|       | Nan<br>Kinc                           |   | Grading Quarter:<br>2   | Week Beginn<br>Oct 21 – Oct   | -  |
|-------|---------------------------------------|---|---|---|--|
| Schoo | ol Year: 202                          | 24-2025   | Subject: Social Stu   | dies  |  |
|       | Notes:<br>Unit 4<br>Lesson 1<br>Day 1 | <ul> <li>Match init</li> <li>Attach the</li> <li>Identify init</li> <li>Reading &amp; Responde</li> <li>Identify the Pushes and</li> <li>Discuss and</li> <li>Discuss and</li> <li>Discuss the</li> <li>Language Arts</li> <li>Learn about</li> <li>Discuss ide</li> <li>Review the</li> <li>Practice created and the second and the</li></ul> | and produce rhyming wo<br>ial phonemes in words<br>sound /h/ to its correspo-<br>itial /h/ in spoken words<br>ding<br>e front and back cover, ta<br>d Pulls Big Book<br>d set purposes for readin<br>e concept of how things r<br>ut the elements of a news<br>eas for a news story<br>e difference between wo<br>reating and expanding con<br>reating and expanding con<br>awareness<br>c principle<br>troducing the sound of Hi<br>tening for initial /h/<br>hking the sound to the let<br>inmanship/handwriting<br>ding<br>owse the unit<br>t purposes<br>juestion board | able of contents, and title of the<br>g unit selections<br>nove<br>s story<br>rds and sentences<br>mplete sentences | Academic<br>Standards:<br>Foundational Skills<br>RF.K.2a<br>RF.K.1d<br>RF.K.3a<br>L.K.1a<br>L.K.2c<br>Reading &<br>Responding<br>RI.K.5<br>SL.K.1a<br>SL.K.2<br>SL.K.3<br>SL.K.4<br>Language Arts<br>W.K.8<br>L.K.1b<br>L.K.1f |

|         | Notes:   | Objective:   | Academic            |
|---------|----------|--|---------------------|
|         | Notes.   | Foundational Skills  | Standards:          |
|         | Unit 4   | Segment words and names into syllables   | Standards.          |
|         | Lesson 1 | <ul> <li>Blend initial phonemes to make words</li> </ul>                         | Foundational Skills |
|         | Day 2    | <ul> <li>Review the one-to-one correspondence of /h/ to the letter Hh</li> </ul> | RF.K.2b             |
|         |          | Reading & Responding   | RF.K.3a             |
|         |          | Develop an understanding of vocabulary words                                     | RF.K.1d             |
|         |          | <ul> <li>Listen attentively to a read-aloud selection</li> </ul>                 | L.K.2c              |
|         |          | Language Arts  |                     |
|         |          | Review using a graphic organizer to generate ideas for writing                   | Reading &           |
|         |          | <ul> <li>Use an idea web to analyze the details in a news story</li> </ul>       | Responding          |
|         |          | Review the elements of a complete sentence                                       | SL.K.4<br>RI.K.10   |
|         |          |  | SL.K.2              |
|         |          | Lesson Overview:   | L.K.1f              |
|         |          | Foundational Skills  | L.K.6               |
|         |          | Warm up  |                     |
| Т       |          | Phonological awareness   | Language Arts       |
| ue      |          | Alphabetic principle   | RF.K.1c             |
| Tuesday |          | o Reviewing the sound of Hh  | L.K.1d              |
| ау      |          | o Listening for initial /h/  | L.K.1f              |
|         |          | o Linking the sound to the letter  | L.K.2a              |
|         |          | o Alphabet book - /h/  |                     |
|         |          | Reading & Responding   |                     |
|         |          | Build background   |                     |
|         |          | o Genre  |                     |
|         |          | o Vocabulary   |                     |
|         |          | o Set purposes   |                     |
|         |          | Read the read aloud  |                     |
|         |          | Discuss the read aloud   |                     |
|         |          | Review vocabulary  |                     |
|         |          | Language Arts  |                     |
|         |          | Write a news story   |                     |
|         |          | o Prewriting   |                     |
|         |          | Grammar, usage, and mechanics  |                     |
|         |          | o Interrogative sentences  |                     |
|         |          |  |                     |

|           | Notes:   | Objective:   | Academic                |
|-----------|----------|--|-------------------------|
|           |          | Foundational Skills  | Standards:              |
|           | Unit 4   | <ul> <li>Identify substituted words in a familiar rhyme</li> </ul>                     |                         |
|           | Lesson 1 | Blend final phonemes to make words   | Foundational Skills     |
|           | Day 3    | <ul> <li>Attach the sound /t/ to its corresponding letter Tt</li> </ul>                | RF.K.1d                 |
|           |          | Identify initial /t/ in spoken words   | RF.K.3a                 |
|           |          | Reading & Responding   |                         |
|           |          | Learn the elements of a nursery rhyme  | L.K.1a                  |
|           |          | <ul> <li>Listen to and discuss "The Bus"</li> </ul>                                    | L.K.2c                  |
|           |          | • Apply the making connections and summarizing comprehension                           | Decellar 0              |
|           |          | strategies   | Reading &               |
|           |          | Language Arts  | Responding<br>RL.K.6    |
|           |          | <ul> <li>Review using graphic organizers to plan writing</li> </ul>                    | RL.K.7                  |
|           |          | <ul> <li>Learn about eliminating irrelevant information from a writing plan</li> </ul> | RL.K.10                 |
|           |          | <ul> <li>Identify the thoughts and feelings of a character</li> </ul>                  | RF.K.1a                 |
|           |          |  | RF.K.1c                 |
|           |          | Lesson Overview:   | SL.K.1a                 |
|           |          | Foundational Skills  | SL.K.6                  |
| 5         |          | • Warm up  | L.K.1f                  |
| /e        |          | Phonemic awareness   |                         |
| dn        |          | Alphabetic principle   | RL.K.5                  |
| Wednesday |          | o Introducing the sound of Tt  | L.K.6                   |
| da∖       |          | o Listening for initial /t/  |                         |
|           |          | o Linking the sound to the letter  | Language Arts<br>RL.K.3 |
|           |          | o Penmanship/handwriting   | SL.K.6                  |
|           |          | Reading & Responding   | JL.R.U                  |
|           |          | Build background   |                         |
|           |          | Preview the selection  |                         |
|           |          | Read the selection   |                         |
|           |          | Comprehension strategies   |                         |
|           |          | o Making connections   |                         |
|           |          | o Summarizing  |                         |
|           |          | Print and book awareness   |                         |
|           |          | Discuss the selections   |                         |
|           |          | Develop vocabulary   |                         |
|           |          | Language Arts  |                         |
|           |          | Write a news story   |                         |
|           |          | o Prewriting   |                         |
|           |          | Story crafting   |                         |
|           |          | o Story lines  |                         |
|           |          |  |                         |
|           |          |  | I]                      |

|          | Notes:   | Objective:  | Academic            |
|----------|----------|---|---------------------|
|          | Notes.   | Foundational Skills   | Standards:          |
|          | Unit 4   | Blend word parts with support   | Standardor          |
|          | Lesson 1 | <ul> <li>Blend final phonemes to make words</li> </ul>                            | Foundational Skills |
|          | Day 4    | <ul> <li>Review the one-to-one correspondence of /t/ to the letter Tt</li> </ul>  | RF.K.2b             |
|          | ,        | <ul> <li>Identify words with final phoneme /t/</li> </ul>                         | RF.K.3a             |
|          |          | Reading & Responding  | RF.K.3d             |
|          |          | <ul> <li>Review and practice using selection vocabulary words</li> </ul>          | RF.K.1d             |
|          |          | <ul> <li>Reread "The Bus" to identify main idea and details</li> </ul>            | L.K.2c              |
|          |          | <ul> <li>Classify and categorize information in "The Bus"</li> </ul>              |                     |
|          |          | <ul> <li>Analyze the author's use of onomatopoeia and the genre of the</li> </ul> | Reading &           |
|          |          | story   | Responding          |
|          |          | <ul> <li>Develop their understanding of new selection vocabulary words</li> </ul> | L.K.5c<br>L.K.6     |
|          |          | Language Arts   | L.N.O               |
|          |          | Learn about the four drawings they will create for their news                     | Language Arts       |
|          |          | stories   | W.K.2               |
|          |          | <ul> <li>Use an idea web to organize their ideas</li> </ul>                       | RL.K.3              |
|          |          | <ul> <li>Identify the thoughts and feelings of a character</li> </ul>             | SL.K.6              |
|          |          | <ul> <li>Retell the events of a story</li> </ul>                                  |                     |
|          |          |   |                     |
|          |          | Lesson Overview:  |                     |
| Thursday |          | Foundational Skills   |                     |
| sur      |          | Warm up   |                     |
| da       |          | Phonological awareness  |                     |
| <        |          | Alphabetic principle  |                     |
|          |          | o Reviewing the sound of Tt   |                     |
|          |          | o Listening for final /t/   |                     |
|          |          | o Linking the sound to the letter   |                     |
|          |          | o Alphabet book - /t/   |                     |
|          |          | Reading & Responding  |                     |
|          |          | Practice vocabulary   |                     |
|          |          | Close reading   |                     |
|          |          | Writer's craft  |                     |
|          |          | o Genre knowledge: nursery rhyme  |                     |
|          |          | o Language use: onomatopoeia  |                     |
|          |          | Access complex text   |                     |
|          |          | o Main idea and details   |                     |
|          |          | o Classify and categorize   |                     |
|          |          | Develop vocabulary  |                     |
|          |          | Language Arts   |                     |
|          |          | Write a news story  |                     |
|          |          | o Prewriting  |                     |
|          |          | Story crafting  |                     |
|          |          | o Story lines   |                     |
|          |          |   |                     |
|          |          |   |                     |

| Foundational SkillsStandards:Unit 4• Produce and expand spoken sentences  |     | Notes: | Objective:   | Academic            |
|---|-----|--------|--|---------------------|
| Unit 4<br>Lesson 1         • Produce and expand spoken sentences<br>• Blend final phonemes to make words         Foundational Skills           • Blend final phonemes to make words         • Review sound correspondence for letters Hh and Tt<br>• Practice printing capital and lowercase HH AND TT<br>• Read and review common high-frequency words         F.K.10           • Read and review common high-frequency words         K.K.10           • Read and review common high-frequency words         K.K.30           • Read and respond to a Decodable         L.K.22           • Review selection vocabulary words         R.K.30           • Review selection vocabulary words         R.K.30           • Review main idea and details and classify and categorize         Reading & Responding           • Review main idea and details and classify and categorize         Reading & Responding           • Review main idea and details and classify and categorize         Reading & Responding           • Review waini idea and details and classify and categorize         Reading & Responding           • Review waini genetences that ask questions         R.K.10           • Plan the sequence of four drawings they will create for their new stories         R.K.4           • Review using sentences that ask questions         R.K.4           • Review using sentences that ask questions         R.K.10           • Meriter surging for initial /h/ and /t/         S.K.7 <td< td=""><td></td><td>Notes.</td><td></td><td></td></td<>   |     | Notes. |  |                     |
| Tion       Biend final phonemes to make words       Foundational Skills         Day 5       Review sound correspondence for letters Hh and Tt       LK.1f         Practice pinting capital and lowercase HH AND LT       RF.K.3a         Practice pinting capital and lowercase HH AND LT       RF.K.3b         Lesson 1       Read and respond to a Decodable       LK.2d         Lesson 2       Read and respond to a Decodable       LK.2d         Lesson 3       Review with the of a Decodable       LK.2d         Review with making connections and summarizing comprehension strategies       RF.K.4         R.K.2       Review with ref sue of genre knowledge and language use: nomatopoeia       Residing & Responding         Review with ref sue of genre knowledge and language use: nomatopoeia       Reading & Responding       RLK.1         R.K.5       Review withine order words       RLK.1       RLK.2         R. Practice ordering events in the correct sequence       RLK.1       RLK.2         R. Plan the sequence of four drawings they will create for their new stories       SLK.4         R.S.5       SLK.4       RLK.3         R.W.8       Review withing the sound of Hh and Tt       LK.6         R.W.8       Review with graveness       LK.1d         VW and policial awareness       Alphabetic principle       LK.1d <td></td> <td>Unit 4</td> <td></td> <td>Standards.</td>   |     | Unit 4 |  | Standards.          |
| Day 5 <ul> <li>Review sound correspondence for letters Hh and Tt</li> <li>Practice building and reading words</li> <li>Practice printing capital and lowercase HH AND tT</li> <li>RF.K.3d</li> <li>Practice printing capital and lowercase HH AND tT</li> <li>RF.K.3d</li> <li>Read and review common high-frequency words</li> <li>RF.K.3d</li> <li>Read and respond to a Decodable</li> <li>LK.2d</li> <li>LK.2d</li> <li>LK.2d</li> <li>LK.2d</li> <li>Reading &amp; Responding</li> <li>RF.K.3e</li> <li>Review selection vocabulary words</li> <li>RF.K.4d</li> <li>Review mittle of a Decodable</li> <li>LK.2c</li> <li>Review mittle of a Decodable</li> <li>LK.2c</li> <li>Review wither's use of genre knowledge and language use:</li></ul>   |     |        |  | Foundational Skills |
| Image: Practice building and reading words         FF.K.3a           Practice printing capital and lowercase HH AND UT         RF.K.3d           Practice printing capital and lowercase HH AND UT         RF.K.3d           Read and review common high-frequency words         LK.2d           LK.2d         LK.2d           LK.2d         LK.2d           LK.2d         LK.2d           Reading Kesponding         RF.K.3c           Review with we making connections and summarizing comprehension strategies         RF.K.3c           Review with ref's use of genre knowledge and language use: onomatopoeia         Reading & Responding           Review with ref's use of genre knowledge and language use: onomatopoeia         Reading & Responding           Generate questions for research         LK.5c           Language Arts         Practice ordering events in the correct sequence         RLK.1           RLK.2         RLK.2         RLK.1           RLK.2         RLK.1         RLK.2           Review wing sentences that ask questions         RLK.2           Review using sentences that ask questions         RLK.2           Review using sentences that ask questions         RLK.2           Review using antences that ask questions         RLK.1           Resondoverview:         SLK.1d           Foundat  |     |        |  |                     |
| The sequence printing capital and lowercase HH AND tT       RF.K.30         Read and review common high-frequency words       RF.K.30         Read and review common high-frequency words       LK.2d         Read and review common high-frequency words       LK.2d         Read and review common high-frequency words       RF.K.3d         Review selection vocabulary words       RF.K.3c         Review selection vocabulary words       RF.K.4         Review main idea and details and classify and categorize       Review writer's use of genre knowledge and language use:<br>onomatopoeia       Responding         Review writer's use of genre knowledge and language use:<br>onomatopoeia       Responding       LK.5c         Language Arts       LK.6       LK.10         Language Arts       LK.6       Review wither source of four drawings they will create for their new<br>stories       Review will sentences that ask questions       RLK.2         RLK.10       Review using sentences that ask questions       RLK.10       RLK.10         Roundstills       LK.1d       Language Arts       LK.1d         Varm up       LK.1d       Language Arts       LK.1d         Varm up       LK.1d       Language Arts       LK.1d         Varm up       Lesson Overview:       SLK.1d       SLK.1d         Foundational Skills       LK.1d<   |     | ,      |  | RF.K.3a             |
| Field and review common high-frequency words       RF.K.3b         • Read and respond to a Decodable       LK.2d         • Reading & Responding       RF.K.3c         • Review selection vocabulary words       RF.K.3c         • Review selection vocabulary words       RF.K.3c         • Review selection vocabulary words       RF.K.4         • Review main idea and details and classify and categorize       Review miter's use of genre knowledge and language use: onomatopoeia         • Review miter's use of genre knowledge and language use: onomatopoeia       Reading & Responding         • Practice ordering events in the correct sequence       RL.K.10         • Practice ordering events in the correct sequence       RL.K.1         • Plan the sequence of four drawings they will create for their new stories       SL.K.4         • Plan the sequences that ask questions       RL.K.10         • Review using sentences that ask questions       LK.5c         Lesson Overview:       SL.K.1a         • O Reviewing the sound of Hh and Tt       LK.6         • Alphabetic principle       Language Arts         • Alphabetic principle       Language Arts         • O Core Decodable 2 A Hat       LK.1d         • Neading a Decodable       O Core Decodable 2 A Hat         • Compertension strategies       Acccess complex text   |     |        |  | RF.K.1d             |
| Image: Second to a Decodable       LK.2d         Identify the title of a Decodable       LK.1a         LK.2d       LK.2d         Reading & Responding       LK.2d         Review selection vocabulary words       RF.K.4         Review the making connections and summarizing comprehension strategies       Review writer's use of genre knowledge and language use: nomatopoeia         Review writer's use of genre knowledge and language use: nomatopoeia       Responding         Practice ordering events in the correct sequence       RLK.1         Practice ordering events in the correct sequence       RLK.2         RLK.2       RLK.1         RLK.2       RLK.3         Plan the sequence of four drawings they will create for their new stories       RLK.1         RLK.2       RLK.10         Lesson Overview:       SLK.1a         Foundational Skills       SLK.1a         Warm up       LK.1d         Warm up       LK.1d         Numanship/handwriting       LK.1f         Language Arts       LK.1d         Alphabetic principle       Language Arts         Alphabetic principle       LK.1d         O Evenewing the sound of Hh and Tt       LK.6         O Evenewing the sound of Hh and Tt       LK.6         O Evene codable 2  |     |        |  | RF.K.3b             |
| Tigget <ul> <li>Identify the title of a Decodable</li> <li>LK.1a</li> <li>Reading &amp; Responding</li> <li>Review selection vocabulary words</li> <li>Review the making connections and summarizing comprehension strategies</li> <li>Review main idea and details and classify and categorize</li> <li>Review writer's use of genre knowledge and language use: onomatopoeia</li> <li>Generate questions for research</li> <li>LK.5c</li> <li>LR.6c</li> <li>Review uniter's use of genre knowledge and language use: onomatopoeia</li> <li>Generate questions for research</li> <li>LK.6c</li> <li>Practice ordering events in the correct sequence</li> <li>RLK.1</li> <li>RLK.2</li> <li>Review using sentences that ask questions</li> <li>RLK.2</li> <li>Review using sentences that ask questions</li> <li>RLK.3</li> <li>Review using sentences that ask questions</li> <li>LK.5d</li> <li>Very using sentences that ask questions</li> <li>LK.10</li> <li>SLK.10</li> <li>SLK.10</li> <li>SLK.10</li> <li>SLK.110</li> <li>SLK.10</li> <li>Useson Overview:</li> <li>Foundational Skills</li> <li>SLK.10</li> <li>Use a Decodable</li> <li>O Core Decodable 2 A Hat</li> <li>O Exclusing for initial /h/ and ft/</li> <li>W.K.2</li> <li>Building and reading words</li> <li>LK.11</li> <li>LK.11</li> <li>Reading a Decodable</li> <li>O Core Decodable 2 A Hat</li> <li>O Exclusing comprehension</li> <li>Reading a Decodable</li> <li>O Cone Decodable 2 A Hat</li> <li>Comprehension strategies&lt;</li></ul>  |     |        |  | L.K.2d              |
| Fielding & Responding       L.K.2c         • Review the making connections and summarizing comprehension strategies       Review main idea and details and classify and categorize       RE.K.4         • Review main idea and details and classify and categorize       Reading & Reading & Responding         • Review mitrer's use of genre knowledge and language use: onomatopoeia       Reading & Responding         • Generate questions for research       LK.5c         Language Arts       LK.6         • Practice ordering events in the correct sequence       LK.6         • Learn about time order words       RLK.1         • Plan the sequence of four drawings they will create for their new stories       SL.K.4         • Review using sentences that ask questions       RLK.2         • Orderwiew:       SL.K.10         Lesson Overview:       SL.K.10         • Orderwing the sound of Hh and Tt       LK.6         • Alphabetic principle       Language Arts         • Alphabetic principle       LK.1d         • Reading a Decodable       UK.2         • Reading a Decodable       UK.2         • Reading a Decodable       UK.1d         • Reading a Decodable       LK.1d         • Reading a Responding       Practice vocabulary         • Reeding R Responding       Practice vocabulary   |     |        |  |                     |
| Field       Review selection vocabulary words       RF.K.4         Review the making connections and summarizing comprehension strategies       Review main idea and details and classify and categorize       RE.K.4         Review main idea and details and classify and categorize       Reading &       Reeding &         Review main idea and details and classify and categorize       Reading &       Responding         .       Generate questions for research       LK.5       LK.5         Language Arts       Learn about time order words       RLK.1         .       Learn about time order words       RLK.2         .       Review using sentences that ask questions       RLK.5         W.K.7       SLK.4       RLK.10         SLK.4       NLK.5       W.K.7         Lesson Overview:       Foundational Skills       SLK.1         .       Warm up       LK.10         .       Ltstening for initial /h and /t/       W.K.2         .       Alphabetic principle       LK.10         .       Neading a Decodable 2 A Hat       LK.16         .       Nigh-frequency words: at, to       Elending         .       Blending       Ochecking comprehension         .       Practice vocabulary       Review read aloud and Big Book         .  |     |        |  |                     |
| Image: Provide the making connections and summarizing comprehension strategies       Hr. K.4         Review main idea and details and classify and categorize       RLK.2         Review main idea and details and classify and categorize       Reading &         Review writer's use of genre knowledge and language use: onomatopoeia       Reading &         Generate questions for research       LK.5         Language Arts       LK.6         I caran about time order words       RLK.1         Plan the sequence of four drawings they will create for their new stories       SLK.4         Review using sentences that ask questions       KLK.5         VK.7       Lesson Overview:         Foundational Skills       SLK.10         Warm up       LK.6         Nerviewing the sound of Hh and Tt       K.6         Nerviewing the sound of Hh and Tt       LK.6         Nerviewing the sound of Hh and Tt       LK.10         No Reviewing the sound of Hh and Tt       LK.11         No Reviewing the sound of Hh and Tt       LK.11         No Reviewing the sound of Hh and Tt       LK.16         No Core Decodable 2 A Hat       LK.11         No Reviewing the sound of Hh and Tt       LK.16         No Core Decodable 2 A Hat       LK.11         No Biending       Checking comprehension   |     |        |  |                     |
| For a strategies       RLK.2         Review main idea and details and classify and categorize       RLK.10         Review writer's use of genre knowledge and language use:<br>onomatopoeia       Reading &<br>Responding<br>L.K.5c         Generate questions for research       LK.6<br>Responding         Language Arts       L.K.6<br>Plan the sequence of four drawings they will create for their new<br>stories       RLK.1<br>RLK.2         Review using sentences that ask questions       RLK.10         Lesson Overview:       SLK.4         Foundational Skills       SLK.10         Warm up       LK.5c         Alphabetic principle       Language Arts         Alphabetic principle       Language Arts         Alphabetic principle       LK.6         O Reviewing the sound of Hh and Tt       LK.6         O Reviewing the sound of Hh and Tt       LK.6         O Defing on core Decodable 2 A Hat       LK.1d         O Core Decodable 2 A Hat       LK.1f         O Reading & Decodable       LK.1f         Review read aloud and Big Book       Comprehension strategies         Access complex text       Write's craft         Write's raft       Mrite's new story         O Drafting       O Tafting  |     |        |  |                     |
| Image: Provide and details and classify and categorize       Reading & Review main idea and details and classify and categorize       Reading & Responding         Image: Review main idea and details and classify and categorize       Image: Review main idea and details and classify and categorize       Reading & Responding         Image: Review main idea and details and classify and categorize       Image: Review and the correct sequence       Review and the correct sequence       Review 1.K.5         Image: Review using sentences that ask questions       RLK.2       RLK.10         Image: Review using sentences that ask questions       LK.11         Image: Review using sentences that ask questions       LK.11   |     |        |  |                     |
| <ul> <li>onomatopoeia</li> <li>Generate questions for research</li> <li>LK.5c</li> <li>Language Arts</li> <li>Practice ordering events in the correct sequence</li> <li>RLK.1</li> <li>Learn about time order words</li> <li>Plan the sequence of four drawings they will create for their new stories</li> <li>Review using sentences that ask questions</li> <li>RLK.5</li> <li>KLK.4</li> <li>Review using sentences that ask questions</li> <li>LK.5</li> <li>Lesson Overview:</li> <li>Foundational Skills</li> <li>Warm up</li> <li>LK.6</li> <li>Alphabetic principle</li> <li>Alphabetic principle</li> <li>LK.6</li> <li>Using a Decodable</li> <li>Penmanship/handwriting</li> <li>LK.1f</li> <li>Reading a Decodable</li> <li>Core Decodable 2 A Hat</li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading a Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Write a news story</li> <li>Orafting</li> <li>Write a news story</li> <li>Drafting</li> </ul>  |     |        | Review main idea and details and classify and categorize                     | RL.K.10             |
| Final State |     |        | <ul> <li>Review writer's use of genre knowledge and language use:</li> </ul> | Pooding &           |
| Figure 2 <ul> <li>Generate questions for research</li> <li>Language Arts</li> <li>Practice ordering events in the correct sequence</li> <li>RL.K.1</li> <li>RL.K.2</li> <li>Plan the sequence of four drawings they will create for their new stories</li> <li>RL.K.2</li> <li>Plan the sequence of four drawings they will create for their new stories</li> <li>RL.K.2</li> <li>Plan the sequence of four drawings they will create for their new stories</li> <li>RL.K.2</li> <li>Plan the sequences that ask questions</li> <li>RL.K.2</li> </ul> <li>Review using sentences that ask questions</li> <li>RL.K.10</li> <li>SL.K.4</li> <li>Review using sentences that ask questions</li> <li>SL.K.10</li> <li>Lesson Overview:         <ul> <li>Start, 13</li> <li>SL.K.10</li> <li>W.K.7</li> </ul> </li> <ul> <li>Phonological awareness</li> <li>Alphabetic principle</li> <li>Language Arts</li> <li>L.K.10</li> <li>Ustening for initial /h/ and /t/</li> <li>W.K.2</li> <li>Building and reading words</li> <li>L.K.11</li> </ul> <li>Reading a Decodable         <ul> <li>Core Decodable 2.4 Hat</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Write's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>O prafting&lt;</li></ul></li>   |     |        | onomatopoeia   | -                   |
| Figure Arts       L.K.6 <ul> <li>Practice ordering events in the correct sequence</li> <li>RL.K.1</li> <li>Learn about time order words</li> <li>RL.K.1</li> <li>RL.K.2</li> <li>Plan the sequence of four drawings they will create for their new stories</li> <li>SL.K.10</li> <li>SL.K.4</li> <li>Review using sentences that ask questions</li> <li>RL.K.5</li> <li>W.K.7</li> </ul> Lesson Overview:         SL.K.10           Foundational Skills         SL.K.10           • Warm up         L.K.6           • Phonological awareness         L.K.10           • Alphabetic principle         Language Arts           • Alphabetic principle         Language Arts           • Alphabetic principle         Lust.10           • Reviewing the sound of Hh and Tt         L.K.10           • O Reviewing the sound of Hh and Tt         L.K.11           • O Reviewing and reading words         L.K.11           • Dialding and reading words         L.K.11           • Core Decodable 2 A Hat         L.K.11  |     |        | Generate questions for research  |                     |
| Fractice ordering events in the correct sequence       RL.K.1         • Learn about time order words       RL.K.2         • Plan the sequence of four drawings they will create for their new stories       RL.K.4         • Review using sentences that ask questions       RL.K.5         • Review using sentences that ask questions       RL.K.1         • Review using sentences that ask questions       RL.K.1         • Review using sentences that ask questions       RL.K.1         • Review using sentences that ask questions       KL.K.10         • Review using sentences that ask questions       SL.K.1         • Review using sentences       W.K.7         Foundational Skills       SL.K.10         • Warm up       L.K.10         • Warm up       L.K.10         • Reviewing the sound of Hh and Tt       L.K.6         • Listening for initial /h/ and /t/       W.K.2         • Diliding and reading words       L.K.10         • Penemaship/handwriting       L.K.11         • Core Decodable 2 A Hat       High-frequency words: at, to         • Blending       Checking comprehension         • Practice vocabulary       Reading & Responding         • Practice vocabulary       Review read aloud and Big Book         • Comprehension strategies       Access complex text <td></td> <td></td> <td>Language Arts</td> <td></td>   |     |        | Language Arts  |                     |
| Plan the sequence of four drawings they will create for their new stories       NL.K.10         Stories       SL.K.4         Review using sentences that ask questions       RL.K.10         Lesson Overview:       SL.K.13         Foundational Skills       SL.K.1a         Varm up       L.K.10         • Phonological awareness       L.K.1d         • Varm up       L.K.1d         • Phonological awareness       Language Arts         • Alphabetic principle       Language Arts         • N.K.2       L.K.1d         • Reviewing the sound of Hh and Tt       L.K.6         • Listening for initial /h/ and /t/       W.K.2         • Reading a Decodable       • Core Decodable 2 A Hat         • High-frequency words: at, to       • Biending         • Checking comprehension       Reading & Responding         • Practice vocabulary       Review read aloud and Big Book         • Comprehension strategies       Access complex text         • Writer's craft       Inquiry         • Inquiry       • Concept/question board         Language Arts       • Write a news story         • Drafting       • Drafting   |     |        |  |                     |
| Stories       SL.K.4         • Review using sentences that ask questions       RL.K.5         W.K.7       SL.K.1a         Foundational Skills       SL.K.1a         • Warm up       L.K.1d         • Phonological awareness       Language Arts         • Alphabetic principle       Language Arts         • Alphabetic principle       Language Arts         • Building and reading words       L.K.1d         • Building and reading words       L.K.1f         • Reviewing the sound of Hh and Tt       L.K.1d         • Core Decodable       L.K.1f         • Reading a Decodable       L.K.1f         • Blending       Core Decodable 2 A Hat         • O Checking comprehension       Reading & Responding         • Practice vocabulary       Review read aloud and Big Book         • Comprehension strategies       Access complex text         • Writer's craft       Inquiry         • Inquiry       Concept/question board         Language Arts       Write a news story         • D Drafting       Drafting   |     |        |  | RL.K.2              |
| • Review using sentences that ask questions       BL.K.4<br>RL.K.5<br>W.K.7         Lesson Overview:<br>Foundational Skills       SL.K.1a         • Warm up       L.K.1d         • Phonological awareness       L.K.1d         • Phonological awareness       Language Arts         • Alphabetic principle       Language Arts         • Listening for initial /h/ and /t/       W.K.2         • Building and reading words       L.K.1d         • Permanship/handwriting       L.K.1f         • Reading a Decodable       L.K.1f         • High-frequency words: at, to       Biending         • Checking comprehension       Reading & Responding         • Practice vocabulary       Review read aloud and Big Book         • Comprehension strategies       Access complex text         • Writer's craft       Inquiry         • Concept/question board       Language Arts         Language Arts       Write a news story         • Drafting       Order Strategies  |     |        |  | RL.K.10             |
| Image: Second |     |        |  | SL.K.4              |
| <ul> <li>Warm up</li> <li>Phonological awareness</li> <li>Alphabetic principle</li> <li>LK.1d</li> <li>Phonological awareness</li> <li>Alphabetic principle</li> <li>Cistening for initial /h/ and Tt</li> <li>L.K.6</li> <li>Listening for initial /h/ and /t/</li> <li>W.K.2</li> <li>Building and reading words</li> <li>L.K.1d</li> <li>Penmanship/handwriting</li> <li>LK.1f</li> <li>Reading a Decodable</li> <li>Core Decodable 2 A Hat</li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Write's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>  |     |        | <ul> <li>Review using sentences that ask questions</li> </ul>                |                     |
| <ul> <li>Warm up</li> <li>Phonological awareness</li> <li>Alphabetic principle</li> <li>LK.1d</li> <li>Phonological awareness</li> <li>Alphabetic principle</li> <li>Cistening for initial /h/ and Tt</li> <li>L.K.6</li> <li>Listening for initial /h/ and /t/</li> <li>W.K.2</li> <li>Building and reading words</li> <li>L.K.1d</li> <li>Penmanship/handwriting</li> <li>LK.1f</li> <li>Reading a Decodable</li> <li>Core Decodable 2 A Hat</li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Write's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>  | Fri |        |  |                     |
| <ul> <li>Warm up</li> <li>Phonological awareness</li> <li>Alphabetic principle</li> <li>LK.1d</li> <li>Phonological awareness</li> <li>Alphabetic principle</li> <li>Cistening for initial /h/ and Tt</li> <li>L.K.6</li> <li>Listening for initial /h/ and /t/</li> <li>W.K.2</li> <li>Building and reading words</li> <li>L.K.1d</li> <li>Penmanship/handwriting</li> <li>LK.1f</li> <li>Reading a Decodable</li> <li>Core Decodable 2 A Hat</li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Write's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>  | da  |        |  |                     |
| <ul> <li>Phonological awareness</li> <li>Alphabetic principle</li> <li>Canguage Arts</li> <li>Language Arts</li> <li>L.K.6</li> <li>Listening for initial /h/ and /t/</li> <li>W.K.2</li> <li>Building and reading words</li> <li>L.K.1d</li> <li>Penmanship/handwriting</li> <li>L.K.1f</li> <li>Reading a Decodable 2 A Hat</li> <li>Groe Decodable 2 A Hat</li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>  | <   |        |  |                     |
| <ul> <li>Alphabetic principle</li> <li>Reviewing the sound of Hh and Tt</li> <li>L.K.6</li> <li>Listening for initial /h/ and /t/</li> <li>W.K.2</li> <li>Building and reading words</li> <li>L.K.1d</li> <li>Penmanship/handwriting</li> <li>Reading a Decodable</li> <li>Core Decodable 2 <i>A Hat</i></li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>   |     |        |  | L.K.10              |
| <ul> <li>Reviewing the sound of Hh and Tt</li> <li>L.K.6</li> <li>Listening for initial /h/ and /t/</li> <li>W.K.2</li> <li>Building and reading words</li> <li>L.K.1d</li> <li>Penmanship/handwriting</li> <li>L.K.1f</li> <li>Reading a Decodable</li> <li>Core Decodable 2 <i>A Hat</i></li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>   |     |        |  | Languago Arts       |
| <ul> <li>Listening for initial /h/ and /t/</li> <li>Building and reading words</li> <li>L.K.1d</li> <li>Penmanship/handwriting</li> <li>Reading a Decodable</li> <li>Core Decodable 2 A Hat</li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>  |     |        |  |                     |
| <ul> <li>Building and reading words</li> <li>Penmanship/handwriting</li> <li>Reading a Decodable</li> <li>Core Decodable 2 A Hat</li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>L.K.1d</li> <li>L.K.1f</li> </ul>  |     |        | -  |                     |
| <ul> <li>o Penmanship/handwriting</li> <li>Reading a Decodable</li> <li>o Core Decodable 2 <i>A Hat</i></li> <li>o High-frequency words: at, to</li> <li>o Blending</li> <li>o Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>O Drafting</li> </ul>  |     |        |  |                     |
| <ul> <li>Reading a Decodable</li> <li>Core Decodable 2 A Hat</li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>   |     |        |  |                     |
| <ul> <li>Core Decodable 2 A Hat</li> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>  |     |        |  |                     |
| <ul> <li>High-frequency words: at, to</li> <li>Blending</li> <li>Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>Drafting</li> </ul>  |     |        |  |                     |
| <ul> <li>o Blending</li> <li>o Checking comprehension</li> <li>Reading &amp; Responding</li> <li>Practice vocabulary</li> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>o Drafting</li> </ul>  |     |        | o High-frequency words: at, to   |                     |
| Reading & Responding         Practice vocabulary         Review read aloud and Big Book         Comprehension strategies         Access complex text         Writer's craft         Inquiry         Concept/question board         Language Arts         Write a news story         O         Drafting  |     |        |  |                     |
| Reading & Responding         Practice vocabulary         Review read aloud and Big Book         Comprehension strategies         Access complex text         Writer's craft         Inquiry         Concept/question board         Language Arts         Write a news story         O         Drafting  |     |        | o Checking comprehension   |                     |
| <ul> <li>Review read aloud and Big Book</li> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story <ul> <li>O Drafting</li> </ul> </li> </ul>   |     |        |  |                     |
| <ul> <li>Comprehension strategies</li> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story <ul> <li>O Drafting</li> </ul> </li> </ul>   |     |        | Practice vocabulary  |                     |
| <ul> <li>Access complex text</li> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story <ul> <li>O Drafting</li> </ul> </li> </ul>   |     |        | Review read aloud and Big Book   |                     |
| <ul> <li>Writer's craft</li> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>O Drafting</li> </ul>  |     |        | Comprehension strategies   |                     |
| <ul> <li>Inquiry</li> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>O Drafting</li> </ul>  |     |        | Access complex text  |                     |
| <ul> <li>Concept/question board</li> <li>Language Arts</li> <li>Write a news story</li> <li>O Drafting</li> </ul>   |     |        | Writer's craft   |                     |
| <ul> <li>Language Arts</li> <li>Write a news story</li> <li>O Drafting</li> </ul>   |     |        | Inquiry  |                     |
| Write a news story     O Drafting   |     |        | Concept/question board   |                     |
| o Drafting  |     |        | Language Arts  |                     |
|   |     |        |  |                     |
| Grammar, usage, and mechanics   |     |        |  |                     |
|   |     |        | Grammar, usage, and mechanics  |                     |

|  | 0 I | nterrogative sentences |  |
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