes	ordinary, safe,	Examples	Vocabulary, Vocabulary	know when to
	W.K.2			Filonemes	together,	Relevant	Strategies,	turn the page
	(Lessons: 1-2,				wonderful,	Details	Comprehensio	in a book.
	4, 8, 10, 13,			Identify Initial	worried	Organization	n/Literary	• I can show
	15, 18, 20)			Sounds	womed	Central Idea	Analysis,	words I say in
	SL.K.1			Recognize	Explore word	and Key Details		a book.
	(Lessons: 6,			Alliteration	relationships:	and Key Details	Writing)	a DOOK.
	11, 16)			Identify Final	Classify and	Grammar:Conv	· · · · · · · · · · · · · · · · · · ·	• I can hear
	SL.K.4			Sounds	categorize	entions		and say
	(Lessons: 6,			Counds	categorize	Nouns for		rhyming word
	11-12,14,19)			Phonics:	Print	Places and		I can take
	L.K.5			Consonants	Concepts:	Things		words apart
	(Lessons: 1-2,			Consonants r	Directionality:	Adjectives for		and blend the
	5, 6, 10-16,			and f	One to one	Shape and		together in
	19-20)			Vowels	correspondenc	Number		many differen
	L.K.6			Short i and	e	Articles		ways.
	(Lessons: 1-2,			Long i	Concept of a	,		• I can add
	5, 7, 12, 15,			Inflection	word			sounds to
	17, 20)			Inflection –s	Concept of a			make new
	, _0)			/s/and -s /z/	sentence			words.
				(nouns)				I can change
	Need to			Inflection –s	Multiple			sounds to
	Know:			(verbs)	Genres:			make new
	R.K.3, R.K.4,			` ,	Discuss Genre			words.
	SL.K.2, SL.K.3,			High				I can count
	L.K.2, L.K.3			Frequency				sounds in a
	, -			Words:				word.
	Familiar With:			Decodable:				
	R.K.5, R.K.6,			an, did, in, it,				• I can say the
	R.K.7, R.K.8,			ran, sits				sounds in
	R.K.9, W.K.5,							words.
	W.K.6, SL.K.5							• I can say the
								long and shor
								sounds for the
								five vowels.
								 I can read
								high-frequenc
								words.
								 I can look at
								words and se
								how they are
								the same or
								different.
								 I can think
								about what I
								read.
								 I can tell wh
								I read differer
								kinds of book
								• I can
								understand
								what I read.

								When someone helps me: • I can answer questions about key details in a text. • I can ask questions about key details in a text. • I can share important information about a text. • I can take turns speaking. • I can take turns listening. • I can tell about something I know. • I can add details about
								questions about key details in a text. • I can share
								information about a text.
								turns speaking. • I can take turns listening. • I can tell about
								know.
								When someone helps me: • I can sort objects into
								categories. • I can say an action word and the opposite.
								 I can say a describing word and the opposite. I can identify differences
								between words that mean almost the same thing.
								 I can speak so others hear me. I can tell my
								thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly.
Module 4: Happy Healthy	Essential: RF.K.1 (Lessons: 3-5, 7, 9, 13-14,	Essential Question: How can I be	Listening and Speaking: Collaborative	Phonological Awareness: Rhyme Produce	Vocabulary: Academic Vocabulary:	Writing Process: Research Writing;	Summative: Acadience Benchmark Assessment	Learning Targets • I can follow words left to

Me (4 weeks)	18-19)	my	Discussion	Rhymes	active, half,	Plan and		right in a book.
	RF.K.2	healthiest?	Listen Actively		muscles,	Generate Ideas	End of module	 I can show
	(Lessons:		Respond in	Onset and	peaceful, relax,	Organize	assessment	spaces
	1,6,8-12,		Complete	Rime	relaxing, rest,	Draft		between words
	15-17, 19-20)		Sentences	Segment	serving,	Revise and Edit		in a book.
	RF.K.3		Asking for Help	Words into	stretch, take	Publish and	end of module	I can show
	(Lessons: 1-20)		Expressing Needs and	Onset and Rime	care, variety, weight	Present	assessment:	and name all letters of the
	RF.K.4		Wants	KIIIE	weight		(Foundational	alphabet in a
	(Lessons: 3-5.		Speak Clearly	Phonemes	Explore Word	Writing Focus:	Skills,	book.
	7, 9-10, 13-15,		Phrasing	Blend	Relationships:	Ideas:	Generative	• I can follow
	18-20)		Thrashig	Phonemes into	Shades of	Generating	Vocabulary,	words top to
	R.K.1			Words	Meaning	Questions	Vocabulary	bottom and
	(Lessons: 8,10,			Identify Final	mournig	Using a Variety	Strategies,	know when to
	11-12)			Sounds	Print	of Sources	Comprehensio	turn the page
	W.K.2			Identify Medial	Concepts:		n/Literary	in a book.
	(Lessons: 4, 8,			Vowel Sounds	Text Direction	Grammar:	Analysis,	 I can show
	10, 13, 15, 18,			Isolate Initial	One-to-One	Conventions:	Grammar,	words I say in
	20)			Sounds	Correspondenc	Proper Nouns	Writing)	a book.
	SL.K.1				е	Capitalization		
	(Lessons: 6,			Phonics:	Directional	Periods	Common	 I can hear
	11, 15, 16)			Consonants		Complete	Formative:	and say
	SL.K.4			Consonants q,	Multiple	Sentences	HMH selection	rhyming words
	(Lessons: 16)			x , y, and v	Genres:		quizzes	I can take
	L.K.5				Discuss Genre			words apart
	(Lessons:1,			Vowels	Characteristics:		HMH Module	and blend ther
	5-6, 10-11,			Short u and	Informational		Inventory	together in
	15-16, 20)			Long u	Text		(Foundational	many different
	L.K.6			Short e and	Fiction		Skills only)	ways.
	(Lessons: 1-2,			Long e	Fairy Tale		Leveled	 I can add sounds to
	5, 7, 10, 12, 15, 17, 20)			High	Poetry		Readers	make new
	13, 17, 20)			Frequency	Text		Reduers	words.
				Words:	Structures		Comprehensio	• I can change
	Need to			Words to Know	and Story		n Quizzes	sounds to
	Know: R.K.3,			Decodable:	Elements:		II QUILLOU	make new
	R.K.4, W.K.4,			but, him, six,	Topic, Central		Running	words.
	SL.K.2, SL.K.3,			up, us, yes	Idea, and Key		Records	I can count
	L.K.3				Details			sounds in a
				Partially	Informational		1:1	word.
				Decodable:	Text Features		Observation	
				for, have, help,	Characters,		Records	 I can say the
	Familiar With:			her, look,	Setting and			sounds in
	R.K.6, R.K.7,			some, they,	Main Events		Daily Lesson	words.
	R.K.8, R.K.9,			too, want, we	Plot:		Checks	 I can say the
	W.K.5, W.K.6,				Beginning,			long and short
	W.K.8, W.K.9				Middle, and		HMH High	sounds for the
					End		Frequency	five vowels.
					Rhythm and		Word	I can read
					Rhyme		Inventory	high-frequency
					Comprohensi			words.I can look at
					Comprehensi			 I can look at words and see
					on: Develop Text			how they are
					Comprehensio			the same or
					n			different.
					Ask and			
					Answer			 I can think
					Questions			about what I
					Give a			read.
					Summary			 I can tell why
					Retell a Story			I read different
					Discuss			kinds of books
					Author's Craft			• I can
	1							understand
					Response to			what I read.

Module 5:	Essential: RF.K.1 (Lesson: 2,4-5, 8-10, 12,	Essential Question: What does it mean to try	Listening and Speaking: Collaborative Discussion	Phonological Awareness: Rhyme Produce	Vocabulary	Writing Process: Narrative Writing	Summative: Acadience Benchmark Assessment	Learning Targets • I can follow words left to
								 words that mean almost the same thing. I can speak so others hear me. I can tell my thoughts clearly. I can tell my feelings clearly. I can tell my ideas clearly.
								When someone helps me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that
								 I can take turns speaking. I can take turns listening. I can tell about something I know. I can add details about something I know.
					Connect Reading and Writing Written and Pictorial Response Make Connections			someone helps me: • I can answer questions about key details in a text. • I can ask questions about key details in a text. • I can share important information about a text.

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	, , ,	hard?	Greetings and	Rhymes	energized,	Plan and		right in a book.
	RF.K.2		Introductions	Onest and	hero,	Generate Ideas	End of module	I can show
	(Lessons: 1,		Speak Audibly	Onset and	important,	Organize	assessment	spaces
	3-6, 11, 16-20)		Make Eye	Rime	inspire, lovely,	Draft		between words
	RF.K.3 (Lessons:		Contact Respond in	Segment Words into	respectful, scared,	Revise and Edit Publish and	the end of	in a book. • I can show
	(Lessons. 1-20)		Complete	Onset and	several, spy,	Present	module	and name all
	RF.K.4		Sentences	Rime	surprise	Fieseni	assessment:	letters of the
	(Lessons: 2,		Intonation	Rine	sulplise	Writing Focus:	assessment.	alphabet in a
	4-5, 8-10,		Formal and	Phonemes	Determine	Organization	(Foundational	book.
	12,14, 15,		Informal	Blend	Word Meaning	Beginning,	Skills,	• I can follow
	18-20)		Language	Phonemes into	•	Middle, End	Generative	words top to
	R.K.1		Language	Words	ng Words	Order of Events	Vocabulary,	bottom and
	(Lessons: 1-2,			Identify Final	ing troide	Sequence	Vocabulary	know when to
	4-5, 11-12,			Sounds	Print	Words	Strategies,	turn the page
	16-20)			Identify Medial	Concepts:	Strong		in a book.
	SL.K.1(Lesson			Vowel Sounds	Directionality	Beginnings	n/Literary	 I can show
	s: 6, 11, 16)			Isolate Initial	Text Direction		Analysis,	words I say in
	SL.K.4			Sounds	Return Sweep	Grammar:	Grammar,	a book.
	(Lessons: 5,					Conventions	Writing)	
	11, 13)			Phonics:		Pronouns: I,		 I can hear
	L.K.5			Consonants	Multiple	me, we	Common	and say
	(Lessons: 1,			Consonants q,	Genres:	Singular and	Formative:	rhyming words.
	5-6, 10, 11,			x , y, and v	Discuss Genre	Plural Nouns	HMH selection	 I can take
	15-16, 20)				Characteristics:		quizzes	words apart
	L.K.6			Vowels	Fiction			and blend them
	(Lessons: 2-3,			Short u and	Folktale		HMH Module	together in
	5, 7, 10, 12,			Long u	Play		Inventory	many different
	15, 17, 20)			Short e and	Informational		(Foundational	ways.
				Long e	Text		Skills only)	 I can add
	Need to				Biography			sounds to
	Know: R.K.3,			High			Leveled	make new
	R.K.4, W.K.3,			Frequency	Text Structures		Readers	words.
	SL.K.2, SL.K.3,			Words:	and Story		O	I can change
	L.K.2, L.K.3			Words to Know	Elements		Comprehensio	sounds to
				Decodable:	Characters,		n Quizzes	make new
				but, him, six,	Setting, and		Running	words. • I can count
	Familiar With:			up, us, yes	Main Events Central Idea		Records	sounds in a
	R.K.6, R.K.7,			Partially	and Key		Recolus	word.
	R.K.8, R.K.9,			Decodable: for,	,		1:1	word.
	W.K.5, W.K.6			have, help, her,				 I can say the
	W.R.O, W.R.O			look, some,	Places, and		Records	sounds in
				they, too, want,	Events			words.
				we	Character		Daily Lesson	 I can say the
					Feelings and		Checks	long and short
					Traits		-	sounds for the
					Plot: Problem		HMH High	five vowels.
					and Solution		Frequency	 I can read
				Concepts of	Topic and		Word	high-frequency
				Print:	Theme		Inventory	words.
								 I can look at
					Comprehensi			words and see
					on:			how they are
				Fluency:	Develop Text			the same or
					Comprehensio			different.
					n			
					Make and			I can think
					Check			about what I
					Predictions			read.
					Use Picture			I can tell why
					and Text Clues			I read different
					Make			kinds of books. • I can
					Inferences			
					Compare Characters			understand what I read.
					CHARACTERS		1	wildt i leau.
					Compare and			

Module 6:	Essential: RF.K.1 (Lessons: 2,4-5,7,9-10,	Essential Question: What makes	Listening and Speaking: Collaborative Discussion	Phonological Awareness: Onset and Rime:	Vocabulary: <i>Topic Words:</i> belong, country, right	Writing Process: Informational Text Writing:	Summative: Acadience Benchmark Assessment	Learning Targets • I can follow words left to
								 I can identify differences between words that mean almost the same thing. I can speak so others hear me. I can tell my thoughts clearly. I can tell my feelings clearly. I can tell my ideas clearly.
								When someone helps me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite.
								 I can take turns speaking. I can take turns listening. I can tell about something I know. I can add details about something I know.
					Contrast Stories Response to Text: Connect Reading and Writing Written and Pictorial Response Make Connections			When someone helps me: • I can answer questions about key details in a text. • I can ask questions about key details in a text. • I can share important information about a text.

	0 14 45 47 40	the LICA	Initiata	Cogmont		Dian and		right in a keel:
	2,14-15,17,19	the USA	Initiate Conversations	Segment Words into	Determine	Plan and Generate Ideas	End of module	right in a book. • I can show
	20) RF.K.2	special?						
			Formal and	Onset and	Word Meaning:	Organize	assessment	spaces
· · · · · · · · · · · · · · · · · · ·	Lessons: 1-2,		Informal	Rime Phonemes	Meaning Clues	Draft Revise and Edit	Included in	between words
	5-7, 9-10,		Language		Acadomia	Publish and		in a book.
	l6-17, 20) RF.K.3			Isolate Final Sounds	Academic Vocabulary	Present	the end of module	 I can show and name all
	Lessons:			Isolate Initial		Present	assessment:	letters of the
				Sounds	America,	Writing Ecourt	assessment.	
	l-20) RF.K.4			Blend	American, anthem,	Writing Focus: Ideas:	(Foundational	alphabet in a book.
	Lessons: 2,4			Phonemes into	believe, cheer,	Important	Skills,	• I can follow
`	5, 7, 9,10,			Words	crowd,	Information	Generative	words top to
	, 7, 9,10, 4-15, 17,			Segment	customer, law,	Organization:	Vocabulary,	bottom and
	14-15, 17, 19-20)			Words into	plain,	Central Idea	Vocabulary, Vocabulary	know when to
	R.K.1(Phonemes	refuse, sea,	and Key Details	Strategies,	
	essons: 6-7,			Isolate Medial	team	Strong	-	turn the page in a book.
	6-17)			Vowel Sounds	Determine	Beginnings	n/Literary	• I can show
	6L.K.1			vower Sourius	Word Meaning:	Word Choice:	Analysis,	words I say in
					, v			,
`	Lessons: 6,			Phonics:	Meaning Clues	Specific and	Grammar,	a book.
	l6) SL.K.4			Consonants:	Print	Descriptive Words	Writing)	• I can hear
-	-			Consonants: Consonant z		Words	Common	
· ·	Lessons: 5, 6,				Concepts	Grommor		and say
	6, 20)			Consonant	Features of	Grammar:	Formative:	rhyming words.
	K.5			Blends	Print:	Conventions:		I can take
	Lessons:1, 5,			Initial cl, fl, sl,	Concept of a	Prepositions	quizzes	words apart
	l0, 15, 20) K.6			sn, sp, st Final ad at	Word	Pronoun		and blend them
				Final nd, st	Concept of a		HMH Module	together in
`	Lessons: 1-2,			Vowels	Sentence		Inventory	many different
	5, 7, 10, 12,			Review Short	N 141		(Foundational	ways.
1	5, 17, 20)			Vowels	Multiple		Skills only)	I can add
					Genres:			sounds to
					Discuss Genre		Leveled	make new
	leed to			High	Characteristics:		Readers	words.
	Know:			Frequency	Poetry and		а. I. I.	I can change
	R.K.4, R.K.5,			Words:	Song		Comprehensio	sounds to
	SL.K.2, SL.K.3,			Non-decodable	Informational		n Quizzes	make new
	K.2, L.K.3			<i>:</i>	Text			words.
				our, where	Fiction		Running	• I can count
				Partially	Biography		Records	sounds in a
				Decodable:				word.
	Familiar With:			as, come, from,			1:1	
	R.K.6, R.K.7,			or,	and Story			 I can say the
	R.K.8, W.K.5,			said, that,	Elements:		Records	sounds in
V	V.K.6, SL.K.5			when	Characters,		_	words.
				Decodable:	Setting, and		Daily Lesson	• I can say the
				cut, get, hot, if,	Main Events		Checks	long and short
				must, red, stop	People,			sounds for the
					Places, and		HMH High	five vowels.
					Events		Frequency	I can read
					Topic and		Word	high-frequency
					Central Idea		Inventory	words.
					Informational			I can look at
					Text Features			words and see
					Rhythm and			how they are
					Rhyme			the same or
								different.
					Comprehensi			
					on:			I can think
					Develop Text			about what I
					Comprehensio			read.
					n:			 I can tell why
					Make and			I read different
					Check			kinds of books.
					Predictions			• I can
					Visualize			understand
					Describe			what I read.
					Connections			
				1	1			1

Module 7: Zoom In! (4 weeks)	Essential:RF.K .1(Lessons: 3-4,8-9,13) RF.K.2	Essential Question: What can I Iearn when I	Listening and Speaking: Collaborative Discussion:	Phonological Awareness: Rhyme: Produce	Vocabulary: Topic Words: watch, wonder, world	Writing Process: Creative Story and Poetry	Summative: Acadience Benchmark Assessment	Learning Targets • I can follow words left to
								differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly.
								When someone helps me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify
					Pictorial Response Make Connections			information about a text. • I can take turns speaking. • I can take turns listening. • I can tell about something I know. • I can add details about something I know.
					Author's Purpose Discuss Author's Craft Compare and Contrast Adventures Response to Text: <i>Connect</i> <i>Reading and</i> <i>Written</i> and Distorial			someone helps me: • I can answer questions about key details in a text. • I can ask questions about key details in a text. • I can share important information

(Lessons: 1-2,	look closely?	Add Details	Rhymes		Writing:		right in a book.
5, 6, 11-12, 15,	IOOK CIUSEIY?	Auu Details	Rinymes	Explore Word	Plan and	End of module	• I can show
			Phonemes:	Relationships:	Generate Ideas	assessment	
18-20)				· ·		assessment	spaces
RF.K.3			Isolate Final	Shades of	Organize	In a local state of the	between words
(Lessons:1-20)			Sounds	Meaning	Draft	Included in	in a book.
RF.K.4			Segment		Revise and Edit		• I can show
(Lessons: 3-5,			Words into	Print Concepts:	Publish and	module	and name all
8-10, 13-15,			Phonemes	Features of	Present	assessment:	letters of the
17, 19-20)			Blend	Print:			alphabet in a
R.K.1			Phonemes into	End		(Foundational	book.
(Lessons: 1-7)			Words	Punctuation	Writing Focus:	Skills,	 I can follow
SL.K.1			Isolate Initial		Ideas:	Generative	words top to
(Lessons: 6,			Sounds		Descriptive	Vocabulary,	bottom and
11, 16)				Multiple	Details	Vocabulary	know when to
SL.K.4			Phonics:	Genres:		Strategies,	turn the page
(Lessons: 3, 6,			Final	Discuss Genre		Comprehensio	in a book.
11, 16-18)			Consonants:	Characteristics:	Organization:	n/Literary	 I can show
L.K.5			Double Final	Fiction	Beginning,	Analysis,	words I say in
(Lessons:1,			Consonants	Informational	Middle, End	Grammar,	a book.
5-6, 10, 11, 15,			–ff, –II, –ss, –zz	Text	Poem Structure		
16, 20)			Final –ck	Biography			I can hear
L.K.6				Persuasive	Word Choice:	Common	and say
(Lessons: 1-2,				Text	Sensory and	Formative:	rhyming words.
5, 7, 10, 12,			Digraphs:		Descriptive	HMH selection	• I can take
15, 17, 20)			Initial ch, sh,		Words	quizzes	words apart
10, 11, 20)			th, wh	Text		quizzoo	and blend them
			,	Structures	Grammar:	HMH Module	together in
				and Story	Conventions:	Inventory	many different
Need to			High	Elements:	Prepositions	(Foundational	ways.
Know:R.K.3,			Frequency	Characters,	Exclamation	Skills only)	• I can add
R.K.4, SL.K.2,			Words:		LACIAINALION	Skills Offy)	sounds to
				Setting, and			
SL.K.3, L.K.3			Non-decodable	Main Events		Leveled	make new
			: 	People,		Readers	words.
			who	Places, and			I can change
			Partially	Events		Comprehensio	sounds to
			Decodable:	Topic and		n Quizzes	make new
Familiar			could, down,	Central Idea		L	words.
With:R.K.5,			now,	Opinions and		Running	 I can count
R.K.6, R.K.7,			so, were, what,	Reasons		Records	sounds in a
R.K.8, R.K.9,			your				word.
W.K.3, W.K.5,			Decodable:	Comprehensi		1:1	
W.K.6, SL.K.5			back, let, off,	on:		Observation	 I can say the
			tell, then, this,	Develop Text		Records	sounds in
			well, will	Comprehensio			words.
				n:		Daily Lesson	 I can say the
				Ask and		Checks	long and short
				Answer			sounds for the
				Questions		HMH High	five vowels.
				Retell a Story		Frequency	 I can read
				Visualize		Word	high-frequency
				Make		Inventory	words.
				Inferences			I can look at
				Evaluate			words and see
				Details			how they are
				Make and			the same or
				Describe			different.
				Connections			
				Discuss			I can think
				Author's			about what I
				Purpose			read.
				Compare and			• I can tell why
		1	1	•			,
				Contrast Texts			I read different
				Contrast lexts			kinds of books.
							kinds of books. • I can
				Response to			kinds of books. • I can understand
							kinds of books. • I can

					Reading and			When
					Writing:			someone helps
					Written and			me:
					Pictorial			I can answer
					Response			questions
					Make			about key
					Connections			details in a
					Connections			text.
								 I can ask
								questions
								about key
								details in a
								text.
								I can share
								important
								information
								about a text.
								Lange tales
								 I can take
								turns speaking.
								I can take
								turns listening.
								• I can tell
								about
								something I
								know.
								I can add
								details about
								something I
								know.
								When
								someone helps
1	1	1		1				ISUMEONE NEIDS
								me:
								me: • I can sort
								me: • I can sort objects into
								me: • I can sort objects into categories.
								me: • I can sort objects into categories. • I can say an
								me: • I can sort objects into categories. • I can say an action word
								me: • I can sort objects into categories. • I can say an action word and the
								me: • I can sort objects into categories. • I can say an action word and the
								me: • I can sort objects into categories. • I can say an action word and the opposite.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing.
								 me: I can sort objects into categories. I can say an action word and the opposite. I can say a describing word and the opposite. I can identify differences between words that mean almost the same thing. I can speak
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly.
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my
								me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my ideas clearly.
Module 8	Essential:	Essential	Listening and	Phonological	Vocabularv:	Writing	Summative:	me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my
	RF.K.1(Lesson	Essential Question:	Speaking:	Awareness:	Vocabulary:	Process:	Summative: Acadience	me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly.
Module 8 From Plant to					Academic			me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly. • I can tell my ideas clearly.
From Plant to	RF.K.1(Lesson s: 3-4,8-9,13)	Question:	Speaking: Listening and	Awareness: Syllables	Academic Vocabulary	Process: Opinion Writing	Acadience Benchmark	me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly.
	RF.K.1(Lesson		Speaking:	Awareness:	Academic	Process:	Acadience	me: • I can sort objects into categories. • I can say an action word and the opposite. • I can say a describing word and the opposite. • I can identify differences between words that mean almost the same thing. • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly. • I can tell my ideas clearly.

(4 weeks)	(Lessons: 1-2,	become food?	Collaborative	Delete	crop, factory,	Generate Ideas		right in a book.
. ,	5, 6, 11-12, 15,		Discussion	Syllables	ingredient,	Organize	End of module	• I can show
	18-20)		Multiple		peel, root, row,	Draft	assessment	spaces
	RF.K.3		Exchanges		seed, serve,	Revise and Edit		between words
	(Lessons:1-20)		Asking and	Phonemes	soil, vine	Publish and	Included in	in a book.
	RF.K.4		Answering	Blend		Present	the end of	 I can show
	(Lessons: 3-5,		Questions	Phonemes into	Determine		module	and name all
	8-10, 13-15,		Taking Turns	Words	Word Meaning		assessment:	letters of the
	17, 19-20)		Speaking	Isolate Medial	Multiple-Meani			alphabet in a
	R.K.1		Clarify	Vowel Sounds	ng Words		(Foundational	book.
	(Lessons: 1-7)		Information	Segment		Ideas Fact and	Skills,	 I can follow
	SL.K.1			Words into		Opinion	Generative	words top to
	(Lessons: 6,			Phonemes	Print	Organization	Vocabulary,	bottom and
	11, 16)			Isolate Final	Concepts:	Opinion and	Vocabulary	know when to
	SL.K.4			Sounds	Directionality	Reasons	Strategies,	turn the page
	(Lessons: 3, 6,			. .	One-to-One	Strong Endings	1 '	in a book.
	11, 16-18)			Phonics:	Correspondenc		n/Literary	I can show
	L.K.5			Consonants	e	Grammar:	Analysis,	words I say in
	(Lessons:1,			Soft c and g	Features of	Conventions	Grammar,	a book.
	5-6, 10, 11, 15,			Vowels	Print	Complete	Writing)	Loop baar
	16, 20) L.K.6			Long a, e, i,o,	Concept of a	Sentences	Common	• I can hear
	L.K.6 (Lessons: 1-2,			and u	Sentence	Past-, Present-, and	Common Formative:	and say rhyming words.
	· ·				Multiple	Future-Tense		• I can take
	5, 7, 10, 12, 15, 17, 20)			High	Multiple Genres:	Verbs	HMH selection	• I can take words apart
	15, 17, 20)			Frequency	Discuss Genre	VEIDS	quizzes	and blend them
	1			Words:	Characteristics		HMH Module	together in
				Words to Know	Informational		Inventory	many different
	Need to			Decodable:	Text		(Foundational	ways.
	Know: R.K.3,			home, keep,	Fiction		Skills only)	• I can add
	R.K.4, SL.K.2,			like, made,			Okilis Offy)	sounds to
	SL.K.3, L.K.3			make, same,	Text Structures		Leveled	make new
	02.11.0, 2.11.0			take, time	and Story		Readers	words.
				Partially	Elements			I can change
				Decodable:	Central Idea		Comprehensio	sounds to
				all, into, know,	Informational		n Quizzes	make new
				many, out,	Text Features			words.
	Familiar With:			right, why,	Steps in a		Running	• I can count
				would	Sequence		Records	sounds in a
					Characters,			word.
					Setting, and		1:1	
					Main Events		Observation	• I can say the
					Order of		Records	sounds in
					Events			words.
							Daily Lesson	 I can say the
					Comprehensi		Checks	long and short
					on:			sounds for the
					Develop Text		HMH High	five vowels.
					Comprehensio		Frequency	 I can read
					n		Word	high-frequency
	1				Make and		Inventory	words.
					Check			 I can look at
	1				Predictions			words and see
					Set a Purpose			how they are
	1				Synthesize			the same or
					Information			different.
					Evaluate			
	1				Details			 I can think
					Visualize			about what I
	1				Compare and			read.
					Contrast			 I can tell why
	1				Information			I read different
	1				Make			kinds of books.
					Connections			• I can
					Connections Discuss			 I can understand

					Craft Response to			When someone helps me:
					Text: Connect			 I can answer questions
					Reading and Writing			about key details in a
					Written and			text.
					Pictorial			I can ask
					Response Make			questions about key
					Connections			details in a text.
								 I can share
								important information
								about a text.
								 I can take turns speaking.
								 I can take
								turns listening. • I can tell
								about
								something I know.
								• I can add
								details about something I
								know.
								When someone helps
								me:
								 I can sort objects into
								categories.
								 I can say an action word
								and the opposite.
								• I can say a
								describing word and the
								opposite.
								 I can identify differences
								between
								words that mean almost
								the same thing.
								 I can speak so others hear
								me.
								 I can tell my thoughts
								clearly.
								 I can tell my feelings clearly.
								• I can tell my ideas clearly.
Module 9:	Essential:	Essential	Listening and		Vocabulary:		Summative:	Learning
Animal	RF.K.1	Question:	Speaking:	Phonological Awareness:	Academic	Writing	Acadience	Targets
Habitats 4 weeks	(Lessons: 2,4,5,9,10,12,1	What makes a habitat home?	Collaborative Discussion	Syllables Add Syllables	Vocabulary burrow,	Process: Research	Benchmark Assessment	 I can follow words left to
1								1

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4,15,17,19-20)	Stay on Topic		encounter,	Writing		right in a book.
RF.K.2	Take Turns	Delete	forest, journey,	Plan and	End of module	 I can show
(Lessons:10,	Speaking	Syllables	living, prey,	Generate Ideas	assessment	spaces
11-15, 19)			search, steep,	Organize		between words
RF.K.3			sturdy,	Draft		in a book.
(Lessons:1-20)		Phonemes	underground,	Revise and Edit	end of module	 I can show
RF.K.4		Add Phonemes	weather, young	Publish and	assessment:	and name all
(Lessons: 2, 4,				Present		letters of the
5, 7, 9-10, 12,		Delete	Explore Word		(Foundational	alphabet in a
14-15,17,19)		Phonemes	Relationships		Skills,	book.
R.K.1			Classify and	Writing Focus:	Generative	 I can follow
(Lessons:		Substitute	Categorize	Ideas Using a	Vocabulary,	words top to
6-7,13-17)		Phonemes		Variety of	Vocabulary	bottom and
SL.K.1			Print	Sources	Strategies,	know when to
(Lessons: 6,			Concepts:	Organization	Comprehensio	turn the page
11, 15, 16)		Phonics:	Review Print	Central Idea	n/Literary	in a book.
SL.K.4		Consonants	Concepts	and Key Details		 I can show
(Lessons: 6,		Review	Book Parts	Strong Endings	Grammar,	words I say in
10, 11, 16, 20)		Consonants	Book		Writing)	a book.
L.K.5			Orientation and	Grammar:		
(Lessons: 1, 5,		Consonant	Handling	Conventions	Common	 I can hear
6, 10, 11, 15,		Blends	Directionality	Sentence	Formative:	and say
16, 20)			One-to-One	Types	HMH selection	rhyming words.
L.K.6		Review	Correspondenc	End	quizzes	 I can take
(Lessons: 1-2,		Consonant	е	Punctuation		words apart
5, 7, 12, 15,		Blends	Features of		HMH Module	and blend them
17, 20)			Print		Inventory	together in
					(Foundational	many different
		Digraphs	Multiple		Skills only)	ways.
Need to		Review	Genres:			 I can add
Know: R.K.3,		Digraphs	Discuss Genre		Leveled	sounds to
R.K.4, W.K.7,			Characteristics		Readers	make new
SL.K.2, SL.K.3,			Informational			words.
L.K.3		Vowels	Text		Comprehensio	 I can change
		Review Short	Fiction		n Quizzes	sounds to
		Vowels				make new
			Text Structures		Running	words.
Familiar With:		Review Long	and Story		Records	I can count
R.K.5, R.K.6,		Vowels	Elements			sounds in a
R.K.7, R.K.8,			Central Idea		1:1	word.
R.K.9, W.K.5,			and Key		Observation	
W.K.6, W.K.8,		High	Details		Records	 I can say the
W.K.9, SL.K.5		Frequency	Informational			sounds in
		Words:	Text Features		Daily Lesson	words.
		Words to Know	Characters,		Checks	 I can say the
		Decodable:	Setting, and			long and short
		ate, came,	Main Events		HMH High	sounds for the
		gave, just, pick,	Plot: Problem			five vowels.
		them	and Solution		Word	 I can read
					Inventory	high-frequency
		Partially	Comprehensi			words.
		Decodable:	on:			 I can look at
		about, again,	Develop Text			words and see
		because, how,	Comprehensio			how they are
		one, play	n			the same or
			Set a Purpose			different.
			Evaluate			
			Details			 I can think
			Synthesize			about what I
			Information			read.
			and Ideas			 I can tell why
			Retell a Story			I read different
			Make			kinds of books.
			Connections			• I can
			Discuss			understand
			Author's			what I read.
		1	I	1	1	1
			Purpose and			

		Craft		When
				someone helps
		Response to		me:
		Text:		 I can answer
		Connect		questions
		Reading and		about key
		Writing		details in a
		Written and		text.
		Pictorial		• I can ask
		Response		questions
		Make		about key
				details in a
		Connections		
				text.
				I can share
				important
				information
				about a text.
				 I can take
				turns speaking.
				I can take
				turns listening.
				• I can tell
				about
				something I
				know.
				• I can add
				details about
				something I
				know.
				When
				someone helps
				me:
				 I can sort
				objects into
				categories.
				• I can say an
				action word
				and the
				opposite.
				 I can say a
				describing
				word and the
				opposite.
				 I can identify
				differences
				between
				words that
				mean almost
				the same thing.
				I can speak
				so others hear
				me.
				I can tell my
				thoughts
				clearly.
				 I can tell my
				feelings clearly.
				 I can tell my
				ideas clearly.
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