

# CLK ELEMENTARY

## ELA Curriculum Guide

### Kindergarten



Into Reading Module	Standards	Essential Question:	Oral Language Skills	Foundational Essential Skills	Reading Workshop & Vocabulary Essential Skills	Writing Workshop Essential Skills	Assessments	Module Learning Targets
<b>Module 1:</b> Curious About Kindergarten 4 weeks	<b>Essential:</b> RF.K.1 (Lessons: 1-20) RF.K.2 (Lessons: 3-5, 8-20) RF.K.3 (Lessons: 1-4, 6-20) RF.K.4 (Lessons: 2,4-5, 7,9-10, 15,17,19-20) R.K.1 (Lessons: 1-10, 13-15, 18) SL.K.1 (Lessons: 6,11-13, 15-16) SL.K.4 (Lessons: 10,20) L.K.5 (Lessons: 1,3 5-6, 8, 10-11, 13, 15, 20) L.K.6 (Lessons: 1-2,5,7,12, 15,17,20)  <b>Need to Know:</b> R.K.2, R.K.3, R.K.4, SL.K.2, SL.K.3, L.K.2, L.K.3  <b>Familiar With:</b> R.K.5, R.K.6,	<b>Essential Question:</b> What will I discover in Kindergarten?	<b>Listening and Speaking:</b>  Social Communication Introductions Greetings Following Directions Listen Actively Take Turns Speaking Formal and Informal Language	<b>Phonological Awareness:</b> Oral Sentences Identify Words in Sentences  Rhyme Identify Rhymes  Syllables Identify Syllables Blend Syllables into Words  <b>Alphabet Knowledge:</b> Identify Letters Letters Aa–Zz  <b>Form Letters</b> Letters Aa–Z  <b>Phonics:</b> Consonants Consonants m,s  <b>High Frequency Words:</b> Words to Know Non-decodable : a, I, see, the	<b>Vocabulary:</b> Academic Vocabulary city, clue, country, idea, map, mistake, offer, plan, polite, puzzled, share, stuck  Determine Word Meaning Meaning Clues  <b>Print Concepts:</b> Book Orientation Book Handling Turning Pages  <b>Book Parts</b> Front and Back Cover, Title Page Title, Author, and Illustrator Multiple Genres: Discuss Genre Characteristics Fiction Poetry Informational Text Text Structures and Story Elements Characters and Setting Plot: Beginning,	<b>Writing Process:</b> Opinion Writing Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present  <b>Writing Focus:</b> Ideas Choosing a Topic Supporting Reasons  <b>Grammar:</b> Conventions Common and Proper Nouns Capitalization Present-Tense Verbs	<b>Summative:</b> Acadience Benchmark Assessment  End of module assessment  <b>Included in the end of module assessment:</b> (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)  <b>Common Formative: HMH selection quizzes</b>  <b>HMH Module Inventory (Foundational Skills only)</b>  <b>Leveled Readers</b>  <b>Comprehension Quizzes</b>	<b>Learning Targets</b> <ul style="list-style-type: none"> <li>• I can follow words left to right in a book.</li> <li>• I can show spaces between words in a book.</li> <li>• I can show and name all letters of the alphabet in a book.</li> <li>• I can follow words top to bottom and know when to turn the page in a book.</li> <li>• I can show words I say in a book.</li> <li>• I can hear and say rhyming words.</li> <li>• I can take words apart and blend them together in many different ways.</li> <li>• I can add sounds to make new words.</li> <li>• I can change sounds to make new words.</li> <li>• I can count</li> </ul>

	R.K.7, R.K.8, W.K.1, W.K.5, W.K.6				<p>Middle, End Rhyme and Rhythm Central Idea</p> <p><b>Comprehension:</b> Develop Text Comprehension Monitor Comprehension Retell a Story Match Pictures to Text Use Picture Clues</p> <p>Response to Text: Connect Reading and Writing Written and Pictorial Response Make Connections</p>	<p><b>Running Records</b></p> <p><b>1:1 Observation Records</b></p> <p><b>Daily Lesson Checks</b></p> <p><b>HMH High Frequency Word Inventory</b></p>	<p>sounds in a word.</p> <ul style="list-style-type: none"> <li>• I can say the sounds in words.</li> <li>• I can say the long and short sounds for the five vowels.</li> <li>• I can read high-frequency words.</li> <li>• I can look at words and see how they are the same or different.</li> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> <li>• I can take turns speaking.</li> <li>• I can take turns listening.</li> <li>• I can tell about something I know.</li> <li>• I can add details about something I know.</li> </ul>	
<p><b>Module 2:</b> There's only one me! <b>4 Weeks</b></p>	<p><b>Essential:</b> RF.K.1 (Lessons: 1-5,7,9-10,13-15,18-20) RF.K.2 (Lessons:</p>	<p><b>Essential Question:</b> What makes each of us special?</p>	<p><b>Social Communication</b> Asking for Help Expressing Needs and Wants</p>	<p><b>Phonological Awareness:</b> Rhyme Identify Rhymes Produce</p>	<p><b>Vocabulary:</b> Academic Vocabulary bother, change, enormous, exception, height,</p>	<p><b>Writing Process:</b> Narrative Writing Plan and Generate Ideas Organize</p>	<p><b>Summative:</b> Acadience Benchmark Assessment End of module assessment</p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can follow words left to right in a book.</li> <li>• I can show spaces</li> </ul>

<p>1-20) RF.K.3 (Lessons: 1-20) RF.K.4 (Lessons: 2, 4-5, 7, 9-10, 13-15, 18-19) R.K.1 (Lessons: 1-2, 6-7, 11-12, 16, 17,18,19, 20) SL.K.1 (Lessons: 6, 11, 16) SL.K.4 (Lessons: 11-13, 15, 19) L.K.5 (Lessons: 1, 5-6, 10-12,14-15, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p> <p><b>Need to Know:</b> SL.K.2, SL.K.3, L.K.2, L.K.3</p> <p><b>Familiar With:</b> R.K.6, R.K.8, W.K.3, W.K.5, W.K.6, SL.K.5</p>		<p>Speak Audibly Speak Clearly Listen Actively Formal and Informal Language</p>	<p>Rhymes Syllables</p> <p>Identify Syllables Segment Syllables Blend Syllables</p> <p>Onset and Rime Blend Onset and Rime into Words Recognize Letters Letters Aa–Zz</p> <p>Form Letters Letters Aa–Zz</p> <p><b>Phonics:</b> Consonants: Consonants b, c, d, n, p, and t</p> <p><b>Vowels:</b> Short a and Long a</p> <p><b>High Frequency Words:</b> Decodable: am, at, can, man Partially Decodable: and, no, to Non-Decodable: e: by, go, is, my, you</p>	<p>participate, pronounce, research, same, serious, wise, wish</p> <p>Explore Word Relationships Synonyms and Antonyms</p> <p><b>Print Concepts:</b> Directionality Text Direction One-to-One Correspondence</p> <p>Features of Print Concept of a Word Concept of a Sentence</p> <p><b>Multiple Genres:</b> Discuss Genre Characteristics Fiction Persuasive Text Informational Text Fable</p> <p>Text Structures and Story Elements Author and Illustrator Roles Characters, Setting, and Main Events Plot: Problem and Solution Topic and Theme Topic and Central Idea Opinion and Reasons Comprehension: Develop Text : Monitor Comprehension Retell a Story Make Inferences</p> <p><b>Response to Text:</b> Connect</p>	<p>Draft Revise and Edit Publish and Present</p> <p><b>Writing Focus:</b> Ideas Characters and Setting Adding Details</p> <p><b>Organization</b> Order of Events</p> <p><b>Word Choice</b> Adjectives for Color, Size, and Feelings</p> <p><b>Grammar:</b> Conventions Past-Tense Verbs Adjectives Articles</p>	<p><b>Included in the end of module assessment:</b></p> <p>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b> HMH selection quizzes HMH Module Inventory (Foundational Skills only)</p> <p>Leveled Readers Comprehension Quizzes Running Records 1:1 Observation Records Daily Lesson Checks HMH High Frequency Word Inventory</p>	<p>between words in a book.</p> <ul style="list-style-type: none"> <li>• I can show and name all letters of the alphabet in a book.</li> <li>• I can follow words top to bottom and know when to turn the page in a book.</li> <li>• I can show words I say in a book.</li> <li>• I can hear and say rhyming words.</li> <li>• I can take words apart and blend them together in many different ways.</li> <li>• I can add sounds to make new words.</li> <li>• I can change sounds to make new words.</li> <li>• I can count sounds in a word.</li> </ul> <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can say the sounds in words.</li> <li>• I can say the long and short sounds for the five vowels.</li> <li>• I can read high-frequency words.</li> <li>• I can look at words and see how they are the same or different.</li> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>	
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					Reading and Writing: Written and Pictorial Response Make Connections			<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> </ul> <ul style="list-style-type: none"> <li>• I can take turns speaking.</li> <li>• I can take turns listening.</li> <li>• I can tell about something I know.</li> <li>• I can add details about something I know.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can sort objects into categories.</li> <li>• I can say an action word and the opposite.</li> <li>• I can say a describing word and the opposite.</li> <li>• I can identify differences between words that mean almost the same thing.</li> </ul> <ul style="list-style-type: none"> <li>• I can speak so others hear me.</li> <li>• I can tell my thoughts clearly.</li> <li>• I can tell my feelings clearly.</li> <li>• I can tell my ideas clearly.</li> </ul>
<b>Module 3:</b> My Community Heroes (4)	<b>Essential:</b> RF.K.1 (Lessons: 1, 3-4, 8-10,	<b>Essential Question:</b> <b>What makes a</b>	<b>Listening and Speaking:</b> Collaborative	<b>Phonological Awareness:</b> Rhyme	<b>Vocabulary:</b> Topic Words: belong, country, right	<b>Writing Process:</b> Informational Writing	<b>Summative:</b> Acadience Benchmark Assessment	<b>Learning Targets</b> • I can follow words left to

<p><b>weeks)</b></p>	<p>15-20) RF.K.2 (Lessons: 1-6,11,13-20) RF.K.3 (Lessons: 1-20) RF.K.4 (Lessons: 2,4-5, 8-10, 13-15, 17, 19-20) R.K.1(Lessons: 6-7, 11-17) W.K.2 (Lessons: 1-2, 4, 8, 10, 13, 15, 18, 20) SL.K.1 (Lessons: 6, 11, 16) SL.K.4 (Lessons: 6, 11-12,14,19) L.K.5 (Lessons: 1-2, 5, 6, 10-16, 19-20) L.K.6 (Lessons: 1-2, 5, 7, 12, 15, 17, 20)</p> <p><b>Need to Know:</b> R.K.3, R.K.4, SL.K.2, SL.K.3, L.K.2, L.K.3</p> <p><b>Familiar With:</b> R.K.5, R.K.6, R.K.7, R.K.8, R.K.9, W.K.5, W.K.6, SL.K.5</p>	<p><b>community?</b></p>	<p>Discussion Listen Actively Respond in Complete Sentences Intonation</p>	<p>Identify Rhymes Produce Rhymes Onset and Rime Blend Onsets and Rimes into Words Segment Words into Onsets and Rimes Phonemes</p> <p>Identify Initial Sounds Recognize Alliteration Identify Final Sounds</p> <p><b>Phonics:</b> Consonants Consonants r and f Vowels Short i and Long i Inflection Inflection –s /s/and –s /z/ (nouns) Inflection –s (verbs)</p> <p><b>High Frequency Words:</b> Decodable: an, did, in, it, ran, sits</p>	<p><b>Determine Word Meaning:</b> Meaning Clue</p> <p><b>Academic vocabulary:</b> brave, busy, earn, expect, help, hope, neighborhood, ordinary, safe, together, wonderful, worried</p> <p><b>Explore word relationships:</b> Classify and categorize</p> <p><b>Print Concepts:</b> Directionality: One to one correspondence Concept of a word Concept of a sentence</p> <p><b>Multiple Genres:</b> Discuss Genre</p>	<p>Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Focus:</b> Ideas Examples Relevant Details Organization Central Idea and Key Details</p> <p><b>Grammar:</b>Conventions Nouns for Places and Things Adjectives for Shape and Number Articles</p>	<p>End of module assessment</p> <p><b>Included in the end of module assessment:</b> (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p>	<p>right in a book.</p> <ul style="list-style-type: none"> <li>• I can show spaces between words in a book.</li> <li>• I can show and name all letters of the alphabet in a book.</li> <li>• I can follow words top to bottom and know when to turn the page in a book.</li> <li>• I can show words I say in a book.</li> <li>• I can hear and say rhyming words.</li> <li>• I can take words apart and blend them together in many different ways.</li> <li>• I can add sounds to make new words.</li> <li>• I can change sounds to make new words.</li> <li>• I can count sounds in a word.</li> <li>• I can say the sounds in words.</li> <li>• I can say the long and short sounds for the five vowels.</li> <li>• I can read high-frequency words.</li> <li>• I can look at words and see how they are the same or different.</li> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>
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<p><b>Module 4:</b> Happy Healthy</p>	<p><b>Essential:</b> RF.K.1 (Lessons: 3-5, 7, 9, 13-14,</p>	<p><b>Essential Question:</b> <b>How can I be</b></p>	<p><b>Listening and Speaking:</b> Collaborative</p>	<p><b>Phonological Awareness:</b> Rhyme Produce</p>	<p><b>Vocabulary:</b> <b>Academic Vocabulary:</b></p>	<p><b>Writing Process:</b> Research Writing;</p>	<p><b>Summative:</b> Acadience Benchmark Assessment</p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can follow words left to</li> </ul>

<p>Me (4 weeks)</p>	<p>18-19) RF.K.2 (Lessons: 1,6,8-12, 15-17, 19-20) RF.K.3 (Lessons: 1-20) RF.K.4 (Lessons: 3-5, 7, 9-10, 13-15, 18-20) R.K.1 (Lessons: 8,10, 11-12) W.K.2 (Lessons: 4, 8, 10, 13, 15, 18, 20) SL.K.1 (Lessons: 6, 11, 15, 16) SL.K.4 (Lessons: 16) L.K.5 (Lessons:1, 5-6, 10-11, 15-16, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p> <p><b>Need to Know:</b> R.K.3, R.K.4, W.K.4, SL.K.2, SL.K.3, L.K.3</p> <p><b>Familiar With:</b> R.K.6, R.K.7, R.K.8, R.K.9, W.K.5, W.K.6, W.K.8, W.K.9</p>	<p><b>my healthiest?</b></p>	<p>Discussion Listen Actively Respond in Complete Sentences Asking for Help Expressing Needs and Wants Speak Clearly Phrasing</p>	<p>Rhymes Onset and Rime Segment Words into Onset and Rime Phonemes Blend Phonemes into Words Identify Final Sounds Identify Medial Vowel Sounds Isolate Initial Sounds <b>Phonics:</b> Consonants Consonants q, x , y, and v Vowels Short u and Long u Short e and Long e <b>High Frequency Words:</b> Words to Know Decodable: but, him, six, up, us, yes <b>Partially Decodable:</b> for, have, help, her, look, some, they, too, want, we</p>	<p>active, half, muscles, peaceful, relax, relaxing, rest, serving, stretch, take care, variety, weight <b>Explore Word Relationships:</b> Shades of Meaning <b>Print Concepts:</b> Text Direction One-to-One Correspondence Directional <b>Multiple Genres:</b> Discuss Genre Characteristics: Informational Text Fiction Fairy Tale Poetry <b>Text Structures and Story Elements:</b> Topic, Central Idea, and Key Details Informational Characters, Setting and Main Events Plot: Beginning, Middle, and End Rhythm and Rhyme <b>Comprehension:</b> Develop Text Comprehension Ask and Answer Questions Give a Summary Retell a Story Discuss Author's Craft <b>Response to Text:</b></p>	<p>Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present <b>Writing Focus:</b> Ideas: Generating Questions Using a Variety of Sources <b>Grammar:</b> Conventions: Proper Nouns Capitalization Periods Complete Sentences</p>	<p>End of module assessment Included in the end of module assessment: (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing) <b>Common Formative:</b> HMH selection quizzes HMH Module Inventory (Foundational Skills only) Leveled Readers Comprehension Quizzes Running Records 1:1 Observation Records Daily Lesson Checks HMH High Frequency Word Inventory</p>	<p>right in a book. • I can show spaces between words in a book. • I can show and name all letters of the alphabet in a book. • I can follow words top to bottom and know when to turn the page in a book. • I can show words I say in a book. • I can hear and say rhyming words. • I can take words apart and blend them together in many different ways. • I can add sounds to make new words. • I can change sounds to make new words. • I can count sounds in a word. • I can say the sounds in words. • I can say the long and short sounds for the five vowels. • I can read high-frequency words. • I can look at words and see how they are the same or different. • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read.</p>
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					Connect Reading and Writing Written and Pictorial Response Make Connections			<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> <li>• I can take turns speaking.</li> <li>• I can take turns listening.</li> <li>• I can tell about something I know.</li> <li>• I can add details about something I know.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can sort objects into categories.</li> <li>• I can say an action word and the opposite.</li> <li>• I can say a describing word and the opposite.</li> <li>• I can identify differences between words that mean almost the same thing.</li> <li>• I can speak so others hear me.</li> <li>• I can tell my thoughts clearly.</li> <li>• I can tell my feelings clearly.</li> <li>• I can tell my ideas clearly.</li> </ul>
<b>Module 5:</b>	<b>Essential:</b> RF.K.1 (Lesson: 2,4-5, 8-10, 12,	<b>Essential Question:</b> What does it mean to try	<b>Listening and Speaking:</b> Collaborative Discussion	<b>Phonological Awareness:</b> Rhyme Produce	<b>Vocabulary:</b> <i>Academic Vocabulary</i> allow, disability,	<b>Writing Process:</b> <i>Narrative Writing</i>	<b>Summative:</b> Acadience Benchmark Assessment	<b>Learning Targets</b> • I can follow words left to



<p>14-15,17,19) RF.K.2 (Lessons: 1, 3-6, 11, 16-20) RF.K.3 (Lessons: 1-20) RF.K.4 (Lessons: 2, 4-5, 8-10, 12,14, 15, 18-20) R.K.1 (Lessons: 1-2, 4-5, 11-12, 16-20) SL.K.1(Lessons: 6, 11, 16) SL.K.4 (Lessons: 5, 11, 13) L.K.5 (Lessons: 1, 5-6, 10, 11, 15-16, 20) L.K.6 (Lessons: 2-3, 5, 7, 10, 12, 15, 17, 20)</p> <p><b>Need to Know:</b> R.K.3, R.K.4, W.K.3, SL.K.2, SL.K.3, L.K.2, L.K.3</p> <p><b>Familiar With:</b> R.K.6, R.K.7, R.K.8, R.K.9, W.K.5, W.K.6</p>	<p>hard?</p>	<p>Greetings and Introductions Speak Audibly Make Eye Contact Respond in Complete Sentences Intonation Formal and Informal Language</p>	<p>Rhymes <i>Onset and Rime</i> Segment Words into Onset and Rime  <i>Phonemes</i> Blend Phonemes into Words Identify Final Sounds Identify Medial Vowel Sounds Isolate Initial Sounds  <b>Phonics:</b> <i>Consonants</i> Consonants q, x , y, and v  <i>Vowels</i> Short u and Long u Short e and Long e  <b>High Frequency Words:</b> <i>Words to Know</i> Decodable: but, him, six, up, us, yes  Partially Decodable: for, have, help, her, look, some, they, too, want, we  <b>Concepts of Print:</b>   <b>Fluency:</b></p>	<p>energized, hero, important, inspire, lovely, respectful, scared, several, spy, surprise  <i>Determine Word Meaning</i> Multiple-Meaning Words  <b>Print Concepts:</b> <i>Directionality</i> Text Direction Return Sweep  <b>Multiple Genres:</b> <i>Discuss Genre Characteristics:</i> Fiction Folktale Play Informational Text Biography  <i>Text Structures and Story Elements</i> Characters, Setting, and Main Events Central Idea and Key Details People, Places, and Events Character Feelings and Traits Plot: Problem and Solution Topic and Theme  <b>Comprehension:</b> <i>Develop Text Comprehension</i> Make and Check Predictions Use Picture and Text Clues Make Inferences Compare Characters Compare and</p>	<p>Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present  <b>Writing Focus:</b> <i>Organization</i> Beginning, Middle, End Order of Events Sequence Words Strong Beginnings  <b>Grammar:</b> <i>Conventions</i> Pronouns: I, me, we Singular and Plural Nouns</p>	<p>End of module assessment  <b>Included in the end of module assessment:</b> (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)  Common Formative: HMH selection quizzes  HMH Module Inventory (Foundational Skills only)  Leveled Readers  Comprehension Quizzes  Running Records  1:1 Observation Records  Daily Lesson Checks  HMH High Frequency Word Inventory</p>	<p>right in a book. • I can show spaces between words in a book. • I can show and name all letters of the alphabet in a book. • I can follow words top to bottom and know when to turn the page in a book. • I can show words I say in a book. • I can hear and say rhyming words. • I can take words apart and blend them together in many different ways. • I can add sounds to make new words. • I can change sounds to make new words. • I can count sounds in a word. • I can say the sounds in words. • I can say the long and short sounds for the five vowels. • I can read high-frequency words. • I can look at words and see how they are the same or different. • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read.</p>
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					<p>Contrast Stories</p> <p><b>Response to Text:</b>  <i>Connect Reading and Writing</i>  Written and Pictorial Response  Make Connections</p>		<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> <li>• I can take turns speaking.</li> <li>• I can take turns listening.</li> <li>• I can tell about something I know.</li> <li>• I can add details about something I know.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can sort objects into categories.</li> <li>• I can say an action word and the opposite.</li> <li>• I can say a describing word and the opposite.</li> <li>• I can identify differences between words that mean almost the same thing.</li> <li>• I can speak so others hear me.</li> <li>• I can tell my thoughts clearly.</li> <li>• I can tell my feelings clearly.</li> <li>• I can tell my ideas clearly.</li> </ul>	
<b>Module 6:</b>	<b>Essential:</b> RF.K.1 (Lessons: 2,4-5,7,9-10,	<b>Essential Question:</b> What makes	<b>Listening and Speaking:</b> Collaborative Discussion	<b>Phonological Awareness:</b> <i>Onset and Rime:</i>	<b>Vocabulary:</b> <i>Topic Words:</i> belong, country, right	<b>Writing Process:</b> <i>Informational Text Writing:</i>	<b>Summative:</b> Acadience Benchmark Assessment	<b>Learning Targets</b> • I can follow words left to

<p>12,14-15,17,19-20) RF.K.2 (Lessons: 1-2, 5-7, 9-10, 16-17, 20) RF.K.3 (Lessons: 1-20) RF.K.4 (Lessons: 2,4 5, 7, 9,10, 14-15, 17, 19-20) R.K.1( Lessons: 6-7, 16-17) SL.K.1 (Lessons: 6, 16) SL.K.4 (Lessons: 5, 6, 16, 20) L.K.5 (Lessons:1, 5, 10, 15, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p> <p><b>Need to Know:</b> R.K.4, R.K.5, SL.K.2, SL.K.3, L.K.2, L.K.3</p> <p><b>Familiar With:</b> R.K.6, R.K.7, R.K.8, W.K.5, W.K.6, SL.K.5</p>	<p>the USA special?</p>	<p>Initiate Conversations Formal and Informal Language</p>	<p>Segment Words into Onset and Rime <i>Phonemes</i> Isolate Final Sounds Isolate Initial Sounds Blend Phonemes into Words Segment Words into Phonemes Isolate Medial Vowel Sounds</p> <p><b>Phonics:</b> <i>Consonants:</i> Consonant z Consonant Blends Initial cl, fl, sl, sn, sp, st Final nd, st Vowels Review Short Vowels</p> <p><b>High Frequency Words:</b> <i>Non-decodable</i> : our, where <i>Partially Decodable:</i> as, come, from, or, said, that, when <i>Decodable:</i> cut, get, hot, if, must, red, stop</p>	<p><i>Determine Word Meaning:</i> Meaning Clues</p> <p>Academic Vocabulary America, American, anthem, believe, cheer, crowd, customer, law, plain, refuse, sea, team Determine Word Meaning: Meaning Clues</p> <p><b>Print Concepts</b> Features of Print: Concept of a Word Concept of a Sentence</p> <p><b>Multiple Genres:</b> Discuss Genre Characteristics: Poetry and Song Informational Text Fiction Biography</p> <p><i>Text Structures and Story Elements:</i> Characters, Setting, and Main Events People, Places, and Events Topic and Central Idea Informational Text Features Rhythm and Rhyme</p> <p><b>Comprehension:</b> <i>Develop Text Comprehension:</i> Make and Check Predictions Visualize Describe Connections</p>	<p>Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Focus:</b> <i>Ideas:</i> Important Information <i>Organization:</i> Central Idea and Key Details Strong Beginnings <i>Word Choice:</i> Specific and Descriptive Words</p> <p><b>Grammar:</b> <i>Conventions:</i> Prepositions Pronoun</p>	<p>End of module assessment</p> <p><b>Included in the end of module assessment:</b> (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p>Common Formative: HMH selection quizzes</p> <p>HMH Module Inventory (Foundational Skills only)</p> <p>Leveled Readers</p> <p>Comprehension Quizzes</p> <p>Running Records</p> <p>1:1 Observation Records</p> <p>Daily Lesson Checks</p> <p>HMH High Frequency Word Inventory</p>	<p>right in a book.</p> <ul style="list-style-type: none"> <li>• I can show spaces between words in a book.</li> <li>• I can show and name all letters of the alphabet in a book.</li> <li>• I can follow words top to bottom and know when to turn the page in a book.</li> <li>• I can show words I say in a book.</li> <li>• I can hear and say rhyming words.</li> <li>• I can take words apart and blend them together in many different ways.</li> <li>• I can add sounds to make new words.</li> <li>• I can change sounds to make new words.</li> <li>• I can count sounds in a word.</li> <li>• I can say the sounds in words.</li> <li>• I can say the long and short sounds for the five vowels.</li> <li>• I can read high-frequency words.</li> <li>• I can look at words and see how they are the same or different.</li> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>
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					<p>Discuss Author's Purpose</p> <p>Discuss Author's Craft</p> <p>Compare and Contrast</p> <p>Adventures</p> <p><b>Response to Text:</b></p> <p><i>Connect</i></p> <p><i>Reading and Writing:</i></p> <p>Written and Pictorial Response</p> <p>Make Connections</p>			<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> <li>• I can take turns speaking.</li> <li>• I can take turns listening.</li> <li>• I can tell about something I know.</li> <li>• I can add details about something I know.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can sort objects into categories.</li> <li>• I can say an action word and the opposite.</li> <li>• I can say a describing word and the opposite.</li> <li>• I can identify differences between words that mean almost the same thing.</li> <li>• I can speak so others hear me.</li> <li>• I can tell my thoughts clearly.</li> <li>• I can tell my feelings clearly.</li> <li>• I can tell my ideas clearly.</li> </ul>
<p><b>Module 7:</b></p> <p>Zoom In!</p> <p><b>(4 weeks)</b></p>	<p><b>Essential:</b>RF.K.1(Lessons: 3-4,8-9,13)</p> <p>RF.K.2</p>	<p><b>Essential Question:</b></p> <p><b>What can I learn when I</b></p>	<p><b>Listening and Speaking:</b></p> <p><b>Collaborative Discussion:</b></p>	<p><b>Phonological Awareness:</b></p> <p><b>Rhyme:</b></p> <p>Produce</p>	<p><b>Vocabulary: Topic Words:</b></p> <p>watch, wonder, world</p>	<p><b>Writing Process:</b></p> <p>Creative Story and Poetry</p>	<p><b>Summative:</b></p> <p>Acadience Benchmark Assessment</p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can follow words left to</li> </ul>

<p>(Lessons: 1-2, 5, 6, 11-12, 15, 18-20) RF.K.3 (Lessons:1-20) RF.K.4 (Lessons: 3-5, 8-10, 13-15, 17, 19-20) R.K.1 (Lessons: 1-7) SL.K.1 (Lessons: 6, 11, 16) SL.K.4 (Lessons: 3, 6, 11, 16-18) L.K.5 (Lessons:1, 5-6, 10, 11, 15, 16, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p> <p><b>Need to Know:</b>R.K.3, R.K.4, SL.K.2, SL.K.3, L.K.3</p> <p><b>Familiar With:</b>R.K.5, R.K.6, R.K.7, R.K.8, R.K.9, W.K.3, W.K.5, W.K.6, SL.K.5</p>	<p><b>look closely?</b></p>	<p>Add Details</p>	<p>Rhymes</p> <p><b>Phonemes:</b> Isolate Final Sounds Segment Words into Phonemes Blend Phonemes into Words Isolate Initial Sounds</p> <p><b>Phonics:</b> Final Consonants: Double Final Consonants -ff, -ll, -ss, -zz Final -ck</p> <p><b>Digraphs:</b> Initial ch, sh, th, wh</p> <p><b>High Frequency Words:</b> Non-decodable : who <b>Partially Decodable:</b> could, down, now, so, were, what, your <b>Decodable:</b> back, let, off, tell, then, this, well, will</p>	<p>Explore Word Relationships: Shades of Meaning</p> <p>Print Concepts: Features of Print: End Punctuation</p> <p><b>Multiple Genres:</b> Discuss Genre Characteristics: Fiction Informational Text Biography Persuasive Text</p> <p><b>Text Structures and Story Elements:</b> Characters, Setting, and Main Events People, Places, and Events Topic and Central Idea Opinions and Reasons</p> <p><b>Comprehension:</b> Develop Text Comprehension: Ask and Answer Questions Retell a Story Visualize Make Inferences Evaluate Details Make and Describe Connections Discuss Author's Purpose Compare and Contrast Texts</p> <p><b>Response to Text:</b> Connect</p>	<p>Writing: Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Focus: Ideas:</b> Descriptive Details</p> <p><b>Organization:</b> Beginning, Middle, End Poem Structure</p> <p><b>Word Choice:</b> Sensory and Descriptive Words</p> <p><b>Grammar:</b> Conventions: Prepositions Exclamation</p>	<p>End of module assessment</p> <p><b>Included in the end of module assessment:</b> (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b> HMH selection quizzes</p> <p>HMH Module Inventory (Foundational Skills only)</p> <p>Leveled Readers</p> <p>Comprehension Quizzes</p> <p>Running Records</p> <p>1:1 Observation Records</p> <p>Daily Lesson Checks</p> <p>HMH High Frequency Word Inventory</p>	<p>right in a book.</p> <ul style="list-style-type: none"> <li>• I can show spaces between words in a book.</li> <li>• I can show and name all letters of the alphabet in a book.</li> <li>• I can follow words top to bottom and know when to turn the page in a book.</li> <li>• I can show words I say in a book.</li> <li>• I can hear and say rhyming words.</li> <li>• I can take words apart and blend them together in many different ways.</li> <li>• I can add sounds to make new words.</li> <li>• I can change sounds to make new words.</li> <li>• I can count sounds in a word.</li> <li>• I can say the sounds in words.</li> <li>• I can say the long and short sounds for the five vowels.</li> <li>• I can read high-frequency words.</li> <li>• I can look at words and see how they are the same or different.</li> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>
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					Reading and Writing: Written and Pictorial Response Make Connections			<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> </ul> <p>• I can take turns speaking.</p> <p>• I can take turns listening.</p> <ul style="list-style-type: none"> <li>• I can tell about something I know.</li> <li>• I can add details about something I know.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can sort objects into categories.</li> <li>• I can say an action word and the opposite.</li> <li>• I can say a describing word and the opposite.</li> <li>• I can identify differences between words that mean almost the same thing.</li> </ul> <ul style="list-style-type: none"> <li>• I can speak so others hear me.</li> <li>• I can tell my thoughts clearly.</li> <li>• I can tell my feelings clearly.</li> <li>• I can tell my ideas clearly.</li> </ul>
<b>Module 8</b> From Plant to Plate	<b>Essential:</b> RF.K.1(Lesson s: 3-4,8-9,13) RF.K.2	<b>Essential Question:</b> How do plants	<b>Listening and Speaking:</b> Listening and Speaking	<b>Phonological Awareness:</b> Syllables Add Syllables	<b>Vocabulary:</b> Academic Vocabulary bloom, burrow,	<b>Writing Process:</b> Opinion Writing Plan and	<b>Summative:</b> Acadience Benchmark Assessment	<b>Learning Targets</b> • I can follow words left to

<p><b>(4 weeks)</b></p> <p>(Lessons: 1-2, 5, 6, 11-12, 15, 18-20) RF.K.3 (Lessons:1-20) RF.K.4 (Lessons: 3-5, 8-10, 13-15, 17, 19-20) R.K.1 (Lessons: 1-7) SL.K.1 (Lessons: 6, 11, 16) SL.K.4 (Lessons: 3, 6, 11, 16-18) L.K.5 (Lessons:1, 5-6, 10, 11, 15, 16, 20) L.K.6 (Lessons: 1-2, 5, 7, 10, 12, 15, 17, 20)</p> <p><b>Need to Know: R.K.3, R.K.4, SL.K.2, SL.K.3, L.K.3</b></p> <p><b>Familiar With:</b></p>	<p>become food?</p>	<p>Collaborative Discussion Multiple Exchanges Asking and Answering Questions Taking Turns Speaking Clarify Information</p>	<p>Delete Syllables</p> <p>Phonemes Blend Phonemes into Words Isolate Medial Vowel Sounds Segment Words into Phonemes Isolate Final Sounds</p> <p><b>Phonics:</b> Consonants Soft c and g Vowels Long a, e, i,o, and u</p> <p><b>High Frequency Words:</b> Words to Know Decodable: home, keep, like, made, make, same, take, time Partially Decodable: all, into, know, many, out, right, why, would</p>	<p>crop, factory, ingredient, peel, root, row, seed, serve, soil, vine</p> <p>Determine Word Meaning Multiple-Meaning Words</p> <p><b>Print Concepts:</b> Directionality One-to-One Correspondence Features of Print Concept of a Sentence</p> <p><b>Multiple Genres:</b> Discuss Genre Characteristics Informational Text Fiction</p> <p>Text Structures and Story Elements Central Idea Informational Text Features Steps in a Sequence Characters, Setting, and Main Events Order of Events</p> <p><b>Comprehension:</b> Develop Text Comprehension Make and Check Predictions Set a Purpose Synthesize Information Evaluate Details <i>Visualize</i> <i>Compare and Contrast Information</i> <i>Make Connections</i> <i>Discuss Author's Purpose and</i></p>	<p>Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Focus:</b> Ideas Fact and Opinion Organization Opinion and Reasons Strong Endings</p> <p><b>Grammar:</b> Conventions Complete Sentences Past-, Present-, and Future-Tense Verbs</p>	<p>End of module assessment</p> <p><b>Included in the end of module assessment:</b> (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p>Common Formative: HMH selection quizzes</p> <p>HMH Module Inventory (Foundational Skills only)</p> <p>Leveled Readers</p> <p>Comprehension Quizzes</p> <p>Running Records</p> <p>1:1 Observation Records</p> <p>Daily Lesson Checks</p> <p>HMH High Frequency Word Inventory</p>	<p>right in a book.</p> <ul style="list-style-type: none"> <li>• I can show spaces between words in a book.</li> <li>• I can show and name all letters of the alphabet in a book.</li> <li>• I can follow words top to bottom and know when to turn the page in a book.</li> <li>• I can show words I say in a book.</li> <li>• I can hear and say rhyming words.</li> <li>• I can take words apart and blend them together in many different ways.</li> <li>• I can add sounds to make new words.</li> <li>• I can change sounds to make new words.</li> <li>• I can count sounds in a word.</li> <li>• I can say the sounds in words.</li> <li>• I can say the long and short sounds for the five vowels.</li> <li>• I can read high-frequency words.</li> <li>• I can look at words and see how they are the same or different.</li> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>
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					<p><i>Craft</i></p> <p><i>Response to Text:</i></p> <p><i>Connect Reading and Writing</i></p> <p><i>Written and Pictorial Response</i></p> <p><i>Make Connections</i></p>			<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> <li>• I can take turns speaking.</li> <li>• I can take turns listening.</li> <li>• I can tell about something I know.</li> <li>• I can add details about something I know.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can sort objects into categories.</li> <li>• I can say an action word and the opposite.</li> <li>• I can say a describing word and the opposite.</li> <li>• I can identify differences between words that mean almost the same thing.</li> <li>• I can speak so others hear me.</li> <li>• I can tell my thoughts clearly.</li> <li>• I can tell my feelings clearly.</li> <li>• I can tell my ideas clearly.</li> </ul>
<p><b>Module 9:</b></p> <p>Animal Habitats</p> <p>4 weeks</p>	<p><b>Essential:</b></p> <p>RF.K.1</p> <p>(Lessons: 2,4,5,9,10,12,1</p>	<p><b>Essential Question:</b></p> <p>What makes a habitat home?</p>	<p><b>Listening and Speaking:</b></p> <p>Collaborative Discussion</p>	<p><b>Phonological Awareness:</b></p> <p>Syllables</p> <p>Add Syllables</p>	<p><b>Vocabulary:</b></p> <p>Academic Vocabulary</p> <p>burrow,</p>	<p><b>Writing Process:</b></p> <p>Research</p>	<p><b>Summative:</b></p> <p><u>Acadience Benchmark Assessment</u></p>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can follow words left to</li> </ul>



<p>4,15,17,19-20) RF.K.2 (Lessons:10, 11-15, 19) RF.K.3 (Lessons:1-20) RF.K.4 (Lessons: 2, 4, 5, 7, 9-10, 12, 14-15,17,19) R.K.1 (Lessons: 6-7,13-17) SL.K.1 (Lessons: 6, 11, 15, 16) SL.K.4 (Lessons: 6, 10, 11, 16, 20) L.K.5 (Lessons: 1, 5, 6, 10, 11, 15, 16, 20) L.K.6 (Lessons: 1-2, 5, 7, 12, 15, 17, 20)</p> <p><b>Need to Know:</b> R.K.3, R.K.4, W.K.7, SL.K.2, SL.K.3, L.K.3</p> <p><b>Familiar With:</b> R.K.5, R.K.6, R.K.7, R.K.8, R.K.9, W.K.5, W.K.6, W.K.8, W.K.9, SL.K.5</p>			<p>Stay on Topic Take Turns Speaking</p>	<p>Delete Syllables</p> <p>Phonemes Add Phonemes</p> <p>Delete Phonemes</p> <p>Substitute Phonemes</p> <p><b>Phonics:</b> Consonants Review Consonants</p> <p>Consonant Blends</p> <p>Review Consonant Blends</p> <p>Digraphs Review Digraphs</p> <p>Vowels Review Short Vowels</p> <p>Review Long Vowels</p> <p><b>High Frequency Words:</b> Words to Know Decodable: ate, came, gave, just, pick, them</p> <p><b>Partially Decodable:</b> about, again, because, how, one, play</p>	<p>encounter, forest, journey, living, prey, search, steep, sturdy, underground, weather, young</p> <p>Explore Word Relationships Classify and Categorize</p> <p><b>Print Concepts:</b> Review Print Concepts Book Parts Book Orientation and Handling Directionality One-to-One Correspondence Features of Print</p> <p><b>Multiple Genres:</b> Discuss Genre Characteristics Informational Text Fiction</p> <p>Text Structures and Story Elements Central Idea and Key Details Informational Text Features Characters, Setting, and Main Events Plot: Problem and Solution</p> <p><b>Comprehension:</b> Develop Text Comprehension Set a Purpose Evaluate Details Synthesize Information and Ideas Retell a Story Make Connections Discuss Author's Purpose and</p>	<p>Writing Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Focus:</b> Ideas Using a Variety of Sources Organization Central Idea and Key Details Strong Endings</p> <p><b>Grammar:</b> Conventions Sentence Types End Punctuation</p>	<p>End of module assessment</p> <p>Included in the end of module assessment: (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b> HMH selection quizzes HMH Module Inventory (Foundational Skills only) Leveled Readers Comprehension Quizzes Running Records 1:1 Observation Records Daily Lesson Checks HMH High Frequency Word Inventory</p>	<p>right in a book.</p> <ul style="list-style-type: none"> <li>• I can show spaces between words in a book.</li> <li>• I can show and name all letters of the alphabet in a book.</li> <li>• I can follow words top to bottom and know when to turn the page in a book.</li> <li>• I can show words I say in a book.</li> <li>• I can hear and say rhyming words.</li> <li>• I can take words apart and blend them together in many different ways.</li> <li>• I can add sounds to make new words.</li> <li>• I can change sounds to make new words.</li> <li>• I can count sounds in a word.</li> <li>• I can say the sounds in words.</li> <li>• I can say the long and short sounds for the five vowels.</li> <li>• I can read high-frequency words.</li> <li>• I can look at words and see how they are the same or different.</li> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>
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					<p>Craft</p> <p><b>Response to Text:</b>  Connect  Reading and Writing  Written and Pictorial  Response  Make  Connections</p>		<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text.</li> <li>• I can share important information about a text.</li> </ul> <ul style="list-style-type: none"> <li>• I can take turns speaking.</li> <li>• I can take turns listening.</li> <li>• I can tell about something I know.</li> <li>• I can add details about something I know.</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can sort objects into categories.</li> <li>• I can say an action word and the opposite.</li> <li>• I can say a describing word and the opposite.</li> <li>• I can identify differences between words that mean almost the same thing.</li> </ul> <ul style="list-style-type: none"> <li>• I can speak so others hear me.</li> <li>• I can tell my thoughts clearly.</li> <li>• I can tell my feelings clearly.</li> <li>• I can tell my ideas clearly.</li> </ul>
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