Pennsylvania Weekly Lesson Planners

Correlated to the Early Childhood Learning Continuum Indicators for Reading, Writing, Speaking and Listening
**ORAL LANGUAGE**
- Oral Vocabulary
  - Focus Question: Why do we need our families?
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- **Phonemic Awareness**
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PENNSYLVANIA Lesson Plan

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- **Listening Comprehension**
- **Phonics and High-Frequency Words**
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**LANGUAGE ARTS**
- **Writing**
- **Grammar**

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  - 1.1.F.1, 1.5.F.4, 1.5.F.5
### DAY 4

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - **Focus Question:** When have you worked together with friends to get a job done?
  - 1.6D.2

**Phonemic Awareness**
- **Focus Question:** Which story about friends did you like best?
  - 1.6D.2

**Oral Vocabulary**
- **Number Words:** 1.1E.1, 1.1F.1

**Phonemic Awareness**
- **Focus Question:** Which story about friends did you like best?
  - 1.6D.2

**Word Study**
- **Phonics**
  - **Cumulative Review:** 450
  - **Blend with /a/, /i/:** 451
  - **Activity Book:** 458
  - **Practice Book:** 57
  - 1.1C.6

**High-Frequency Words**
- **Review High-Frequency Word:** 446
  - 1.1C.1

### DAY 5

**Review and Assess**
- **Morning Message:** 455

**Phonics**
- **Picture Sort:** /m/m, /p/p, /s/s, 458

**Oral Vocabulary**
- **Color and Number Words:** 456
  - 1.1E.1, 1.1F.1

**Phonemic Awareness**
- **Phoneme Categorization:** 457
  - 1.1C.5

**High-Frequency Words:** like, a, 456
- 1.1C.1

### READING
- **Interactive Read Aloud**
  - **Listening Comprehension:** 448
  - **Read Aloud:** "The Little Red Hen"

**Pre-decodable Reader:** Pom, 452
- 1.1B.1, 1.1D.1, 1.1G.1, 1.1H.5, 1.3A, 1.6B, 1.6D.2

**Fluency**
- **Reread for Fluency:** 452
  - 1.1H, 1.1H.3

### LANGUAGE ARTS
- **Writing**
  - **Independent Writing:** Revise and Edit a Sentence, 453
    - 1.5A, 1.5B.2, 1.5E

### Kindergarten, Unit 2, Week 3, Simon and Molly plus Hester, 406–481
DAY 1

**ORAL LANGUAGE**
- Oral Vocabulary
  - **Focus Question**: What things do we see that move around town?
  - **Build Background**: 509
  - **Oral Vocabulary**: 509
    - **Phonemic Awareness**
      - **Phoneme Isolation**: 512
      - **Phoneme Blending**: 524

**WORD STUDY**
- Phonics
  - **Introduce**: /l/t/, 513
  - **Handwriting**: Write /l/, 514
  - **Activity Book**: 514
  - **Practice Book**: 61
  - **High-Frequency Word**: see, 511

- **Phonics and High-Frequency Words**
  - **Review**: 525
  - **Blend Words with /l/t/**: 526

**READING**
- **Share the Big Book**
  - **Strategy**: Recognize Story Structure
  - **Skill**: Make and Confirm Predictions, S10
    - **1.1D.1, 1.1H.5, 1.3A, 1.3B, 1.3F, 1.6D.2**

**LANGUAGE ARTS**
- **Writing**
  - **Shared Writing**: A List, S15
    - **1.4B, 1.5A**

**Intermediate Writing**: Sentences, S27
- **1.1F.1, 1.8B.4**

**Independent Writing**: Prewrite and Draft Sentences, S37
- **1.5A**

**Fluency**
- **Read for Fluency**: S32
  - **1.1H, 1.1H.3**

**High-Frequency Word**: see, S32
- **Activity Book**: "I See Sam," 7–8
  - **Practice Book**: 63–64
  - **1.1C.1**

**Non-Fiction Photo Essay**
- **Big Book of Explorations**: "Ways to Travel: Long Ago and Today," 33–37
  - **Text Feature**: Labels, S30
  - **1.2A.2**

**Oral Grammar**: Action Words, S36
- **1.1F.1, 1.5F.4, 1.5F.5**

DAY 2

**ORAL LANGUAGE**
- **Focus Question**: Do friends always like the same things?
  - **Build Background**: 509
  - **Oral Vocabulary**: 517
    - **Shape Words**: 523
      - **1.1E.1**
  - **Phonemic Awareness**
    - **Phonologic Blending**: 524
      - **1.1C.7**

**WORD STUDY**
- **Phonics**
  - **Review**: 525
  - **Blend Words with /l/t/**: 526
  - **1.1C.6**

**READING**
- **Share the Big Book**
  - **Strategy**: Recognize Story Structure
  - **Skill**: Make and Confirm Predictions, S10
    - **1.1D.1, 1.1H.5, 1.3A, 1.3B, 1.3F, 1.6D.2**

**LANGUAGE ARTS**
- **Writing**
  - **Shared Writing**: A List, S15
    - **1.4B, 1.5A**

**Intermediate Writing**: Sentences, S27
- **1.1F.1, 1.8B.4**

**Independent Writing**: Prewrite and Draft Sentences, S37
- **1.5A**

**Fluency**
- **Read for Fluency**: S32
  - **1.1H, 1.1H.3**

**High-Frequency Word**: see, S32
- **Activity Book**: "I See Sam," 7–8
  - **Practice Book**: 63–64
  - **1.1C.1**

**Non-Fiction Photo Essay**
- **Big Book of Explorations**: "Ways to Travel: Long Ago and Today," 33–37
  - **Text Feature**: Labels, S30
  - **1.2A.2**

**Oral Grammar**: Action Words, S36
- **1.1F.1, 1.5F.4, 1.5F.5**
### ORAL LANGUAGE
- **Oral Vocabulary**
  - Focus Question: What are some of the fastest things you see around town? 1.6D.2
- **Phonemic Awareness**
  - Phonemes: /t/, /s/, /p/p, /a/1, 542
  - Blend Words with /t/t/, 543
  - Activity Book, 9–10
  - Practice Book, 65
  - Phoneme Blending, 542
  - 1.C.7

### WORD STUDY
- **Phonics**
  - Picture Sort: /t/, /s/, /p/p, /a/1, 542
  - Blend Words with /t/t/, 543
  - Read Words, 550
  - Activity Book, 12
  - Practice Book, 66
  - 1.C.6

### READING
- **Listening Comprehension**
- **Phonics and High-Frequency Words**
- **Fluency**
  - Pre-decodable Reader: Can Tom See?, 544
  - Fluency: Reread for Fluency, 300
  - 1.H.1, 1.H.3

### LANGUAGE ARTS
- **Writing**
  - Independent Writing: Revise and Edit Sentences, 545
  - 1.A.5, 1.E.5
- **Grammar**

### DAY 4
- **Oral Vocabulary**, 538
- **Focus Question**: What are some of the fastest things you see around town? 1.6D.2
- **Phonemic Awareness**, 539
- **Shape Words**, 541 1.E.1, 1.F.1
- **Phoneme Blending**, 542
- 1.C.7

### DAY 5
- **Oral Vocabulary**, 548
- **Focus Question**: What did you see in our books this week? 1.6D.2
- **Phonemic Awareness**, 549
- **Shape Words**, 548 1.E.1, 1.F.1
- **Phoneme Blending**, 542
- 1.C.7

### Review and Assess
- **Morning Message**, 546
- **Focus Question**: What did you see in our books this week? 1.6D.2
- **Phonemic Awareness**
  - Phoneme Categorization, 549
  - 1.C.5
- **Phonics**
  - Picture Sort: /t/, /s/, /p/p, 550
  - Read Words, 550
  - Activity Book, 12
  - Practice Book, 66
  - 1.C.6
- **High-Frequency Words**: see, 548
  - 1.C.1

### Independent Writing
- **Independent Writing**: Publish and Present, 551
  - 1.G.5, 1.E.3
### Day 1

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Morning Message, 584
  - Focus Question: Where do you like to go when you travel? 1.6D.2
- **Phonemic Awareness**
  - Oral Vocabulary, 585 1.1E.1
  - Phoneme Isolation, 588 1.1C.10

**WORD STUDY**
- **Phonics**
  - Introduce /i/I, 589
  - Handwriting: Write ii, 590
  - Activity Book, 14
  - Practice Book, 67
- **High-Frequency Words**
  - High-Frequency Word: go, 587 1.1C.1

**READING**
- **Listening Comprehension**
  - Share the Big Book: On the Go 1.1D.1, 1.2A.2, 1.2A.3, 1.2A.4, 1.6D.2
- **Phonics and High-Frequency Words**
  - Reread the Big Book: On the Go 1.1H.1, 1.1H.3

**LANGUAGE ARTS**
- **Writing**
  - Shared Writing: Lists, 347 1.4B, 1.5A
- **Interactive Writing:** Posters, 603 1.1F.1, 1.5A, 1.8B.4

### Day 2

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Morning Message, 592
  - Focus Question: What do people use to go from place to place? 1.6D.2
- **Phonemic Awareness**
  - Oral Vocabulary, 593
  - Sound Words, 599 1.1E.1
  - Phoneme Blending, 600 1.1C.10

**WORD STUDY**
- **Phonics**
  - Review /i/I, /t/t/, /p/p/, /s/s/ 601
  - Blend with /i/I, 602 1.1C.6
- **High-Frequency Word:** go, 608
  - Activity Book: "We Can Go," 17-18
  - Practice Book, 69-70 1.1C.1

**READING**
- **Fluency**
  - Echo-Read, 598
  - Read for Fluency, 608

### Day 3

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Morning Message, 604
  - Focus Question: Do you go far or near when you ride a bike? 2.1.6D
- **Phonemic Awareness**
  - Phoneme Isolation, 609 1.1C.10

**WORD STUDY**
- **Phonics**
  - Picture Sort: /i/I, 610
  - Blend with /i/I, 610
  - Read Words, 611 1.1C.6

**READING**
- **Fluency**
  - Choral Reading, 607
  - Practice Book, 613 1.5A

- **Independent Writing:** Prewrite and Draft Posters, 612 1.1F.1, 1.5F.4, 1.5F.5
**Skills/Strategies**

- **Phonemic Awareness/Phonics**
  - Phonic: /ii/
- **High-Frequency Word**: go
- **Oral Vocabulary**
  - Sound Words: 617
  - Strategy: Recognize
  - Skill: Classify and Categorize

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**DAY 4**

**Morning Message**: 614

- **Focus Question**: Why is it fun to go new places?
  - 1.6.D.2

**Oral Vocabulary**: 615

- Sound Words: 617
  - 1.1.E.1, 1.1.F.1

**Phonemic Awareness**

- Phoneme Blending: 618
  - 1.1.C.6

**Phonics**

- Picture Sort: 618
  - Blend Words: 619
  - Activity Book: 19–20
  - Practice Book: 71
  - 1.1.C.6

**Review High Frequency Word**

- 614
  - 1.1.C.1

**Interactive Read Aloud**

- "Timimoto"

**Pre-decodable Reader**: 620

- "It Can Go! Go! Go!"

**Fluency**

- Reread for Fluency: 620
  - 1.1.H, 1.1.H.3

**Independent Writing**: Revise and Edit Posters: 621

- 1.5.A, 1.5.E

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**DAY 5**

**Morning Message**: 620

- **Focus Question**: Where would you tell a friend to go traveling?
  - 1.6.D.2

**Oral Vocabulary**: 624

- Sound Words: 624
  - 1.1.E.1, 1.1.F.1

**Phonemic Awareness**

- Phoneme Categorization: 625
  - 1.1.C.5

**Phonics**

- Picture Sort: /ii/, /it/, /p/, /a/a, 626
  - Read Words: 626
  - Activity Book: 22
  - Practice Book: 72
  - 1.1.C.1, 1.1.C.5

**Reading Across Texts**

- Strategy: Text Structure
  - Skill: Classify and Categorize
    - Activity Book: 21
    - 1.2.A.4

**Fluency**

- Word Automaticity: 624
  - 1.1.H, 1.1.H.3

**Independent Writing**: Publish and Present Posters: 627

- 1.5.A, 1.5.G, 1.6.E.3

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Kindergarten, Unit 3, Week 2, On the Go, 574–650

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DAY 1

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - *Focus Question* Do you like to ride a bike?
  - Build Background, 661
  - 1.6.D.2
- **Phonemic Awareness**
  - Phoneme Identify, 664
    - 1.1.C.2

**WORD STUDY**
- **Phonics**
  - Review: /t/; /l/; /i/; 665
  - Handwriting: Review Book, 666
  - Activity Book, 73
    - 1.1.C.10
- **High-Frequency Words**
  - see, go, 663
    - 1.1.C.1

**READING**
- **Listen Comprehension**
- **Phonics and High-Frequency Words**
- **Fluency**

**LANGUAGE ARTS**
- **Writing**
  - *Shared Writing:* A List, 667
    - 1.4.B

**DAY 2

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - *Focus Question* What can you see when you travel on wheels?
    - 1.6.D.2
- **Phonemic Awareness**
  - Phoneme Identify, 667
    - 1.1.C.2

**WORD STUDY**
- **Phonics**
  - Review: /p/; /t/; /l/; /i/; 677
  - Blend with /l/; /t/; /s/; /i/; 678
    - 1.1.C.6

**READING**
- **Share the Trade Book**
  - Duck on a Bike
    - *Strategy:* Recognize Story Structure
    - *Skill:* Identify Character and Plot
      - 1.1.D.1, 1.1.H.5, 1.3.A, 1.3.B, 1.6.D.2

**LANGUAGE ARTS**
- **Writing**
  - *Interactive Writing:* Book Title, 679
    - 1.1.F.1

**DAY 3

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - *Focus Question* What do you see when you go to school?
    - 1.6.D.2
- **Phonemic Awareness**
  - Phoneme Blending, 685
    - 1.1.C.7

**WORD STUDY**
- **Phonics**
  - Review: /t/; /p/; /s/; /i/; 686
  - Blend with /t/; /p/; /s/; /i/; 686
  - Read Words, 687
    - 1.1.C.6

**READING**
- **Read the Nonfiction Article**
  - Big Book of Explorations:
    - "How Do You Go to School?" 39–42
  - *Text Feature:* Labels and Captions, 682
    - 1.2.A.1, 1.2.A.2
  - *Fluency:* Read for Fluency, 684
    - 1.1.H, 1.1.H.3

**LANGUAGE ARTS**
- **Writing**
  - *Independent Writing:* Prewrite and Draft Book Title, 689
    - 1.1.F.1, 1.5.A
  - *Oral Grammar*:
    - Action Words, 688
      - 1.1.F.1, 1.5.F.4, 1.5.F.5

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Kindergarten
Lesson Plan
Teach Core Skills
Focus on tested skill lessons, other lessons, and small group options as your time allows.
### DAY 4

- **Oral Language**
  - **Oral Vocabulary**
    - Morning Message, 690
    - Focus Question: Where can we go when on wheels?
      - 1.6D.2
  
- **Word Study**
  - **Phonics**
    - Picture Sort, 694
  - **Phoneme Blending**, 694
    - Phoneme Blending, 694
      - 1.1C.7

- **Reading**
  - **Interactive Read Aloud**
    - Strategy: Recognize Story Structure
    - Read Aloud: "The Singing Wagon"

- **Fluency**
  - Reread for Fluency, 696
    - 1.1H, 1.1H.3

### DAY 5

- **Review and Assess**
  - **Oral Language**
    - Morning Message, 698
      - Focus Question: Where did we see the story characters go?
      - 1.6D.2

- **Word Study**
  - **Phonics**
    - Picture Sort, 702
    - Read Words, 702
    - Activity Book, 32
    - Practice Book, 78–80
    - 1.1C.1, 1.1C.12

- **Reading Across Texts**
  - **Fluency**
    - Word Automaticity, 700
      - 1.1H, 1.1H.3

- **Independent Writing**
  - Revise and Edit Book Title, 697
    - 1.5A, 1.5E
  
- **Comprehension**
  - Strategy: Recognize Story Structure
  - Skill: Identify Character and Plot

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**Kindergarten, Unit 3, Week 3, Duck on a Bike, 650–725**

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### Day 1

**Morning Message, 750**
- **Focus Question**: What is a fruit you like to eat?
  - Build Background, 751
  - 1.6D.2

**Oral Vocabulary, 751**
- 1.E.1

**Phonemic Awareness**
- Phoneme Isolation, 754
  - 1.C.10

**Phonics**
- Introduce /i/n, 755
- Handwriting: Write /n/, 756
- Activity Book, 4
- Practice Book, 81
  - 1.C.10

**High-Frequency Word**: to, 753
  - 1.C.1

**Share the Big Book**
- **Apple Farmer Annie**
  - **Strategy**: Summarize
    - **Skill**: Identify Sequence of Events, 752

**Reread the Big Book**
- **Apple Farmer Annie**
  - **Strategy**: Summarize
  - **Skill**: Identify Sequence of Events, 759
    - Retell, 764
    - Activity Book, 5–6
    - Practice Book, 82

**Fluency**: Echo-Read, 764
  - 1.H, 1.H.3

**Interactive Writing**: Lists, 769
  - 1.A, 1.D.1, 1.F.1

**Shared Writing**: A Numbered List, 757
  - 1.B, 1.A

### Day 2

**Morning Message, 758**
- **Focus Question**: Why do people go to the market?
  - 1.6D.2

**Oral Vocabulary, 759**
- Fruits and Vegetables, 765
  - 1.E.1

**Phonemic Awareness**
- Phoneme Blending, 766
  - 1.C.6

**Phonics**
- Review /i/n, /i/I, /i/t, 767
- Blend Words with /i/n, 768
  - 1.C.6

**Review High-Frequency Word, 758**
  - 1.C.1

**Reread the Big Book**
- **Apple Farmer Annie**
  - **Strategy**: Summarize
  - **Skill**: Identify Sequence of Events, 759
    - Retell, 764
    - Activity Book, 5–6
    - Practice Book, 82

**Fluency**: Echo-Read, 764
  - 1.H, 1.H.3

### Day 3

**Morning Message, 770**
- **Focus Question**: How does food get from the farm to us?
  - 1.6D.2

**Oral Vocabulary, 771**
- 1.E.1

**Phonemic Awareness**
- Phoneme Isolation, 775
  - 1.C.10

**Phonics**
- Review: /i/n, /i/I, 776
- Blend with /i/n, 776
- Read Words, 777
  - 1.C.6

**High-Frequency Word**: to, 774
- Activity Book: “We Go!,” 7–8
- Practice Book, 83–84
  - 1.C.1

**Read the Nonfiction Photo Essay**
- **Big Book of Explorations**: “From Strawberry Field to Strawberry Jam,” 43–46
  - **Text Feature**: Use Captions, 772
    - 1.A.2, 1.A.3

**Fluency**: Read for Fluency, 744
  - 1.H, 1.H.3

**Independent Writing**: Prewrite and Draft Sentences, 779
  - 1.A.1, 1.B.2, 1.D.1

**Oral Grammar**: Action Words, 778
  - 1.F.1, 1.F.4, 1.F.5
**ORAL LANGUAGE**

- Oral Vocabulary
  - Focus Question: How do you get a garden to grow?
    - 1.6D.2

- Phonemic Awareness
  - Phoneme Blending, 784
    - 1.1C.6

**WORD STUDY**

- Phonics
  - Picture Sort: /n/n, /i/i, /t/t, 784
  - Activity Book, 9–10
  - Practice Book, 85
  - 1.1C.6
  - Read Words, 792
  - Activity Book, 12
  - Practice Book, 86
  - 1.1C.6, 1.1C.12

- High-Frequency Words
  - Review High-Frequency Words, 780
    - 1.1C.1

**READING**

- Listening Comprehension

- Phonics and High-Frequency Words

- Fluency
  - Fluency: Reread for Fluency, 786
    - 1.1H.1, 1.1H.3

**LANGUAGE ARTS**

- Writing
  - Independent Writing: Revise and Edit Sentences, 787
    - 1.5A, 1.5B.2, 1.5D.1, 1.5E

- Grammar

**DAY 4**

- Morning Message, 780
  - Oral Vocabulary
    - Fruits and Vegetables, 781
      - 1.1E.1, 1.1F.3
  - Phonemic Awareness
    - Phoneme Blending, 784
      - 1.1C.6

**DAY 5**

- Review and Assess
  - Morning Message, 788
    - Focus Question: What foods would you like to pick in a garden or field?
      - 1.6D.2
  - Oral Vocabulary, 790
    - Fruits and Vegetables, 790
  - Phonemic Awareness
    - Phoneme Categorization, 791
      - 1.1C.3

- Interactive Read Aloud
  - Listening Comprehension, 782
    - Read Aloud: "The Goat in the Chile Patch"

- Pre-decodable Reader: Tap It, Nan Mini, 786
  - 1.1D.1, 1.1H.5, 1.6B, 1.6D.2

- Fluency
  - Reread for Fluency, 786
    - 1.1H.1, 1.1H.3

- Independent Writing: Publish and Present Sentences, 793
  - 1.5B.2, 1.5G, 1.6E.3
**ORAL LANGUAGE**
- Oral Vocabulary

**WORD STUDY**
- Phonics
  - Introduce /k/c, 831
  - Handwriting: Write Cc, 832
  - Activity Book, 14
  - Practice Book, 87
- High-Frequency Words
  - High-Frequency Word: have, 829
    1.1C.1

**READING**
- Sharing the Big Book
  - Our Special Sweet Potato Pie
    - Strategy: Summarize
    - Skill: Make Inferences, 828
      1.1D.1, 1.2C, 1.3A, 1.4A.1, 1.6D.2
- Reread the Big Book
  - Our Special Sweet Potato Pie
    - Strategy: Summarize
    - Skill: Make Inferences, 836
      Retell, 840
      Activity Book, 15–16
      Practice Book, 88
      1.1D.1, 1.5F.2, 1.6D.2
- Fluency
  - Echo-Reading, 840
    1.1H, 1.1H.3
  - Interactive Writing: A Recipe, 845
    1.1G.3, 1.5F.1, 1.6F.2
- Independent Writing: Prewrite and Draft a Recipe, 855
  1.5A

**LANGUAGE ARTS**
- Shared Writing: A List, 833
  1.4B, 1.5A
- Oral Grammar
  - Action Words, 854
    1.1F.1, 1.5F.4, 1.5F.5
### DAY 4

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Focus Question: What do you have to eat when you are hungry? 1.6D.2
  - Oral Vocabulary, 857
    - Season Words, 859
      - 1.1E.1, 1.1F.1
  - Phonemic Awareness
    - Phoneme Blending, 860
      - 1.1C.6

**WORD STUDY**
- **Phonics**
  - Picture Sort /k/c, /n/n, /i/i, 860
  - Blend with /k/c, 861
  - Activity Book, 19–20
  - Practice Book, 91
    - 1.1C.6

**READING**
- **Interactive Read Aloud**
  - Listening Comprehension, 858
    - Read Aloud: "Grandfather Bear is Hungry"
  - Decodable Reader: We Can, 862
    - 1.1D.1, 1.1H.5, 1.6B, 1.6D.2

- **Fluency**
  - Reread for Fluency, 862
    - 1.1H, 1.1H.3

**LANGUAGE ARTS**
- **Writing**
  - Independent Writing: Revise and Edit a Recipe, 863
    - 1.5A, 1.5E

### DAY 5

**Review and Assess**
- **ORAL LANGUAGE**
  - Focus Question: What have we read this week? Which one is your favorite? 1.6D.2
  - Oral Vocabulary, 866
    - Season Names, 866
      - 1.1E.1, 1.1F.1
  - Phonemic Awareness
    - Phoneme Categorization, 867
      - 1.1C.5

**WORD STUDY**
- **Phonics**
  - Picture Sort /k/c, /n/n, /i/i, 868
  - Read Words, 868
  - Activity Book, 22
  - Practice Book, 92
    - 1.1C.12

**READING**
- **Reading Across Texts**
  - Strategy: Summarize
    - Skill: Make Inferences, 865
    - Activity Book, 21
      - 1.1G.3, 1.3F

- **Fluency**
  - Word Automaticity, 866
    - 1.1H, 1.1H.3

**LANGUAGE ARTS**
- **Writing**
  - Independent Writing: Publish and Present, 869
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Kindergarten
Teach Core Skills
Focus on tested skill lessons, other lessons, and small group options as your time allows.
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**DAY 4**

- **Morning Message, 1342**
- **Focus Question:** What are some ways you can help a neighbor? 1.6D.2
- **Oral Vocabulary, 1343**
  - Words That Compare, 1345
  - 1.1E.1, 1.1F.1
- **Phonemic Awareness**
  - Phoneme Blending, 1346
  - 1.1C.6
- **Phonics**
  - Picture Sort, 1346
  - Blend with /ir/, 1347
  - Activity Book, 19–20
  - Practice Book, 131
  - 1.1C.5
- **Review High Frequency Word, 1342**
  - 1.1C.1
- **Interactive Read Aloud**
  - Listening Comprehension, 1344
  - Read Aloud: “Ms. Mouse Needs a Friend”
  - Decodable Reader: Red Can
  - See It, 1348
  - 1.1B.1, 1.1D.1, 1.1G.1, 1.1H.5, 1.6B, 1.6D.2
- **Fluency**
  - Reread for Fluency, 1348
  - 1.1H, 1.1H.3

**DAY 5**

- **Morning Message, 1350**
- **Focus Question:** What was the best story for you? 1.6D.2
- **Oral Vocabulary, 1351**
  - Words That Compare, 1352
  - 1.1E.1, 1.1F.1
- **Phonemic Awareness**
  - Phoneme Segmentation, 1353
  - 1.1C.7
- **Phonics**
  - Build Words with /id/, /ir/, 1345
  - Read Words, 1345
  - Activity Book, 22
  - 1.1C.12
- **High Frequency Word:** for, you
  - 1352
  - 1.1C.1
- **Reading Across Texts**
  - Strategy: Summarize
  - Skill: Identify Main Idea and Details, 1357
  - Activity Book, 21
  - 1.1G.2, 1.1G.5, 1.6B.3
- **Fluency**
  - Word Automaticity, 1352
  - 1.1H, 1.1H.3

**Independent Writing:**
- **Revise and Edit Directions, 1349**
  - 1.4B, 1.5A, 1.5E

**Independent Writing:**
- **Publish and Present Directions, 1355**
  - 1.4B, 1.5G, 1.6E.3
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### Morning Message, 1388
- **Focus Question**: Who do you see in your neighborhood? 1.60.2
- **Oral Vocabulary**: Build Background, 1389 1.1E.1
- **Phonemic Awareness**: phoneme categorization, 1392 1.1C.5

### Phonics
- **Review**: /d/d, /h/h, /r/r, 1393
- **Handwriting**: Review Dd, Hh, Rr, 1394
- **Activity Book**: 24, 133 1.1C.10

### High-Frequency Words:
- are, for, you, 1391 1.1C.1

### Share the Trade Book
- **Alicia's Happy Day**
- **Strategy**: Summarize
- **Skill**: Retell, 1390 1.1D.1, 1.1G.2, 1.1G.5, 1.1G.6, 1.1H.4, 1.1H.5, 1.6D.2

### Reread the Trade Book
- **Alicia's Happy Day**
- **Strategy**: Summarize
- **Skill**: Retell, 1402 1.1D.1, 1.1G.1, 1.1G.2, 1.1G.3, 1.1G.6, 1.6D.2
- **Fluency**: Echo-Read, 1402 1.1H, 1.1H.3

### Interactive Writing: Sentences, 1407 1.5B.2, 1.5F.1

### Oral Grammar
- Sentences, 1416 1.1F.1, 1.5F.4, 1.5F.5

### Review High-Frequency Word, 1396 1.1C.1

### Phonics
- **Review**: /d/d, /h/h, /r/r, 1405 1.1C.9
- **Blend with**: -ad, 1406 1.1C.9

### High-Frequency Words: are, for, you, 1412
- Activity Book: "Are You?" 27-28 1.1C.1
- Practice Book: 135-136 1.1C.1

### Read the Nonfiction Article
- **Big Book of Explorations**: 1410 1.2A.2, 1.2A.3
- **Text Feature**: Captions, 1410 1.2A.2, 1.2A.3

### Fluency
- Read for Fluency, 1412 1.1H, 1.1H.3

### Independent Writing: Prewriting and Draft Sentences, 1416 1.5A, 1.5B.2, 1.5D.1

### Kindergarten
- **Teach Core Skills**: Focus on tested skill lessons, other lessons, and small group options as your time allows.
### DAY 4

**ORAL LANGUAGE**

- **Oral Vocabulary**
  - Morning Message, 1418
  - Focus Question: What do you think a Road Builder or a River Drinker does? 1.6D.2
  - Oral Vocabulary, 1421
    - Words That Compare, 1421
      - 1.1E.1, 1.1F.1
    - Phonemic Awareness
      - Phoneme Blending, 1422
        - 1.1C.6

**WORD STUDY**

- **Phonics**
  - Phonics
    - Review /hi/, /di/, /ruh, /ir/, 1422
    - Blend with -ap, -am, 1423
      - Activity Book, 29–30
      - Practice Book, 137
        - 1.1C.9, 1.1C.10
  - Review High-Frequency Words, 1418
    - 1.1C.1

**READING**

- **Listening Comprehension**
  - Interactive Read Aloud
    - Listening Comprehension
      - Read Aloud: "Why the Moon is in the Sky"
  - Decodable Reader: *Dad Can Pin It On*, 1424
    - 1.1B.1, 1.1D.1, 1.1G.1, 1.1H.5, 1.6B.2
  - Fluency
    - Reread for Fluency, 1424
      - 1.1H, 1.1H.3

**LANGUAGE ARTS**

- **Writing**
  - Independent Writing: Revise and Edit Sentences, 1425
    - 1.5A, 1.5B.2, 1.5D.1, 1.5E

- **Grammar**

### DAY 5

**Review and Assess**

- **Oral Vocabulary, 1428**
  - Sequence Words, 1.1E.1, 1.1F.1
  - Phonemic Awareness
    - Phoneme Segmentation, 1429
      - 1.1C.7

- **Phonics**
  - Blend with -at, -ad, 1430
    - Activity Book, 32
    - Practice Book, 138
      - 1.1C.9, 1.1C.10
  - High-Frequency Words: are, for, you, 1428
    - 1.1C.1

- **Reading Across Texts**
  - Strategy: Summarize
    - Skill: Retell
      - Activity Book, 31
        - 1.1G.2, 1.1G.5, 1.6B.3
      - Fluency
        - Word Automaticity, 1428
          - 1.1H, 1.1H.3

- **Independent Writing:** Publish and Present, 1431
  - 1.5B.2, 1.5D.1, 1.5G, 1.6E.3

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Kindergarten, Unit 6, Week 3, *Alicia's Happy Day*, 1378–1453

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### DAY 1

**Morning Message, 1480**

- **Focus Question**: What is the weather like today?
  - Build Background, 1481
  - 1.1C.1, 1.6D.2

- **Oral Vocabulary, 1481**
  - 1.1E.1

- **Phonemic Awareness**
  - Phoneme Isolation, 1484
  - 1.1C.10

- **Phonics**
  - Introduce /e/e, 1485
  - Handwriting: Write Ee, 1485
  - Activity Book, 4
  - Practice Book, 141
  - 1.1C.10

- **High-Frequency Word**: this, do, 1483
  - 1.1C.1

**Share the Big Book**

- **Strategy**: Visualize
  - **Skill**: Identify Main Idea and Details, 1482
  - [1.1D.1, 1.2A.1, 1.2A.2, 1.2C, 1.6D.2]

**Reread the Big Book**

- **Strategy**: Visualize
  - **Skill**: Identify Main Idea and Details, 1490
  - Retell, 1494
  - Activity Book, 5-6
  - Practice Book, 142
  - [1.1D.1, 1.1G.5, 1.2A, 1.2A.2, 1.6D.1]

**Fluency**

- Echo-Read, 1494
  - 1.1H, 1.1H.3

**Interactive Writing**: Lists, 1487

- 1.5A, 1.5B.2, 1.5F.1

**Shared Writing**: Lists, 1487

- 1.4B, 1.5A, 1.5B, 1.5D.2

### DAY 2

**Morning Message, 1488**

- **Focus Question**: What do you see outside this school when it rains?
  - 1.6D.2

- **Oral Vocabulary, 1495**
  - Sound Words, 1495
  - 1.1E.1

- **Phonemic Awareness**
  - Phoneme Blending, 1496
  - 1.1C.6

- **Phonics**
  - Review /e/e, /ild/, /hr/, 1497
  - Blend with /e/e, 1498
  - 1.1C.6, 1.1C.10

- **High-Frequency Word**: this, do, 1504
  - Activity Book: “I Can Do This,” 2-8
  - Practice Book, 143-144
  - 1.1C.1

**Fluency**

- Choral Read, 1503
  - Read for Fluency, 1504
  - 1.1H, 1.1H.3

**Independent Writing**: Prewrite and Draft a Weather Report, 1509

- 1.4B, 1.5A

**Oral Grammar**: Describing Words, 1508

- 1.1F.1, 1.5F.4

### DAY 3

**Morning Message, 1500**

- **Focus Question**: What do you like about rainy weather?
  - 1.6D.2

- **Oral Vocabulary, 1501**
  - 1.1E.1

- **Phonemic Awareness**
  - Phoneme Isolation, 1505
  - 1.1C.10

- **Phonics**
  - Review /e/e, 1506
  - Blend with /e/e, 1506
  - Read Words, 1507
  - 1.1C.6, 1.1C.10

- **High-Frequency Word**: this, do, 1504
  - Activity Book: “I Can Do This,” 2-8
  - Practice Book, 143-144
  - 1.1C.1

**Read the Poems**

- Big Book of Explorations:
  - “The Wind,” “Slip on Your Raincoat,” “Four Seasons,”
  - “Rain on the Rooftops,” 15-16
- **Text Feature**: Onomatopoeia, 1502
  - 1.3F, 1.6E.2

**Fluency**

- Choral Read, 1503
  - Read for Fluency, 1504
  - 1.1H, 1.1H.3

**Independent Writing**: Prewrite and Draft a Weather Report, 1509

- 1.4B, 1.5A

**Oral Grammar**: Describing Words, 1508

- 1.1F.1, 1.5F.4
DAY 4

ORAL LANGUAGE

* Oral Vocabulary

** Focus Question ** Do you know what the weather will be tomorrow?
1.6D.2

* Phonemic Awareness

** Phoneme Blending, 1514 **
1.1C.6

WORD STUDY

* Phonics

** Word Sort, 1514 **
** Blend with /e/e, 1515 **
Activity Book, 9–10
Practice Book, 145
1.1C.5, 1.1C.6

* High-Frequency Words

** Review High-Frequency Words, 1510 **
1.1C.1

READING

* Listening Comprehension

* Phonics and High-Frequency Words

* Fluency

** Fluent Reread for Fluency, 1516 **
1.1H, 1.1H.3

LANGUAGE ARTS

* Writing

** Independent Writing: Revise and Edit a Weather Report, 1517 **
1.4B, 1.5A, 1.5E

* Grammar

DAY 5

Review and Assess

Morning Message, 1518

** Focus Question ** This week we read about kinds of weather. Which do you like best?
1.6D.2

* Oral Vocabulary

** Sound Words, 1520 **
1.1E.1, 1.1F.1

* Phonemic Awareness

** Phoneme Segmentation, 1521 **
1.1C.7

* Phonics

** Word Sort, 1522 **
** Read Words, 1522 **
Activity Book, 12
1.1C.5

** High-Frequency Words: this, do, 1520 **
1.1C.1

* Reading Across Texts

** Strategy: Visualize **
** Skill: Identify Main Idea and Details, 1519 **
Activity Book, 11
1.2A, 1.2C

** Fluent Word Automaticity, 1520 **
1.1H, 1.1H.3

** Independent Writing: Publish and Present, 1523 **
1.4B, 1.5G, 1.6E.3

Kindergarten, Unit 7, Week 1, A Rainy Day, 1470–1545

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DAY 1

**ORAL LANGUAGE**
- Oral Vocabulary
- Phonemic Awareness

**WORD STUDY**
- Phonics
- High-Frequency Words

**READING**
- Listening Comprehension
- Phonics and High-Frequency Words
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar

**Morning Message**, 1556

**Focus Question** What are the four seasons?
- Build Background, 1557
  - 1.1C.1, 1.6D.2

**Oral Vocabulary**, 1557
- 1.1E.1

**Phonemic Awareness**
- Phoneme Isolation, 1560
  - 1.1C.10

**Phonics**
- Introduce /b/b, 1561
  - Handwriting: Write Bb, 1562
  - Activity Book, 147
  - Practice Book, 147
  - 1.1C.10

- **High-Frequency Word**: and, what, 1559
  - 1.1C.1

**Share the Big Book**
- *In the Yard*
  - **Strategy**: Visualize
  - **Skill**: Identify Setting, 1558
    - 1.1D.1, 1.1H.5, 1.2C, 1.3B, 1.3F, 1.6D.2

**Reread the Big Book**
- *In the Yard*
  - **Strategy**: Visualize
  - **Skill**: Identify Setting, 1556
    - Retell, 1570
    - Activity Book, 15–16
    - Practice Book, 148
    - 1.1D.1, 1.1G.1, 1.1G.4, 1.3B, 1.3F, 1.6D.2
  - **Fluency**: Echo-Read, 1570
    - 1.1H, 1.1H.3

**Shared Writing**: Lists, 1563
- 1.4B, 1.5A

**Interactive Writing**: Question and Answer Sentences, 1575
- 1.5B.2, 1.5D.1, 1.5F.1

**DAY 2

**ORAL LANGUAGE**
- Oral Vocabulary
- Phonemic Awareness

**WORD STUDY**
- Phonics
- High-Frequency Words

**READING**
- Listening Comprehension
- Phonics and High-Frequency Words
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar

**Morning Message**, 1564

**Focus Question** What do you know about working in a yard in spring, summer, winter, and fall?
- 1.6D.2

**Oral Vocabulary**, 1565
- 1.1E.1

**Phonemic Awareness**
- Phoneme Blending, 1572
  - 1.1C.6

**Phonics**
- Review /b/b, 1573
- Blend with /b/b, 1574
  - 1.1C.6, 1.1C.10

**High-Frequency Word**: and, what, 1580
- Activity Book: "What Do I Have?" 17–18
- Practice Book, 149–150
  - 1.1C.1

**Reread the Big Book**
- *In the Yard*
  - **Strategy**: Visualize
  - **Skill**: Identify Setting, 1556
    - Retell, 1570
    - Activity Book, 15–16
    - Practice Book, 148
    - 1.1D.1, 1.1G.1, 1.1G.4, 1.3B, 1.3F, 1.6D.2
  - **Fluency**: Echo-Read, 1570
    - 1.1H, 1.1H.3

**Interactive Writing**: Question and Answer Sentences, 1575
- 1.5B.2, 1.5D.1, 1.5F.1

**DAY 3

**ORAL LANGUAGE**
- Oral Vocabulary
- Phonemic Awareness

**WORD STUDY**
- Phonics
- High-Frequency Words

**READING**
- Listening Comprehension
- Phonics and High-Frequency Words
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar

**Morning Message**, 1576

**Focus Question** What season of the year is it right now?
- 1.6D.2

**Oral Vocabulary**, 1577
- 1.1E.1

**Phonemic Awareness**
- Phoneme Blending, 1581
  - 1.1C.10

**Phonics**
- Introduce /l/l, 1582
- Handwriting: Write Ll, 1582
  - 1.1C.10

**High-Frequency Word**: and, what, 1580
- Activity Book: "What Do I Have?" 17–18
- Practice Book, 149–150
  - 1.1C.1

**Read the Nonfiction Photo Essay**
- *Big Book of Explorations: A Year With Bears*, 17–22
  - **Text Element**: Photographs, 1578
    - 1.2A.2, 1.2C

**Fluency**: Read for Fluency, 1580
- 1.1H, 1.1H.3

**Independent Writing**: Prewrite and Draft Sentence, 1585
- 1.5A, 1.5B.2, 1.6D.1

**Oral Grammar**
- Describing Words, 1584
  - 1.1F.1, 1.5F.4
# DAY 4

**ORAL LANGUAGE**
- Oral Vocabulary
  - Focus Question: What is the name of the season of the year that can be cold and snowy? 1.6D.2
  - Oral Vocabulary: Words That Compare, 1589
    - 1.1E.1, 1.1F.1
  - Phonemic Awareness: Phoneme Blending, 1590
    - 1.1C.6

**WORD STUDY**
- Phonics
  - Picture Sort, 1590
  - Blend with /l/, 1591
    - Activity Book, 19–20
    - Practice Book, 151
      - 1.1C.5, 1.1C.12
  - Review High Frequency Word, 1586
    - 1.1C.1

**READING**
- Listening Comprehension
  - Interactive Read Aloud: "How Turtle Flew South for the Winter"
  - Decodable Reader: Hot Ben, Hot Lin, 1592
    - 1.1B.1, 1.1D.1, 1.1H.5, 1.6B, 1.6D.2
  - Fluency: Reread for Fluency, 1592
    - 1.1H, 1.1H.3

**LANGUAGE ARTS**
- Writing
  - Independent Writing: Revise and Edit Sentences, 1593
    - 1.5A, 1.5B.2, 1.5D.1, 1.5E

# DAY 5

**Review and Assess**
- Morning Message, 1594
  - Focus Question: What time of year or season do you like best and why? 1.6D.2
  - Oral Vocabulary, 1596
    - Words That Compare, 1596
    - 1.1E.1, 1.1F.1
  - Phonemic Awareness: Phoneme Segmentation, 1597
    - 1.1C.7

**Phonics**
- Word Sort, 1598
- Read Words, 1598
  - Activity Book, 22
  - Practice Book, 152
    - 1.1C.5, 1.1C.12
- High Frequency Word: and, what, 1596
  - 1.1C.1

**Reading Across Texts**
- Strategy: Visualize
  - Skill: Identify Setting, 1595
    - Activity Book, 21
    - 1.3B

**Fluency**
- Word Automaticity, 1596
  - 1.1H, 1.1H.3

**Independent Writing:** Publish and Present Sentences, 1599
- 1.5G, 1.6E.3
**Bear Snores On**

**Pennsylvania Lesson Plan**

**DAY 1**

**Oral Language**
- **Oral Vocabulary**
  - Focus Question: What do you like to do at this time of the year? Build Background, 1633
  - Oral Vocabulary, 1633
    - 1.E.1

**Phonemic Awareness**
- Phoneme Isolation, 1636
  - 1.C.10

**Word Study**
- **Phonics**
  - Review /i/I, /b/b, /e/e, 1637
  - Handwriting: Review Ll, Bb, and Ee, 1638
  - Activity Book, 24
  - Practice Book, 153
  - 1.C.10

**High-Frequency Words**
- High-Frequency Words: this, do, and, what, 1635
  - 1.C.1

**Reading**
- **Listening Comprehension**

**Phonics and High-Frequency Words**

**Fluency**

**Language Arts**
- **Writing**
  - Shared Writing: A Chart, 1639
    - 1.4B, 1.5A

**DAY 2**

**Oral Language**
- **Oral Vocabulary**
  - Focus Question: What do bears and some other animals do when it is cold? 1.6D.2
  - Oral Vocabulary, 1641
    - Review Sound Words, 1647
    - 1.E.1

**Phonemic Awareness**
- Phoneme Blending, 1648
  - 1.C.10

**Word Study**
- **Phonics**
  - Review /b/b, /l/l, /e/e, 1649
  - Blend with -in, 1650
  - 1.C.12

**High-Frequency-Words:** this, do, and, what, 1656

**Reading**
- **Reread the Trade Book**
  - Bear Snores On
  - Strategy: Visualize
  - Skill: Distinguish Fantasy/Reality, 1643

**Fluency**
- Echo-Read, 1646
  - 1.H.1, 1.H.3

**Interactive Writing:** Sentences, 1651
- 1.5A, 1.5B.2, 1.5D.1

**DAY 3**

**Oral Language**
- **Oral Vocabulary**
  - Focus Question: What do you like best about cold weather? 1.6D.2
  - Oral Vocabulary, 1653
    - 1.E.1

**Phonemic Awareness**
- Phoneme Segmentation, 1657
  - 1.C.7

**Word Study**
- **Phonics**
  - Review /b/b, /l/l, /e/e, 1658
  - Blend with -ip, 1658
  - 1.C.12

**High-Frequency-Words:** this, do, and, what, 1656

**Reading**
- **Read the Nonfiction Photo Essay**
  - Big Book of Explorations: "Let It Snow," 23–26
  - Text Feature: Photographs, 1654
  - 1.2A.2, 1.2C

**Fluency**
- Read for Fluency, 1656
  - 1.H.1, 1.H.3

**Independent Writing:** Prewrite and Draft Sentences, 1661
- 1.5A, 1.5B.2, 1.5D.1

**Oral Grammar**
- Describing Words, 1661
  - 1.1F.1, 1.5F.4
### DAY 4

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Focus Question: Today it is ___ and ___. What do you wear in this kind of weather? 1.6.D.2
  - Oral Vocabulary, 1663
    - Position Words, 1665
      - 1.1.E.1, 1.1.F.1
    - Phonemic Awareness
      - Phoneme Blending, 1666
      - 1.1.C.6

**WORD STUDY**
- **Phonics**
  - Picture Sort, 1666
  - Blend with -id, 1667
    - Activity Book, 29–30
  - Practice Book, 157–158
    - 1.1.C.5, 1.1.C.12
- **High-Frequency Words**
  - Review High-Frequency Words, 1662
    - 1.1.C.1

**READING**
- **Listening Comprehension**
  - Interactive Read Aloud
    - Listening Comprehension, 1664
      - Read Aloud: “The Mitten”
- **Phonics and High-Frequency Words**
  - Decodable Reader: Pat and Trip, 1668
    - 1.1.B.1, 1.1.D.1, 1.1.H.5, 1.6.B, 1.6.D.2

**FLUENCY**
- Reread for Fluency, 1668
  - 1.1.H, 1.1.H.3

**LANGUAGE ARTS**
- **Writing**
  - Independent Writing: Revise and Edit Sentences, 1669
    - 1.5.A, 1.5.B.2, 1.5.D.1, 1.5.E

### DAY 5

**Review and Assess**
- **Oral Vocabulary**
  - Focus Question: What do you think is the best thing we read this week?
  - 1.1.C.4, 1.6.D.2
  - Oral Vocabulary, 1672
    - Sound Words, 1672
      - 1.1.E.1, 1.1.F.1
  - Phonemic Awareness
    - Phoneme Segmentation, 1673
      - 1.1.C.7
- **Phonics**
  - Blend with -it, -ip, and -id, 1674
  - Activity Book, 32
    - 1.1.C.12
- **High-Frequency Words:** this, do, and, what, 1672
  - 1.1.C.1

**Reading Across Texts**
- **Strategy:** Visualize
  - Skill: Distinguish Fantasy/Reality
  - Activity Book, 31
    - 1.1.H.5, 1.3.F
- **Fluency**
  - Word Automaticity, 1672
    - 1.1.H, 1.1.H.3

**Independent Writing:** Publish and Present, 1675
- 1.5.G, 1.6.E.3
**DAY 1**

**Morning Message, 1722**

**Focus Question**: Trees grow in many places. What do you know about trees?
- Build Background, 1723
- Oral Vocabulary, 1723

**Phonemic Awareness**
- Phoneme Isolation, 1726
- Phonemic Awareness

**Phonics**
- Introduce /k/, 1726
- Handwriting: Write Kk, 1728
- Activity Book, 4
- Practice Book, 161

**High-Frequency Word**: little, said, 1725

**Share the Big Book**
- Strategy: Recognize Text Structure
- Skill: Identify Sequence of Events, 1724

**Reread the Big Book**
- Oak Trees
- Strategy: Recognize Text Structure
- Skill: Identify Sequence of Events, 1732

**Fluency**
- Echo-Read, 1736

**Shared Writing**: Steps in a Process, 1729
- 1.4B, 1.5A, 1.6E.5

**Interactive Writing**: Steps in a Process, 1741
- 1.4B, 1.5A, 1.6E.5

**ORAL LANGUAGE**
- Oral Vocabulary

**WORD STUDY**
- Phonics
- High-Frequency Words

**READING**
- Listening Comprehension
- Phonics and High-Frequency Words
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar

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**DAY 2**

**Morning Message, 1730**

**Focus Question**: Can you name something that starts out very little and grows tall? 1.6D.2

**Oral Vocabulary, 1731**
- Position Words, 1737

**Phonemic Awareness**
- Phoneme Blending, 1738
- 1.1C.6

**Phonics**
- Review /l/, /k/, /b/, 1739
- Blend with /k/, 1739
- 1.1C.6, 1.1C.10

**High-Frequency Word**: little, 1746
- Activity Book: “A Little Acorn,” 7–8
- Practice Book, 163–164

**Reread the Big Book**
- Oak Trees
- Strategy: Recognize Text Structure
- Skill: Identify Sequence of Events, 1732

**Fluency**
- Echo-Read, 1736

**Independent Writing**: Prewrite and Draft Steps in a Process, 1751
- 1.4B, 1.5A, 1.6E.5

**Oral Grammar**: Describing Words
- 1750
- 1.1F.1, 1.5F.4

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**DAY 3**

**Morning Message, 1742**

**Focus Question**: What would you say if a tree said, “What do you like best about me?”
- 1.6D.2

**Oral Vocabulary, 1743**
- 1.1E.1

**Phonemic Awareness**
- Phoneme Isolation, 1747
- 1.1C.10

**Phonics**
- Introduce /k/, 1748
- Blend with /k/, 1748
- Read Words, 1749
- 1.1C.6

**High-Frequency Word**: little, said, 1746
- Activity Book: “A Little Acorn,” 7–8
- Practice Book, 163–164

**Read the Poems**
- Photo Essay
- Big Book of Explorations:
  - “Acon,” “Mary, Mary, Quite Contrary,” 27–28

**Fluency**
- Echo-Read, 1746
- Read for Fluency, 1746
- 1.1H, 1.1H.3

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*Kindergarten, Unit 8, Week 1, Oak Trees, 1712–1787*
**Oral Language**

- Oral Vocabulary
  - Focus Question: How do little pine trees and big pine trees look alike? 1.6D.2
  - Word: Position Words, 1755 1.1E.1, 1.1F.1
  - Word: Phoneme Blending, 1756 1.1C.6

- Phonemic Awareness
  - Word: /k/ /k/ /k/ 1764
  - Word: Word Sort, 1756
  - Word: Blend Words, 1756
  - Activity Book, 9–10
  - Practice Book, 165 1.1C.6

- High-Frequency Words
  - Word: Review High-Frequency Words, 1752 1.1C.1

**Reading**

- Interactive Read Aloud
  - Listening Comprehension, 1754
  - Text: "The Sticky Sticky Pine"
  - Reader: Sad, Sad Kit Hen, 1758 1.1B.1, 1.1D.1, 1.1H.5, 1.6B, 1.6D.2

- Fluency
  - Reread for Fluency, 1758 1.1H, 1.1H.3

**Language Arts**

- Independent Writing: Revise and Edit Steps in a Process, 1759 1.4B, 1.5A, 1.5E, 1.6E.5

- Independent Writing: Publish and Present, 1765 1.4B, 1.5G, 1.6E.3, 1.6E.5

**Review and Assess**

- Morning Message, 1752
  - Focus Question: What have we said about trees this week? 1.6D.2
  - Word: Position Words, 1762 1.1E.1, 1.1F.1
  - Word: Phoneme Blending, 1763 1.1C.6

- Phonics
  - Word: Review /k/ /k/ /k/ 1764
  - Word: Read Words, 1764
  - Activity Book, 12
  - Practice Book, 166 1.1C.1, 1.1C.10

- High-Frequency Words: little, said, 1762 1.1C.1

- Reading Across Texts
  - Strategy: Recognize Text Structure
  - Skill: Identify Sequence of Events, 1761
  - Activity Book, 11 1.2A.4

- Fluency
  - Word Automaticity, 1762 1.1H, 1.1H.3
### Seed Secrets

**Pennsylvania Lesson Plan**

#### Oral Language
- **Oral Vocabulary**
  - **Focus Question**: What grows from seeds?
  - **Build Background**: 1799 1.1B.1, 1.6D.2
  - **Oral Vocabulary**: 1799 1.1E.1
- **Phonemic Awareness**
  - **Phoneme Isolation**: 1802 1.1C.7
  - **Phoneme Blending**: 1814 1.1C.6

#### Word Study
- **Phonics**
  - **Introduce**: /u/u, 1803
  - **Handwriting**: Write /u/, 1804
  - **Activity Book**: 14 Practice Book, 167 1.1C.10
  - **High-Frequency Word**: here, 1801 1.1C.1

#### Reading
- **Listening Comprehension**
- **Phonics and High-Frequency Words**
- **Fluency**

#### Language Arts
- **Writing**
- **Grammar**

#### Shared Writing: A List, 1805 1.4B

#### Interactive Writing: Sentences, 1817 1.5A, 1.5B.2

#### Fluency: Echo-Read, 1812 1.1H, 1.1H.3

#### Independent Writing: Prewrite and Draft Similes, 1827 1.4A, 1.5A

#### Oral Grammar: Describing Words, 1826 1.1F.1, 1.5F.4

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**DAY 1**

- **Morning Message**: 1798
  - **Focus Question**: What grows from seeds?
  - **Build Background**: 1799 1.1B.1, 1.6D.2

- **Oral Vocabulary**: 1799 1.1E.1
  - **Position Words**: 1813 1.1E.1
  - **Phoneme Isolation**: 1802 1.1C.7
  - **Phoneme Blending**: 1814 1.1C.6

- **Phonics**
  - **Review**: /u/u, 1815
  - **Blend with**: /u/u, /k/k, /l/l, 1816 1.1C.6

- **High-Frequency Word**: here, 1801 1.1C.1

- **Share the Big Book**: Seed Secrets
  - **Strategy**: Recognize Text Structure
  - **Skill**: Retell, 1800 1.1D.1, 1.2A.2, 1.6D.2

- **Reread the Big Book**: Seed Secrets
  - **Strategy**: Recognize Text Structure
  - **Skill**: Retell, 1812
    - **Activity Book**: 15–16 Practice Book, 168 1.1D.1, 1.2A.2, 1.6D.2

- **Fluency**: Echo-Read, 1812 1.1H, 1.1H.3

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**DAY 2**

- **Morning Message**: 1806
  - **Focus Question**: What are some different ways seeds get from here to there?
    - **Oral Vocabulary**: 1807 1.1D.2
  - **Position Words**: 1813 1.1E.1
  - **Phoneme Isolation**: 1802 1.1C.7
  - **Phoneme Blending**: 1814 1.1C.6

- **Phonics**
  - **Review**: /u/u, /k/k, /l/l, 1815
  - **Blend with**: /u/u, 1824
  - **Read Words**: 1825 1.1C.6

- **High-Frequency Word**: here, was, 1822
  - **Activity Book**: “Was Kip Here?” 17–18 Practice Book, 169–170 1.1C.1

- **Read the Fable**: Big Book of Explorations: “The Wind and the Sun,” 29–34
  - **Text Feature**: Illustrations, 1820 1.2A.2

- **Fluency**: Read for Fluency, 1822 1.1H, 1.1H.3

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**DAY 3**

- **Morning Message**: 1818
  - **Focus Question**: Think of a day when it was very windy. What happened?
    - **Oral Vocabulary**: 1819 1.1E.1
  - **Phoneme Isolation**: 1823 1.1C.7
  - **Phoneme Blending**: 1814 1.1C.6

- **Phonics**
  - **Review**: /u/u, /k/k, /l/l, 1824
  - **Blend with**: /u/u, 1824
  - **Read Words**: 1825 1.1C.6

- **High-Frequency Word**: here, was, 1822
  - **Activity Book**: “Was Kip Here?” 17–18 Practice Book, 169–170 1.1C.1

- **Read the Fable**: Big Book of Explorations: “The Wind and the Sun,” 29–34
  - **Text Feature**: Illustrations, 1820 1.2A.2

- **Fluency**: Read for Fluency, 1822 1.1H, 1.1H.3

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Kindergarten
Teach Core Skills
Focus on tested skill lessons, other lessons, and small group options as your time allows.
DAY 4

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Focus Question: How would you make a vegetable garden here at school? 1.1B.1, 1.6D.2
  - Oral Vocabulary, 1829
    - Position Words, 1831 1.1E.1, 1.1F.1
  - Phonemic Awareness
    - Phono Deletion, 1832 1.1C.10

**WORD STUDY**
- **Phonics**
  - Word Sort, 1832
  - Blend with /u/u, 1829 Activity Book, 19–20 Practice Book, 171 1.1C.6
  - Review High Frequency Word, 1828 1.1C.1

**READING**
- **Listening Comprehension**
  - Interactive Read Aloud
    - Listening Comprehension, 1830
    - Read Aloud: "The Talking Vegetables"
    - Decodable Reader: A Bus is Up, 1834 1.1B.1, 1.1D.1, 1.1H.5, 1.6B, 1.6D.2
  - Fluency: Reread for Fluency, 1834 1.1H, 1.1H.3

**LANGUAGE ARTS**
- **Writing**
  - Independent Writing: Revise and Edit Similes, 1835 1.4A, 1.5A, 1.5E

**DAY 5

**Optional**

**ORAL LANGUAGE**
- Focus Question: We read stories about plants and seeds this week. Which story was your favorite? 1.6D.2

**WORD STUDY**
- **Phonics**
  - Word Sort, 1840
  - Read Words, 1840 Activity Book, 22 Practice Book, 172 1.1C.1

**READING**
- **Listening Comprehension**
  - High Frequency Word: here, was, 1838 1.1C.1

**LANGUAGE ARTS**

**Independent Writing:** Publish and Present, 1841 1.4A, 1.5G, 1.6E.3
**Kindergarten**

**Teach Core Skills**
Focus on tested skill lessons, other lessons, and small group options as your time allows.

**Pennsylvania Lesson Plan**

**Day 1**

- **Morning Message:** 1874
  - **Focus Question:** If you had a little garden here, what would you grow? Build Background, 1875
    - 1.6D.2
  - **Phonemic Awareness:** 1.1E.1
  - **Phoneme Isolation:** 1878
    - 1.1C.10
  - **Phonics:**
    - Review: /k, k/ /u/ /u/, 1879
    - Handwriting: Review Yo, Kk, 1880
    - Activity Book, 173
    - Practice Book, 173
    - 1.1C.10
  - **High-Frequency Words:** little, said, here, was, 1877
    - 1.1C.1
  - **Share the Trade Book:** Sunflower House
    - **Strategy:** Recognize Story Structure
    - **Skill:** Draw Conclusions, 1876
      - 1.1D.1, 1.1H.5, 1.2A.4, 1.3A, 1.3F, 1.6D.2
  - **Interactive Writing:** A Poem, 1893
    - 1.4A, 1.6E.2

**Day 2**

- **Morning Message:** 1882
  - **Focus Question:** If you had a little sunflower house here, what would you do in it? 1.6D.2
  - **Phonics:**
    - Cumulative Review: /u/ /u/ /k, k/ /l, 1891
    - Blend with -ot, 1892
    - 1.1C.6
  - **Review High-Frequency Words:** 1882
    - 1.1C.1
  - **Reread the Trade Book:** Sunflower House
    - **Strategy:** Recognize Story Structure
    - **Skill:** Draw Conclusions, 1884
    - Retell, 1888
    - Activity Book, 25-26
    - Practice Book, 174
    - 1.1D.1, 1.1G.2, 1.2A.4, 1.3A, 1.3F, 1.6D.2
  - **Fluency:** Echo-Read, 1888
    - 1.1H, 1.1H.3
  - **Interactive Writing:** A Poem, 1893
    - 1.4A, 1.6E.2

**Day 3**

- **Morning Message:** 1894
  - **Focus Question:** A tomato plant was once a little seed. Was an apple tree a seed? 1.6D.2
  - **Phonics:**
    - Cumulative Review: /u/ /u/ /k, k/ /l, 1900
    - Blend with -op, 1901
    - 1.1C.9
  - **High-Frequency Words:** little, said, here, was, 1898
    - Activity Book: "Can Tom Play?" 27-28
    - Practice Book, 175-176
    - 1.1C.1
  - **Read the Nonfiction Photo Essay:** Big Book of Explorations
    - "How Does a Garden Grow?" 35-38
    - **Text Feature:** Signs, 1896
    - 1.2A.2
  - **Fluency:** Read for Fluency, 1898
    - 1.1H, 1.1H.3
  - **Independent Writing:** Prewrite and Draft Poems, 1903
    - 1.4A, 1.5A
  - **Oral Grammar:** Describing Words, 1902
    - 1.1F.1, 1.5F.4

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Gradu Al, Unit 8, Week 3, Sunflower House, 1864-1939
**ORAL LANGUAGE**

- Oral Vocabulary
  - Focus Question: What tools do you use in a little garden?
  - Oral Vocabulary, 1905
  - Position Words, 1907
  - Phonemic Awareness, 1908

- Phonics
  - Phonics, 1908
  - Blend with -ick and -uck, 1909
  - Practice Book, 177

- High-Frequency Words

- Phonics and High-Frequency Words

- Fluency

**READING**

- Listening Comprehension

- Phonics and High-Frequency Words

- Fluency

- Independent Writing

**LANGUAGE ARTS**

- Writing

- Grammar

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**DAY 4**

Morning Message, 1904

Focus Question: What tools do you use in a little garden?

Oral Vocabulary, 1905

Position Words, 1907

Phonemic Awareness, 1908

Phonics, 1908

Blend with -ick and -uck, 1909

Activity Book, 29–30

Practice Book, 177

Review High-Frequency Words, 1904

Interactive Read Aloud

Listening Comprehension, 1906

Read Aloud: "The Rabbit and the Elephant"

Decodable Reader: Pick it, Kick it!, 1910

1.1B.1, 1.1D.1, 1.1H.5, 1.6B, 1.6D.2

Fluency: Reread for Fluency, 1910

1.1H, 1.1H.3

Independent Writing: Revise and Edit Poems, 1911

1.4A.1.5A, 1.5E

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**DAY 5**

Morning Message, 1912

Focus Question: Which story about gardens was the best?

Oral Vocabulary, 1914

Position Words, 1914

Phonemic Awareness

Phoneme Segmentation, 1915

Phonics

Blend with -op, -ick, 1916

Activity Book, 32

1.1C.9

High-Frequency Words: little, said, here, was, 1914

1.1C.1

Reading Across Texts

Strategy: Recognize Story Structure

Skill: Draw Conclusions

Activity Book, 31

1.2A.4

Fluency: Word Automaticity, 1914

1.1H, 1.1H.3

Independent Writing: Publish and Present Poems, 1917

1.4A, 1.5G, 1.6E.3

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Kindergarten, Unit 8, Week 3, Sunflower House, 1864–1939

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**Beetles**

**Pennsylvania Lesson Plan**

**Day 1**
- **Morning Message:** 1966
  - **Focus Question:** What do you know about insects? How many legs does an insect have?  
  - Build Background, 1967

- **Oral Vocabulary:** 1967
  - 1.1E.1

- **Phonemic Awareness**
  - Phoneme Isolation, 1970
    - 1.1C.7

- **Phonics**
  - Introduce /g/g, 1971
  - Handwriting: Write Gg, 1972
  - Activity Book, 4 Practice Book, 181
  - 1.1C.10

- **High-Frequency Words:** she, he, 1969
  - 1.1C.1

- **Share the Big Book**
  - **Beetles**
    - **Strategy:** Ask Questions
    - **Skill:** Classify and Categorize, 1968
    - 1.1D.1, 1.1G.4, 1.2A.2, 1.2A.3, 1.5A, 1.6D.2

- **Reread the Big Book**
  - **Strategy:** Ask Questions
  - **Skill:** Classify and Categorize, 1976
  - Retell, 1980
  - Activity Book, 5–6 Practice Book, 182
  - 1.1D.1, 1.1G.4, 1.2A.2, 1.2A.3, 1.6D.2

- **Fluency**: Echo-Read, 1980
  - 1.1H, 1.1H.3

- **Shared Writing:** List of Questions, 1973
  - 1.5B.2

**Day 2**
- **Morning Message:** 1974
  - **Focus Question:** Can you ask a friend what he or she knows about beetles? 1.6D.2

- **Oral Vocabulary:** 1975
  - Opposites, 1981
  - 1.1E.1

- **Phonemic Awareness**
  - Phoneme Blending, 1982
  - 1.1C.6

- **Phonics**
  - Review /g/g, /k/k, /u/u, 1983
  - Blend with /g/g, 1984
  - 1.1C.10

- **Review High-Frequency Words:** 1974
  - 1.1C.1

- **Reread the Big Book**
  - **Beetles**
    - **Strategy:** Ask Questions
    - **Skill:** Classify and Categorize, 1976
    - Retell, 1980
    - Activity Book, 5–6 Practice Book, 182
    - 1.1D.1, 1.1G.4, 1.2A.2, 1.2A.3, 1.6D.2

- **Fluency**: Echo-Read, 1980
  - 1.1H, 1.1H.3

- **Interactive Writing:** Sentences, 1985
  - 1.5B.2

**Day 3**
- **Morning Message:** 1986
  - **Focus Question:** If a friend sees an ant, does he or she see a bird or an insect? 1.6D.2

- **Oral Vocabulary:** 1987
  - 1.1E.1

- **Phonemic Awareness**
  - Phoneme Isolation, 1991
  - 1.1C.7

- **Phonics**
  - Introduce /w/w, 1992
  - Handwriting: Write Ww, 1993
  - 1.1C.10

- **High-Frequency Words:** she, he, 1990
  - 1.1C.1

- **Read the Fable**
  - **Big Book of Explorations:** "The Ant and the Grasshopper," 39–44
  - **Text Feature:** Illustrations, 1988
  - 1.1D.1

- **Fluency**: Read for Fluency, 1990
  - 1.1H, 1.1H.3

- **Independent Writing:**
  - Prewrite and Draft Questions and Answers, 1995
  - 1.5A, 1.5B.2

- **Oral Grammar:** Pronouns, 1994
  - 1.1F.1, 1.5F.4
### DAY 4

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - **Focus Question**: If a queen bee is in her home, where is she? 1.6D.2
  - **Oral Vocabulary, 1997**
    - Opposites, 1997 1.1E.1, 1.1F.1
  - **Phonemic Awareness**
    - Phoneme Blending, 2000 1.1C.12

**WORD STUDY**
- **Phonics**
  - **Focus Question**: What would you tell a friend if he or she asked you which insect story you found most interesting? 1.6D.2
  - **Phonics, 2000**
    - Picture Sort, 2000
    - Blend with /w/, /g/, /u/, /k/, 2008
  - **Phonics, 2001**
    - Activity Book, 9–10
    - Practice Book, 185 1.1C.5
  - **High-Frequency Words, 1996**
    - Practice Book, 185 1.1C.1

**READING**
- **Interactive Read Aloud**
  - **Listening Comprehension, 1998**
  - **Read Aloud**: "The Elephant and the Bees"
  - **Decodable Reader**: Bug in a Web, 2002
    - 1.1B.1, 1.1D.1, 1.1G.1, 1.1H.5,
    - 1.6B, 1.6D.2

**Fluency**
- **Reread for Fluency, 2002**
  - 1.1H, 1.1H.3

**LANGUAGE ARTS**
- **Writing**
  - **Independent Writing**: Revise and Edit Questions and Answers, 2003
    - 1.5A, 1.5B.2, 1.5E

### DAY 5

**Review and Assess**
- **Morning Message, 2004**
  - **Focus Question**: What would you tell a friend if he or she asked you which insect story you found most interesting? 1.6D.2

**Oral Vocabulary, 2006**
- **Focus Question**: What would you tell a friend if he or she asked you which insect story you found most interesting? 1.6D.2
- **Opposites, 2006** 1.1E.1, 1.1F.1

**Phonemic Awareness**
- **Phonemic Awareness** 1.1C.12
- **Phoneme Segmentation, 2007**

**High-Frequency Words: she, he, 2006**
- 1.1C.1

**Reading Across Texts**
- **Strategy**: Ask Questions
- **Skill**: Classify and Categorize, 2005
  - **Activity Book, 11**
  - 1.1G.4

**Fluency**
- **Word Automaticity, 2006**
  - 1.1H, 1.1H.3

**Independent Writing**: Publish and Present, 2009
- 1.5G, 1.6E.3
Day 1
- Morning Message, 2042
  - Focus Question: What kinds of animals live in the ocean?
  - Build Background, 2043
  - Oral Vocabulary, 2043
  - Phonemic Awareness, 2046

- Phonics
  - Introduce /ks/x/, 2047
  - Handwriting: Write Xx, 2049
  - Activity Book, 14
  - Practice Book, 187

- High-Frequency Words: has, look, 2045

- Share the Big Book
  - Fish Faces
  - Strategy: Ask Questions
  - Skill: Compare and Contrast, 2044

- Fluency: Echo-Read, 2089

Day 2
- Morning Message, 2050
  - Focus Question: What ocean animal has fins? What animal has claws?

- Oral Vocabulary, 2051
  - Opposites, 2057
  - Phonemic Awareness, 2058

- Phonics
  - Review /b/b, /t/t, /d/d/, /ks/x/, /p/p/, 2059
  - Blend with /ks/x/, 2060

- Review High-Frequency Words, 2050

- Reread the Big Book
  - Fish Faces
  - Strategy: Ask Questions
  - Skill: Compare and Contrast, 2052

- Fluency: Echo-Read, 2056

Day 3
- Morning Message, 2062
  - Focus Question: Where can you look to find animals with fins?

- Oral Vocabulary, 2063

- Phonemic Awareness

- Phonics
  - Introduce /w/v/, 2068
  - Handwriting: Write Ww, 2069
  - Activity Book, 19

- High-Frequency Words: has, look, 2066

- Read the Poems
  - Big Book of Explorations:
    - "Sea Animals," and "I Don't Suppose," 45–46
  - Literary Element: Identify Rhyme/Rhyme Schemes, 2064

- Fluency: Echo-Read, 2065

- Independent Writing: Prewrite and Draft Descriptive Sentences, 2071

- Oral Grammar: Pronouns, 2070

Kindergarten, Unit 9, Week 2, Fish Faces, 2032–2107
**DAY 4**

**ORAL LANGUAGE**
- Oral Vocabulary
- Phonemic Awareness

**WORD STUDY**
- Phonics
- High-Frequency Words

**READING**
- Listening Comprehension
- Phonics and High-Frequency Words
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar

Morning Message, 2072

**Focus Question** What would a magic fish look like? 1.6D.2

**Oral Vocabulary, 2073**
- Opposites, 2075 1.1E.1, 1.1F.1
- Phonemic Awareness, 2076 1.1C.10

**Phonics**
- Word Sort, 2076
- Blend with /v/v, 2077
  - Activity Book, 19–20
  - Practice Book, 191 1.1C.3

**Review High Frequency Word, 2072**
- 1.1C.1

**Interactive Read Aloud**
**Listening Comprehension, 2073**
- Read Aloud: "The Fisherman and His Wife"
- Decodable Reader: A Vet Can Fix It!, 2078
  - 1.1B.1, 1.1D.1, 1.1G.1, 1.1H.5, 1.6B, 1.6D.2

**Fluency**
- Reread for Fluency, 2078
  - 1.1H, 1.1H.3

**Independent Writing: Revise and Descriptive Sentences, 2079**
- 1.5A, 1.5B.2, 1.5E

**DAY 5**

**Review and Assess**

Morning Message, 2080

**Focus Question** Which story or poem about ocean creatures would you like to look at and read again? 1.6D.2

**Oral Vocabulary, 2082**
- Opposites, 2082 1.1E.1, 1.1F.1
- Phonemic Awareness 1.1C.10
- Phoneme Addition, 2083

**Phonics**
- Word Sort, 2084
- Read Words, 2084
  - Activity Book, 22 1.1C.3, 1.1C.5

**High Frequency Word: has, look, 2082**
- 1.1C.1

**Reading Across Texts**
**Strategy: Ask Questions**
- Skill: Compare and Contrast, 2081
  - Activity Book, 21 1.1G.4

**Fluency**
- Word Automaticity, 2082
  - 1.1H, 1.1H.3

**Independent Writing: Publish and Present, 2085**
- 1.5B.2, 1.5G, 1.6E.3

Kindergarten, Unit 9, Week 2, Fish Faces, 2032–2107
If the Dinosaurs Came Back

PENNSYLVANIA Lesson Plan

DAY 1

ORAL LANGUAGE
- Oral Vocabulary
  - Focus Question: If a friend has a pet, can she have a dinosaur? Build Background, 2119, 1.6.D.2
- Oral Vocabulary, 2119, 1.1.E.1
- Phonemic Awareness
  - Phoneme Addition, 2122, 1.1.C.10

WORD STUDY
- Phonics
  - Review: /ks/x, /tg/g, /v/v, /w/w, 2123
  - Handwriting Review: Xx, Vv, Gg, Ww, 2124
  - Activity Book, 24 Practice Book, 193
- High-Frequency Words: she, he, has, look, 2121, 1.1.C.1

READING
- Listening Comprehension
- Phonics and High-Frequency Words
- Fluency

LANGUAGE ARTS
- Writing
  - Shared Writing: A List, 2125, 1.4.B
- Grammar

DAY 2

ORAL LANGUAGE
- Oral Vocabulary
  - Focus Question: If a dinosaur was here, what would it look like? 1.6.D.2
- Oral Vocabulary, 2127
  - Opposites, 2133, 1.1.E.1
- Phonemic Awareness
  - Phoneme Addition, 2134, 1.1.C.10

WORD STUDY
- Phonics
  - Review: /e/e, /o/o, /i/i, 2135
  - Blend with -et and -ot, 2136, 1.1.C.9, 1.1.C.10
- High-Frequency Words: she, he, has, look, 2142
  - Activity Book: "Rex," 27–28
  - Practice Book, 195–196, 1.1.C.1

READING
- Reread the Trade Book
  - If the Dinosaurs Came Back
  - Strategy: Ask Questions
    - Skill: Distinguish Between Fantasy and Reality, 2120
    - 1.1.D.1, 1.1.G.4, 1.3.A.1, 1.3.F.1, 1.5.A, 1.6.D.2
- Fluency
  - Echo-Read, 2132, 1.1.H, 1.1.H.3

DAY 3

ORAL LANGUAGE
- Oral Vocabulary
  - Focus Question: If a scientist looks for living animals, does he or she look in a museum or a forest? 1.6.D.2
- Oral Vocabulary, 2139, 1.1.E.1
- Phonemic Awareness
  - Phoneme Blending, 2143, 1.1.C.12

WORD STUDY
- Phonics
  - Review: /o/o, /i/i, /ks/x, 2144
  - Blend with -ox and -ix, 2144, 1.1.C.9
- High-Frequency Words: she, he, has, look, 2142
  - Activity Book: "Rex," 27–28
  - Practice Book, 195–196, 1.1.C.1

READING
- Read the Nonfiction Article
  - Big Book of Explorations: "Welcome to the Rain Forest," 47–50
  - Text Feature: Diagrams, 2140, 1.2.A.2, 1.2.A.3
- Fluency
  - Read for Fluency, 2142, 1.1.H, 1.1.H.3

LANGUAGE ARTS
- Independent Writing: Prewrite and Draft a Story, 2147, 1.4.A, 1.5.A, 1.5.B.3
- Oral Grammar
  - Pronouns, 2146, 1.1.F.1, 1.5.F.4

Kindergarten, Unit 9, Week 3, If the Dinosaurs Came Back, 2108–2183
### Day 4

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Focus Question: Will our librarian say she has dinosaur books? 1.6D.2
  - Oral Vocabulary, 2149
    - Opposites, 2151
      - 1.1E.1, 1.1F.1
    - Phonemic Awareness
      - Phoneme Segmentation, 2152
        - 1.1C.12

**WORD STUDY**
- **Phonics**
  - Review: /e/e, /d/d, /n/n, 2152
  - Blend with - et and - en, 2153
    - Activity Book, 29–30
    - Practice Book, 197
        - 1.1C.9
  - Review High-Frequency Words, 2148
    - 1.1C.1

**READING**
- **Listening Comprehension**
- **Phonics and High-Frequency Words**
- **Fluency**

**LANGUAGE ARTS**
- **Writing**
- **Grammar**

### Day 5

**Review and Assess**

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Focus Question: Which animal pictures were the most fun to look at? 1.6D.2
  - Oral Vocabulary, 2158
    - Opposites, 2158
      - 1.1E.1, 1.1F.1
    - Phonemic Awareness
      - Phoneme Blending, 2159
        - 1.1C.12

**WORD STUDY**
- **Phonics**
  - Blend with - et and - en, 2160
    - Activity Book, 32
    - 1.1C.9
  - High-Frequency Words: she, he, has, look, 2158
    - 1.1C.1

**READING**
- **Interactive Read Aloud**
  - Listening Comprehension, 2150
    - Read Aloud: "Tyler's Trip to the Library"
  - Decodable Reader: Pat and the Vet, 2154
    - 1.1B.1, 1.1D.1, 1.1G.1, 1.1H.5, 1.6B, 1.6D.2
  - Fluency: Reread for Fluency, 2154
    - 1.1H, 1.1H.3

**LANGUAGE ARTS**
- **Independent Writing**: Revise and Edit a Story, 2155
  - 1.4A, 1.5A, 1.5B.3, 1.5E

**Independent Writing**: Publish and Present, 2161
- 1.5G, 1.6E.3

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Kindergarten, Unit 9, Week 3, If the Dinosaurs Came Back, 2108–2183

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# Pennsylvania Lesson Plan

## Day 1

**Morning Message:** 2208

**Focus Question:** What new thing are you learning to do?
- Build Background, 2209
  - 1.1C.11, 1.6D.2

**Oral Vocabulary:** 2209
- 1.1E.1

**Phonemic Awareness:**
- Phoneme Isolation, 2212
  - 1.1C.10

**Phonics:**
- Introduce /jj/, 2213
  - Handwriting: Write Jj, 2213
  - Activity Book, 4
  - Practice Book, 201
  - 1.1C.10

**High-Frequency Word:** with, my, 2211
- 1.1C.1

**Share the Big Book:**
- What Do You Know?
- **Strategy:** Monitor Comprehension: Reread
- **Skill:** Use Illustrations, 2210
  - 1.1D.1, 1.1G.5, 1.3F, 1.5A, 1.6D.2

**Reread the Big Book:**
- What Do You Know?
- **Strategy:** Monitor Comprehension: Reread
- **Skill:** Use Illustrations, 2218

**Fluency:**
- Echo-Read, 2222
  - 1.1H, 1.1H.3

**Interactive Writing:**
- Sentences, 2227
  - 1.5B.2

## Day 2

**Morning Message:** 2216

**Focus Question:** What can you do with your hands?
- 1.1C.11, 1.6D.2

**Oral Vocabulary:** 2217
- Color, Fruit and Vegetable Words, 2223
  - 1.1E.1

**Phonemic Awareness:**
- Phoneme Blending, 2224
  - 1.1C.6

**Phonics:**
- Review /jj/, /w/v, /w/w, 2225
  - Blend with /jj/, 2225
  - 1.1C.12

**High-Frequency Word:** 2216
- 1.1C.1

**Read the Rhyming Poems:**
- Big Book of Explorations: "Reading" and "Keep a Poem In Your Pocket."

**Literary Element:** Imagery, 2230
- 1.3C, 1.3D, 1.3F, 1.6E.2

**Fluency:**
- Echo-Read, 2231
  - Read for Fluency, 2232
  - 1.1H, 1.1H.3

## Day 3

**Morning Message:** 2228

**Focus Question:** Can you guess some of my favorite things to do?
- 1.6D.2

**Oral Vocabulary:** 2229
- 1.1E.1

**Phonemic Awareness:**
- Phoneme Isolation, 2223
  - 1.1C.10

**Phonics:**
- Introduce /kw/qq, 2234
  - Handwriting: Write Qq, 2235
  - Activity Book, 9; Practice Book, 205
  - 1.1C.10

**High-Frequency Word:** with, my, 2232
- Activity Book: "I Can Play," 7–8
- Practice Book, 203–204
  - 1.1C.1

**Independent Writing:**
- Prewriting and Draft Questions and Answers, 2237
  - 1.5A, 1.5B.2

**Oral Grammar:** Pronouns, 2236
- 1.1F.1, 1.5F.4
**Day 4**

**ORAL LANGUAGE**

- **Oral Vocabulary**
  - Morning Message, 2238
  - Focus Question: What would you do if you were the size of my thumb? 1.6D.2
  - Oral Vocabulary, 2239
    - Color, Fruit, and Vegetables Words, 2241
      - 1.1E.1, 1.1F.1
  - Phonemic Awareness
    - Phoneme Substitution, 2242
      - 1.1C.10

**WORD STUDY**

- **Phonics**
  - Word Sort, 2242
  - Blend with /ii/, 2243
  - Activity Book, 10
  - Practice Book, 206
    - 1.1C.6

- **High-Frequency Words**
  - Review High-Frequency Words, 2238
    - 1.1C.1

**READING**

- **Listening Comprehension**

- **Phonics and High-Frequency Words**

- **Fluency**
  - Fluency Reread for Fluency, 2244
    - 1.1H, 1.1H.3

**LANGUAGE ARTS**

- **Writing**
  - Independent Writing: Revise and Edit Questions and Answers, 2245
    - 1.5A, 1.5B.2, 1.5E

- **Grammar**

**Day 5**

**Review and Assess**

**ORAL LANGUAGE**

- **Oral Vocabulary**
  - Morning Message, 2246
  - Focus Question: How could you help me with my job? 1.6D.2
  - Oral Vocabulary, 2248
    - Color, Fruit, and Vegetables Words, 2248
      - 1.1E.1, 1.1F.1
  - Phonemic Awareness
    - Phoneme Substitution, 2249
      - 1.1C.10

**WORD STUDY**

- **Phonics**
  - Build with /ii/, 2250
  - Read Words, 2250
  - Activity Book, 12
    - 1.1C.1

- **High-Frequency Words**
  - High-Frequency Words: with, my, 2248
    - 1.1C.1

**READING**

- **Interactive Read Aloud**
  - Reading Across Texts
    - Strategy: Monitor Comprehension:
      - Reread
      - Skill: Use Illustrations, 2247
        - Activity Book, 11
          - 1.3G.5, 1.3F

- **Fluency**
  - Word Automaticity, 2248
    - 1.1H, 1.1H.3

**LANGUAGE ARTS**

- **Writing**
  - Independent Writing: Publish and Present Questions and Answers, 2251
    - 1.5G, 1.6E.3

Kindergarten, Unit 10, Week 1, *What Do You Know?,* 2198–2273
**ORAL LANGUAGE**
- Oral Vocabulary

**WORD STUDY**
- Phonics
- High-Frequency Words

**READING**
- Listening Comprehension
- Phonics and High-Frequency Words
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar

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**DAY 1**

### Morning Message, 2284

#### Focus Question
Do you like to color with crayons or markers?
Build Background, 2285
1.1C.1, 0, 1.6D.2

**Oral Vocabulary, 2285**
1.1E.1

**Phonemic Awareness**
Phoneme Isolation, 2288
1.1C.10

**Phonics**
- Introduce /y/, 2289
- Handwriting: Write Y, 2290
- Activity Book, 14
- Practice Book, 207
1.3F

**High-Frequency Words: me, where, 2287**
1.1C.1

### Share the Big Book
*Warthogs Paint: A Messy Color Book*

#### Strategy: Monitor Comprehension: Reread

**Skill: Identify Cause and Effect, 2286**
1.1D.1, 1.6D.2

### Interactive Writing: Sentences, 2303
1.5B.2

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**DAY 2**

### Morning Message, 2292

#### Focus Question
Could a warthog help me paint a wall?
1.6D.2

**Oral Vocabulary, 2293**
Sound Words and Opposites, 2299
1.1E.1

**Phonemic Awareness**
Phoneme Blending, 2300
1.1C.6

**Phonics**
- Review /y/, /kw/ru, /ij/, 2301
1.1C.12

- Blend with /y/, 2302
1.1C.12

### Review High-Frequency Word, 2292
1.1C.1

### Reread the Big Book
*Warthogs Paint: A Messy Color Book*

#### Strategy: Monitor Comprehension: Reread

**Skill: Identify Cause and Effect, 2298**
Retell, 2298
Activity Book, 15–16
Practice Book, 208
1.1D.1, 1.1G.2, 1.3F, 1.6D.2

### Fluency
- Echo-Read, 2298
1.1H, 1.1H.3

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**DAY 3**

### Morning Message, 2304

#### Focus Question
Can you tell me what you like to draw?
1.6D.2

**Oral Vocabulary, 2305**
1.1E.1

**Phonemic Awareness**
Phoneme Isolation, 2309
1.1C.10

**Phonics**
- Introduce /z/, 2310
- Handwriting: Write Zz, 2311
1.1C.10

### High-Frequency Words: me, where, 2308
Activity Book: “Where Is My Pup?”, 17–18
Practice Book, 209–210
1.1C.1

### Read the Nonfiction Article
*Big Book of Explorations: “Children in Paintings,” 53–58
Literary Elements: Use Captions, 2306
1.2A

### Fluency
- Read for Fluency, 2308
1.1H, 1.1H.3

### Independent Writing: Prewrite and Draft Sentences, 2313
1.5A, 1.5B.2

### Oral Grammar:
- Pronouns, 2312
1.1F.1, 1.5F.4
###DAY 4

**ORAL LANGUAGE**

- **Oral Vocabulary**
  - **Focus Question**: Where do you get ideas for pictures you draw or paint?
  - 1.6D.2
  - **Oral Vocabulary**: Sound Words and Opposites, 2317
    - 1.1E.1, 1.1F.1
  - **Phonemic Awareness**: Phono Blending, 2318
    - 1.1C.6

**WORD STUDY**

- **Phonics**
  - **Focus Question**: Where are some places you can look at art?
  - 1.6D.2
  - **Word Sort**: 2318
    - Blend with /z/l, /y/l, 2319
  - **Activity Book**: 19-20
  - **Practice Book**: 211
  - 1.1C.6

- **High-Frequency Words**
  - **Review High Frequency Word**: 2314
  - 1.1C.1

**READING**

- **Interactive Read Aloud**
  - **Listening Comprehension**: 2316
    - "Ma Lien and the Magic Brush"
  - **Decodable Reader**: Zip! Zig Zag!
    - Yes!, 2320
    - 1.1B.1, 1.3A, 1.1D.1, 1.1H.5, 1.6B, 1.6D.2

- **Fluency**: Reread for Fluency, 2320
  - 1.1H, 1.1H.3

**LANGUAGE ARTS**

- **Writing**
  - **Independent Writing**: Revise and Edit Sentences, 2321
    - 1.5A, 1.5B.2, 1.5E

- **Grammar**

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###DAY 5

**Review and Assess**

- **Morning Message**, 2322
  - **Focus Question**: Where are some places you can look at art?
  - 1.6D.2

- **Oral Vocabulary**: Sound Words and Opposites, 2324
  - 1.1E.1, 1.1F.1

- **Phonemic Awareness**: 1.1C.10
  - **Phoneme Substitution**, 2325

- **Phonics**
  - **Word Sort**, 2326
    - Read Words, 2326
    - **Activity Book**: 22
    - **Practice Book**: 212
    - 1.1C.1, 1.1C.6

- **High Frequency Word**: me, where, 2324
  - 1.1C.1

**Reading Across Texts**

- **Strategy**: Monitor Comprehension: Reread
  - **Skill**: Identify Cause and Effect, 2323
  - **Activity Book**: 21
  - 1.3F

- **Fluency**: Word Automaticity, 2324
  - 1.1H, 1.1H.3

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**Independent Writing**: Publish and Present, 2327
- 1.5G, 1.6E.3
## Kindergarten Lesson Plan

### Turtle Splash!

### DAY 1

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Morning Message, 2360
    - Focus Question: Who can count with me backwards from one to ten?
    - Build Background, 2361
    - 1.6D.2
  - Oral Vocabulary, 2361
    - 1.1E.1
  - Phonemic Awareness
    - Phoneme Isolation, 2364
    - 1.1C.10

**WORD STUDY**
- **Phonics**
  - Cumulative Review, 2365
  - Handwriting: Review Jj, Qq, Yy, Zz, 2365
  - Activity Book, 24
  - Practice Book, 213
  - 1.1C.9
  - High-Frequency Words: with, my, me, where, 2363

**READING**
- **Listening Comprehension**
- **Phonics and High-Frequency Words**
- **Fluency**

**LANGUAGE ARTS**
- **Writing**
  - Shared Writing: A List, 2367
    - 1.4B

### DAY 2

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Morning Message, 2368
    - Focus Question: If you walk to a pond with me, what would you see there?
    - 1.6D.2
  - Oral Vocabulary, 2369
    - Position Words, 2375
    - 1.1E.1
  - Phonemic Awareness
    - Phoneme Segmentation, 2376
    - 1.1C.7

**WORD STUDY**
- **Phonics**
  - Cumulative Review, 2377
  - Blend with -ug, 2378
    - 1.1C.9
  - Review High-Frequency Words, 2368
    - 1.1C.1

**READING**
- **Reading Comprehension**
- **Phonics and High-Frequency Words**
- **Fluency**

**LANGUAGE ARTS**
- **Writing**
  - Interactive Writing: Sentences, 2379
    - 1.5B.2

### DAY 3

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Morning Message, 2380
    - Focus Question: Who can tell me what to do and where to go to be healthy?
    - 1.6D.2
  - Oral Vocabulary, 2381
    - 1.1E.1
  - Phonemic Awareness
    - Phoneme Blending, 2385
    - 1.1C.6

**WORD STUDY**
- **Phonics**
  - Cumulative Review, 2386
  - Blend with -ut, 2386
    - 1.1C.9
  - High-Frequency Words: with, my, me, where, 2384
  - Practice Book, 215–216
    - 1.1C.1

**READING**
- **Reading Comprehension**
- **Phonics and High-Frequency Words**
- **Fluency**

**LANGUAGE ARTS**
- **Writing**
  - Independent Writing: Prewrite and Draft Counting Books, 2389
    - 1.4B, 1.5A
  - Oral Grammar:
    - Pronouns, 2388
    - 1.1F.1, 1.5F.4

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*Kindergarten, Unit 10, Week 3, Turtle Splash!, 2350–2425*
1.1 Learning to Read Independently
1.1A. Identify the purpose of a specific text (e.g., tell a story, get information).
1.1B. Preview text to locate the title and author parts of the book.
1.1C. Use correct book handling skills (e.g., left to right, top to bottom progression, and turning pages in correct direction).
1.1D. Apply knowledge of the structural features of spoken and written language and the use of picture and context clues to derive meaning from text.
1.1C1. Recognize simple one syllable and high frequency sight words.
1.1C2. Identify words with common beginning and ending sounds.
1.1C3. Repeat sentences and novel multi-syllable words using phonological memory.
1.1C4. Recognize that sentences in print are composed of individual words that represent speech.
1.1C5. Categorize words, pictures or objects based on sound features.
1.1C6. Demonstrate understanding that written words represent a sequence of speech sounds.
1.1C7. Segment and blend sequences of isolated speech sounds.
1.1C8. Orally produce similar phonemes.
1.1C10. Demonstrate correspondence between most consonant and short vowel sounds to letter symbols.
1.1C11. Represent syllables in multi-syllable words.
1.1C12. Use oral segmenting and blending and decode and encode VC and CVC words.
1.1D. Use self-monitoring comprehension strategies (e.g., assess and revise predictions, make associations, question and clarify meaning).
1.1D1. Use illustrations and text to make logical predictions.
1.1D2. Identify when verbal sentences and passages fail to make sense and review illustrations and/or text to correct missinformation.
1.1E. Acquire a basic reading vocabulary by identifying common words (e.g., environmental print, word families, high frequency words).
1.1E1. Discuss new words and word meanings.
1.1F. Recall new vocabulary in listening and visual contexts.
1.1F1. Use new vocabulary and grammatical construction in own speech.
1.1G. Differentiate between fiction and nonfiction.
1.1G1. Retell a known story in sequence.
1.1G2. Describe what a story is about.
1.1G3. Connect information or ideas in a story to real life events using key words in the story.
1.1G4. Ask relevant questions and make thoughtful comments about a story.
1.1G5. Revise text and orally illustrate to clarify meaning.
1.1G6. Support answers and conclusions by locating key concepts from the text illustrations.
1.1H. Demonstrate reading of key words and selected sentences (e.g., choral reading, chants, rereading familiar text, patterned sentences) and recall key concepts of the text.
1.1H1. Read familiar words aloud, such as name, address, and identifying information.
1.1H2. Recognize mistakes and attempt to identify correction.
1.1H3. Use appropriate rate, inflection and flow for reading nursery rhymes and choral reading.
1.1H4. Identify different types of books (e.g., real make-believe, fiction/non-fiction, nursery rhymes, poetry, fairy tales).
1.1H5. Answer questions about stories read aloud.
1.1H6. Demonstrate connections with story being read or told.

1.2 Reading Critically in All Content Areas
1.2A. Recall content of informational texts.
1.2A1. Distinguish between facts and other information.
1.2A2. Identify essential information from illustrations or text read.
1.2A3. Use illustrations and portions of story to infer and predict what happens next in a story.
1.2A4. Recognize the organizational patterns and structures of a story or text.
1.2B. Use a variety of media to gain information (e.g., video, audio, computer-generated structured learning experiences).
1.2B1. Use electronic media for a particular purpose.
1.2B2. Identify various purposes for different types of electronic media.
1.2B3. Identify and discuss differences between types of television programs.
1.2B4. Describe different types of media projects.
1.2C. Identify different types of genre.

1.3 Reading, Analyzing, and Interpreting Literature
1.3A. Respond to and discuss a variety of literature through read-alouds and shared reading.
1.3B. Describe the characters, setting and main idea of a story.
1.3C. Identify the literary devices in rhyme and repetition.
1.3D. Identify language patterns (e.g., choral reading, reading aloud, predictable books, pattern books, nursery rhymes).
1.3E. Identify dialogue in simple text being read.
1.3F. Respond to and discuss a variety of types of literature.

1.4 Types of Writing
1.4A. Use early forms of writing, dictation, or illustrations (e.g., story, personal experience, poem) to express ideas.
1.4A1. Describe role of people, places and things in a story.
1.4A2. Identify illustrations that depict story content.
1.4A3. Include main idea and details in oral descriptions and drawings.
1.4B. Draw or write to inform (e.g., lists, letters, descriptions, definitions, collections of facts, simple instructions).
1.4C. Use illustrations to state an opinion.

1.5 Quality of Writing
1.5A. Write, draw or use pictures to depict specific experiences, stories, people, objects or events.
1.5B. Write words appropriate for a specified topic.
1.5B1. Identify information related to a topic.
1.5B2. Write a sentence.
1.5B3. Identify and incorporate details when dictating or writing a story.
1.5C. Organize words into a complete sentence.
1.5C1. Arrange words in a logical sentence structure.
1.5C2. Include the beginning, middle and end when telling a story.
1.5D. Use a variety of words in early forms of writing, dictation or illustrations to express complete thoughts.
1.5D1. Write words in sentences that follow a complete thought.
1.5D2. Use descriptive words and verbs when writing.
1.5E. Revise early forms of writing or illustration to order story elements or add detail.
1.5F. Identify the correct conventions of language in a sentence or sentences (grammatical, punctuation).
1.5F1. Spell phonetically.
1.5F2. Differentiate between upper and lower case letter in books.
1.5F3. Use correct oral language emphasis for period, questions, exclamation and commas.
1.5F4. Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly in oral language.
1.5F5. Use complete, simple and compound sentences in oral language.
1.5G. Present written work to small groups.

1.6 Speaking and Listening
1.6A. Listen to determine appropriate information.
1.6A1. Ask relevant questions.
1.6A2. Distinguish between facts and other information.
1.6B. Listen to a selection and share information and ideas.
1.6B1. Identify the characteristics of a similar experience.
1.6B2. Make predictions about what will happen next.
1.6B3. Identify the events that happen next, first and last in a story.
1.6B4. Identify different types of tone in a story.
1.6B5. Identify and use new words from a listening selection.
1.6C. Relate a story or experience using simple speaking skills.
1.6C1. Use appropriate volume in response to modeling.
1.6C2. Pronounce words understandably by including syllables and sounds.
1.6C3. Use appropriate pauses when speaking.
1.6C4. Identify expressions, gestures and body language cues from others.
1.6D. Share information and ideas on a specified type of experience.
1.6D1. Ask questions in response to stories.
1.6D2. Respond to questions asked.
1.6D3. Recognize the importance of contributions of others.
1.6D4. Demonstrate and participate in conversational turn taking.
1.6E. Participate in small group discussions with assigned roles.
1.6E1. Participate in everyday conversation by turn taking and initiating sentences.
1.6E2. Recite short poems, rhymes and songs.
1.6E3. Give simple presentations (e.g., Show and Tell).
1.6E4. Use questions to obtain information from other persons.
1.6E5. Identify sequence of steps in an activity, event or situation.
1.6E6. Report an emergency to adults.
1.6F. Respond to electronic media according to teacher questions.
1.6F1. Recognize and use different forms of media (e.g., television, radio, film, and Internet).
1.6F2. Recognize that advertising sells products.
1.6F3. Show print out from media use, such as word wall, journal, story generation.

1.7 Characteristics and Functions of the English Language
1.7A. Recognize words from other languages as encountered.
1.7B. Identify variations in dialogue.
1.8 Research
1.8A. Choose a topic to learn more about.
1.8B. Locate information using visual representations and key words.
1.8B1. Identify general sources of information.
1.8B2. Select sources for gathering information (e.g., observation, family, pictures, familiar books, electronic media).
1.8B3. Use picture clues and key words to locate information.
1.8B4. Use word wall, books and electronic media to obtain information.
1.8C. Identify important concepts related to the main idea.
1.8C1. Take notes by sequencing pictures to represent information.
1.8C2. Orally identify key concepts.