

Course Description: Macon Elementary utilizes a reading workshop model to address the reading standards for fiction and nonfiction. This curriculum has been written to align with the revised MO Learning Standards for English Language Arts (approved by the state board of education in April of 2016).

Kindergarten Reading Scope and Sequence

	Unit	Timeframe
1	Back to School	5 weeks
2	Weather	2 weeks
3	Fall	4 weeks
4	Thanksgiving/Economics	4 weeks
5	Winter	3 weeks
6	Opinion	2 weeks
7	Plants and Animals	5 weeks
8	Dr. Seuss	2 weeks
9	Narrative Stories	3 weeks
10	Spring Weather	2 weeks
11	Environment	2 weeks
12	Summer Fun	2 weeks

Unit 1 Back to School

Standards addressed:

K.R.1.A.a With assistance, develop and demonstrate reading skills in response to read-alouds by: predicting what might happen next in a text based on the cover, title, and illustrations

K.R.1.A.b With assistance, develop and demonstrate reading skills in response to read-alouds by: asking and responding to questions about texts read aloud

K.R.1.A.c With assistance, develop and demonstrate reading skills in response to read-alouds by: retelling main ideas or important facts from a read-aloud or familiar story

K.R.1.A.e With assistance, develop and demonstrate reading skills in response to read-alouds by: recognizing beginning, middle, and end

K.R.1.D.a With assistance, determine connection between: engaging with text as developmentally appropriate

K.R.2.A.g With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text

K.R.3.A.a With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

K.R.3.A.b With assistance, read, infer, and draw conclusions to: use titles and illustrations to make predictions about text

K.R.3.C.c With assistance, read, infer, and draw conclusions to: name the main topic and recall key details of the text

Supporting Standards:

K.RF.1.A.a Develop print awareness in the reading process by: identifying all upper-and lowercase letters

K.RF.1.A.b Develop print awareness in the reading process by: sequencing the letters of the alphabet

K.RF.1.A.c Develop print awareness in the reading process by: demonstrating that books are read left to right, top to bottom

K.RF.1.A.d Develop print awareness in the reading process by: demonstrating that written words are made up of different letters

K.RF.1.A.e Develop print awareness in the reading process by: knowing that a sentence is comprised of a group of words separated by spaces

K.RF.1.A.f Develop print awareness in the reading process by: demonstrating one-to-one correspondence between spoken words and written words

K.RF.2.A.a Develop phonemic awareness in the reading process by: identifying sounds in spoken words

Essential Questions:

What can we use a map for? How can we use these pictures to help us with this map?
How can I use a map?
How does a mental map of my surroundings (home, school, neighborhood)...help me?
Whose student's name do you think this is by looking at the letters? What letter is this in ___'s name? Can you point to the name?
What are rules? Why is it important to have rules? What are laws?
What is a good role model / leader?
What is the cover of a book, turn the pages, read the words?
What is a personal history?
What is this book mostly about?

Learning Targets:

Students will be able to identify pictures to locate a spot on a map.

Students will be able to identify that letters make up a name.

Students will discuss the importance of rules.

Students will explain the importance of a leader.

Students will identify the parts of a book and how to use the book.

Discuss how people change over time and how pictures should change.

Students will make a pictorial timeline.

Students will discuss how pictures give information for reference of time.

Students will discuss how pictures match the print.

Students will retell / act out familiar stories including details.

Students will listen for / identify rhyming words.
 Students will be able to explain that words are separated by spaces.
 Students will use questions to find out about the past.
 Students will act out the characters and events of the book. Students will discuss being proactive to be a good leader.
 Students will discuss using the 7 habits to be a good leader.

Content Vocabulary

map, map key/picture (legend)
 letters, point, uppercase letter, alphabet, words, spaces, rhyming
 characters, setting, major events
 cover, title, illustrator, author, retell, (content vocab of book)
 personal history, timeline, sequence, topic
 compare, past, present (changes over time)

Resources

Pete the Cat: Rocking in My School Shoes, David Goes to School, Now I'm Big, Grandparents' Day, Rain, Rain, Go Away, Things I Like, Now I'm Big, Jack be Nimble, I Went Walking, What's my Favorite Color?, What Grandmas and Grandpas do Best, Favorite Colors, In the Big Blue Sea, What do you do, Norbert Wu?, Red

Standard(s)	Text	Number of Days
K.R.1.A.b,e K.R.3.A.d, K.RF.1.A.d, K.W.3.A.b SS: K.EG.5.A.a-c, K.RI.6.A.a, K.RI.6.B.a, K.PC.1.B.a, K.PC.1.E.A, K.GS.2.C.a, K.GS.2.D.a, K.TS.7.A.b	<i>Pete the Cat: Rocking in My School Shoes Rain, Rain, Go Away David Goes to School</i>	1 week
K.R.1.A.a,c, K.R.2.A.g, K.RF.1.A.a-f, K.L.1.B.c,i SS: K.H.3.B.a-b	<i>Things I Like Now I'm Big Jack be Nimble</i>	1 week
K.R.1.A.a,c,e, K.R.3.A.a, K.R.3.C.c, K.L.1.A.a	<i>I Went Walking What's My Favorite Color?</i>	1 week
K.RF.1.A.c, K.RF.2.A.a, K.W.3.A.b SS: K.TS.7.A.a, K.TS.7.B.a, K.H.3.B.b	<i>What Grandmas and Grandpas do Best Favorite Colors</i>	1 week
K.R.1.D.a, K.R.3.A.a-b K.RF.1.A.c,d,e	<i>In the Big Blue Sea What do you do, Norbert Wu? Red</i>	1 week

Unit 2 Weather

Standards addressed:

K.R.1.A.a With assistance, develop and demonstrate reading skills in response to read alouds by: predicting what might happen next in a text based on the cover, title, and illustrations

K.R.2.A.g With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text

K.R.3.A.a With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

K.R.3.A.c With assistance, read, infer, and draw conclusions to: identify text features

K.R.3.C.a With assistance, read, infer, and draw conclusions to: ask and answer questions to clarify meaning

K.R.3.C.b With assistance, read, infer, and draw conclusions to: identify basic similarities and differences between two texts on the same topic

K.R.3.C.c With assistance, read, infer, and draw conclusions to: name the main topic and recall key details of the text

Supporting standards:

K.RF.1.A.e Develop print awareness in the reading process by: knowing that a sentence is comprised of a group of words separated by spaces

K.RF.2.A.b Develop phonemic awareness in the reading process by: producing rhymes in response to spoken words

K.RF.2.A.c Develop phonemic awareness in the reading process by: distinguishing orally presented rhyming pairs of words from non-rhyming pairs

K.RF.2.A.e Develop phonemic awareness in the reading process by: blending spoken onsets and rimes to form simple words

K.RF.2.A.g Develop phonemic awareness in the reading process by: isolating the initial, medial, and final sounds in spoken words

K.RF.2.A.h Develop phonemic awareness in the reading process by: segmenting spoken words into two or three phonemes

K.RF.3.A.b Develop phonics in the reading process by: reading high-frequency words

Essential Questions:

What are text features?

What is weather?

What are seasons? How many?

Which one of these pairs of words rhyme?

What rhymes with _____?

What is it like on a sunny day?

How did our graph change over the days?

How does the sun affect my world?

How can I protect myself from the sun?

How are these two books similar? How are they different?

What can we use a map for? How can we use these pictures to help us with this map?

Learning Targets:

Students will identify text features.

Students will discuss weather patterns (seasons).

Students will participate in making a weather graph.

<p>Students will identify rhyming and non-rhyming pairs. Students will be able to explain what makes a sentence. (a group of words) Students will identify similarities and differences between two texts on the same topic.</p>		
<p>Content Vocabulary: Text features, seasons, graphs, weather, illustrations, rhyming words, spaces, sun, sunlight, heat, warmth, differences, similarities</p>		
<p>Resources <i>Weather and Seasons, What Will the Weather Be Like Today, A Sunny Day, Weather</i> (by Pamela Chanko), <i>One Rainy Day, Move Over, Rover, Brown Bear, Brown Bear, Sunshine, The Super Sun, 1,2,3, to the Zoo</i></p>		
Standard(s)	Text	Number of Days
K.R.1.A.a, K.R.2.A.g, K.R.3.A.c, K.R.3.C.a, K.RF.1.A.e, K.RF.2.A.b-c,e,g-h SC: K.ESS2.D.1	<i>Weather and Seasons</i> <i>What Will the Weather be Like Today?</i>	1 week
K.R.3.A.a, K.R.3.C.a-b SC: K.ESS1.B.1, K.ESS2.D.1, K.PS3.A.1, K.PS3.B.1	<i>A Sunny Day</i> <i>Weather</i>	1 week

Unit 3 Fall
<p>Standards addressed:</p> <p>K.R.1.A.a With assistance, develop and demonstrate reading skills in response to read alouds by: predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>K.R.1.A.c With assistance, develop and demonstrate reading skills in response to read alouds by: retelling main ideas or important facts from a read-aloud or familiar story</p> <p>K.R.1.D.a Read independently for sustained periods of time by: engaging with text as developmentally appropriate</p> <p>K.R.2.A.b With assistance, read, infer, and draw conclusions to: retell a main event from a story read aloud and familiar stories</p> <p>K.R.2.A.d With assistance, read, infer, and draw conclusions to: recognize different types of texts</p> <p>K.R.2.A.g With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text</p> <p>K.R.3.A.a With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations</p> <p>K.R.3.A.c With assistance, read, infer, and draw conclusions to: identify text features</p> <p>K.R.3.C.c With assistance, read, infer, and draw conclusions to: name the main topic and recall key details of the text</p> <p>K.R.3.C.d With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in a text</p> <p>K.L.1.A.b In speech and written form, apply standard English grammar to: use plural nouns when speaking</p> <p>K.L.1.A.d In speech and written form, apply standard English grammar to: demonstrate the use of complete sentences in shared language activities</p> <p>K.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules</p> <p>K.SL.1.A.b Develop and apply effective listening skills and strategies in formal and informal settings by:</p>

continuing a conversation through multiple exchanges
 K.SL.3.A.b Speak clearly using conventions of language when presenting individually or with a group by: continuing a conversation through multiple exchanges
 K.SL.4.A.b Speak clearly and audibly using conventions of language when presenting individually or with a group by: speaking in complete sentences

Supporting Standards

K.RF.2.A.b Develop phonemic awareness in the reading process by: producing rhymes in response to spoken words
 K.RF.2.A.c Develop phonemic awareness in the reading process by: distinguishing orally presented rhyming pairs of words from non-rhyming pairs
 K.RF.2.A.g Develop phonemic awareness in the reading process by: isolating the initial, medial, and final sounds in spoken words
 K.RF.3.A.b Develop phonics in the reading process by: reading high-frequency words
 K.RF.4.A Read, with support, appropriate texts with purpose and understanding

Social Studies

K.PC.1.F.a Identify the flag as a symbol of our nation.
 K.PC.1.F.b Recite the Pledge of Allegiance.
 K.PC.1.C.a Discuss the concept of individual rights.
 K.TS.7.B.a Use visual tools to communicate information.

Science

K.ETS1.B.1 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Essential Questions:

What do you think will happen in this story?
 What is the difference between a story and a poem?
 What are the text features?
 Which structure is the strongest? Weakest? Why?
 What are the sounds you hear in this word? (first, middle, last - CVC)
 What are the words you didn't know?
 What is the Pledge of Allegiance?
 What does the flag stand for? What are the symbols on the flag?
 What are some examples of symbols?

Learning Targets:

Students will discuss together what they think is happening in the story through pictures.
 Students will discuss predictions.
 Students will identify the difference between a storybook and a poem.
 Students will discuss features of poems.
 Students will compare two texts.
 Students will engage in pairs to discuss the text.
 Students will read / find high frequency words.
 Students will segment CVC words.
 Students will produce rhyming words orally.
 Students will problem solve how to design a structure and discuss strengths and weaknesses..
 Students will identify the symbols on the flag.
 Students will recite the Pledge of Allegiance.
 Students will discuss the importance of symbols.

Content Vocabulary:

predictions, retell, sequence, storybook, poem, nonfiction, article, compare, cover, title, back cover, text features, rhyming, timid, structure, strong/weak, brainstorm, trial & error, Pledge of Allegiance, symbol

Resources

Pumpkin, Pumpkin, 5 Little Pumpkins, I Spy a Spider, Fall, Changing Colors, 5 Little Bats, Ten Timid Ghosts, The Pledge of Allegiance, I Pledge Allegiance, Hero Dad, Colored Leaves

Standard(s)	Text	Number of Days
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K.R.1.A.a,c, K.R.2.A.d, K.SL.1.A.a-b	<i>Pumpkin, Pumpkin 5 Little Pumpkins</i>	1 week
K.R.1.A.a, K.R.1.D.a, K.R.2.A.b,d, K.R.3.A.a K.R.3.C.c, K.RF.3.A.b, K.L.1.A.d SS: K.TS.7.B.a	<i>I Spy a Spider Fall</i>	1 week
K.R.1.A.a, K.R.1.D.a, K.R.2.A.d,g, K.R.3.A.c, K.RF.2.A.b,f,g K.RF.3.A.b,c, K.L.1.A.b, K.SL.3.A.b SC: K.ETS1.B.1	<i>Changing Colors 5 Little Bats Ten Timid Ghosts</i>	1 week
K.R.1.D.a, K.R.3.A.a,c,d, K.R.3.C.d, K.RF.2.A.b-c, K.RF.4.A, K.SL.1.A.a, K.SL.4.A.b SS: K.PC.1.C.a, K.PC.1.F.a-b	<i>The Pledge of Allegiance Colored Leaves</i>	1 week

**Unit 4
Thanksgiving/Economics**

Standards addressed:

K.R.1.A.b With assistance, develop and demonstrate reading skills in response to read alouds by: asking and responding to questions about texts read aloud

K.R.1.A.c With assistance, develop and demonstrate reading skills in response to read alouds by: retelling main ideas or important facts from a read-aloud or familiar story

K.R.1.A.e With assistance, develop and demonstrate reading skills in response to read alouds by: recognizing beginning, middle, and end

K.R.1.B.a With assistance, develop an understanding of vocabulary by: identifying and sorting pictures of objects into conceptual categories

K.R.1.B.c With assistance, develop an understanding of vocabulary by: distinguishing meaning between verbs describing the same action

K.R.1.D.a Read independently for sustained periods of time by: engaging with text as developmentally appropriate

K.R.2.A.d With assistance, read, infer, and draw conclusions to: recognize different types of texts

K.R.2.A.g With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text

K.R.3.C.c With assistance, read, infer, and draw conclusions to: name the main topic and recall key details of the text

K.R.3.C.d With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in a text

Supporting Standards

K.RF.2.A.b Develop phonemic awareness in the reading process by: producing rhymes in response to spoken words

K.RF.2.A.d Develop phonemic awareness in the reading process by: recognizing spoken alliteration or groups of words that begin with the same onset or initial sound

K.RF.2.A.e Develop phonemic awareness in the reading process by: blending spoken onsets and rimes to form simple words

K.RF.3.A.b Develop phonics in the reading process by: reading high-frequency words
K.L.1.A.b In speech and written form, apply standard English grammar to: use plural words when speaking
K.L.1.A.d In speech and written form, apply standard English grammar to: demonstrate the use of complete sentences in shared language activities
K.L.1.A.e In speech and written form, apply standard English grammar to: use question words in sentences
K.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules
K.SL.1.A.b Develop and apply effective listening skills and strategies in formal and informal settings by: continuing a conversation through multiple exchanges
K.SL.3.A.c Speak clearly using conventions of language when presenting individually or with a group by: confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media
K.SL.4.A.a Speak clearly and audibly using conventions of language when presenting individually or with a group by: describing personal experiences using a prop, picture, or other visual aid

Social Studies

K.E.4.A.a Describe examples of scarcity within your family and school.
K.E.4.A.b Describe examples of opportunity cost within your family and school.
K.E.4.A.c Describe examples of needs and wants within your family and school.
K.EG.5.A.a Identify maps as representations of real places.
K.EG.5.A.b With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.
K.EG.5.A.c Match legend symbols to map features.
K.RI.6.A.a Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.
K.RI.6.C.a Share stories related to your family cultural traditions and family lore.
K.RI.6.D.a Describe how you and your family remember and commemorate your cultural heritage.
K.TS.7.A.a Label and analyze different social studies' sources with guidance and support from an adult.
K.TS.7.E.a Ask questions and find answers, with assistance.

Essential Questions:

What is this mostly about? (main topic)
Can you retell the story?
Can you tell me about the groups you made?
What word has the same beginning sound as your name?
Do you think this is a poem or a book? Why?
Have you ever experienced not having enough?
What does your family do for Thanksgiving?
How do family customs impact me?
What ending marks did you notice?
Why do we need people of authority and rules at home and school?

Learning Targets:

Students will retell the story.
Students will sort and discuss the groupings they made.
Students will identify beginning sounds and apply it to new words.
Students will discuss their family's traditions for a holiday meal.
Students will ask for clarification when needed.
Students will be able to identify pictures to locate a spot on a map.
Students will explain or give examples of opportunity cost with a partner / teacher.
Students will discover describing words to expand sentences.
Students will match number words to number cards.

Content Vocabulary:

alike, different, singular, plural, attributes, poem, Thanksgiving Specific words (platter, feast, folks)
scarcity, opportunity cost, choice /choose, rules needs / wants, map, map key (legend)
initial sound, question words (who what when where why), rhyming, text features, number words/numbers

Resources

<i>Fall Foods, Let's Give Thanks, Feast for 10, Thanksgiving Dinner, Ten Little Turkeys, Choices, Benny's Pennies</i>		
Standard(s)	Text	Number of Days
K.R.1.B.a, K.R.2.A.d, K.R.3.C.c-d, K.RF.2.A.d, K.L.1.A.a-b	<i>Fall Foods Let's Give Thanks</i>	1 week
K.R.1.A.b, K.R.2.A.d, K.RF.2.A.d-e, K.L.1.A.e, K.SL.3.A.c, K.SL.4.A.a SS: K.RI.6.A.a K.RI.6.C.a, K.RI.6.D.a, K.TS.7.A.a, K.TS.7.E.a, K.E.4.A.a, K.EG.5.A.a-c	<i>Feast for 10 Thanksgiving Dinner Thanksgiving Map Skills</i>	1 week
K.R.1.D.a, K.R.2.A.d	<i>Ten Little Turkeys</i>	1 week
K.R.1.A.b, K.R.1.A.c, K.R.1.A.e, K.R.1.B.c, K.R.2.A.g, K.RF.2.A.b, K.RF.3.A.b, K.L.1.A.a, K.L.1.A.d, K.SL.1.A.a-b SS: K.E.4.A.b-c	<i>Choices Benny's Pennies</i>	1 week

**Unit 5
Winter**

Standards addressed:

K.R.1.A.c With assistance, develop and demonstrate reading skills in response to read-alouds by: retelling main ideas or important facts from a read-aloud or familiar story

K.R.1.A.e With assistance, develop and demonstrate reading skills in response to read-alouds by: recognizing beginning, middle, and end

K.R.1.B.c With assistance, develop an understanding of vocabulary by: distinguishing meaning between verbs describing the same action

K.R.2.A.d With assistance, read, infer, and draw conclusions to: recognize different types of texts

K.R.2.A.e With assistance, read, infer, and draw conclusions to: name author and illustrator of a story and describe how each is telling the story

K.R.2.A.g With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text

K.R.3.A.a With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

K.R.3.C.b With assistance, read, infer, and draw conclusions to: identify basic similarities and differences between two texts on the same topic
 K.R.3.C.c With assistance, read, infer, and draw conclusions to: name the main topic and recall key details of the text

Supporting standards:

K.RF.2.A.b Develop phonemic awareness in the reading process by: producing rhymes in response to spoken words
 K.RF.2.A.e Develop phonemic awareness in the reading process by: blending spoken onsets and rimes to form simple words
 K.RF.3.A.a Develop phonics in the reading process by: producing and writing letter(s) for most short vowel and consonant sounds
 K.L.1.B.f In written text, write and name the printed letters that match the sound

Essential Questions:

Who is an author?
 Who is an illustrator?
 Why did the author choose the title for this story?
 What is a rhyming word?
 What is the book mostly about?
 What is the difference between a poem and a story?

Learning Targets:

Students will retell the story.
 Students will be able to discuss cause and effect.
 Students will differentiate between non rhyming and rhyming words.
 Students will change beginning sounds to produce new words.

Content Vocabulary:

author, illustrator, details, retell, text features, rhyming, topic (main idea), facts, poem vs. book

Standard(s)	Text	Number of Days
K.R.1.A.c,e, K.R.1.B.c K.R.2.A.e,g K.RF.2.A.b,e, K.L.1.A.a	<i>All to Build a Snowman When It's Cold Outside</i>	1 week
K.R.2.A.d, K.R.3.A.a, K.R.3.C.b-c, K.RF.2.A.b	<i>Snow Five Little Elves</i>	1 week
K.RF.2.A.e, K.RF.3.A.a, K.L.1.B.f	<i>Santa's Helpers</i>	1 week

**Unit 6
Opinion**

Standards addressed:

K.R.1.A.a With assistance, develop and demonstrate reading skills in response to read alouds by: predicting what might happen next in a text based on the cover, title, and illustrations
 K.R.1.B.a With assistance, develop an understanding of vocabulary by: identifying and sorting pictures of objects into conceptual categories
 K.R.1.B.e With assistance, develop an understanding of vocabulary by: use words and phrases acquired through conversations, reading and being read to, and responding to texts
 K.R.3.C.b With assistance, read, infer, and draw conclusions to: identify basic similarities and differences between two texts on the same topic
 K.L.1.A.d In speech and written form, apply standard English grammar to: demonstrate the use of complete sentences in shared language activities

K.L.1.B.g In written text: use inventive spelling with beginning, final, and medial sounds
 K.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules
 K.SL.1.A.b Develop and apply effective listening skills and strategies in formal and informal settings by: continuing a conversation through multiple exchanges
 K.SL.3.A.b Speak clearly using conventions of language when presenting individually or with a group by: continue a conversation through multiple exchanges
 K.SL.4.A.a Speak clearly and audibly using conventions of language when presenting individually or with a group by: describing personal experiences using props, picture, or other visual aid
 K.SL.4.A.b Speak clearly and audibly using conventions of language when presenting individually or with a group by: speaking in complete sentences
 K.W.1.C.a Reread, revise, and edit drafts with assistance from adults/peers to: respond to questions and suggestions, adding details to strengthen writing

Supporting Standards:

K.RF.2.A.e Develop phonemic awareness in the reading process by: blending spoken onsets and rimes to form simple words
 K.RF.2.A.h Develop phonemic awareness in the reading process by: segmenting spoken words into two or three phonemes
 K.RF.3.A.a Develop phonics in the reading process by: producing and writing letters for most short vowel and consonant sounds
 K.RF.4.A Read, with support, appropriate texts with purpose and understanding

Essential Questions:

Can you write the sounds for (CVC word)?
 What is the same? What is different?
 What is an opinion?
 Which one do you like the best?

Learning Targets:

Students will segment words together as a class and attempt individually.
 Students will follow rules in class for discussion about the book.
 Students will compare two texts.
 Students will add details to expand sentences.
 Students will change beginning sounds to produce new words.
 Students will state opinions on a subject.

Content Vocabulary:

segment, similar, different, comparing, key details, digraphs, opinions

Standard(s)	Text	Number of Days
K.R.1.B.e, K.R.3.C.b, K.RF.2.A.h, K.RF.3.A.a, K.RF.4.A, K.L.1.A.d, K.L.1.B.g, K.SL.1.A.a-b, K.SL.4.A.a, K.W.1.C.a	<i>Can You Find My Mitten? Winter is Here</i>	1 week
K.R.1.A.a, K.R.1.B.a, K.RF.2.A.e, K.SL.3.A.b, K.SL.4.A.a-b	<i>Mr. Snowman Winter Hats</i>	1 week

**Unit 7
Plants and Animals**

Standards addressed:

K.R.1.A.a With assistance, develop and demonstrate reading skills in response to read alouds by: predicting what might happen next in a text based on the cover, title, and illustrations

K.R.1.B.b With assistance, develop an understanding of vocabulary by: demonstrating understanding of opposites (antonyms)

K.R.1.B.c With assistance, develop an understanding of vocabulary by: distinguishing meaning between verbs describing the same action

K.R.1.B.d With assistance, develop an understanding of vocabulary by: using a picture dictionary to find words

K.R.2.A.d With assistance, read, infer, and draw conclusions to: recognize different types of texts

K.R.3.A.a With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

K.R.3.A.b With assistance, read, infer, and draw conclusions to: use titles and illustrations to make predictions about text

K.R.3.C.a With assistance, read, infer, and draw conclusions to: ask and answer questions to clarify meaning

K.R.3.C.c With assistance, read, infer, and draw conclusions to: name the main topic and recall key details

K.R.4.A.a With assistance, develop an awareness of media literacy by: identifying different forms of media

K.L.1.A.c In speech and written form, apply standard English grammar to: express time and space of the text (prepositions)

K.L.1.A.e In speech and written form, apply standard English grammar to: use question words in sentences

K.L.1.B.b In written text: recognize that a sentence ends with punctuation marks

K.L.1.B.d In written text: capitalize first word in a sentence

K.L.1.B.e In written text: capitalize the pronoun I

K.L.1.B.g In written text: use inventive spelling with beginning, final, and medial sounds

K.SL.3.A.c Speak clearly using conventions of language when presenting individually or with a group by: confirming comprehension by retelling information and asking appropriate questions based on read alouds or other media

Supporting Standards:

K.RF.1.A.c Develop print awareness in the reading process by: demonstrating books are read left to right, top to bottom

K.RF.2.A.f Develop phonemic awareness in the reading process by: blending spoken phonemes to form one-syllable words

K.RF.2.A.g Develop phonemic awareness in the reading process by: isolating the initial, medial, and final sounds in spoken words and segmenting spoken words into two or three phonemes

K.RF.2.A.h Develop phonemic awareness in the reading process by: segmenting spoken words into two or three phonemes

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

Science Standards:

K.ESS2.E.1 With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs.

K.ESS3.A.1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live

K.LS1.C.1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies Standards:

K.TS.6.D.a Share findings on a topic

K.TS.7.B.a Use visual tools to communicate information

Essential Questions:

Where does this animal live? What is its habitat?

What do plants and animals need to survive?

What is the main idea of this story?

What punctuation mark is needed at the end of this sentence?

What do some animals do to change the environment for their habitats? (patterns of animals)

How can I share my findings on a topic through written and oral communication?

Learning Targets:

Students will discuss different habitats.

Students will illustrate an example of a habitat.
 Students will discuss what plants and animals and humans need to survive.
 Students will change beginning sounds to produce new words.
 Students will create new CVC words.
 Students will match pictures to text.
 Students will discuss patterns of plants and animals and retell information learned.
 Students will make a book, illustration where plants and animals live.
 Students will make predictions about what animals will eat.
 Students will capitalize the first letter of a sentence.
 Students will change the letter that needs to be capitalized and add punctuation.
 Students will share findings on a topic through written and oral communication.

Content Vocabulary:

habitats, opposites (in, out, off, on), needs, survive, plants, animals, main idea, punctuation, environment, author, illustrator, text features, capitals

Resources

Plants and Animals all Around, Needs of Plants and Animals, Polar Bear, Moms do so Much, Mumble the Penguin, The Penguin Chick, All About Sea Turtles, Plants and Animals Live Here, What Animals Eat, Who Can Hop?, Hibernation Station, Little Bit of Winter, Duck!Rabbit!, It is Winter, Bear's New Friend, The Bear Snores On, Polar Bears are Wild, Polar Bears, Penguins, Cuddly Dudley, March of the Penguins, See the Snow, Penguins!, The Farm, Cool Penguins, Penguin, Penguin, Penguins Can't Fly, Who is Hiding the Snow?, What is Cold?

Standard(s)	Text	Number of Days
K.R.1.B.b, K.R.3.C.c, K.L.1.A.c SC: K.ESS2.E.1, K.ESS3.A.1, K.LS1.C.1	<i>Plants and Animals All Around Needs of Plants and Animals</i>	1 week
K.R.1.B.d, K.R.2.A.,d K.RF.2.A.f-h, K.L.1.A.e, K.L.1.B.b,g, K.SL.3.A.c	<i>Polar Bear Moms Do So Much</i>	1 week
K.R.2.A.d, K.R.3.A.a, K.R.3.C.a, K.R.4.A.a, K.RF.2.A.g-h, K.RF.4.A, K.L.1.B.g	<i>Mumble the Penguin The Penguin Chick</i>	1 week
K.R.3.A.a-b, K.R.3.C.c, K.SL.3.A.c, K.L.1.B.d, SC: K.ESS2.E.1, K.ESS3.A.1, K.TS.6.D.a, K.TS.7.B.a K.TS.7.D.a	<i>All About Sea Turtles Plants and Animals Live Here</i>	1 week
K.R.1.A.a, K.R.1.B.c, K.R.3.C.c, K.RF.1.A.c, K.RF.4.A, K.L.1.A.e, K.L.1.B.b,d-e,g	<i>What Animals Eat Who Can Hop?</i>	1 week

**Unit 8
Dr. Seuss**

Standards addressed:

K.R.1.A.b With assistance, develop and demonstrate reading skills in response to read alouds by: asking and responding to questions about texts read aloud

K.R.1.B.e With assistance, develop an understanding of vocabulary by: using words and phrases acquired through conversations, reading and being read to, and responding to texts
 K.R.1.D.a read independently for sustained periods of time by: engaging with text as developmentally appropriate
 K.R.2.A.b With assistance, read, infer, and draw conclusions to: retell a main event from stories read aloud and familiar stories
 K.R.2.A.d With assistance, read, infer, and draw conclusions to: recognize different types of texts
 K.R.2.B.a With assistance, read, infer, and draw conclusions to: respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds
 K.R.2.C.a With assistance, read, infer, and draw conclusions to: identify characters in a puppet play or performance by actors
 K.R.3.A.b With assistance, read, infer, and draw conclusions to: use titles and illustrations to make predictions about text

Supporting Standards:

K.RF.2.A.b Develop phonemic awareness in the reading process by: producing rhymes in response to spoken words
 K.RF.2.A.c Develop phonemic awareness in the reading process by: distinguishing orally presented rhyming pairs of words from non-rhyming pairs
 K.RF.2.A.e Develop phonemic awareness in the reading process by: blending spoken onsets and rimes to form simple words (and syllables)
 K.RF.2.A.g Develop phonemic awareness in the reading process by: isolating in the initial, medial, and final sounds in spoken words
 K.RF.2.A.h Develop phonemic awareness in the reading process by: segmenting spoken words into two or three phonemes
 K.RF.3.A.b Develop phonics in the reading process by: reading high-frequency words
 K.RF.3.A.c Develop phonics in the reading process by: blending letter sounds to decode simple words

Essential Questions:

What are word families?
 How can we tell how many syllables are in this word?
 Who is Dr. Seuss?
 What words rhyme?
 Can you give me a word that rhymes with ___?

Learning Targets:

Students will engage and respond to text through conversation.
 Students will act out characters from the text.
 Students will participate in onset and rime / syllable activities.

Content Vocabulary:

Author Study, rhyming, word families, syllables

Standard(s)	Text	Number of Days
K.R.1.A.b, K.R.1.B.e, K.R.1.D.a, K.R.2.A.d, K.R.2.B.a, K.R.2.C.a, K.R.3.A.b, K.RF.2.A.e, K.RF.3.A.b	<i>Get to Know Dr. Seuss! Mr. Brown Can Moo Thing 1 and Thing 2</i>	1 week
K.R.2.A.b, K.R.2.B.a, K.RF.2.A.b-c,e,g-h, K.RF.3.A.c	<i>Green Eggs and Ham Dr. Seuss Books</i>	1 week

**Unit 9
Stories**

Standards addressed:

K.R.1.A.a With assistance, develop and demonstrate reading skills in response to read-alouds by: predicting what might happen next in a text based on the cover, title, and illustrations

K.R.1.A.c With assistance, develop and demonstrate reading skills in response to read alouds by: retelling main ideas or important facts from a read aloud of familiar story

K.R.1.A.d With assistance, develop and demonstrate reading skills in response to read alouds by: connecting the information and events of a text to experiences

K.R.1.A.e With assistance, develop and demonstrate reading skills in response to read alouds by: recognizing beginning, middle, and end

K.R.1.C.b With assistance, determine connection between text to text (text ideas including similarities and differences in fiction and nonfiction)

K.R.2.A.a With assistance, read, infer, and draw conclusions to: identify elements of a story, including setting, character, and key events

K.R.2.A.b With assistance, read, infer, and draw conclusions to: retell a main event from stories read aloud and familiar stories

K.R.2.A.d With assistance, read, infer, and draw conclusions to: recognize different types of texts

K.R.2.A.f With assistance, read, infer, and draw conclusions to: compare and contrast adventures of characters in familiar stories

K.R.2.A.g With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text

K.R.3.A.a With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

K.R.3.A.c With assistance, read, infer, and draw conclusions to: identify text features

K.L.1.A.c In speech and written form, apply standard English grammar to: express time and space

K.L.1.B.b In written text: recognize that a sentence ends with punctuation marks

Supporting Standards:

K.RF.2.A.b Develop phonemic awareness in the reading process by: producing rhymes in response to spoken words

Social Studies Standards:

K.EG.5.B.a Apply positional words to locations within the classroom (below, above, front,back, left, right, etc.)

Essential Questions:

How can I show what I know about what I read?
 What does this text remind me of? (connections)
 How can I retell a story in order?

Learning Targets:

Students will retell a story.
 Students will make connections.
 Students will use positional words when retelling/sequencing story cards.

Content Vocabulary:

beginning, middle, end, sequencing, first, next, then, last, major events, connections

Standard(s)	Text/Topic	Number of Days
K.R.1.A.a,c,e, K.R.1.C.b, K.R.2.A.b,f, K.RF.2.A.b-c,g-h, K.RF.3.A.c	<i>My Dad and I</i> <i>The Bike Ride</i>	1 week
K.R.2.A.b,d,g K.R.3.A.a K.L.1.B.b SS: K.EG.5.B.a	<i>Splash</i> <i>Lily the Cat</i>	1 week
K.R.1.A.a,d K.R.2.A.a, K.RF.2.A.b, K.L.1.A.c	<i>Mouse's Birthday</i> <i>Rosie's Walk</i>	1 week

Unit 10 Spring Weather

Standards addressed:

K.R.1.A.a With assistance, develop and demonstrate reading skills in response to read alouds by: predicting what might happen next in a text based on the cover, title, and illustrations

K.R.1.A.d With assistance, develop and demonstrate reading skills in response to read alouds by: connecting the information and events of a text to experiences

K.R.1.B.e With assistance, develop an understanding of vocabulary by: using words and phrases acquired through conversations, reading and being read to, and responding to texts

K.R.2.A.a With assistance, read, infer, and draw conclusions to: identify elements of a story, including setting, character, and key events

K.R.2.A.g With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text

K.R.3.A.a With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations

K.R.3.C.a With assistance, read, infer, and draw conclusions to: ask and answer questions to clarify meaning

K.R.3.C.b With assistance, read, infer, and draw conclusions to: identify basic similarities and differences between two texts on the same topic

Supporting Standards:

K.RF.2.A.c Develop phonemic awareness in the reading process by: distinguishing orally presented rhyming pairs of words from non-rhyming pairs

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

Science Standards:

K.ESS2.D.1 Use and share observations of local weather conditions to describe patterns over time.

Essential Questions:

How can I show what I know about what I read?
 How can I use sounds to learn about and write words?
 How can I read this text?
 How can I know about the weather?
 How can I be safe in dangerous weather?
 What did this text remind me of?

Learning Targets:

Students will retell a story using major events.
 Students will identify characters, setting, and events.
 Students will produce rhyming words.
 Students will recognize rhyming words.
 Students will make picture-to-text connections.
 Students will discuss safety procedures.
 Students will discuss different ways to find out about the weather.
 Students will discuss dangerous types of weather.
 Students will discuss local weather patterns.
 Students will compare two texts.

Content Vocabulary:

text features, rhyming, retell, weather, dangerous weather (i.e. tornadoes), drills, forecasting, connections, compare

Resources

Mrs. McNosh Hangs up her Wash, Here is the Rain, Tornado Safety, Checking the Weather, City Storm, Spring is Here, Welcome Back ANimals, Waiting for Wings, Bear Feels Scared, "Whoosh" said the Wind, Planting a Rainbow

Standard(s)	Text	Number of Days
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K.R.2.A.a,g, K.R.3.A.a, K.RF.2.A.c, K.RF.4.A	<i>Mrs. McNosh Hangs Up Her Wash Here is the Rain</i>	1 week
K.R.1.A.a,d, K.R.1.B.e, K.R.2.A.a, K.R.3.C.a-b SC: K.ESS2.D.1	<i>Tornado Safety Checking the Weather City Storm</i>	1 week

Unit 11 Environment

Standards addressed:
 K.R.1.B.b With assistance, develop an understanding of vocabulary by: demonstrating understanding of opposites (antonyms)
 K.R.2.B.a With assistance, read, infer, and draw conclusions to: respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds
 K.R.3.A.a With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations
 K.R.3.C.d With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in a text

Supporting Standards:
 K.RF.4.A Read, with support, appropriate texts with purpose and understanding

Science Standards:
 K.ESS3.C.1 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Essential Questions:
 How do humans affect the earth?
 What can I do to take care of our earth?
 How can I learn new words and develop vocabulary for discussing opposites?
 How can I segment words to find the amount of syllables?
 How can I read this text to gain meaning?

Learning Targets:
 Students will make picture-to- text connections.
 Students will discuss the impact of humans on land, water, and air
 Students will discuss ways to reduce, reuse, and recycle.
 Students will recognize recyclable materials to reuse and how to make something new.
 Students will produce opposite pairs.
 Students will identify how many syllables are in a word.

Content Vocabulary:
 connections, recycle, environment, resources, antonyms, syllables

Resources
The Earth and I, I Love the Earth, Reduce, Reuse, Recycle, New Again, Our Class is Going Green, Our Land, Water, and Air, Save our Tree, In My World

Standard(s)	Text	
K.R.1.B.b, K.R.3.A.a SC: K.ESS3.C.1	<i>The Earth and I I Love the Earth</i>	1 week

K.R.2.B.a, K.R.3.C.d, K.RF.4.A SC: K.ESS3.C.1	<i>Reduce, Reuse, Recycle New Again</i>	1 week
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Unit 12 Summer Fun

Standards addressed:

K.R.1.A.b With assistance, develop and demonstrate reading skills in response to read alouds by: asking and responding to questions about texts read aloud
 K.R.1.A.c With assistance, develop and demonstrate reading skills in response to read alouds by: retelling main ideas or important facts from a read aloud or familiar story
 K.R.2.A.d With assistance, read, infer, and draw conclusions to: recognize different types of texts
 K.R.3.C.b With assistance, read, infer, and draw conclusions to: identify basic similarities and differences between two texts on the same topic

Supporting Standards:

K.RF.2.A.b Develop phonemic awareness in the reading process by: producing rhymes in response to spoken words
 K.RF.3.A.a Develop phonics in the reading process by: producing and writing letter(s) for most short vowel and consonant sounds

Science Standards:

K.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
 K.ETS1.B.1 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
 K.ETS1.C.1 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

Social Studies Standards:

K.H.3.B.b Compare your family's life in the past and present. K.H.3.B.b Compare your family's life in the past and present.

Essential Questions:

How can I use sounds to learn about and write new words?
 How can I communicate my thoughts about text types?
 How can I make a model to analyze strength and weaknesses of a given performance of an object?
 What can I observe to gather information about developing new objects to solve simple problems?
 How can I find the vowels and consonant sounds in words?
 How can I use sounds to learn about and write words? (vowels)
 How can I show what I know about what I read?
 How can I read this text to gain meaning?

Learning Targets:

Students will produce rhyming words.
 Students will recognize rhyming words.
 Students will identify different text types.

Students will make a model.
 Students will compare two texts.
 Students will make observations.
 Students will discuss the strengths and weaknesses of their models.
 Students will identify vowel and consonant sounds by producing and writing words.
 Students will retell a story.

Content Vocabulary:

rhyming, story, poems, model, compare, observe, gather information, invention, short vowel, long vowel, blending sounds (phonemic awareness), text features, multiple meaning of words

Standard(s)	Text	
K.R.2.A.d, K.R.3.C.b, K.RF.2.A.b SC: K.ETS1.A.1, K.ETS1.B.1, K.ETS1.C.1	<i>Bubble Trouble</i> <i>Blowing Bubbles</i>	1 week
K.R.1.A.c, K.RF.3.A.a	<i>Cows in the Kitchen</i> <i>Ice Cream From Cows to Kids</i>	1 week
K.R.1.A.b	<i>Duck! It's A Duck!</i>	1 week