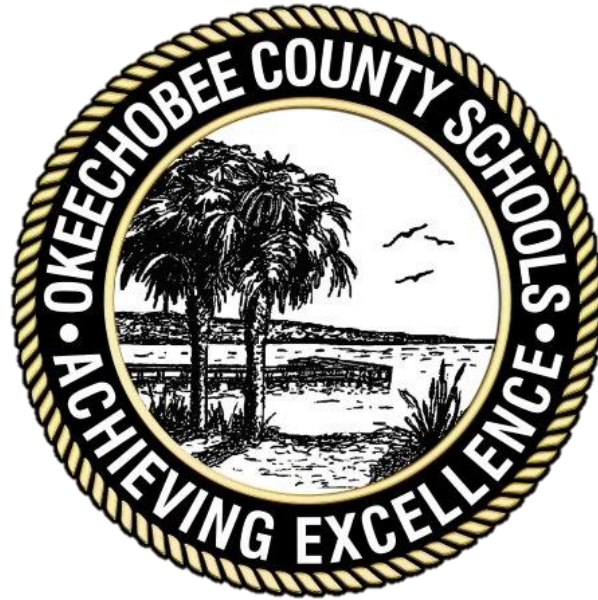


Grade K ELA Curriculum Map



2018 - 2019

2018 - 2019 Gr. K-1 ELA Suggested Pacing Guide

Suggested Timeline	ReadyGen Unit
8/14/18 - 8/31/18 (14 days)	Unit 1 Module A
9/4/18 - 9/24/18 (13 days)	Unit 1 Module B
9/25/18 - 10/12/18 (14 days)	Unit 2 Module A
10/16/18 - 11/1/18 (13 days)	Unit 2 Module B
11/2/18 - 11/29/18 (14 days)	Unit 3 Module A
11/30/18 - 12/18/18 (13 days)	Unit 3 Module B
1/8/19 - 1/28/19 (14 days)	Unit 4 Module A
1/29/19 - 2/15/19 (13 days)	Unit 4 Module B
2/19/19 - 3/8/19 (14 days)	Unit 5 Module A
3/19/19 - 4/4/19 (13 days)	Unit 5 Module B
4/5/19 - 4/26/19 (14 days)	Unit 6 Module A
4/29/19 - 5/15/19 (13 days)	Unit 6 Module B

** At the end of each module, there is one day for assessments. **

Grade K 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)

Assessment (Optional Quiz)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Performance-Based Assessment (Classwork)

Performance-Based Assessment

Task: Write about Animal Homes

Children will choose an animal from *Where is Home, Little Pip?* or *A House for Hermit Crab*. They will tell about the animal and its home.

	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
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	<p>Process- (L1-5) Engagement & Identity, (L6-8) Independence</p> <p>Strategy- (L1, 8) Comprehension; (L2, 7) Decoding & Word Recognition; (L3, 5) Vocabulary Knowledge; (L4) Critical Thinking; (L6) Fluency</p>	<p>Process- (L9-11) Engagement and Identity</p> <p>Strategy- (L9) Critical thinking, (L10) Decoding & Word Recognition, (L11) Fluency</p>	<p>Process- (L12-13) Stamina</p> <p>Strategy- (L12) Decoding & Word Recognition, (L13) Comprehension</p>
Writing Instruction Focus	<p>(L1) Describe an Animal</p> <p>(L2) Describe a Character</p> <p>(L3) Describe a Setting</p> <p>(L4) Describe an Event</p> <p>(L5) Tell Events in Order</p> <p>(L6) Add Details to Writing</p> <p>(L7) Use the Elements in a Story</p> <p>(L8) Describe a New Character</p>	<p>(L9) Describe an Animal</p> <p>(L10) Tell Details of an Event</p> <p>(L11) Tell About a Character's Reaction</p>	<p>(L12) Provide Details</p> <p>(L13) Tell About a Character's Actions</p>
Independent Writing	<p>(L1-2) Write Describing Words</p> <p>(L3) Write Vivid Words & Details</p> <p>(L4) Draw & Write Details</p> <p>(L5) Draw & Put in Order</p> <p>(L6) Revise Writing</p> <p>(L7) Identify Story Elements</p> <p>(L8) Write About Feelings</p>	<p>(L9) Write Describing Words</p> <p>(L10) Write About Events</p> <p>(L11) Write About Feelings</p>	<p>(L12) Use Vivid Details</p> <p>(L13) Write About Actions</p>
Conventions	<p>(L1-8) Uppercase & Lowercase Letters</p>	<p>(L9-10) Uppercase & Lowercase Letters</p> <p>(L11) Capitalize First Words in Sentences</p>	<p>(L12) End Punctuation</p> <p>(L13) Capitalize the Pronoun I</p>
Benchmark Vocabulary	<p>(L1) baby, home</p> <p>(L2) hatched, nest, wander</p> <p>(L3) glittered, fluttered</p> <p>(L4) oceans, pecking</p> <p>(L5) ruffled, cozy</p> <p>(L6) slumped, weathered</p> <p>(L7) wailed, rushed, waddled</p> <p>(L8) snuggled, exhausted</p>	<p>(L9) snug, frightening, wiggling, wagging</p> <p>(L10) swayed, flock, prickly, fierce</p> <p>(L11) grazed, darting, sturdy</p>	<p>(L12) frightening</p> <p>(L13) grazed</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)

Assessment (Optional Quiz)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Unit 1 Foundational Check Progress (TE p. FS26-FS29)
- Unit 1 Assessment
- Running Records: Letters, Sounds, High-Frequency Words
- 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.

	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
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	(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

	(L6) Find Facts That Support a Point		
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

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)

Assessment (Optional Quiz)

- *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- 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.

	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	
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	(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

		in a Text		
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

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)

Assessment (Optional Quiz)

- *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Unit 2 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17*
- Unit 2 Assessment
- Performance-Based Assessment (Classwork)

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.

	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</i> and <i>The Old Things</i>
Foundational Skills Focus	/k/ Spelled Cc (L1-5)	/i/ Spelled Ii (L6-10)	/i/ Spelled Ii (L11-12)
High Frequency Words	we; like; my	he; for	he; for
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 Instruction Focus	(L1) Name a Topic (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	(L7) Tell an Opinion (L8) Tell Which You Like Better (L9) State an Opinion About Photographs (L10) Give an Opinion About a Statement	(L11) Compare & Contrast to State an 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

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)

Assessment (Optional Quiz)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Performance-Based Assessment (Classwork)

Performance-Based Assessment

Task: Create a Story

Children will write a story about the main character in *Come In, Rain!* and what she might do in a snow storm.

	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
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	<p>Process- (L1-3) Engagement & Identity; (L4-6) Independence; (L7) Stamina</p> <p>Strategy- (L1, 5) Comprehension; (L2) Fluency; (L3, 6) Vocabulary Knowledge; Critical Thinking; (L7) Decoding & Word Recognition</p>	<p>Process- (L8-9) Stamina; (L10-11) Engagement & Identity</p> <p>Strategy- (L8) Comprehension; (L9) Critical Thinking; (L10) Decoding & Word Recognition; (L11) Fluency</p>	<p>Process- (L12-13) Independence</p> <p>Strategy- (L12) Comprehension; (L13) Fluency</p>
Writing Instruction Focus	<p>(L1) Identify Elements of a Story</p> <p>(L2) Tell a Story</p> <p>(L3) Tell About an Event</p> <p>(L5) Tell How Characters React</p> <p>(L6) Identify a Character's Reaction</p> <p>(L7) Add Details About Characters</p>	<p>(L8) Create a Storyboard</p> <p>(L9) Write a Story</p> <p>(L10) Revise to Add Details</p> <p>(L11) Tell About a Character's Readers</p>	<p>(L12) Write Details</p> <p>(L13) Retell Key Events</p>
Independent Writing	<p>(L1) Write About Changes</p> <p>(L2) Draw and Write About Changes</p> <p>(L3) Retell the Events</p> <p>(L4) Write About Past and Present</p> <p>(L5) Write Events in Order</p> <p>(L6) Tell About Then</p> <p>(L7) Add Events</p>	<p>(L8, 11) Revise Writing</p> <p>(L9) Tell About Now</p> <p>(L10) Add Events</p>	<p>(L12) Write About Activities</p> <p>(L13) Write About Events</p>
Conventions	<p>(L1, 6) Spelling</p> <p>(L2, 7) Print Short Sentences</p> <p>(L3) Capitalize Names</p> <p>(L4) Capitalize First Words in Sentences</p> <p>(L5) Capitalize the Pronoun</p>	<p>(L8-10) Verbs</p> <p>(L11) Spelling</p>	<p>(L12) Print Short Sentences</p> <p>(L13) Complete Sentences</p>
Benchmark Vocabulary	<p>(L1) squinting; glistening; soothed</p> <p>(L2) sighs; parched; rumbles</p> <p>(L3) smartly; murmurs</p> <p>(L4) swollen; plop; glazes; streaming</p> <p>(L5) wordless; racket; sparkles</p> <p>(L6) bunched; bulging; wavers</p> <p>(L7) slick; trickles; sniffs</p>	<p>(L8) piled; dragged</p> <p>(L9) crunch; smacking</p> <p>(L10) heaping; handful; firm</p> <p>(L11) adventures; melted</p>	<p>(L12) squinting; slick; crunch; heaping</p> <p>(L13) bunched; swollen; piled; firm</p>

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)

Assessment (Optional)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Unit 3 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17*
- Unit 3 Assessment
- Running Records: Letters, Sounds, High-Frequency Words
- 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.

	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?</i> and <i>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
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	(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

	(L5-6) Use Words to Understand a Text		
Independent Reading Focus	<p>Process- (L1-3) Engagement & Identity; (L4-6) Independence</p> <p>Strategy- (L1-2) Decoding & Word Recognition; (L3) Comprehension; (L4) Fluency; (L5) Critical Thinking; (L6) Vocabulary Knowledge</p>	<p>Process- (L7-9) Stamina; (L10) Engagement & Identity</p> <p>Strategy- (L7) Critical Thinking; (L8) Decoding & Word Recognition; (L9) Fluency; (L10) Vocabulary Knowledge</p>	<p>Process- (L11) Engagement & Identity; (L12) Independence</p> <p>Strategy- (L11) Comprehension; (L12) Decoding & Word Recognition</p>
Writing Instruction Focus	<p>(L1) Ask & Answer Questions (L2) Describe the Weather (L3) Compare & Contrast Weather (L4) Research the Weather (L5) Write a Label (L6) Writing Process: Plan & Draft</p>	<p>(L7) Compare & Contrast Weather (L8) Writing Process: Revise (L9) Writing Process: Publish (L10) Explain Weather Words</p>	<p>(L11) Compare & Contrast Two Books (L12) Tell About a Topic</p>
Independent Writing	<p>(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</p>	<p>(L7) List Antonyms (L8) Revise by Adding Detail (L9) Present Your Writing (L10) Use Pictures & Words</p>	<p>(L11) Tell What is Alike & Different (L12) Identify a Topic & Information</p>
Conventions	<p>(L1, 6) Spelling (L2) Print Short Sentences (L3-5) Prepositional Phrases</p>	<p>(L7) Print Short Sentences (L8-10) Expand Sentences</p>	<p>(L11) Spelling (L12) Print Short Sentences</p>
Benchmark Vocabulary	<p>(L1) sinking; puffy (L2) forecast; predicting (L3) howl; wispy; drizzle (L4) measure; temperature (L5) force; collapses (L6) prepare</p>	<p>(L7) fair; rises; sets; boundary (L8) position; evaporates; motion; freezes (L9) combinations; floods; expands; sunbeams (L10) direction; damage; twists</p>	<p>(L11) predicting; prepare (L12) collapses; damage</p>

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)

Assessment (Optional Quiz)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Performance-Based Assessment (Writing Test Grade)

Performance-Based Assessment

Task: Write About a Day With My Friend

Children will pretend they are friends with the main character in either *I Love Saturdays y domingos* or *Apple Pie 4th of July*. They will draw, dictate, or write a simple narrative telling about a day they spend together.

	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)	/l/ Spelled Ll (L6-10)	Initial Consonant Blends with l (L11-13)
High Frequency Words	are; that; do	are; that; do	one; two; three; four; five
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	(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

	(L7) Understand New Words in a Story (L8) Identify Details About Events		
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 (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	(L9) Writing Process: Plan & Draft (L10-11) Writing Process: Revise	(L12) Writing Process: Publish (L13) Identify Similarities & 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	(L9) fireworks; customers (L10) sample; few; straighten; videos (L11) rooftop; crowd; show	(L12) aquarium; traditional; fireworks; customers (L13) collection; spongy; straighten; few

	(L7) dollhouse (L8) cousins; traditional		
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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)

Assessment (Optional Quiz)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Unit 4 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17*
- Unit 4 Assessment
- Running Records: Letters, Sounds, High-Frequency Words
- Performance-Based Assessment (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.

	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
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	(L7) Identify Main Topic & Key Details (L8) Recognize Text Features (L9) Use Key Details to Understand a Text	(L11) Use Phrases from Informational Texts (L12) Identify the Authors' Reasons

	(L5) Find Reasons That Support Points (L6) Relate Pictures & Words in a Text	(L10) Connect Events & Ideas in a Text	
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

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)

Assessment (Optional Quiz)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Performance-Based Assessment

Performance-Based Assessment

Task: Write About my Favorite Book

Children will state an opinion about which story about plants they like better, *The Tiny Seed* or *Jack's Garden*.

	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
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	Process- (L1-3) Engagement & Identity;	Process- (L8-9) Independence;	Process- (L12-13) Engagement &

Reading Focus	(L4-6) Stamina; (L7) Independence Strategy- (I1-3) Comprehension; (L4) Fluency; (L5, 7) Decoding & Word Recognition; (L6) Critical Thinking	(L10-11) Stamina Strategy- (L8-9) Critical Thinking; (L10) Vocabulary Knowledge; (L11) Fluency	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 (L5) Writing Process: Publish (L6) Tell an Opinion (L7) Support an Opinion	(L8) Research a Topic (L9) Tell About a Story (L10) Tell an Opinion (L11) Support an Opinion	(L12) Compare & Contrast Two Stories (L13) Tell About Elements of Story
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

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)

Assessment (Optional Quiz)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Unit 5 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17*
- Unit 5 Assessment
- Performance-Based Assessment (Writing Test Grade)

Performance-Based Assessment

Task: Create a Did You Know Book?

Children will look at the patterns in nature using the selections *Plant Patterns* and *Swirl by Swirl: Spirals in Nature* 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.

	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</i> and <i>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
Reading Instructional Focus	(L1) Identify Main Topic & Key Details (L2) Connect Pieces of Information in a Text	(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

	(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		
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 (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	(L8) Research Information (L9) Name a Topic & Tell a Fact (L10) Tell Information	(L11) Tell What is Alike & Different (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	(L8) spiral; swirl (L9) coiled; curves (L10) winds; clever; stretches	(L11) pattern; stalk; swirl; curves (L12) scatter; fiddle; winds; stretches

	(L4) circles; stalk (L5) scatter; petals; center (L6) drought; scroll; fiddle; alternate (L7) tropical; hollow		
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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)

Assessment (Optional Quiz)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Performance-Based Assessment

Performance-Based Assessment

Task: Write A Book Review

Children will state and support an opinion about which selection they like better, *On the Town: A Community Adventure* or *Places in My Neighborhood*.

	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
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	<p>Process- (L1-3) Engagement & Identity; (L4-6) Stamina; (L7) Independence</p> <p>Strategy- (L1) Comprehension; (L2, 7) Critical Thinking; (L3) Decoding & Word Recognition; (L4-5) Vocabulary Knowledge; (L6) Fluency</p>	<p>Process- (L8-9) Independence; (L10-11) Stamina</p> <p>Strategy- (L8) Comprehension; (L9) Fluency; (L10) Vocabulary Knowledge; (L11) Critical Thinking</p>	<p>Process-(L12-13) Engagement & Identity</p> <p>Strategy- (L12) Decoding & Word Recognition; (L13) Comprehension</p>
Writing Instruction Focus	<p>(L1) Tell About an Event (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</p>	<p>(L8) State an Opinion (L9) Tell a Reason (L10) Tell Details of an Event (L11) Choose a Book Cover</p>	<p>(L12) Compare & Contrast (L13) State an Opinion</p>
Independent Writing	<p>(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</p>	<p>(L8) Write an Opinion (L9) Support Your Opinion (L10) Add Details to Writing (L11) State Your Opinion</p>	<p>(L12) Choose Your Favorite (L13) Write an Opinion About Texts</p>
Conventions	<p>(L1, 6) Spelling (L2, 7) Print Short Sentences (L3) Produce Complete Sentences (L4-5) End Punctuation</p>	<p>(L8-9) Expand Sentences (L10) End Punctuation (L11) Spelling</p>	<p>(L12) Print Sentences (L13) Capitalize</p>
Benchmark Vocabulary	<p>(L1) explore (L2) speckled; notebook (L3) handsome (L4) genius; writing; bingo (L5) whiz; polishing (L6) sweetly (L7) listening; porch</p>	<p>(L8) apartment (L9) lined (L10) rush; strangers; bandage (L11) check out</p>	<p>(L12) explore; genius; lined; rush (L13) polishing; listening; strangers; bandage</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)

Assessment (Optional Quiz)

- *Reader's & Writer's Journals* to determine end-of-lesson mastery.
- Selection Test for ReadyGEN Modules

Assessment (Required)

- Unit 6 Foundational Check Progress (TE p. FS26-FS29) *Score out of 17*
- Unit 6 Assessment
- Running Records: Letters, Sounds, High-Frequency Words (Three Test Grades)
- Performance-Based Assessment (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.

	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
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	(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

	Text (L5) Relate Pictures & Words in a Text (L6) Ask & Answer Questions About Words		
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