

**Buffalo Public Schools Grade K 2019-20**  
**Reading Instructional Guide**

Timeline Unit/Topic CCLS	Reading and Foundational Skills Strand	
<p><b>Sept 6- 16</b></p> <p><b>Unit:</b> Welcome-1 <b>Week:</b> 1 <b>Topic:</b> Welcome to Kindergarten <b>Domain:</b> Getting Started</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Listen to Rhymes: RF.K.2a; RL.K.10 (KRF2; KR10)</b></p> <ul style="list-style-type: none"> <li>• <i>Jack and Jill</i></li> <li>• <i>One, Two, Three, Four, Five</i></li> <li>• <i>Pease Porridge Hot</i></li> <li>• <i>Colors</i></li> <li>• <i>To Market, To Market</i></li> <li>• Option: Substitute <a href="#">Lessons 1-5</a> from the CKLA Nursery Rhymes and Fables Domain</li> </ul> <p>The lessons in week 1 and 2 are intended to get students acclimated to school. Teachers should train students how to listen and participate during read aloud time.</p>	<p><b>Concepts of Print: RF.K.1a (KRF1a)</b></p> <ul style="list-style-type: none"> <li>• Recognize names</li> <li>• Distinguish letters, numbers</li> <li>• Book handling</li> <li>• Environmental print <b>Phonemic</b></li> </ul> <p><b>Awareness:</b></p> <ul style="list-style-type: none"> <li>• Rhyming words <b>RF.K.2a (KRF2a)</b></li> <li>• Blend syllables <b>RF.K.2b (KRF2b)</b></li> </ul> <p><b>Letter Names: RF.K.1e (KRF1e)</b></p> <ul style="list-style-type: none"> <li>• Letters <i>Aa, Bb, Cc, Dd, Ee</i> {*SUTW Tools #B2-5a (4-8) or #B2-5b (4-8)}</li> </ul> <p>In some cases, these activities may serve as a review. In other cases, this may be a student's first interaction with these skills. Allot small group time accordingly.</p>
<p><b>Notes</b> <a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p>		

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Buffalo Public Schools Grade K 2019-2 Reading Instructional Guide		
Timeline Unit/Topic CCLS	Reading and Foundational Skills Strand	
<p><b>Sept 17- 24</b></p> <p><b>Unit:</b> Welcome-2 <b>Week:</b> 2 <b>Topic:</b> Welcome to Kindergarten <b>Domain:</b> Getting Started</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Listen to Rhymes: RF.K.2a; RL.K.10 (KRF2a; KR10)</b></p> <ul style="list-style-type: none"> <li>• I Went Upstairs</li> <li>• Mix a Pancake</li> <li>• Sing a Song of Sixpence</li> <li>• Little Arabella Stiller</li> <li>• Option: Substitute <a href="#">Lessons 6-10</a> from the CKLA Nursery Rhymes and Fables Domain</li> </ul>	<p><b>Concepts of Print: RF.K.1a; RF.K.1b; RF.K.1c (KRF1a; KRF1b; KRF1c)</b></p> <ul style="list-style-type: none"> <li>• Book handling</li> <li>• Distinguish letters, numbers</li> <li>• Environmental print</li> <li>• Recognize first and last names</li> </ul> <p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Rhyming words <b>RF.K.2a (KRF2a)</b></li> <li>• Blend and segment syllables <b>RF.K.2b (KRF2b)</b></li> </ul> <p><b>Letter Names: RF.K.1d (KRF2b)</b></p> <ul style="list-style-type: none"> <li>• Letters <i>Ff, Gg, Hh, Ii, Jj</i> {*SUTW Tools #B2-5a (9-13) or #B2-513} {**LLG pg. 56-57}</li> </ul>
<p><b>NOTES</b> <a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p>		

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<p><b>Sept. 25-Oct. 2</b></p> <p><b>Unit: 1</b> <b>Lesson: 1</b> <b>Topic:</b> Families <b>Domain:</b> Social relationships <b>Essential Question:</b> What is the same about all families?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>What Makes a Family?</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>Building with Dad</i> (Realistic fiction)</li> <li>• <b>Paired Selections:</b> Included in <i>Poems about Families</i>, “Frère Jacques” (Poetry/Lullaby), “Everybody Says” (Poetry), “Tortillas for Mommy” (Poetry)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Main idea <b>RL.K.2 (KR2)</b></li> <li>• Genre <b>RL.K.5 (KR5)</b></li> </ul> <p><b>Strategy: RL.K.2; RL.K.3 (KR2; KR3)</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> </ul>	<p><b>Phonemic Awareness: RF.K.2a (KRF2a)</b></p> <ul style="list-style-type: none"> <li>• Rhyming words</li> </ul> <p><b>Letter Names: RF.K.1d (KRF1d)</b></p> <ul style="list-style-type: none"> <li>• Letters <i>Kk, Ll, Mm, Nn, Oo</i> {*SUTW Tools B2-5a (14-18) or B2-5b(14-18)} {**Refer to LLG pp. 56-62}</li> </ul> <p><b>Concepts of Print: RF.K.1a (KRF1a)</b></p> <ul style="list-style-type: none"> <li>• Directionality</li> <li>• Book parts</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• /</li> </ul>
<p><b>NOTES</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p> <p>Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>		

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<p><b>Oct. 3-10</b></p> <p><b>Unit: 1</b> <b>Lesson: 2</b> <b>Topic:</b> Going to school <b>Domain:</b> Civics <b>Essential Question:</b> Why do we have rules at school?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>How Do Dinosaurs Go to School?</i> (Fantasy)</li> <li>• <b>Read Aloud Book:</b> <i>Friends at School</i> (Informational)</li> <li>• <b>Paired Selection:</b> <i>My School Bus</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Understanding characters <b>RL.K.3 (KR3)</b></li> <li>• Author's purpose <b>RI.K.8 (KR8)</b></li> </ul> <p><b>Strategy: RL.K.7 (KR7)</b></p> <ul style="list-style-type: none"> <li>• Infer/predict</li> </ul>	<p><b>Phonemic Awareness: RF.K.2d (KRF2b)</b></p> <ul style="list-style-type: none"> <li>• Beginning sounds {**Refer to LLG pp. 62-64}</li> </ul> <p><b>Letter Names: RF.K.1d (KRF1d)</b></p> <ul style="list-style-type: none"> <li>• Letters <i>Pp, Qq, Rr, Ss, Tt</i> {*SUTW Tools B2-5a (19-23) or B2-5b (19-23)} {**Refer to LLG pg. 56-62}</li> </ul> <p><b>Concepts of Print: RF.K.1a (KRF1a)</b></p> <ul style="list-style-type: none"> <li>• Book handling</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>like</i></li> </ul> <p><b>Writing: W.K.3 (KW3)</b></p> <ul style="list-style-type: none"> <li>• Genre: Narrative writing</li> <li>• Form: Labels</li> <li>• Focus trait: Word choice {*SUTW B3-21a-b} {**Refer to LLG p.8}</li> </ul> <p><b>Grammar: L.K.1b (KL1b)</b></p> <ul style="list-style-type: none"> <li>• Nouns for places {*SUTW Tools B2-21a-21b)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**Refer to LLG p. 118}</li> <li>• Antonyms <b>L.K.5b (KL5b) <i>HOT!</i></b> {*SUTW B3-15a-c}</li> </ul>
<p><b>NOTES</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p> <p>Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>		

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<p style="text-align: center;"><b>Oct. 11- 21</b></p> <p><b>Unit: 1</b> <b>Lesson: 3</b> <b>Topic:</b> Pets <b>Domain:</b> Values <b>Essential Question:</b> Why do people have to take care of their pets?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Please, Puppy, Please</i> (Realistic fiction)</li> <li>• <b>Read Aloud Book:</b> <i>I Have a Pet!</i> (Realistic fiction)</li> <li>• <b>Paired Selection:</b> <i>Different Kinds of Dogs</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Story structure <b>RL.K.3 (KR3)</b></li> <li>• Draw conclusions <b>RL.K.2; R.K.1 (KR2; KR1)</b></li> </ul> <p><b>Strategy: SL.K.2; SL.K.3 (KSL2; KSL3)</b></p> <ul style="list-style-type: none"> <li>• Monitor/clarify</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Beginning sounds <b>RF.K.2d (KRF2b)</b></li> <li>• Words in oral sentences</li> </ul> <p><b>Letter Names: RF.K.1d (KRF1d)</b></p> <ul style="list-style-type: none"> <li>• Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i> {*SUTW Tools B2-5a (24-29) or B2-5b (24-29)} {**Refer to LLG pp. 62-63}</li> </ul> <p><b>Concepts of Print: RF.K.1b (KRF1b)</b></p> <ul style="list-style-type: none"> <li>• Letters and words: First, last letters in a word, distinguish letters from words</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Reading rate</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>the</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Narrative writing <b>W.K.3 (KW3)</b></li> <li>• Form: Captions <b>L.K.1f (KL1f)</b> {**Refer to LLG p. 10}</li> <li>• Focus trait: Ideas</li> </ul> <p><b>Grammar: L.K.1b (KL1b)</b></p> <ul style="list-style-type: none"> <li>• Nouns for animals and things {*SUTW Tools B2-21a,21b)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**Refer to LLG p. 120}</li> <li>• Synonyms <b>L.K.5d (KL5d) <i>HOT!</i></b> {*SUTW B3-15a-d}</li> </ul>

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<p><b>Oct. 22-29</b></p> <p><b>Unit:</b> 1 <b>Lesson:</b> 4 <b>Topic:</b> Jobs <b>Domain:</b> Community <b>Essential Question:</b> What kinds of work do people do?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Everybody Works</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>Pizza at Sally's</i> (Realistic fiction)</li> <li>• <b>Paired Selection:</b> <i>The Elves and the Shoemaker</i> (Fairy Tale) and <i>The Lion and the Mouse</i> (Fable)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Text and graphic features <b>RI.K.7 (KR7)</b></li> <li>• Genre <b>RL.K.5 (KR5)</b></li> <li>• Fact and Opinion <b>HOT!</b></li> </ul> <p><b>Strategy: RI.K.3; RL.K.7 (KR3; KR7)</b></p> <ul style="list-style-type: none"> <li>• Analyze/evaluate</li> </ul>	<p><b>Phonemic Awareness: RF.K.2b; RF.K.2d (KRF2b; KRF2b)</b></p> <ul style="list-style-type: none"> <li>• Beginning sounds</li> <li>• Words in oral sentences</li> </ul> <p><b>Phonics: RF.K.1d; RF.K.3a (KRF1d; KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>m/m/</i> {*SUTW Tools B2-5a (16) or B2-5b (16)} {**LLG pp. 62- 69}</li> </ul> <p><b>Concepts of Print: RF.K.1a; RF.K.1c (KRF1a; KRF1c)</b></p> <ul style="list-style-type: none"> <li>• Spaces between words {*SUTW Tools B2-9a}</li> <li>• Environmental print</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c</b></p> <ul style="list-style-type: none"> <li>• <i>and</i></li> </ul>	<p><b>Writing: W.K.3 (KW3)</b></p> <ul style="list-style-type: none"> <li>• Genre: Narrative writing</li> <li>• Form: Story sentences</li> <li>• Focus trait: Ideas {*SUTW Tools B2-14a, B6-3a, 6a-6b} {**LLG p. 12}</li> </ul> <p><b>Grammar: L.K.1b (KL1b)</b></p> <ul style="list-style-type: none"> <li>• Action verbs in the present tense {*SUTW Tools B2-23a, 23b)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p.122}</li> <li>• Classify and categorize words for jobs <b>L.K.5a (KL5a)</b> <b>HOT!</b> {*SUTW TE p. 250}</li> </ul>

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<p><b>Oct. 30 – Nov. 8</b></p> <p><b>Unit:</b> 1 <b>Lesson:</b> 5 <b>Topic:</b> Helping <b>Domain:</b> Social relationships <b>Essential Question:</b> How do tools help us do things with our hands?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I/K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>The Handiest Things in the World</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>The Little Red Hen</i> (Folk tale and fable-traditional tale)</li> <li>• <b>Paired Selection:</b> <i>Stone Soup</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Details <b>RL.K.1 (KR1)</b></li> <li>• Cause and effect <b>RL.K.3(KR3)</b></li> <li>• Fact and Opinion <b>HOT!</b></li> </ul> <p><b>Strategy: SL.K.2; SL.K.3; L.K.1d (KSL2; KSL3; KL1d)</b></p> <ul style="list-style-type: none"> <li>• Question</li> </ul>	<p><b>Phonemic Awareness: RF.K.1d (KRF1d)</b></p> <ul style="list-style-type: none"> <li>• Beginning sounds</li> <li>• Words in oral sentences</li> </ul> <p><b>Phonics: RF.K.1d; RF.K.3a (KRF3a; KRF1d)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>s /s/</i> { *SUTW Tools B2-5a (22) or B2-5b (22) } { **Refer to LLG pp. 68-69 }</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>• Capitalization: first word in a sentence <b>RF.K.1a (KRF1a)</b></li> <li>• Punctuation: period, question mark <b>RF.K.1b (KRF1b)</b></li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• Review <i>I, like, the, and</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Narrative writing <b>W.K.3 (KW3)</b></li> <li>• Form: Class story</li> <li>• Focus trait: Ideas { *SUTW Tools B2-14a, B6-5a-5e } { **LLG p. 14 }</li> </ul> <p><b>Speaking/Listening: SL.K.1b; SL.K.6 (KSL1b; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Share ideas</li> </ul> <p><b>Grammar: RF.K.1b (KRF1b)</b></p> <ul style="list-style-type: none"> <li>• Action verbs in present tense { *SUTW Tools B2-23a, 23b }</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b></li> <li>• Synonyms <b>L.K.5d (KL5d)</b> { *SUTW B3-15a-d } { **LLG p. 124 }</li> </ul>

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 Reading Instructional Guide

Timeline Unit/Topic CCLS	Reading and Foundational Skills Strand		Writing, Speaking, Listening, & Language Strands
<p><b>Nov. 12-22</b></p> <p><b>Unit:</b> 2 <b>Lesson:</b> 6 <b>Topic:</b> Using our senses <b>Domain:</b> Life science <b>Essential Question:</b> How Do Senses Help Us Learn About the World?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>My Five Senses</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>Listen, Listen</i> (Concept book)</li> <li>• <b>Option:</b> <a href="#">CKLA Five Senses Domain</a></li> <li>• <b>Paired Selection:</b> Included in: <i>Poems About Senses</i>, “Here Are My Eyes”, “The Storm” and “Five Wonderful Senses”</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast <b>RI.K.3 (KR3) <i>HOT!</i></b></li> <li>• Text and graphic features <b>RI.K.7</b></li> </ul> <p><b>Strategy: SL.K.2; SL.K.3 (KSL2; KSL3)</b></p> <ul style="list-style-type: none"> <li>• Monitor/clarify</li> </ul>	<p><b>Phonemic Awareness: RF.K.2c (KRF2c)</b></p> <ul style="list-style-type: none"> <li>• Blend onset and rime</li> </ul> <p><a href="#">LETRS Explicit Phonics Lesson Plans</a></p> <p><b>Phonics: RF.K.1d; RF.K.3b (KRF1d; KRF3b)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: Short <i>a</i>, /<i>a</i>/ {*SUTW Tools B2-5a (4) or B2-5b (4)} {**Refer to LLG pp. 78-79}</li> </ul> <p><b>Concepts of Print: RI.K.5 (KR5)</b></p> <ul style="list-style-type: none"> <li>• Book parts</li> <li>• Using a chart</li> </ul> <p><b>Fluency: RF.K.4 (KR4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>see</i></li> </ul>	<p><b>Writing: W.K.2 (KW2)</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing</li> <li>• Form: Descriptive sentences {**LLG p. 16}</li> <li>• Focus trait: Word choice {*SUTW Tools B4-1a, 1b, 2a-2e, B2-14a)}</li> </ul> <p><b>Speaking/Listening: SL.K.4 (KSL4)</b></p> <ul style="list-style-type: none"> <li>• Discuss daily activities</li> </ul> <p><b>Grammar: L.K.5c (KL5c)</b></p> <ul style="list-style-type: none"> <li>• Sensory words {*SUTW Tools B2-34a, 36d, 37b}</li> </ul> <p><b>Vocabulary: L.K.6 (KL6)</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words {**LLG p. 126}</li> </ul>

**NOTES**

[myON](#) and other options for independent reading are encouraged for use in the reading learning area.

Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (**HOT!**) can be found [here](#).

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<p><b>Nov. 25 – Dec. 4</b></p> <p><b>Unit: 2</b> <b>Lesson: 7</b> <b>Topic:</b> Sounds and Language <b>Domain:</b> Communication <b>Essential Question:</b> How do animals communicate? How do people communicate?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Mice Squeak, We Speak</i> (Realistic fiction)</li> <li>• <b>Read Aloud Book:</b> <i>Amelia's Show-and-Tell Fiesta</i> (Realistic fiction)</li> <li>• <b>Option:</b> <a href="#">CKLA Five Senses Domain</a></li> <li>• <b>Paired Selection:</b> <i>The Fort Worth Zoo</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Understanding characters <b>RL.K.3 (KR3)</b></li> <li>• Author's word choice</li> </ul> <p><b>Strategy: RL.K.7; RL.K.9 (KR7; KR9)</b></p> <ul style="list-style-type: none"> <li>• Analyze/evaluate</li> </ul>	<p><b>Phonemic Awareness: RF.K.2c (KRF2c)</b></p> <ul style="list-style-type: none"> <li>• Blend onset and rime</li> <li>• Segment onset and rime</li> </ul> <p><b>Phonics: RF.K.1d; RF.K.3a (KRF1d; KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>t /t/</i> {*SUTW Tools B2-5a (23) or #B2-5b (23)} {**Refer to LLG pp. 70-72}</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>• Punctuation: Exclamation mark, question mark, period <b>L.K.2b (KL2b)</b></li> <li>• Capitalization: First word in a sentence <b>L.K.2a (KL2a)</b></li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>we</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing <b>W.K.2 (KW2) HOT!</b></li> <li>• Form: Descriptive sentences {**LLG p.18}</li> <li>• Focus trait: Word choice {*SUTW Tools B4-1a, 1b, 2a-2e, B2-14a}}</li> </ul> <p><b>Speaking/Listening: SL.K.1a; SL.K.1b (KSL1a; KSL1b)</b></p> <ul style="list-style-type: none"> <li>• Have a conversation</li> </ul> <p><b>Grammar: L.K.5c KL5c</b></p> <ul style="list-style-type: none"> <li>• Sensory words {*SUTW Tools B2-34a, 36d, 37b}}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6</b> {LLG p. 128}</li> <li>• Classify and categorize</li> </ul>
<p><b>NOTES</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p> <p>Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>		

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<p><b>Dec. 5 - 12</b></p> <p><b>Unit:</b> 2 <b>Lesson:</b> 8 <b>Topic:</b> Ways to Move <b>Domain:</b> Life Science <b>Essential Question:</b> Why do animals move in different ways?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I/K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Move!</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>Jonathan and His Mommy</i> (Realistic fiction)</li> <li>• <b>Option:</b> <b>CKLA Five Senses Domain</b></li> <li>• <b>Paired Selection:</b> <i>The Hare and the Tortoise</i> (Folk tale and fable)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Details <b>RI.K.1 (KR1)</b></li> <li>• Compare and contrast <b>RI.K.3 (KR3)</b></li> </ul> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Visualize</li> </ul>	<p><b>Phonemic Awareness: RF.K.2c (KRF2c)</b></p> <ul style="list-style-type: none"> <li>• Blend onset and rime</li> <li>• Segment onset and rime</li> </ul> <p><b>Phonics: RF.K.1d, RF.K.3a (KRF1d; KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>c /k/</i> {*SUTW Tools B2-5a &amp; b, B2-6a-7a} {**Refer to LLG p. 72}</li> </ul> <p><b>Concepts of Print: RF.K.1a (KRF1a)</b></p> <ul style="list-style-type: none"> <li>• Spaces between words</li> <li>• Directionality</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Word: RF.K.1c (KRF1c)</b></p> <ul style="list-style-type: none"> <li>• <i>a</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing <b>W.K.2 (KW2)</b></li> <li>• Form: Captions {**LLG p. 20}</li> <li>• Focus trait: Word choice {*SUTW Tools B4-1a, 1b, 2a-2e, B2-14a}</li> </ul> <p><b>Speaking/Listening:</b></p> <ul style="list-style-type: none"> <li>• Share information and idea <b>SL.K.4; SL.K.6 (KSL4; KSL6)</b></li> </ul> <p><b>Research/Media Literacy: W.K.7 (KW7)</b></p> <ul style="list-style-type: none"> <li>• Research an animal <b>HOT!</b> {*SUTW Tools B7-5b, B7-6a, B7-11d}</li> </ul> <p><b>Grammar: L.K.5c (KL5c)</b></p> <ul style="list-style-type: none"> <li>• Adjectives for color {*SUTW Tools B2-20a}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b></li> <li>• Classify and categorize</li> </ul>

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<p><b>Dec. 13 - 20</b></p> <p><b>Unit:</b> 2 <b>Lesson:</b> 9 <b>Topic:</b> Machine and Wheels <b>Domain:</b> Technology and Innovation <b>Essential Question:</b> Why do people use wheels?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>What Do Wheels Do All Day?</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>Good Morning, Digger</i> (Realistic fiction)</li> <li>• <b>Paired Selection:</b> <i>Wheels Long Ago and Today</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Text and graphic features <b>RI.K.7 (KR7)</b></li> <li>• Draw conclusions <b>RI.K.3 (KR3)</b></li> </ul> <p><b>Strategy: SL.K.2; SL.K.3; L.K.1d (KSL2; KSL3; KL1d)</b></p> <ul style="list-style-type: none"> <li>• Question</li> </ul>	<p><b>Phonemic Awareness: RF.K.2d (KRF2d)</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes</li> </ul> <p><b>Phonics: RF.K.3a (KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>p /p/</i> {*SUTW Tools B2-5a (19) or B2-5b (19), B2ab} {*Refer to LLG pp. 72-73}</li> </ul> <p><b>Concepts of Print: RF.K.1b (KRF1b)</b></p> <ul style="list-style-type: none"> <li>• Letters in words</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Reading rate</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>to</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing <b>W.K.2 (KW2)</b></li> <li>• Form: Description (Descriptive words, numbers) {**LLG p.22}</li> <li>• Focus trait: Word choice {*SUTW Tools B4-1a, 5a, 5b, 6a, B2-14a}}</li> </ul> <p><b>Speaking/Listening: SL.K.4; SL.K.6 (KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Share information and ideas</li> </ul> <p><b>Research/Media Literacy: W.K.7 (KW7)</b></p> <ul style="list-style-type: none"> <li>• Answer questions about vehicles</li> </ul> <p><b>Grammar: L.K.5c (KL5c)</b></p> <ul style="list-style-type: none"> <li>• Adjectives for numbers {*SUTW Tools B2-20a}}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Synonyms <b>L.K.5d (KL5d) HOT!</b></li> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p.132}</li> </ul>

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<p><i>Jan. 2 - 9</i></p> <p><b>Unit:</b> 2 <b>Lesson:</b> 10 <b>Topic:</b> Using Shapes <b>Domain:</b> Math <b>Essential Question:</b> What can we create with shapes?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Mouse Shapes</i> (Concept book)</li> <li>• <b>Read Aloud Book:</b> <i>David's Drawings</i> (Realistic fiction)</li> <li>• <b>Paired Selection:</b> <i>Signs and Shapes</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Story structure</li> <li>• Understanding characters <b>RL.K.3 (KR3)</b></li> </ul> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> </ul>	<p><b>Phonemic Awareness: RF.K.1d (KRF1d)</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes</li> </ul> <p><b>Phonics: RF.K.3a; RF.K.3b (KRF3a; KRF3b)</b></p> <ul style="list-style-type: none"> <li>• Review letter/sounds: <i>m /m/, s /s/, Short a /a/, t /t/, c /k/, p /p/</i> { *SUTW Tools B2-5a (4, 6, 16, 19, 22, 23) or B2-5b (4, 6, 16, 19, 22, 23) } **Refer to LLG pp. 64-76</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First letter of a sentence <b>L.K.2a (KL2a)</b></li> <li>• Space between words <b>RF.K.1c (KRF1c)</b></li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• Review: <i>a, see, to, we</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing <b>W.K.2 (KW2)</b></li> <li>• Form: Description</li> <li>• Focus trait: Word choice { *SUTW Tools B4-1a, 5a, 5b, 6a, B2-14a } { **LLG p.24 }</li> </ul> <p><b>Speaking/Listening: SL.K.4 (KSL4)</b></p> <ul style="list-style-type: none"> <li>• Talk about characters</li> </ul> <p><b>Grammar: L.K.5c (KL5c)</b></p> <ul style="list-style-type: none"> <li>• Adjectives for size and shape { *SUTW Tools B2-20a } { **LLG p. 24 }</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> { **LLG p. 134 }</li> <li>• Classify and categorize shape words <b>L.K.5a (KL5a) HOT!</b></li> </ul>
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<p><b>Jan. 10 - 22</b></p> <p><b>Unit:</b> 3 <b>Lesson:</b> 11 <b>Topic:</b> Seasons <b>Domain:</b> Earth Science <b>Essential Question:</b> How does the weather change in different months and seasons?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RI.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Jump into January</i> (Concept book)</li> <li>• <b>Read Aloud Book:</b> <i>Every Season</i> (Informational)</li> <li>• <b>Option:</b> <a href="#">CKLA Seasons &amp; Weather Domain</a></li> <li>• <b>Paired Selection:</b> <i>Holidays All Year Long</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast <b>RI.K.3 (KR3)</b></li> <li>• Text and graphic features <b>RI.K.7 (KR7)</b></li> </ul> <p><b>Strategy: SL.K.2; SL.K.3; L.K.1d (KSL2; KSL3; KL1d)</b></p> <ul style="list-style-type: none"> <li>• Question</li> </ul>	<p><b>Phonemic Awareness: RF.K.2d (KRF2d)</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes</li> </ul> <p><b>Phonics: RF.K.3b; RF.K.3d (KRF3b; KRF3d)</b></p> <ul style="list-style-type: none"> <li>• Review: Short <i>a</i></li> <li>• Blending words</li> <li>• Word building {*SUTW Tools B2-5a (4) or B2-5b (4)} {**Refer to LLG pp. 78-79}</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>• Letters in words <b>RF.K.1b (KRF1b)</b></li> <li>• Spaces between words <b>RF.K.1c (KRF1c)</b></li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>come, me</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Narrative writing <b>W.K.3 (KW3)</b></li> <li>• Form: Story sentences</li> <li>• Focus trait: Word choice {*SUTW Tools B6-4a, 5a-5e, 6a-6b, B2- 4a} {**LLG p.26}</li> </ul> <p><b>Speaking/Listening: SL.K.4; SL.K.6 (KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Share information</li> </ul> <p><b>Research/Media Literacy: W.K.6 (KW6)</b></p> <ul style="list-style-type: none"> <li>• Chart the weather</li> </ul> <p><b>Grammar: L.K.1f (KL1f)</b></p> <ul style="list-style-type: none"> <li>• Subject</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6) HOT!</b> {**LLG p.136}</li> <li>• Figurative language</li> </ul>
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<p><i>Jan. 23 – Feb. 4</i></p> <p><b>Unit:</b> 3 <b>Lesson:</b> 12 <b>Topic:</b> Weather <b>Domain:</b> Earth science <b>Essential Question:</b> What do animals do when the weather changes?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I/K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Snow</i> (Fantasy)</li> <li>• <b>Read Aloud Book:</b> <i>Storm Is Coming!</i> (Fantasy)</li> <li>• <b>Option:</b> <a href="#">CKLA Seasons &amp; Weather Domain</a></li> <li>• <b>Paired Selection:</b> <i>How Water Changes</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions <b>RL/I.K.3 (KR3)</b></li> <li>• Understanding characters <b>RL.K.3 (KR3)</b></li> </ul> <p><b>Strategy: RL.K.1; RI.K.1 (KR1; KR1)</b></p> <ul style="list-style-type: none"> <li>• Monitor/clarify</li> </ul>	<p><b>Phonemic Awareness: RF.K.2d (KRF2d)</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes</li> <li>• Final sound</li> </ul> <p><b>Phonics: RF.K.3a (KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>n</i></li> <li>• Words with <i>n</i></li> <li>• Blending words {*SUTW Tools B2-5a (17) or B2 5b (17)}</li> <li>{**LLG pp. 80-83}</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>• Letters and words <b>RF.K.1b (KRF1b)</b></li> <li>• Spaces between words <b>RF.K.1c (KRF1c)</b></li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3c)</b></p> <ul style="list-style-type: none"> <li>• <i>my, with</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Narrative writing <b>W.K.3 (KW3)</b></li> <li>• Form: Detailing Story sentences <b>L.K.1f (KL1f)</b> {*LLG p. 28}</li> <li>• Focus trait: Word choice {*SUTW Tools B6-4a, 5a-5e, 6a- 6b, B2-14a)}</li> </ul> <p><b>Speaking/Listening: RL.K.9; SL.K.2 (KR9; KSL2)</b></p> <ul style="list-style-type: none"> <li>• Compare texts <b>HOT!</b></li> </ul> <p><b>Grammar: L.K.1b (KL1b)</b></p> <ul style="list-style-type: none"> <li>• Verbs {*SUTW Tools B2-23a, 23b)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p. 138}</li> <li>• Classify and categorize sensory words <b>L.K.5a; L.K.5c (KL5a; KL5c)</b></li> </ul>
<p><b>NOTES</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p> <p>Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>		

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<p><b>Feb. 5 - 14</b></p> <p><b>Unit: 3</b> <b>Lesson: 13</b> <b>Topic:</b> Animal bodies <b>Domain:</b> Life Science <b>Essential Question:</b> How do animals use their different body parts?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>What Do You Do With a Tail Like This?</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>A Zebra's World</i> (Informational)</li> <li>• <b>Paired Selection:</b> <i>Poems About Animals</i> (Poetry)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Author's purpose <b>RL.K.8 (KR8)</b></li> <li>• Text and graphic features <b>RI.K.7 (KR7)</b></li> </ul> <p><b>Strategy: RI.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• Visualize</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes <b>RF.K.2d (KRF2d)</b></li> <li>• Final sound <b>RF.K.2e (KRF2e)</b></li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>f</i> <b>RF.K.3a</b></li> <li>• Blending words</li> <li>• Word building {*SUTW Tools B2-5a (9) or B2-5b (9)} {**Refer to LLG pp. 86-87}</li> </ul> <p><b>Concepts of Print: RF.K.1a (KRF1a)</b></p> <ul style="list-style-type: none"> <li>• Directionality</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Reading rate</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>what, you</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Narrative writing <b>W.K.3 (KW3)</b></li> <li>• Form: Story sentences {**LLG p. 30}</li> <li>• Focus trait: Ideas {*SUTW Tools B6-10a-10d, 12a- 12d, B2-14a)}</li> </ul> <p><b>Speaking/Listening: SL.K.2 (KSL2)</b></p> <ul style="list-style-type: none"> <li>• Share information and ideas</li> </ul> <p><b>Research/Media Literacy: W.K.8 (KW8)</b></p> <ul style="list-style-type: none"> <li>• Animal fun facts <b>HOT!</b></li> </ul> <p><b>Grammar: L.K.1f; L.K.2a; L.K.2b (KL1f; KL2a; KL2b)</b></p> <ul style="list-style-type: none"> <li>• Complete sentences: Capitalization and punctuation {*SUTW Tools B2-32a, 17c, 17e)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p. 140}</li> <li>• Context clues</li> </ul>
<p><b>NOTES</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p> <p>Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>			

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<p><i>Feb. 24 – Mar. 2</i></p> <p><b>Unit:</b> 3 <b>Lesson:</b> 14 <b>Topic:</b> Animal Homes <b>Domain:</b> Life Science <b>Essential Question:</b> Where do different animals make their homes?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RI.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Turtle Splash!</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>Home for a Tiger, Home for a Bear</i> (Informational)</li> <li>• <b>Paired Selection:</b> <i>Where Animals Live</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Cause and effect <b>RI.K.3 (KR3) <i>HOT!</i></b></li> <li>• Author's purpose <b>RI.K.8 (KR8)</b></li> </ul> <p><b>Strategy: RI.K.7 (KR7)</b></p> <ul style="list-style-type: none"> <li>• Infer/predict</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes <b>RF.K.2d (KRF2d)</b></li> <li>• Middle sound <b>RF.K.2e (KRF2e)</b></li> </ul> <p><b>Phonics: RF.K.3a; RF.K.3d (KRF3a; KRF3d)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>b</i></li> <li>• Blending words</li> <li>• Word building {*SUTW Tools B2-5a (5) or #B2-5b (5)}</li> <li>{** LLG p. 90-91}</li> </ul> <p><b>Concepts of Print: RF.K.3c (KRF3c)</b></p> <ul style="list-style-type: none"> <li>• High-frequency word hunt</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3c)</b></p> <ul style="list-style-type: none"> <li>• <i>are, now</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Narrative writing <b>W.K.3 (KW3)</b></li> <li>• Form: Detailing a Story {**LLG p. 32}</li> <li>• Focus trait: Organization {*SUTW Tools B6-10a-10d, 12a-12d, B2-14a}}</li> </ul> <p><b>Speaking/Listening: SL.K.4; SL.K.6 (KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Share ideas</li> </ul> <p><b>Research/Media Literacy: W.K.2; W.K.5; W.K.7 (KW2; KW5; KW7)</b></p> <ul style="list-style-type: none"> <li>• Research an animal habitat</li> </ul> <p><b>Grammar: L.K.1b (KL1b)</b></p> <ul style="list-style-type: none"> <li>• Verbs in the past tense {*SUTW Tools B2-23a-23c}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p. 142}</li> <li>• Classify and categorize number words: <b>L.K.5a KL5a</b></li> </ul>

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<p><b>Mar. 3 - 10</b></p> <p><b>Unit:</b> 3 <b>Lesson:</b> 15 <b>Topic:</b> Up in the Sky <b>Domain:</b> Earth Science <b>Essential Question:</b> What can we see in the sky?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>What a Beautiful Sky!</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>How Many Stars in the Sky?</i> (Realistic fiction)</li> <li>• <b>Option:</b> <a href="#">CKLA Seasons &amp; Weather Domain</a></li> <li>• <b>Paired Selection:</b> <i>What Will the Weather Be Like?</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Sequence of events <b>RI.K.2; RI.K.3 (KR2; KR3) <i>HOT!</i></b></li> <li>• Author's word choice <b>RI.K.8 (KR8)</b></li> </ul> <p><b>Strategy: RI.K.7; RI.K.9</b></p> <ul style="list-style-type: none"> <li>• Analyze/evaluate</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes <b>RF.K.2d (KRF2d)</b></li> <li>• Middle sound <b>RF.K.2e (KRF2e)</b></li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Review letter-sounds: Short <i>a, b, n, f</i> <b>RF.K.3a; RF.K.3b (KRF3a; KRF3b)</b></li> <li>• Blending review {**Refer to LLG pp. 78-91}</li> <li>• Word building {*SUTW Tools B2-5a (4, 5, 9, 17) or B2-5b (4, 5, 9, 17)}</li> </ul> <p><b>Concepts of Print: RF.K.1b; RF.K.1c (KRF1b; KRF1c)</b></p> <ul style="list-style-type: none"> <li>• Letters, words, and sentences</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>are, come, me, my, now what, with, you</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Narrative writing <b>W.K.3 (KW3)</b></li> <li>• Form: Revising/Editing a Story {**LLG p. 34}</li> <li>• Focus trait: Organization {*SUTW Tools B6-23a, 24a, B2-14a, 17a)}</li> </ul> <p><b>Speaking/Listening: SL.K.1b; SL.K.3; SL.K.4; SL.K.6 (KSL1b; KSL3; KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Talking about the night sky</li> </ul> <p><b>Grammar: L.K.1f (KL1f)</b></p> <ul style="list-style-type: none"> <li>• Statements {*SUTW Tools B2-34a, 36c}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> **LLG p. 144}</li> <li>• Figurative language: Simile</li> </ul>

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<p><b>March 11 - 18</b></p> <p><b>Unit:</b> 4 <b>Lesson:</b> 16 <b>Topic:</b> Testing Ideas <b>Domain:</b> General Science <b>Essential Question:</b> What kinds of things do scientists study?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/RI.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>What is Science?</i> (Poetry)</li> <li>• <b>Read Aloud Book:</b> <i>Dear Mr. Blueberry</i> (Fantasy)</li> <li>• <b>Paired Selection:</b> <i>Benjamin Franklin, Inventor</i> (Biography)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Details <b>RL.K.1 (KR1)</b></li> <li>• Main idea <b>RL.K.2 (KR2)</b></li> </ul> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes <b>RF.K.2d (KRf2d)</b></li> <li>• Middle sound <b>RF.K.2e (KRf2e)</b></li> </ul> <p><a href="#">LETRS Explicit Phonics Lesson Plans</a></p> <p><b>Phonics: RF.K.3a; RF.K.3b; RF.K.3d (KRF3a; KRF3b; KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>Short / /i/</i></li> <li>• Blending words</li> <li>• <i>i</i> is a vowel (*SUTW Tools B2-5a (12) or #B2-5b (12)) (**Refer to LLG pp. 88-89)</li> </ul> <p><b>Concepts of Print: RF.K.3a (KRF3a)</b></p> <ul style="list-style-type: none"> <li>• High-frequency word hunt</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>how, is, many, so, of, where</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Opinion writing <b>W.K.1</b></li> <li>• Form: Detailing a Message {**LLG p. 36}</li> <li>• Focus trait: Organization {*SUTW Tools B5-2a, 3a-3c, B4-2d-2g, B2-14a}}</li> </ul> <p><b>Speaking/Listening: SL.K.2; SL.K.3; SL.K.4; SL.K.6</b></p> <ul style="list-style-type: none"> <li>• Share ideas about science <b>HOT!</b></li> </ul> <p><b>Grammar: L.K.1d</b></p> <ul style="list-style-type: none"> <li>• Questions {*SUTW Tools B2-17e}}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6</b> {*LLG p. 146}</li> <li>• Classify and categorize science words <b>L.K.5a</b></li> </ul>

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<p><b>March 19 - 25</b></p> <p><b>Unit:</b> 4 <b>Lesson:</b> 17 <b>Topic:</b> Nature all Around <b>Domain:</b> General Science <b>Essential Question:</b> How do living things change as they grow?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>From Caterpillar to Butterfly</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>It Is the Wind</i> (Realistic fiction)</li> <li>• <b>Paired Selection:</b> <i>Anansi and Grasshopper</i> (Trickster tale)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Sequence of events <b>RI.K.3 (KR3)</b> <b>HOT!</b></li> <li>• Author's word choice <b>RI.K.8 (KR8)</b></li> </ul> <p><b>Strategy: RL.K.7 (KR7)</b></p> <ul style="list-style-type: none"> <li>• Infer/predict</li> </ul>	<p><b>Phonemic Awareness: RF.K.2c (KRF2c)</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes</li> <li>• Segment phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>g /g/</i></li> </ul> <p><b>RF.K.3a (KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Blending words {*SUTW Tools B2-5a (10) or B2-5b (10)} {**Refer to LLG pp. 90-91}</li> </ul> <p><b>Concepts of Print: RF.K.1c (KRF1c)</b></p> <ul style="list-style-type: none"> <li>• Letters in words</li> <li>• Spaces between words</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>but, came, find, from, on, this</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Opinion writing <b>W.K.1 (KW1)</b></li> <li>• Form: Detailing a Thank you note {**LLG p. 38}</li> <li>• Focus trait: Voice {*SUTW Tools B5-2a, 10a, B2-14a)}</li> </ul> <p><b>Speaking/Listening: SL.K.4; SL.K.6 (KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Share information and ideas</li> </ul> <p><b>Research/Media Literacy: W.K.7 (KW7)</b></p> <ul style="list-style-type: none"> <li>• Make a poster</li> </ul> <p><b>Grammar: L.K.1b (KL1b)</b></p> <ul style="list-style-type: none"> <li>• Proper nouns for places, people, and pets {*SUTW Tools B2-21a)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p. 148}</li> </ul>
<p><b>NOTES</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p> <p>Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>		

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<p><b>March 26 – April 1</b></p> <p><b>Unit: 4</b> <b>Lesson: 18</b> <b>Topic:</b> Oceans and Waterways <b>Domain:</b> Earth Science <b>Essential Question:</b> In what ways is the Atlantic Ocean special?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Atlantic</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>One-Dog Canoe</i> (Fiction)</li> <li>• <b>Paired Selection:</b> <i>Poems About the Sea</i> (Poetry)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Author’s purpose <b>RI.K.8 (KR8)</b></li> <li>• Figurative language</li> <li>• Fact and Opinion <b>HOT!</b></li> </ul> <p><b>Strategy: RI.K.3; RL.K.3 (KR3; KR3)</b></p> <ul style="list-style-type: none"> <li>• Analyze/evaluate</li> </ul>	<p><b>Phonemic Awareness: RF.K.2c (KRF2c)</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes</li> <li>• Segment phonemes</li> </ul> <p><b>Phonics: RF.K.1d; RF.K.3a (KRF1d; KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>r /r/</i> {**Refer to LLG p. 96}</li> <li>• Blending words {*SUTW Tools B2-5a (21) or B2-5b (21)}</li> </ul> <p><b>Concepts of Print: RF.K.1a (KRF1a)</b></p> <ul style="list-style-type: none"> <li>• Directionality</li> </ul> <p><b>Fluency: RF.K.4 (KRf4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>be, into, that, who, will, your</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Opinion writing <b>W.K.1 (KW1)</b></li> <li>• Form: Friendly letter {**LLG p. 40}</li> <li>• Focus trait: Conventions {*SUTW Tools B5-2a, 21a, 17a, B10-12a-12b, B2-14a)}</li> </ul> <p><b>Speaking/Listening: SL.K.4; SL.K.6 (KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Share information</li> </ul> <p><b>Research/Media Literacy: W.K.8 (KW8)</b></p> <ul style="list-style-type: none"> <li>• Compare bodies of water</li> </ul> <p><b>Grammar: L.K.1d (KL1d)</b></p> <ul style="list-style-type: none"> <li>• Verbs in the future tense {*SUTW Tools B2-23a-23c, 32a)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p. 150}</li> <li>• Context clues</li> </ul>
<p><b>NOTES</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area. Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>			

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<p><b>April 3 -9</b></p> <p><b>Unit:</b> 4 <b>Lesson:</b> 19 <b>Topic:</b> Outdoor Adventures <b>Domain:</b> Recreation and Travel <b>Essential Question:</b> What kinds of things could happen on a hike?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Sheep Take a Hike</i> (Fantasy)</li> <li>• <b>Read Aloud Book:</b> <i>Nicky and the Rainy Day</i> (Fiction)</li> <li>• <b>Paired Selection:</b> <i>The Three Billy Goats Gruff and the Builder and the Oni</i> (Fairy tales-traditional tales)</li> <li>• Option: substitute CKLA version of <a href="#">Three Billy Goats Gruff</a></li> </ul> <p><b>Skill: RL.K.1; RL.K.3 (KR1; KR3)</b></p> <ul style="list-style-type: none"> <li>• Cause and effect <b>HOT!</b></li> <li>• Sequence of events</li> </ul> <p><b>Strategy: SL.K.2; SL.K.; L.K.1d (KSL2; KSL3; KL1d)</b></p> <ul style="list-style-type: none"> <li>• Question</li> </ul>	<p><b>Phonemic Awareness: RF.K.2d (KRF2d)</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes</li> <li>• Segment phonemes</li> </ul> <p><b>Phonics: RF.K.1d; RF.K.3a (KRF1d; KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: <i>d /d/</i></li> <li>• Blending words {*SUTW Tools B2-5a (7) or B2-5b (7)} {**Refer to LLG pp. 96-97}</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>• Punctuation <b>L.K.2b (KL2b)</b></li> <li>• Directionality <b>RF.K.1a (KRF1a)</b></li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for Punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>for, go, here, soon, they, up</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Opinion writing <b>W.K.1 (KW1)</b></li> <li>• Form: Opinion sentences {**LLG p. 42}</li> <li>• Focus trait: Word choice</li> <li>• {*SUTW Tools B5-2a, 5b B2-14a)}</li> </ul> <p><b>Speaking/Listening: SL.K.2; SL.K.4; SL.K.6 (KSL2; KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Tell a story together</li> </ul> <p><b>Grammar: L.K.1b (KL1b)</b></p> <ul style="list-style-type: none"> <li>• Verbs in the past tense {*SUTW Tools B2-23a-23c, 32a)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p. 152}</li> <li>• Antonyms <b>L.K.5b (KL5b)</b></li> </ul>
<p><b>Notes</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p> <p>Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>			

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<p><b>April 20 – 27</b></p> <p><b>Unit:</b> 4 <b>Lesson:</b> 20 <b>Topic:</b> Making Discoveries <b>Domain:</b> General Science <b>Essential Question:</b> What do scientists do when they discover something new?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Curious George's Dinosaur Discovery</i> (Fantasy)</li> <li>• <b>Read Aloud Book:</b> <i>Duck and Goose</i> (Fiction)</li> <li>• <b>Paired Selection:</b> <i>Exploring Land and Water</i> (Informational)</li> </ul> <p><b>Skill: RL.K.1; RL.K.3 (KR1; KR3)</b></p> <ul style="list-style-type: none"> <li>• Sequence of events</li> <li>• Draw conclusions</li> </ul> <p><b>Strategy: SL.K.2; SL.K.3; L.K.1d (KSL2; KSL3; KL1d)</b></p> <ul style="list-style-type: none"> <li>• Question</li> </ul>	<p><b>Phonemic Awareness: RF.K.2e (KRF2e)</b></p> <ul style="list-style-type: none"> <li>• Add phonemes</li> </ul> <p><b>Phonics: RF.K.3a; RF.K.3b (KRF3a; KRF3b)</b></p> <ul style="list-style-type: none"> <li>• Blending</li> <li>• Review of letters/sounds</li> <li>• Word building {*SUTW Tools #B2-5a (1-3) or B2-5b (1-3)} {**Refer to LLG Lessons: 5-19}</li> </ul> <p><b>Concepts of Print: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• High-frequency word hunt</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Reading rate</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• Review of previously taught words</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Opinion writing <b>W.K.1 (KW1)</b></li> <li>• Form: Opinion sentences {**LLG p. 44}</li> <li>• Focus trait: Word choice {*SUTW Tools B5-21a, 22a, B2-14a, 17a)}</li> </ul> <p><b>Speaking/Listening: SL.K.1b; SL.K.4; SL.K.6 (KSL1b; KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Discuss curiosity</li> </ul> <p><b>Grammar: L.K.1b (KL1b)</b></p> <ul style="list-style-type: none"> <li>• Verbs: Past, present, future {*SUTW Tools B2-23a-23c, 32a)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p.154}</li> <li>• Synonyms; <b>L.K.5d (KL5d) HOT!</b></li> </ul>
<p><b>Notes</b></p> <p>myON and other options for independent reading are encouraged for use in the reading learning area.</p> <p>Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>			

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<p style="text-align: center;"><b>April 28 – May 6</b></p> <p><b>Unit:</b> 5 <b>Lesson:</b> 21 <b>Topic:</b> Working Together <b>Domain:</b> Social Relationships <b>Essential Question:</b> How do musicians work together to make music?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Zin! Zin! Zin! A Violin</i> (Poetry)</li> <li>• <b>Read Aloud Book:</b> <i>Simon and Molly plus Hester</i> (Realistic fiction)</li> <li>• <b>Paired Selection:</b> <i>Poems About Music</i> (Poetry/song)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Details <b>RL.K.1; RL.K.3 (KR1; KR3)</b></li> <li>• Author’s word choice</li> </ul> <p><b>Strategy: RI.K.7 (KR7)</b></p> <ul style="list-style-type: none"> <li>• Infer/predict</li> </ul>	<p><b>Phonemic Awareness: RF.K.2d; RF.K.2e (KRF2d; KRF2e)</b></p> <ul style="list-style-type: none"> <li>• Blend and segment phonemes</li> </ul> <p><b><a href="#">LETRS Explicit Phonics Lesson Plans</a></b></p> <p><b>Phonics: RF.K.3a; RF.K.3b (KRF3a KRF3b)</b></p> <ul style="list-style-type: none"> <li>• Letter/sound: Short <i>o</i> /<i>o</i>/</li> <li>• Blending words {*SUTW Tools B2-5a (18) or B2-5b (18)} {**Refer to LLG pp. 98-99}</li> </ul> <p><b>Concepts of Print: RF.K.1a (KRF1a)</b></p> <ul style="list-style-type: none"> <li>• Directionality</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>give, make, new, play, say, them</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing <b>W.K.2 (KW2)</b></li> <li>• Form: Lists {**LLG p. 46}</li> <li>• Focus trait: Organization {*SUTW Tools B4-1a-1c, 9a-9e, B2-14a)}</li> </ul> <p><b>Speaking/Listening: SL.K.2 (KSL2)</b></p> <ul style="list-style-type: none"> <li>• Share ideas</li> </ul> <p><b>Research/Media Literacy: W.K.7; W.K.8 (KW7; KW8)</b></p> <ul style="list-style-type: none"> <li>• Research musical instruments <b>HOT!</b></li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Pronouns: <i>he, she, we</i> {*SUTW Tools B2-22a-22c}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KW6)</b> {**LLG p.156}</li> <li>• Multiple-meaning words <b>L.K.4a (KL4a)</b></li> </ul>

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<p style="text-align: center;"><b>May 7 - 14</b></p> <p><b>Unit:</b> 5 <b>Lesson:</b> 22 <b>Topic:</b> Growing Up <b>Domain:</b> Life Science <b>Essential Question:</b> How do things change when someone is growing up?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Leo the Late Bloomer</i> (Fantasy)</li> <li>• <b>Read Aloud Book:</b> <i>A Tiger Grows Up</i> (Informational)</li> <li>• <b>Paired Selection:</b> <i>What Can a Baby Animal Do?</i> (Informational)</li> </ul> <p><b>Skill: RL.K.3; RI.K.3 (KR3; KR3)</b></p> <ul style="list-style-type: none"> <li>• Story Structure</li> <li>• Sequence of events</li> </ul> <p><b>Strategy: RI.K.3 (KR3)</b></p> <ul style="list-style-type: none"> <li>• Analyze/evaluate</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend and segment phonemes <b>RF.K.2d 9KRF2d)</b></li> <li>• Substitute phonemes <b>RF.K.2e (KRF2e)</b></li> </ul> <p><b>Phonics: RF.K.3a (KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letters/sounds: x /x/, j /j/</li> <li>• Blending words {*SUTW Tools B2-5a (13, 27) or B2-5b (13, 27)}</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>• Punctuation: Quotation marks</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Reading rate</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>ate, could, good, said, then, was</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing <b>W.K.2 (KW2)</b></li> <li>• Form: Lists {**LLG p. 48}</li> <li>• Focus trait: Organization {*SUTW Tools B1-20c, B4-1a, 1c, 5b, B2-14a)}</li> </ul> <p><b>Speaking/Listening: SL.K.1b; SL.K.2; SL.K.6 (KSL1b; KSL2; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Talk about fiction and informational text</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Pronouns: <i>I, it, they</i> {*SUTW Tools #B2-22a-22c)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p.158}</li> <li>• Antonyms <b>L.K.5b (KL5b)</b></li> </ul>

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<p style="text-align: center;"><b>May 15 - 27</b></p> <p><b>Unit:</b> 5 <b>Lesson:</b> 23 <b>Topic:</b> How Things Grow <b>Domain:</b> Life Science <b>Essential Question:</b> What steps can someone follow to plant and grow flowers?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RI.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Zinnia's Flower Garden</i> (Informational)</li> <li>• <b>Read Aloud Book:</b> <i>Oscar and the Frog</i> (Informational)</li> <li>• <b>Option:</b> <a href="#">CKLA Plants Domain</a></li> <li>• <b>Paired Selection:</b> <i>Growing Sunflowers</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Sequence of events <b>RI.K.3 (KR3)</b></li> <li>• Text and graphic features <b>RI.K.7 (KR7)</b></li> </ul> <p><b>Strategy: RI.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• Visualize</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend and segment phonemes <b>RF.K.2d (KRF2d)</b></li> <li>• Substitute phonemes <b>RF.K.2e (KRF2e)</b></li> </ul> <p><a href="#">LETRS Explicit Phonics Lesson Plans</a></p> <p><b>Phonics: RF.K.3b (KRF3b)</b></p> <ul style="list-style-type: none"> <li>• Letters/sounds: Short <i>e</i> /e/</li> <li>• Blending words {*SUTW Tools B2-5a (8) or #B2-5b (8)}</li> </ul> <p><b>Concepts of Print: RI.K.7 (KR7)</b></p> <ul style="list-style-type: none"> <li>• Diagrams and labels</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>all, her, over, she, some, when</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing <b>W.K.2 (KW2)</b></li> <li>• Form: Invitations {**LLG p. 50}</li> <li>• Focus trait: Organization {*SUTW Tools B4-1a, 1c, B2-14a)}</li> </ul> <p><b>Speaking/Listening: SL.K.4; SL.K.6 (KSL4 KSL6)</b></p> <ul style="list-style-type: none"> <li>• Share information and ideas</li> </ul> <p><b>Research/Media Literacy: W.K.8 (KW8)</b></p> <ul style="list-style-type: none"> <li>• How living things grow</li> </ul> <p><b>Grammar: L.K.1b (KL1b)</b></p> <ul style="list-style-type: none"> <li>• Proper nouns for days and months {*SUTW Tools B2-21a)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p.160}</li> <li>• Context clues</li> </ul>

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 Reading Instructional Guide

Timeline Unit/Topic CCLS	Reading and Foundational Skills Strand		Writing, Speaking, Listening, & Language Strands
<p><b>May 28 – June 5</b></p> <p><b>Unit:</b> 5 <b>Lesson:</b> 24 <b>Topic:</b> Animal Colors <b>Domain:</b> Life Science <b>Essential Question:</b> How do animals' colors help them survive?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RI.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Chameleon, Chameleon</i> (Informational text)</li> <li>• <b>Read Aloud Book:</b> <i>Red Eyes or Blue Feathers</i> (Informational)</li> <li>• <b>Paired Selection:</b> <i>Amazing Animal Bodies</i> (Informational)</li> <li>• <b>Option:</b> <a href="#">CKLA Plants Domain</a></li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions <b>RI.K.1; RI.K.3 (KR1; KR3)</b></li> <li>• Author's purpose <b>RI.K.8 (KR8)</b></li> </ul> <p><b>Strategy: SL.K.2; SL.K.3 (KSL2; KSL3)</b></p> <ul style="list-style-type: none"> <li>• Monitor/clarify</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend and segment phonemes <b>RF.K.2d (KRF2d)</b></li> <li>• Substitute phonemes <b>RF.K.2e (KRF2e)</b></li> </ul> <p><b>Phonics: RF.K.3a (KRF3a)</b></p> <ul style="list-style-type: none"> <li>• Letters/sounds: <i>h /h/, k /k/</i></li> <li>• Blending words {*SUTW Tools B2-5a (11, 14) or B2-5b (11, 14)}</li> </ul> <p><b>Concepts of Print: RI.K.5 (KR5)</b></p> <ul style="list-style-type: none"> <li>• Book parts</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>away, by, he, must, no, there</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing <b>W.K.2 (KW2)</b></li> <li>• Form: Report {**LLG p. 52}</li> <li>• Focus trait: Ideas {*SUTW Tools B1-25, B7-2a, 2b, 3a, 5a-5b, 6a, B4-1a, B7-11a, 11c, B2-14a}}</li> </ul> <p><b>Speaking/Listening: SL.K.1a; SL.K.4; SL.K.6 (KSL1a; KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Play a guessing game</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Questions (Capitalization and punctuation) <b>L.K.1b L.K.1d (KL1b; KL1d)</b> {*SUTW Tools #B2-17c, 17e}}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> **{LLG p. 162}</li> <li>• Classify and categorize describing words <b>L.K.5a (KL5a)</b></li> </ul>

**NOTES**

[myON](#) and other options for independent reading are encouraged for use in the reading learning area.

Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (**HOT!**) can be found [here](#).

\*This is a suggested strategy to support students' needs. Refer to Step Up to Writing (SUTW) resources for additional tools for instructional support

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<p><b>June 8 - 12</b></p> <p><b>Unit:</b> 5 <b>Lesson:</b> 25 <b>Topic:</b> Growing Food <b>Domain:</b> Life Science <b>Essential Question:</b> How do people get food from plants?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Pie in the Sky</i> (Realistic fiction)</li> <li>• <b>Read Aloud Book:</b> <i>Bread Comes to Life</i> (Informational)</li> <li>• <b>Paired Selection:</b> <i>From Apple Tree to Store</i> (Informational)</li> <li>• <b>Option:</b> <b>CKLA Plants Domain</b></li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Text and graphic features <b>RI.K.7 (KR7)</b></li> <li>• Sequence of events <b>RI.K.3 (KR3)</b></li> </ul> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend and segment phonemes <b>RF.K.2d (KRF2d)</b></li> <li>• Substitute phonemes <b>RF.K.2e (KRF2e)</b></li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Blending review</li> <li>• Review letters: <i>Ee, Xx, Jj, Oo, Hh, Kk</i> <b>RF.K.3a (KRF3a)</b> { *SUTW Tools B2-5a (1-3) or B2-5b (1-3) } { **Refer to LLG }</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>• Types and functions of print materials</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• Review of previously taught words</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Informative writing <b>W.K.2 (KW2)</b></li> <li>• Form: Report { **LLG p. 54 }</li> <li>• Focus trait: Ideas { *SUTW Tools B7-2a, 2b, 3a, B4-1a, B7-11a, 11c, B2-13a,14a 17b }</li> </ul> <p><b>Speaking/Listening: SL.K.2; SL.K.3; SL.K.6 (KSL2; KSL3; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Share ideas</li> </ul> <p><b>Research/Media Literacy: W.K.8 (KW8)</b></p> <ul style="list-style-type: none"> <li>• Favorite recipes</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Exclamations (Capitalization and punctuation) <b>L.K.2a; L.K.2b (KL2a; KL2b)</b></li> <li>• Include prepositions from lesson 29 (<i>for, to, with, from, of</i>) <b>L.K.2e (KL2e)</b> { *SUTW Tools B2-17c, 17e, 20a, 27a }</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> { **LLG p. 164 }</li> <li>• Classify and categorize seasons <b>L.K.5a (KL5a)</b></li> </ul>
<p><b>NOTES</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area.</p> <p>Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>			

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<p><i>June 15 - 19</i></p> <p><b>Unit:</b> 6 <b>Lesson:</b> 26 <b>Topic:</b> Trying Your Best <b>Domain:</b> Values <b>Essential Question:</b> Why is it important to try hard?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL.K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>Kitten's First FullMoon</i> (Fiction)</li> <li>• <b>Read Aloud Book:</b> <i>Curious George Makes Pancakes</i> (Fantasy)</li> <li>• <b>Paired Selection:</b> <i>Poems About Trying and the Moon</i> (Poetry)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions <b>RL.K.1, RL.K.3 (KR1; KR3)</b></li> <li>• Genre (Fantasy vs. realistic text) <b>RL.K.5 (KR5)</b></li> </ul> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Visualize</li> </ul>	<p><b>Phonemic Awareness: RF.K.2e (KRF2e)</b></p> <ul style="list-style-type: none"> <li>• Substitute phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: Short u /u/ <b>RF.K.3a (KRF3a)</b></li> <li>• Blending words {*SUTW Tools B2-5a (24) or B2-5b (24)} {**Refer to LLG pp. 108-109}</li> </ul> <p><b>Concepts of Print: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• High-frequency word hunt</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Pause for punctuation</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF3d)</b></p> <ul style="list-style-type: none"> <li>• <i>do, down, just, little, only, went</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Opinion writing <b>W.K.1 (KW1)</b></li> <li>• Form: Response to literature {**LLG p. 56}</li> <li>• Focus trait: Voice {*SUTW Tools B5-2a, 2c, 5c, 6a-6b, 8a, B2-14a}</li> </ul> <p><b>Speaking/Listening: SL.K.2; SL.K.4; SL.K.6 (KSL2; KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Talk about trying your best</li> </ul> <p><b>Grammar: L.K.1b; L.K.1c (KL1b; KL1c)</b></p> <ul style="list-style-type: none"> <li>• Nouns: Singular and plural</li> <li>• Include prepositions from lesson 30 (<i>in, on, out, off, by</i>) {*SUTW Tools B2-21a, 20a, 27a)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG 166}</li> </ul>
<p><b>NOTES:</b></p> <p><a href="#">myON</a> and other options for independent reading are encouraged for use in the reading learning area. Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary, comprehension, and enrichment (<b>HOT!</b>) can be found <a href="#">here</a>.</p>		

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<p><i>June 22 - 25</i></p> <p><b>Unit:</b> 6 <b>Lesson:</b> 27 <b>Topic:</b> Family Outings <b>Domain:</b> Recreation and Travel <b>Essential Question:</b> What is it like to be the youngest in a family?</p> <p>Corresponding Next Generation Learning Standards are noted in parentheses.</p>	<p><b>Selections: RL/I/K.10 (KR10)</b></p> <ul style="list-style-type: none"> <li>• <b>Big Book:</b> <i>One of Three</i> (Realistic fiction)</li> <li>• <b>Read Aloud Book:</b> <i>Someone Bigger</i> (Humorous fiction)</li> <li>• <b>Paired Selection:</b> <i>Cross-Country Trip</i> (Informational)</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast <b>RL.K.9 (KR9)</b></li> <li>• Understanding characters <b>RL.K.3 (KR3)</b></li> </ul> <p><b>Strategy: SL.K.2; SL.K.3 (KSL2; KSL3)</b></p> <ul style="list-style-type: none"> <li>• Monitor/clarify</li> </ul>	<p><b>Phonemic Awareness: RF.K.2e (KRF2e)</b></p> <ul style="list-style-type: none"> <li>• Substitute phonemes</li> </ul> <p><b>Phonics: RF.K.2a (KRF2a)</b></p> <ul style="list-style-type: none"> <li>• Letter/Sound: / /, w /w/</li> <li>• Blending words</li> <li>• Word building {*SUTW Tools B2-5a (15, 26) or B2-5b (15, 26)}</li> </ul> <p><b>Concepts of Print: RF.K.1a (KRF1a)</b></p> <ul style="list-style-type: none"> <li>• Directionality</li> </ul> <p><b>Fluency: RF.K.4 (KRF4)</b></p> <ul style="list-style-type: none"> <li>• Read with expression</li> </ul> <p><b>High Frequency Words: RF.K.3c (KRF2d)</b></p> <ul style="list-style-type: none"> <li>• <i>ask, every, have, help, one, walk</i></li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Genre: Opinion writing <b>W.K.1 (KW1)</b></li> <li>• Form: Response to literature {**LLG p.58}</li> <li>• Focus trait: Ideas {*SUTW Tools B5-2a, 2c, 5c, 6c, 8a, 16a, 16b, B2-14a)}</li> </ul> <p><b>Speaking/Listening: SL.K.2; SL.K.3; SL.K.4; SL.K.6 (KSL2; KSL3; KSL4; KSL6)</b></p> <ul style="list-style-type: none"> <li>• Talk about a trip</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Subject-verb agreement {*SUTW Tools B2-23b, 42a)}</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Academic and domain specific words <b>L.K.6 (KL6)</b> {**LLG p. 168}</li> <li>• Classify and categorize places <b>L.K.5a (KL5a)</b></li> </ul>

**Notes**

**NB: Teachers will not have time to teach Lessons 28-30. Most of the skills and strategies have been previously taught. However, try to incorporate the letter/sound and high frequency word list into an earlier lesson.**

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