

K Grade ELA
Unit 1 Understanding Communities
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that there is a relationship between illustrations and words. (RL.K., RL.K.6)
- Writers understand that pictures and words about events help tell a story. (W.K.3)
- Learners understand that home is an important concept to all living things. (SC.K.N.1.1 - SC.K.N.1.5, SC.K.L.14.3)

	Lessons 1-8	Lessons 9-11	Lessons 12-13
Text	<i>Where is Home, Little Pip?</i>	<i>A House for Hermit Crab</i>	<i>Where is Home, Little Pip? And A House for Hermit Crab</i>
Foundational Skills Focus	Letter Recognition; Aa, Bb, Cc, Dd, Ee (L1-5)	Letter Recognition; Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn (L6-10)	Letter Recognition; Oo, Pp, Qq, Rr, Ss (L11-13)
High-Frequency Words	I; am	I; am	the; little
Words Their Way Correlation	Emergent-Early Letter Name-(7) The Farm, (8) Look at That!, (9) Little Big, (10) Funny Faces and Funny Places, (11) A Fin, A Grin, and a Pin, (12) The Toy, (13) A Pig in a Wig, (17) Two Boys	Emergent-Early Letter Name-(33) Quack!, (22) The Trip, (27) Cat's Trip, (28) Cat's Trip	Emergent-Early Letter Name-(18) My Red Room, (20) Where Is It?, (23) Pin It, Letter Name-(1) When We Are Big, (2) On the Farm, (18) My Lost Top
Reading Instructional Focus	(L1, 4) Relate Words & Pictures in a Story (L2) Identify Characters, Setting, & Events (L3) Use Key Details to Understand a Text (L5) Use Words to Understand a Story (L6) Use key details to understand a text (L7) Retell a Story Using Key Details (L8) Recognize Types of Texts	(L9) Identify Details About the Setting (L10) Identify Major Events in a Story (L11) Relate Pictures & Words in a Story	(L12) Compare & Contrast Stories (L13) Retell Stories Using Key Details
Independent Reading Focus	Process- (L1-5) Engagement & Identity, (L6-8) Independence	Process- (L9-11) Engagement and Identity	Process- (L12-13) Stamina Strategy- (L12) Decoding & Word

	Strategy- (L1, 8) Comprehension; (L2, 7) Decoding & Word Recognition; (L3, 5) Vocabulary Knowledge; (L4) Critical Thinking; (L6) Fluency	Strategy- (L9) Critical thinking, (L10) Decoding & Word Recognition, (L11) Fluency	Recognition, (L13) Comprehension
Writing Instruction Focus	(L1) Describe an Animal (L2) Describe a Character (L3) Describe a Setting (L4) Describe an Event (L5) Tell Events in Order (L6) Add Details to Writing (L7) Use the Elements in a Story (L8) Describe a New Character	(L9) Describe an Animal (L10) Tell Details of an Event (L11) Tell About a Character's Reaction	(L12) Provide Details (L13) Tell About a Character's Actions
Independent Writing	(L1-2) Write Describing Words (L3) Write Vivid Words & Details (L4) Draw & Write Details (L5) Draw & Put in Order (L6) Revise Writing (L7) Identify Story Elements (L8) Write About Feelings	(L9) Write Describing Words (L10) Write About Events (L11) Write About Feelings	(L12) Use Vivid Details (L13) Write About Actions
Conventions	(L1-8) Uppercase & Lowercase Letters	(L9-10) Uppercase & Lowercase Letters (L11) Capitalize First Words in Sentences	(L12) End Punctuation (L13) Capitalize the Pronoun I
Benchmark Vocabulary	(L1) baby, home (L2) hatched, nest, wander (L3) glittered, fluttered (L4) oceans, pecking (L5) ruffled, cozy (L6) slumped, weathered (L7) wailed, rushed, waddled (L8) snuggled, exhausted	(L9) snug, frightening, wiggling, wagging (L10) swayed, flock, prickly, fierce (L11) grazed, darting, sturdy	(L12) frightening (L13) grazed

iReady Lesson Focus	Lesson 11	Lesson11	Lesson 11
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 1 A Selection Test for ReadyGEN Modules (MQ1) • Performance-Based Assessment (Classwork) 		
<p>Performance-Based Assessment Task: Write about Animal Homes Children will choose an animal from <i>Where is Home</i>, <i>Little Pip?</i> or <i>A House for Hermit Crab</i>. They will tell about the animal and its home.</p>			

K Grade ELA
Unit 1 Understanding Communities
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that answering questions helps them understand information in texts. (RI.K.1)
- Writers understand that informational texts provide answers to questions about topics. (W.K.2)
- Learners understand that the environment affects living things. (SC.K.N.1.1 - SC.K.N.1.5, SC.K.L.14.3)

	Lessons 1-6	Lessons 7-10	Lesson 11-12
Text	<i>Life in a Pond</i>	<i>A Bed for the Winter</i>	<i>Life in a Pond</i> and <i>A Bed for the Winter</i>
Foundational Skills Focus	Letter Recognition; Tt, Uu, Vv, Ww, Xx, Yy, Zz (L1-5)	/m/ Spelled Mm (L6-10)	/t/; /t/ Spelled Tt (L11-12)
High Frequency Words	the; little	a; to	a; to; am; little
Words Their Way Correlation	Emergent-Early Letter Name-(19) Sally's Spaceship, (21) Glenda the Lion, (22) The River Grows, (30) For Sale, (31) For Sale, (34) Zebra's Yellow Van, (36) Zebra's Yellow Van, (37) Cat's Trip	Letter Name-(3) When We Are Big, (4) The Wet Pet, (5) Good-bye Zoo	Letter Name-(24) Humpback Whales
Reading Instructional Focus	(L1) Answer Questions About Key Detail (L2) Identify the Main Topic of a Text (L3) Use Key Details to Understand a Text (L4) Relate Words & Pictures in a Text (L5) Connect Ideas & Facts in a Text (L6) Find Facts That Support a Point	(L7) Identify the Main Topic of a Text (L8) Make Connections Between Ideas (L9) Ask & Answer Questions Using Details in a Text (L10) Answer Questions About Key Detail	(L11) Use Key Details to Retell a Text (L12) Relate Words & Pictures in a Text
Independent Reading Focus	Process- (L1-5) Engagement & Identity; (L6) Independence Strategy- (L1) Comprehension; (L2, 6) Decoding & Word Recognition; (L3-4) Vocabulary Knowledge; (L5) Critical Thinking	Process- (L7-8) Independence; (L9-10) Engagement & Identity Strategy- (L 7, 9) Decoding & Word Recognition; (L8) Comprehension; (L10) Fluency	Process- (L11) Engagement & Identity; (L12) Stamina Strategy- (L11) Critical Thinking; (L12) Decoding & Word Recognition

Writing Instruction Focus	(L1) Make a List (L2) Describe a Place (L3) Write Labels (L4) Write Facts (L5) Name a Topic (L6) Tell Information	(L7) Describe a Home (L8) Name a Topic (L9) Tell Information (L10) Revise to Add Detail	(L11) Tell Information About a Picture (L12) Write an Explanation
Independent Writing	(L1) List Facts (L2) Write Details About a Place (L3) Add Labels to a Picture (L4) Find a Fact About a Topic (L5) Write Headings & Topic Sentences (L6) Write Details	(L7) Write a Description of a Place (L8) Write About a Topic (L9) Write Information About a Topic (L10) Revise Writing	(L11) Write Details (L12) Gather Information to Explain
Conventions	(L1) Nouns for Animals (L2) Nouns for Places (L3) Nouns for Things (L4) Nouns for People (L5-6) Nouns for More Than One Thing	(L7) Words for Things We Can Do (L8-9) Question Words (L10) Produce Complete Sentences	(L11-12) Spelling
Benchmark Vocabulary	(L1) pond, shallow (L2) lakes, forests, farms (L3) dive, underwater (L4) bloom, float (L5) together (L6) full	(L7) gathers, scurries (L8) rotten, trembles (L9) cling, huddle, damp, frozen (L10) swoops, meadow, nest, cave	(L11) shallow, trembles (L12) together, gathers
iReady Lesson Focus	Lesson 1	Lesson 1	Lesson 1
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 1 Foundational Check Progress (TE p. FS26-FS29) *Score out of 22* (EQ1) • Unit 1 Assessment (EQ1) • Running Records: Letters, Sounds, High-Frequency Words (EQ1) • Performance-Based Assessment (Classwork) 		
Performance-Based Assessment			
Task: Write About a Special Home			
Children will select an animal or plant from one of the selections. They will explain about the animal's or plant's home.			

K Grade ELA
Unit 2 Understanding Communities
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that stories have characters, settings, and major events. (RL.K.3)
- Writers understand the importance of sequenced events in a story. (W.K.3)
- Learners understand the concepts of “then” and “now.” (SS.K.A.3.1)

	Lessons 1-4	Lessons 5-9	Lessons 10-11	Lessons 12-13
Text	<i>The Little House</i>	<i>Four Seasons Make a Year</i>	<i>The Little House</i>	<i>The Little House and Four Seasons Make a Year</i>
Foundational Skills Focus	/a/ Spelled Aa (L1-5)	/s/ Spelled Ss (L6-10)	/p/ Spelled Pp (L11-13)	Review All
High Frequency Words	have; is; little; am	have; is	we; like; my	
Words Their Way Correlation	Letter Name-(6) Egg!, (7) At the Track, (8) Caps, (9) Haddie’s Caps	Letter Name-(31) My Clock is Sick	Within Word-(1) Who Has a Tail?, (2) The Name is the Same	Letter Name-(28) Jump Right In
Reading Instructional Focus	(L1) Identify the Main Events in a Story (L2) Connect Words & Pictures in a Story (L3) Identify Details About the Setting (L4) Ask & Answer Questions About Key Details	(L5) Use Key Details to Understand a Text (L6) Retell a Story Using Words & Pictures (L7) Ask & Answer Questions About Key Details (L8) Ask & Answer Questions to Understand Words (L9) Relate Words & Pictures in a Text	(L10) Identify Characters, Setting, & Events (L11) Relate Words & Pictures in a Text	(L12) Retell Stories Using Key Details (L13) Describe the Setting of a Story
Independent Reading Focus	Process- (L1-4) Engagement & Identity Strategy- (L1, 3) Critical Thinking; (L2) Fluency; (L4) Decoding & Word Recognition	Process- (L5, 9) Engagement & Identity; (L6-8) Independence Strategy- (L5, 7-8) Comprehension; (L6) Fluency; (L9) Vocabulary Knowledge	Process- (L10-11) Engagement & Identity Strategy- (L10) Fluency; (L11) Vocabulary Knowledge	Process- (L12-13) Stamina Strategy- (L12) Decoding & Word Recognition; (L13) Comprehension

Writing Instruction Focus	(L1, 4) Then and Now (L2) Tell About Change (L3) Story Elements	(L5) Make a Story Sequence Chart (L6, 9) Write a Personal Narrative (L7) Tell Events in Order (L8) Add Details to Writing	(L10) Tell Events in Order (L11) Add Details to Writing	(L12) Tell Events in Order (L13) Find Details About Events
Independent Writing	(L1) Write About Change (L2) Draw and Write About Changes (L3) Retell the Events (L4) Write About Past & Present	(L5) Write Events in Order (L6) Tell About Then (L7) Add Events (L8) Revise Writing (L9) Tell About Now	(L10) Add Events (L11) Revise Writing	(L12) Write About Activities (L13) Write About Events
Conventions	(L1-2) Verbs (L3) Spelling (L4) Produce Complete Sentences	(L5) Verbs (L6) Produce Complete Sentences (L7) End Punctuation (L8) Spelling (L9) Question Words	(L10-11) Produce Complete Sentences	(L12) End Punctuation (L13) Spelling
Benchmark Vocabulary	(L1) country; curious (L2) buds; swell; brook (L3) carriage; cellars; stories (L4) shabby; shutters	(L5) spring; droops (L6) plow (L7) flutter; sprouts; bouquets (L8) ripe; shrivel; frantically; (L9) crackle; twirling; slippery; peck	(L10) frost; harvest (L11) gasoline; glance; twinkled	(L12) curious, shabby, sprouts, droops (L13) harvest, glance, ripe, slippery
iReady Lesson Focus	Lesson 2	Lesson 3	Lesson 4	Lesson 2-4
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 			
Assessment (Required)	<ul style="list-style-type: none"> • Performance-Based Assessment (Classwork) 			
Performance-Based Assessment Task: Write about Changes Children will create a simple personal narrative about something they did when they were younger that they do differently now.				

K Grade ELA
Unit 2 Understanding Communities
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that asking questions helps them understand a text. (RI.K.1)
- Writers understand that they can state an opinion through words and illustrations. (W.K.1)
- Learners understand that people’s lives “then” were similar to and different from our lives today. (SS.K.A.2.1)

	Lessons 1-6	Lessons 7-10	Lesson 11-12
Text	<i>Farming Then and Now</i>	<i>The Old Things</i>	<i>Farming Then and Now and The Old Things</i>
Foundational Skills Focus	/k/ Spelled Cc (L1-5)	/i/ Spelled li (L6-10)	/i/ Spelled li (L11-12)
High Frequency Words	we; like; my	he; for	he; for
Words Their Way Correlation	Emergent-Early Letter Name-(24) A Cat and a Hat	Letter Name-(11) Mr. Fin’s Trip, (26) The Merry-Go-Round, (29) When We Are Big, (31) My Clock Is Sick	Within Word-(3) The Kite That Flew Away, (4) Dive In
Reading Instructional Focus	(L1) Identify Main Topic & Key Details (L2) Identify Elements of a Book (L3) Connect Information in a Text (L4) Use Words to Understand a Text (L5) Use Key Details to Understand a Text (L6) Identify Reasons to Support a Point	(L7) Relate Words & Pictures in a Text (L8) Answer Questions About Key Detail (L9) Use Words to Understand a Text (L10) Make Connections Between Ideas	(L11) Compare & Contrast Texts (L12) Relate Pictures & Words in a Text
Independent Reading Focus	Process- (L1-5) Engagement & Identity; (L6) Independence Strategy- (L1, 5) Decoding & Word Recognition; (L2) Comprehension; (L3, 6) Critical Thinking; (L4) Fluency	Process- (L7-9) Independence; (L9-10) Engagement & Identity Strategy- (L7, 9-10) Comprehension; (L8) Critical Thinking	Process- (L11) Engagement & Identity; (L12) Stamina Strategy- (L11-12) Decoding & Word Recognition
Writing	(L1) Name a Topic	(L7) Tell an Opinion	(L11) Compare & Contrast to State an

Instruction Focus	(L2) Tell an Opinion (L3) Tell a Reason (L4) Add Details to Writing (L5) Tell an Opinion About a Book (L6) Tell a Reason to Support an Opinion	(L8) Tell Which You Like Better (L9) State an Opinion About Photographs (L10) Give an Opinion About a Statement	Opinion (L12) Write an Opinion About the Past
Independent Writing	(L1) List Topics (L2) Write an Opinion (L3) Write a Reason (L4) Revise Writing (L5) Name a Book & Write Opinions (L6) Write Supporting Reasons	(L7) Use Opinion Words (L8) Write About a Preference (L9) State an Opinion (L10) Agree or Disagree	(L11) Compare & Contrast Old & New (L12) Write About Life in the Past
Conventions	(L1-2, 4-5) Expand Sentences (L3, 6) Spelling	(L7-10) Prepositions	(L11) Prepositions (L12) Spelling
Benchmark Vocabulary	(L1) farm; rises (L2) starts; things (L3) machines; faster; easier (L4) crops; changed; work (L5) sheep; spin; drive (L6) glad; think	(L7) e-mail (L8) moving; played (L9) typed; call (L10) look; write	(L11) things, played (L12) easier, e-mail
iReady Lesson Focus	Lesson 6	Lesson 6	Lesson 6
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 2 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17* (MQ2) • Unit 2 Assessment (MQ2) • Performance-Based Assessment (Classwork) 		
<p>Performance-Based Assessment Task: Write About Life on a Farm Children will state an opinion about whether they would like to live on a farm.</p>			

K Grade ELA
Unit 3 Understanding Communities
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that characters in literary texts have different experiences and reactions. (RL.K.3)
- Writers understand that stories include characters' reactions to events. (W.K.3)
- Learners understand that we can use observations to predict changes. (SC.K.N.1.1 - SC.K.N.1.5)

	Lessons 1-7	Lessons 8-11	Lessons 12-13
Text	<i>Come on, Rain!</i>	<i>The Snowy Day</i>	<i>Come on, Rain! And The Snowy Day</i>
Foundational Skills Focus	/n/ Spelled Nn & /b/ Spelled Bb (L1-5)	/r/ Spelled Rr (L6-10)	/d/ Spelled Dd & /k/ Spelled Kk (L11-13)
High Frequency Words	me; with; she; little	me; with; she; little	see; look
Words Their Way Correlation	Emergent-Early Letter Name-(14) Monster Mop, (16) Two Boys,	Emergent-Early Letter Name-(15) Sandy	Emergent-Early Letter Name-(25) Funny Faces and Funny Places, (26) Up They Go, (29) Little Kittens
Reading Instructional Focus	(L1) Identify Key Details About Characters (L2) Use Words to Understand a Story (L3) Find Word Meanings in a Story (L4) Identify Major Events in a Story (L5) Use Key Details to Retell a Story (L6) Use Words to Understand a Text (L7) Find the Meaning of Words in a Story	(L8) Identify Details About Events (L9) Identify Details About the Setting (L10) Relate Pictures & Words in a Story (L11) Identify Details About Characters	(L12) Compare & Contrast Stories (L13) Use Clues to Find Word Meanings
Independent Reading Focus	Process- (L1-3) Engagement & Identity; (L4-6) Independence; (L7) Stamina Strategy- (L1, 5) Comprehension; (L2) Fluency; (L3, 6) Vocabulary Knowledge; Critical Thinking; (L7) Decoding & Word Recognition	Process- (L8-9) Stamina; (L10-11) Engagement & Identity Strategy- (L8) Comprehension; (L9) Critical Thinking; (L10) Decoding & Word Recognition; (L11) Fluency	Process- (L12-13) Independence Strategy- (L12) Comprehension; (L13) Fluency
Writing Instruction Focus	(L1) Identify Elements of a Story (L2) Tell a Story	(L8) Create a Storyboard (L9) Write a Story	(L12) Write Details (L13) Retell Key Events

	(L3) Tell About an Event (L5) Tell How Characters React (L6) Identify a Character's Reaction (L7) Add Details About Characters	(L10) Revise to Add Details (L11) Tell About a Character's Readers	
Independent Writing	(L1) Write About Changes (L2) Draw and Write About Changes (L3) Retell the Events (L4) Write About Past and Present (L5) Write Events in Order (L6) Tell About Then (L7) Add Events	(L8, 11) Revise Writing (L9) Tell About Now (L10) Add Events	(L12) Write About Activities (L13) Write About Events
Conventions	(L1, 6) Spelling (L2, 7) Print Short Sentences (L3) Capitalize Names (L4) Capitalize First Words in Sentences (L5) Capitalize the Pronoun	(L8-10) Verbs (L11) Spelling	(L12) Print Short Sentences (L13) Complete Sentences
Benchmark Vocabulary	(L1) squinting; glistening; soothed (L2) sighs; parched; rumbles (L3) smartly; murmurs (L4) swollen; plop; glazes; streaming (L5) wordless; racket; sparkles (L6) bunched; bulging; wavers (L7) slick; trickles; sniffs	(L8) piled; dragged (L9) crunch; smacking (L10) heaping; handful; firm (L11) adventures; melted	(L12) squinting; slick; crunch; heaping (L13) bunched; swollen; piled; firm
iReady Lesson Focus	Lesson 9	Lesson 14	Lesson 5
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Performance-Based Assessment (Classwork) 		
Performance-Based Assessment Task: Create a Story Children will write a story about the main character in <i>Come In, Rain!</i> and what she might do in a snow storm.			

K Grade ELA
Unit 3 Understanding Communities
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that asking and answering questions helps them understand a text. (RI.K.1)
- Writers understand that one purpose for writing is to share information. (W.K.2)
- Learners understand that sharing observations about the weather helps us gain information. (SS.K.G.3.3)

	Lessons 1-6	Lessons 7-10	Lesson 11-12
Text	<i>What Will the Weather Be?</i>	<i>Weather Words and What They Mean</i>	<i>What Will the Weather Be? and Weather Words and What They Mean</i>
Foundational Skills Focus	/f/ Spelled Ff (L1-5)	/o/ Spelled Oo (L6-10)	/o/ Spelled Oo (L11-12)
High Frequency Words	see; look; for	they; you; of; she	they; you; of; we
Words Their Way Correlation	Emergent-Early Letter Name-(25) You Can, Too!	Letter Name-(10) Lost in the Fog, (35) The Ant, (37) Night and Day Within Word-(5) When Bob Woke Up Late	Letter Name-(39) Stan Packs, (41) Roll Out the Red Rug
Reading Instructional Focus	(L1) Identify the Main Topic & Key Details (L2) Relate Pictures & Words in a Text (L3) Use Key Details to Understand a Text (L4) Ask & Answer Questions (L5-6) Use Words to Understand a Text	(L7) Use Words to Understand a Text (L8) Identify Main Topic & Key Details (L9) Ask & Answer Questions (L10) Use Words to Understand a Text	(L11) Compare & Contrast Texts (L12) Connect Events & Ideas in a Text
Independent Reading Focus	Process- (L1-3) Engagement & Identity; (L4-6) Independence Strategy- (L1-2) Decoding & Word Recognition; (L3) Comprehension; (L4) Fluency; (L5) Critical Thinking; (L6) Vocabulary Knowledge	Process- (L7-9) Stamina; (L10) Engagement & Identity Strategy- (L7) Critical Thinking; (L8) Decoding & Word Recognition; (L9) Fluency; (L10) Vocabulary Knowledge	Process- (L11) Engagement & Identity; (L12) Independence Strategy- (L11) Comprehension; (L12) Decoding & Word Recognition
Writing	(L1) Ask & Answer Questions	(L7) Compare & Contrast Weather	(L11) Compare & Contrast Two

Instruction Focus	(L2) Describe the Weather (L3) Compare & Contrast Weather (L4) Research the Weather (L5) Write a Label (L6) Writing Process: Plan & Draft	(L8) Writing Process: Revise (L9) Writing Process: Publish (L10) Explain Weather Words	Books (L12) Tell About a Topic
Independent Writing	(L1) Think of Questions About a Text (L2) List Weather Words (L3) Tell What is Alike & Different (L4) Make Observations (L5) Identify a Picture or Object (L6) List Weather Words	(L7) List Antonyms (L8) Revise by Adding Detail (L9) Present Your Writing (L10) Use Pictures & Words	(L11) Tell What is Alike & Different (L12) Identify a Topic & Information
Conventions	(L1, 6) Spelling (L2) Print Short Sentences (L3-5) Prepositional Phrases	(L7) Print Short Sentences (L8-10) Expand Sentences	(L11) Spelling (L12) Print Short Sentences
Benchmark Vocabulary	(L1) sinking; puffy (L2) forecast; predicting (L3) howl; wispy; drizzle (L4) measure; temperature (L5) force; collapses (L6) prepare	(L7) fair; rises; sets; boundary (L8) position; evaporates; motion; freezes (L9) combinations; floods; expands; sunbeams (L10) direction; damage; twists	(L11) predicting; prepare (L12) collapses; damage
iReady Lesson Focus	Lesson 12	Lesson 16	Lesson 12 & 16
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 3 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17* (EQ2) • Unit 3 Assessment (EQ2) • Running Records: Letters, Sounds, High-Frequency Words (EQ2) • Performance-Based Assessment (Classwork) 		
Performance-Based Assessment Task: Predict the Weather Children will pretend that they are weather forecasters. They will use what they learned from the selections to write a simple weather forecast.			

K Grade ELA
Unit 4 Understanding Communities
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that characters have similar experiences in different stories. (RL.K.9)
- Writers understand that using time-order words puts events in sequence. (W.K.3)
- Learners understand that different cultures share similar experiences. (SS.K.A.2.3)

	Lessons 1-8	Lessons 9-11	Lessons 12-13
Text	<i>I Love Saturdays y domingos</i>	<i>Apple Pie 4th of July</i>	<i>I Love Saturdays y domingos And Apple Pie 4th of July</i>
Foundational Skills Focus	/h/ Spelled Hh (L1-5)	// Spelled LI (L6-10)	Initial Consonant Blends with / (L11-13)
High Frequency Words	are; that; do	are; that; do	one; two; three; four; five
Words Their Way Correlation	Emergent-Early Letter Name-(40) Stan Packs	Emergent-Early Letter Name-(32) Little Kittens,	Letter Name-(21) Glenda the Lion
Reading Instructional Focus	(L1) Compare & Contrast Character Experiences (L2) Use words to Understand a Story (L3) Retell Key Details of a Story (L4) Relate Pictures & Words in a Story (L5) Use Words to Understand a Story (L6) Describe Characters (L7) Understand New Words in a Story (L8) Identify Details About Events	(L9) Use words to Understand a Story (L10) Identify Details About Characters (L11) Identify Details About Events	(L12) Compare & Contrast Stories (L13) Ask & Answer Questions About Key Details
Independent Reading Focus	Process- (L1-3) Engagement & Identity; (L4-6) Independence; (L7-8) Stamina Strategy- (L1, 8) Comprehension; (L2, 6) Fluency; (L3, 5) Vocabulary Knowledge; (L4) Critical Thinking; (L7) Decoding & Word Recognition	Process- (L9-11) Engagement & Identity Strategy- (L9) Vocabulary Knowledge; (L10) Critical Thinking; (L11) Fluency	Process- (L12-13) Independence Strategy- (L12) Decoding & Word Recognition; (L13) Critical Thinking
Writing Instruction Focus	(L1) Write About Experiences (L2) Use Details to Retell a Story	(L9) Writing Process: Plan & Draft (L10-11) Writing Process: Revise	(L12) Writing Process: Publish (L13) Identify Similarities &

	(L3) Use Sequence Words (L4) Describe an Event (L5) Tell How Characters React (L6) Revise Writing (L7) Retell a Story (L8) Revise to Add Details		Differences
Independent Writing	(L1) Compare & Contrast Experiences (L2) Retell a Story (L3) Retell Events Using Sequence Words (L4) Tell About an Event (L5) Describe a Character's Reaction (L6, 8) Add Details to Writing (L7) Retell Activities	(L9) Plan to Write a Story (L10) Add a Reaction (L11) Add an Event	(L12) Present a Story (L13) Compare & Contrast Characters
Conventions	(L1, 6) Spelling (L2, 7) Print Sentences (L3-5) Nouns (L8) Verbs	(L9-10) Verbs (L11) Spelling	(L12) Print Sentences (L13) Capitalize a pronoun
Benchmark Vocabulary	(L1) nibbling (L2) sweetheart; darling (L3) spongy; honey (L4) owls; collection; circus (L5) aquarium; seashore; pier; soars (L6) trail; proud (L7) dollhouse (L8) cousins; traditional	(L9) fireworks; customers (L10) sample; few; straighten; videos (L11) rooftop; crowd; show	(L12) aquarium; traditional; fireworks; customers (L13) collection; spongy; straighten; few
iReady Lesson Focus	Lesson 15	Lesson 15	Lesson 15
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 4 A Selection Test for ReadyGEN Modules (MQ3) • Performance-Based Assessment (MQ3 Writing Test Grade) 		
<p>Performance-Based Assessment Task: Write About a Day With My Friend Children will pretend they are friends with the main character in either <i>I Love Saturdays y domingos</i> or <i>Apple Pie 4th of July</i>. They will draw, dictate, or write a simple narrative telling about a day they spend together.</p>			

K Grade ELA
Unit 4 Understanding Communities
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that informational texts may have a variety of text features. (RI.K.5)
- Writers understand that informational texts provide facts and details that give readers an understanding of a topic. (W.K.2)
- Learners understand that learning about different traditions helps us better understand others. (SS.K.A.2.2 - SS.K.A.2.3)

	Lessons 1-6	Lessons 7-10	Lesson 11-12
Text	<i>Making Music</i>	<i>Clothes in Many Cultures</i>	<i>Making Music and Clothes in Many Cultures</i>
Foundational Skills Focus	/g/ Spelled Gg (L1-5)	/e/ Spelled Ee (L6-10)	/e/ Spelled Ee (L11-12)
High Frequency Words	one; two; three; four; five	here; go; from	here; go; from
Words Their Way Correlation	Letter Name-(40) How the Chick Tricked the Fox, (42) My Lost Top	Letter Name-(13) Ben's Pets, (14) Ted's Red Sled, (27) Ted's Red Sled, (30) A Small Baby Raccoon	Within Word-(9) Steve's Room, (10) When Bob Woke Up Late, (18) Something Everyone Needs, (19) An Eagle Flies High
Reading Instructional Focus	(L1) Identify the Main Topic & Key Details (L2) Use Words to Understand a Text (L3) Make Connections in a Text (L4) Use Key Details to Understand a Text (L5) Find Reasons That Support Points (L6) Relate Pictures & Words in a Text	(L7) Identify Main Topic & Key Details (L8) Recognize Text Features (L9) Use Key Details to Understand a Text (L10) Connect Events & Ideas in a Text	(L11) Use Phrases from Informational Texts (L12) Identify the Authors' Reasons
Independent Reading Focus	Process- (L1-3) Engagement & Identity; (L4-6) Independence Strategy- (L1-3) Decoding & Word Recognition; (L4) Fluency; (L5) Vocabulary Knowledge; (L6) Critical Thinking	Process- (L7-9) Stamina; (L10) Engagement & Identity Strategy- (L7) Decoding & Word Recognition; (L8) Comprehension; (L9) Critical Thinking; (L10) Fluency	Process- (L11) Engagement & Identity; (L12) Independence Strategy- (L11) Vocabulary Knowledge; (L12) Decoding & Word Recognition

Writing Instruction Focus	(L1) Name a Topic (L2) Tell a Fact About a Topic (L3) Write a Question (L4) Write an Answer (L5) Name a Topic (L6) Tell Information About a Topic	(L7) Name a Topic (L8) Research a Topic (L9) Tell Information (L10) Add Information to Writing	(L11) Compare & Contrast Two Books (L12) Identify Facts
Independent Writing	(L1) Choose a Topic (L2) Write a Fact (L3) Think of Questions About a Text (L4) Find Answers to Questions (L5) List Topics (L6) Write Facts	(L7) List Topic (L8) Use Sources (L9) Write Facts & Details (L10) Make Revisions	(L11) Write What is Alike & Different (L12) Write Facts
Conventions	(L1, 6) Spelling (L2) Print Sentences (L3, 4) Produce Complete Sentences (L5) Expand Sentences	(L7) Print Sentences (L8) Capitalize (L9-10) End Punctuation	(L11) Spelling (L12) Print Short Sentences
Benchmark Vocabulary	(L1) drumsticks; rattles (L2) important; instrument (L3) world; bells (L4) note; memory (L5) stomp; hum (L6) strips; wrap; decorate;	(L7) powwows (L8) parkas; sarongs (L9) business suits; sturdy (L10) brides; grooms; kilts	(L11) drumsticks; parkas; sarongs (L12) hum; sturdy
iReady Lesson Focus	Lesson 10	Lesson 10	Lesson 10
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 4 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17* (EQ3) • Unit 4 Assessment (EQ3) • Running Records: Letters, Sounds, High-Frequency Words (EQ3) • Performance-Based Assessment (EQ3 Writing Test Grade) • End of Unit 4 Assessment Writing Portion - District Prompt 		
Performance-Based Assessment			
Task: Write Questions and Answers			
Children will think of two questions about the selections they read. They will use evidence from the texts to answer the questions.			

K Grade ELA
Unit 5 Understanding Communities
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that literary texts can have different structures. (RL.K.5)
- Writers understand that opinion writing expresses an author’s thoughts. (W.K.1)
- Learners understand that patterns exist both in literary texts and in the natural world. (SC.K.N.1.1 - SC.K.N.1.5)

	Lessons 1-7	Lessons 8-11	Lessons 12-13
Text	<i>The Tiny Seed</i>	<i>Jack’s Garden</i>	<i>The Tiny Seed And Jack’s Garden</i>
Foundational Skills Focus	/j/ Spelled Jj /w/ Spelled Ww (L1-5)	/ks/ Spelled Xx (L6-10)	/u/ Spelled Uu (L11-13)
High Frequency Words	yellow; blue; green; have	yellow; blue; green; for	what; said; was
Words Their Way Correlation	Letter Name-(43) Rush, Rush, Rush, (44) Fix It Fox	Emergent-Early Letter Name-(35) Fix It Fox	Letter Name-(12) Good Night, Little Bug, (32) Something to Munch, (33) That Pig Can’t Do a Thing
Reading Instructional Focus	(L1) Recognize Common Types of Texts (L2) Relate Words & Pictures in a Story (L3) Identify the Major Events in a Story (L4-5) Use Words to Understand a Text (L6) Use Key Details to Understand a Text (L7) Use Words To Understand a Text	(L8) Recognize Types of Texts (L9) Identify Author & Illustrator Roles (L10) Identify Details About Events (L11) Use words to Understand a Story	(L12) Compare & Contrast Stories (L13) Retell Stories Using Key Details
Independent Reading Focus	Process- (L1-3) Engagement & Identity; (L4-6) Stamina; (L7) Independence Strategy- (L1-3) Comprehension; (L4) Fluency; (L5, 7)Decoding & Word Recognition; (L6) Critical Thinking	Process- (L8-9) Independence; (L10-11) Stamina Strategy- (L8-9) Critical Thinking; (L10) Vocabulary Knowledge; (L11) Fluency	Process- (L12-13) Engagement & Identity Strategy- (L12) Comprehension; (L13) Vocabulary Knowledge
Writing Instruction Focus	(L1)Tell About a Story (L2) Ask & Answer Questions (L3) Writing Process: Plan & Draft (L4) Writing Process: Revise & Edit	(L8) Research a Topic (L9) Tell About a Story (L10) Tell an Opinion	(L12) Compare & Contrast Two Stories (L13) Tell About Elements of Story

	(L5) Writing Process: Publish (L6) Tell an Opinion (L7) Support an Opinion	(L11) Support an Opinion	
Independent Writing	(L1-3, 6) Write an Opinion (L4) Revise & Edit a Sentence (L5) Present Your Writing (L7) Write a Reason	(L8) Write Facts & Details (L9) Provide Details & Reasons (L10) Write the First Two Steps (L11) Add Details & Reasons	(L12) Tell What is Alike & Different (L13) Write & Support an Opinion
Conventions	(L1, 6) Spelling (L2, 7) Print Sentences (L3-4) Use Question Words (L5) Capitalize the Pronoun	(L8-11) Produce Sentences	(L12) Spelling (L13) Print Sentences
Benchmark Vocabulary	(L1) tiny; sails (L2) strong; rays (L3) drifts; pushes (L4) settle (L5) burst (L6) far (L7) near; shakes;	(L8) garden (L9) planted (L10) blossomed (L11) sipped; chased	(L12) strong; drifts; planted; blossomed (L13) settle; burst; sipped; chased
iReady Lesson Focus	Lesson 13	Lesson 13	Lesson 13
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Performance-Based Assessment (Classwork) 		
<p>Performance-Based Assessment Task: Write About my Favorite Book Children will state an opinion about which story about plants they like better, <i>The Tiny Seed</i> or <i>Jack's Garden</i>.</p>			

K Grade ELA
Unit 5 Understanding Communities
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that texts contain a main idea and details that support it. (RI.K.2)
- Writers understand that informational texts are about topics that have been developed through research and observation. (W.K.2)
- Learners understand that there are different kinds of patterns in nature. (SC.K.N.1.1 - SC.K.N.1.5)

	Lessons 1-7	Lessons 8-10	Lesson 11-12
Text	<i>Plant Patterns</i>	<i>Swirl by Swirl: Spirals in Nature</i>	<i>Plant Patterns and Swirl by Swirl: Spirals in Nature</i>
Foundational Skills Focus	/u/ Spelled Uu (L1-5)	/v/ Spelled Vv /z/ Spelled Zz (L6-10)	/y/ Spelled Yy /kw/ Spelled Qq (L11-12)
High Frequency Words	what; said; was; am	where; is; come; was	come; we; where; she
Words Their Way Correlation	Letter Name-(36) Just Like Us	Within Word-(7) Cubby's Gum, (8) Cubby's Gum	Within Word-(16) The Doctor Has the Flu, (17) The World's Biggest Baby
Reading Instructional Focus	(L1) Identify Main Topic & Key Details (L2) Connect Pieces of Information in a Text (L3) Use Words to Understand a Text (L4) Relate Words & Pictures in a Text (L5) Ask & Answer Questions to Find Word Meaning (L6) Ask & Answer Questions About Key Details (L7) Use Text Parts to Find Information	(L8) Identify Main Topic & Key Details (L9) Relate Pictures & Words in a Text (L10) Use Words to Understand a Text	(L11) Compare & Contrast Texts (L12) Use Words to Understand a Text
Independent Reading Focus	Process- (L1-3) Engagement & Identity; (L4-6) Stamina; (L7) Independence Strategy- (L1, 6) Comprehension; (L2) Fluency; (L3-4) Vocabulary Knowledge; (L5) Critical Thinking; (L7) Decoding & Word Recognition	Process- (L8-9) Independence; (L10) Stamina Strategy- (L8) Decoding & Word Recognition; (L9) Critical Thinking; (L10) Fluency	Process- (L11) Stamina; (L12) Engagement & Identity Strategy- (L11) Comprehension; (L12) Vocabulary Knowledge
Writing Instruction Focus	(L1) Ask & Answer Questions About Facts	(L8) Research Information	(L11) Tell What is Alike & Different

	(L2) Name a Topic (L3) Tell Information (L4) Revise to Add a Fact or Detail (L5) Add Illustrations (L6) List Information (L7) Find Information About a Topic	(L9) Name a Topic & Tell a Fact (L10) Tell Information	(L12) Describe a Pattern
Independent Writing	(L1) Write Questions & Answers Using Facts (L2) Write a Topic (L3) Write Facts & Details (L4) Use a Peer Review (L5) Add Details to Illustrations (L6) Write Facts in a List (L7) Research a Topic	(L8) Use Sources (L9) Write About a Topic (L10) Write Details	(L11) Compare & Contrast Two Books (L12) Write About a Pattern
Conventions	(L1, 6) Spelling (L2, 7) Print Sentences (L3-5) Nouns for More Than One	(L8-10) Verbs	(L11) Spelling (L12) Print Sentences
Benchmark Vocabulary	(L1) pattern; repeated (L2) trimmed; form (L3) single (L4) circles; stalk (L5) scatter; petals; center (L6) drought; scroll; fiddle; alternate (L7) tropical; hollow	(L8) spiral; swirl (L9) coiled; curves (L10) winds; clever; stretches	(L11) pattern; stalk; swirl; curves (L12) scatter; fiddle; winds; stretches
iReady Lesson Focus	Lesson 7	Lesson 7	Lesson 7
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 5 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17* (MQ4) • Unit 5 Assessment (MQ4) • Performance-Based Assessment (MQ4 Writing Test Grade) 		
<p>Performance-Based Assessment Task: Create a Did You Know Book? Children will look at the patterns in nature using the selections <i>Plant Patterns</i> and <i>Swirl by Swirl: Spirals in Nature</i> along with additional sources found during shared research. Children will then write their own Did You Know? Books about patterns in nature that include information learned from their research.</p>			

K Grade ELA
Unit 6 Understanding Communities
Module A (Approximately 14 days)

Enduring Understandings:

- Readers understand that literary and informational texts can explore similar topics. (RL.K.1, RI.K.1)
- Writers understand that it is important to support an opinion they express. (W.K.1)
- Learners understand that people participate in their communities in a variety of ways. (SS.K.E.1.1)

	Lessons 1-7	Lessons 8-11	Lessons 12-13
Text	<i>On the Town: A Community Adventure</i>	<i>Places in My Neighborhood</i>	<i>On the Town: A Community Adventure And Places in My Neighborhood</i>
Foundational Skills Focus	/a/ Spelled a_e (L1-5)	/e/ Spelled ee, ea (L6-10)	/i/ Spelled i_e (L11-13)
High Frequency Words	do; little; with; what	where; go; that; come	was; like; the; from
Words Their Way Correlation	Within Word-(11) Pancakes!, (12) Who Has a Tail?	Within Word-(20) Pete’s Bad Day	Within Word-(21) The Princess and the Wise Woman, (22) All About Bats
Reading Instructional Focus	(L1) Identify Major Events in a Story (L2) Identify Details About Characters (L3) Identify Details About the Setting (L4) Use Words to Understand a Story (L5) Ask Questions to Distinguish Meaning (L6) Use words to Understand Details (L7) Relate Pictures & Words in a Story	(L8) Discuss the Main Topic & Key Details of a Text (L9) Ask & Answer Questions About the Text (L10) Make Connections in a Text (L11) Find the Meaning of Unknown Words	(L12) Compare & Contrast Two Books on the Same Topic (L13) Ask & Answer Questions About Key Details
Independent Reading Focus	Process- (L1-3) Engagement & Identity; (L4-6) Stamina; (L7) Independence Strategy- (L1) Comprehension; (L2, 7) Critical Thinking; (L3) Decoding & Word Recognition; (L4-5) Vocabulary Knowledge; (L6) Fluency	Process- (L8-9) Independence; (L10-11) Stamina Strategy- (L8) Comprehension; (L9) Fluency; (L10) Vocabulary Knowledge; (L11) Critical Thinking	Process-(L12-13) Engagement & Identity Strategy- (L12) Decoding & Word Recognition; (L13) Comprehension
Writing	(L1) Tell About an Event	(L8) State an Opinion	(L12) Compare & Contrast

Instruction Focus	(L2) Tell About a Character (L3) Tell About Settings (L4) Support an Opinion (L5) Add a Reason (L6) Begin a Book Review (L7) Finish a Book Review	(L9) Tell a Reason (L10) Tell Details of an Event (L11) Choose a Book Cover	(L13) State an Opinion
Independent Writing	(L1) Use Details About the Event (L2) Gather Character Details (L3) Gather Details to Write an Opinion About the Setting (L4) Add Supporting Details (L5) Review & Improve (L6) Use Details to Form an Opinion (L7) Use Details to Support an Opinion	(L8) Write an Opinion (L9) Support Your Opinion (L10) Add Details to Writing (L11) State Your Opinion	(L12) Choose Your Favorite (L13) Write an Opinion About Texts
Conventions	(L1, 6) Spelling (L2, 7) Print Short Sentences (L3) Produce Complete Sentences (L4-5) End Punctuation	(L8-9) Expand Sentences (L10) End Punctuation (L11) Spelling	(L12) Print Sentences (L13) Capitalize
Benchmark Vocabulary	(L1) explore (L2) speckled; notebook (L3) handsome (L4) genius; writing; bingo (L5) whiz; polishing (L6) sweetly (L7) listening; porch	(L8) apartment (L9) lined (L10) rush; strangers; bandage (L11) check out	(L12) explore; genius; lined; rush (L13) polishing; listening; strangers; bandage
iReady Lesson Focus	Lesson 8	Lesson 8	Lesson 8
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Performance-Based Assessment (Classwork) 		
<p>Performance-Based Assessment Task: Write A Book Review Children will state and support an opinion about which selection they like better, <i>On the Town: A Community Adventure</i> or <i>Places in My Neighborhood</i>.</p>			

K Grade ELA
Unit 6 Understanding Communities
Module B (Approximately 13 days)

Enduring Understandings:

- Readers understand that asking questions before, during, and after reading helps them grasp the meaning of the text.(RL.K.1, RI.K.1)
- Writers understand that they can convey their own preferences through writing. (W.K.1)
- Learners understand that cities are made up of neighbors where people live, work, and have fun together. (SS.K.G.2.1)

	Lessons 1-7	Lessons 8-10	Lesson 11-12
Text	<i>Neighborhood Walk: City</i>	<i>While I am Sleeping</i>	<i>Neighborhood Walk: City and While I am Sleeping</i>
Foundational Skills Focus	/o/ Spelled o_e (L1-5)	/u/ Spelled u_e (L6-10)	Short & Long Vowel Patterns (L11-12)
High Frequency Words	of; my; yellow; we	blue; they; have; for	three; said; look; you
Words Their Way Correlation	Within Word-(6) Summer at Cove Lake, (13) Tiger’s Tummy Ache, (14) Grandpa, Grandma, and the Tractor, (15) Wilbert Took a Walk	Letter Name-(38) A Fun Place to Eat	Within Word-Lessons 43-45
Reading Instructional Focus	(L1) Identify the Main Topic & Key Details in a Text (L2, 7) Make Connections in a Text (L3) Find New Meanings for Familiar Words (L4) Use Key Details to Understand a Text (L5) Relate Pictures & Words in a Text (L6) Ask & Answer Questions About Words	(L8) Identify Characters in a Story (L9) Use Words to Understand a Text (L10)Identify Details About a Setting	(L11) Compare & Contrast Texts (L12) Use Key Details to Understand a Text
Independent Reading Focus	Process- (L1-3) Engagement & Identity; (L4-6) Stamina; (L7) Independence Strategy- (L1, 5) Comprehension; (L3) Fluency; (L6) Vocabulary Knowledge; (L7)Critical Thinking; (L2, 4) Decoding & Word Recognition	Process- (L8-9) Independence; (L10) Stamina Strategy- (L8) Comprehension; (L9) Critical Thinking; (L10) Fluency	Process- (L11) Stamina; (L12) Engagement & Identity Strategy- (L11-12) Decoding & Word Recognition

Writing Instruction Focus	(L1) Use Facts (L2) Offer an Opinion (L3) Provide Support (L4) State an Opinion (L5) Writing Process: Plan (L6-7) Writing Process: Draft	(L8) Word Choice (L9) Writing Process: Revise & Edit (L10) Writing Process: Publish	(L11) Tell an Opinion (L12) Give Reasons
Independent Writing	(L1) Use Facts to Support an Opinion (L2) Write Your Opinion About the Text (L3) State & Support an Opinion (L4) Gather Information to Form an Opinion (L5) Plan a Travel Brochure (L6-7) Draft a Travel Brochure	(L8) List & Use Opinion Words (L9) Revise & Edit a Travel Brochure (L10) Present Your Writing	(L11) Form & Support an Opinion (L12) State & Support a Preference
Conventions	(L1, 6) Spelling (L2, 7) Print Sentences (L3-4) Plural Nouns (L5) Nouns and Verbs	(L8-10) Expand Sentences	(L11-12) Prepositional Phrases
Benchmark Vocabulary	(L1) metropolitan (L2) thousands; millions; crowded (L3) repair; workers (L4) products; grouped (L5) borrow; offer (L6) leaders; fancy (L7) collect	(L8) scrubs; flames; rush; bright (L9) pumps; doze; sirens (L10) packets; diner; snoozing; snoring	(L11) metropolitan; repair; bright (L12) borrow; offer; rush
iReady Lesson Focus	Lesson 17	Lesson 18	Lesson 17 & 18
Assessment (Optional)	<ul style="list-style-type: none"> • <i>Reader's & Writer's Journals</i> to determine end-of-lesson mastery. 		
Assessment (Required)	<ul style="list-style-type: none"> • Unit 6 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17* (EQ4) • Unit 6 Assessment (EQ4) • Running Records: Letters, Sounds, High-Frequency Words (EQ4 Three Test Grades) • Performance-Based Assessment (EQ4 Writing Test Grade) 		
Performance-Based Assessment			
Task: Create a Travel Brochure			
Using information from the anchor and supporting texts and their own words and pictures, children will create a travel brochure that convinces people to visit a big city.			