

Curriculum Mapping 2022-2023

Reading and Language Arts

Grade Level: Kindergarten

Teacher(s) Writing Curriculum: Aughe

Unit 1

Unit Title : Going Places
Essential Question: What makes a place special?
Academic Vocabulary: map, move, land, special
Code for Indiana Standards: (Based on ILEARN Blueprints) High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 1, Week 1	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> ● I can read realistic fiction. ● I can use words to tell about stories. ● I can draw or write. 			
Unit 1 Week 1	K.RF.2.4 K.RF.4.1 K.RF.4.2 K.RF.4.4 K.RF.4.5 K.RF.5 K.RL.1 K.RL.2.1 K.RL.2.3 K.RL.4.1 K.RV.1	Main Story: Mission Accomplished Genre: Realistic Fiction Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Identify and Describe Characters Formative and Summative Assessment(s): Daily Formative Assessments, Progress Check-Ups, Cold Reads	Phonological Awareness: Initial and Final Sounds, Alliteration Phonics: Mm /m/ and Tt /t/ High Frequency Words: I, am, the Spelling Skill: Concept Sort Grammar: Singular Nouns	Writing: Intro to Writing Workshop: What do writers do during writing workshop?
Unit 1, Week 2	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> ● I can read realistic fiction. ● I can use words to tell about stories. ● I can draw or write. 			

Unit 1 Week 2	<p>K.RF.2.4 K.RF.4.1 K.RF.4.4 K.RL.1 K.RL.2.1 K.RL.2.2 K.RL.2.3 K.RL.3.1 K.RL.4.2 K.RV.2.2 K.RV.3.1 K.W.2.2 K.W.6.1a K.SL.3.1 K.SL.4.1</p>	<p>Main Story: Too Many Places to Hide Genre: Realistic Fiction Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Describe, Answer, Ask about Plot Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p>Phonological Awareness: Middle Sounds, Alliteration, Blend/Segment Onset and Rime Phonics: Short Aa /a/ and Ss /s/ High Frequency Words: like, to, a Spelling Skill: Concept Sort Grammar: Singular Nouns</p>	<p>Writing: Author's purpose for words and pictures</p>
Unit 1 Week 3	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can read about special places. • I can use words to make connections. • I can draw or write. 			
Unit 1 Week 3	<p>K.RF.2.1 K.RF.2.4 K.RF.3.3 K.RF.4.2 K.RF.4.5 K.RF.5 K.RL.4.2 K.RN.1 K.RN.2.2 K.RV.2.2 K.RV.3.1 K.W.1 K.W.6.1a K.SL.3.1</p>	<p>Main Story: At the Library Genre: Informational Text Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Main Idea Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p>Phonological Awareness: Initial and Final Sounds, Alliteration Phonics: Pp /p/ and Cc /k/ High Frequency Words: have, is, he Spelling Skill: Concept Sort Grammar: Plural Nouns</p>	<p>Writing: Spaces between words, When to start a new book</p>
Unit 1 Week 4	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can read realistic fiction. • I can use words to tell about stories. • I can draw or write. 			
Unit 1 Week 4	<p>K.RF.2.4 K.RF.3.4 K.RF.3.5 K.RF.4.2 K.RF.4.5</p>	<p>Main Story: Where is Twister? Genre: Realistic Fiction Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart</p>	<p>Phonological Awareness: Middle, Initial, Final sounds, Alliteration Phonics: Short li /i/ and Nn /n/</p>	<p>Writing: Ask and answer questions during writing</p>

	<p>K.RF.5 K.RL.3.1 K.RN.2.1 K.RN.2.2 K.RN.4.1 K.RV.1 K.RV.2.2 K.RV.2.4 K.RV.3.1 K.RV.3.2 K.W.6.1a</p>	<p>Comprehension Skills & Strategies: Setting Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p>High Frequency Words: my, we, make Spelling Skill: Concept Sort Grammar: Plural Nouns</p>	
Unit 1 Week 5	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can read about special places. • I can use words to make connections. • I can draw or write. 			
Unit 1 Week 5	<p>K.RF.3.5 K.RF.4.1 K.RF.4.2 K.RF.4.4 K.RF.5 K.RL.1 K.RL.2.1 K.RL.2.3 K.RN.2.1 K.RV.1 K.RV.2.4 K.W.1 K.SL.3.1 K.SL.1</p>	<p>Main Story: A Visit to the Art Store Genre: Informational Text Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Author's Purpose Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p>Phonological Awareness: Alliteration, Initial Sounds, Blend/Segment Onset and Rime Phonics: Bb /b/ and Rr /r/ High Frequency Words: for, me, with Spelling Skill: Concept Sort Grammar: Singular and Plural Nouns</p>	<p>Writing: How to Celebrate and Peer Feedback</p>
	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can research art and history museums. • I can write or draw about which kind of museum is better. 			
Unit 1 Week 6 Project-Based Inquiry		<p>Main Story: Let's Go! Genre: Inquiry and Research</p>	<p>Phonological Awareness: Initial and Final sounds, Segment and Blend Phonemes Phonics: Word Families: -an, -at, -in, -ip High Frequency Words: she, see, look</p>	

Unit 2

Unit Title : Living Together
Essential Question: What do living things need?
Academic Vocabulary:
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 2, Week 1	Key Concepts and Learning Targets -I Can Statements <ul style="list-style-type: none"> I can read informational text. I can use words to tell about informational text. I can write an informational text.: 			
Unit 2 Week 1	K.RF.2.2 K.RF.2.4 K.RF.3.4 K.RF.3.5 K.RF.4.1 K.RF.4.2 K.RF.4.3 K.RF.4.4 K.RF.4.5 K.RL.1 K.RN.2.2 K.RV.1 K.RV.3.2	Main Story: Animals on the Move Genre: Informational Text Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Main Idea and Details Formative and Summative Assessment(s): Daily Formative Assessments, Progress Check-Ups, Cold Reads	Phonological Awareness: Initial and Final sounds, Segment and Blend Phonemes Phonics: Dd /d/ and Kk /k/ High Frequency Words: they, you, do Spelling Skill: Rhyming Grammar: Adjectives and Articles	Writing: Informational Book List
Unit 2, Week 2	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read informational text. I can use words to tell about informational text. I can write an informational text. 			
Unit 2 Week 2	K.RF.2.4 K.RF.3.1 K.RF.3.5 K.RF.4.1 K.RF.4.2	Main Story: From Nectar to Honey Genre: Informational Text Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart	Phonological Awareness: Segment and Blend Phonemes, Alliteration, Initial and Final Sounds Phonics: Short Oo /o/ and Ff /f/	Writing: Main Idea

	<p>K.RF.4.3 K.RF.4.5 K.RF.5 K.RL.2.1 K.RN.1 K.RN.2.1 K.RN.2.2 K.RV.3.2 K.W.3.1 K.W.5a K.W.6.1a</p>	<p>Comprehension Skills & Strategies: Text Structure Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p>High Frequency Words: they, you, do Spelling Skill: Rhyming Grammar: Adjectives and Articles</p>	
Unit 2 Week 3	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can read about what living things need. • I can use words to make connections. • I can write an informational text. 			
Unit 2 Week 3	<p>K.RF.2.2 K.RF.2.4 K.RF.3.1 K.RF.3.4 K.RF.4.1 K.RF.4.2 K.RL.2.3 K.RL.3.1 K.RL.4.2 K.RV.3.1 K.W.1 K.W.2.1 K.W.3.1</p>	<p>Main Story: Do We Need This? Genre: Fiction Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Identify and describe characters, Make connections Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p>Phonological Awareness: Identify words, Segment and Blend Phonemes Phonics: Hh /h/ and Ll /l/ High Frequency Words: one, two, three Spelling Skill: Rhyming Grammar: Adjectives and Articles</p>	<p>Writing: Apply words and sentences</p>
Unit 2 Week 4	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can read informational text. • I can use words to tell about informational text. • I can write informational text. 			
Unit 2 Week 4	<p>K.RF.2.4 K.RF.3.1 K.RF.3.3 K.RF.3.5 K.RF.4.2 K.RF.4.5 K.RF.5 K.RL.2.3 K.RL.4.1 K.RV.1</p>	<p>Main Story: Open Wide! Genre: Informational Text Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Text Features, Make predictions Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups</p>	<p>Phonological Awareness: Segment and Blend Onset and Rime, Initial and Final blends, Rhyming Words Phonics: Gg /g/ Initial and Final blends High Frequency Words: four, five, here</p>	<p>Writing: Edit for nouns, capitalization and adjectives</p>

	K.RV.3.1 K.W.1 K.W.2.1 K.W.3.1	Cold Reads	Spelling Skill: Rhyming Grammar: Verbs	
Unit 2 Week 5	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read about what living things need. I can use words to make connections. I can write an informational text. 			
Unit 2 Week 5	K.RF.3.1 K.RF.5 K.RL.2.4 K.RN.2.1 K.RN.3.1 K.RN.3.2 K.RV.1 K.W.2.1 K.W.3.1 K.W.6.1a K.W.6.1b	Main Story: Run, Jump, and Swim Genre: Persuasive Text Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Text features, Important details Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads	Phonological Awareness: Medial Sounds, initial sounds, rhyming Phonics: Short Ee /e/ and Ww /w/ and Yy /y/ High Frequency Words: go, from, yellow Spelling Skill: Rhyming Grammar: Future-Tense Verbs	Writing: Edit for punctuation and capitalization. Celebrate/Assess
	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can research pets. I can write or draw about a pet's needs. 			
Unit 2 Week 6 Project-Based Inquiry		Main Story: Get a Pet! Genre: Inquiry and Research	Phonological Awareness: Rhyming Words Phonics: Word Families: -op, -ot, -en, -et High Frequency Words: blue, green, what	

Unit 3

Unit Title : Tell Me a Story
Essential Question: Why do we like stories?
Academic Vocabulary: choose, explain, meaning, character
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 3, Week 1	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read traditional stories. I can use words to tell about stories. I can write a story. 			
Unit 3 Week 1	K.RF.2.4 K.RF.3.2 K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF.4.5 K.RF.5 K.RL.2.3 K.RL.3.1 K.RV.3.1 K.W.2.1	Main Story: How Anansi Got His Stories Genre: Folktale Supporting Text/Resources: : Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Theme, Visualize Details Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads	Phonological Awareness: Syllables, Final Sounds Phonics: Jj /j/ and Xx /ks/ High Frequency Words: was, said, where Spelling Skill: Letter Sort Grammar: Subjective Case Pronouns	Writing: Fiction: Characters, Setting, Plot
Unit 3, Week 2	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read traditional stories. I can use words to tell about stories. I can write a story. 			
Unit 3 Week 2	K.RF.2.1 K.RF.2.4 K.RF.3.2 K.RF.3.5 K.RF.4.1 K.RF.4.2 K.RF.4.3	Main Story: The Gingerbread Man and The Story of Cornbread Man Genre: Fairy Tales Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart	Phonological Awareness: Middle Sounds, Syllables, Rhyming Words Phonics: Short Uu /u/ and Vv /v/ High Frequency Words: any, come, p[lay	Writing: Fiction: Characters, Plot

	<p>K.RF.4.4 K.RF.4.5 K.RL.1 K.RL.4.2 K.RV.1 K.RV.2.2 K.RV.3.1 K.W.1 K.W.2.1</p>	<p>Comprehension Skills & Strategies: Compare and Contrast Stories Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p>Spelling Skill: Letter Sort Grammar: Objective Case Pronouns</p>	
Unit 3 Week 3	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can read to learn why people like stories. • I can use words to make connections. • I can write a story. 			
Unit 3 Week 3	<p>K.RF.2.4 K.RF.3.1 K.RF.3.5 K.RF.4.1 K.RF.4.2 K.RF.4.4 K.RF.5 K.RL.2.1 K.RL.2.3 K.RN.2.1 K.RV.1 K.RV.2.2 K.RV.3.1 K.W.1 K.W.2.1 K.W.3.3</p>	<p>Main Story: Poetry Collection Genre: Poetry Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Rhyme and Rhythm Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p>Phonological Awareness: Syllables, Initial Sounds, Word Count Phonics: Zz /z/ and Qq /kw/ High Frequency Words: her, how, down Spelling Skill: Letter Sort Grammar: Possessive Case Pronouns</p>	<p>Writing: Fiction: Write beginning</p>
Unit 3 Week 4	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can read to learn why people like stories. • I can use words to make connections. • I can write a story. 			
Unit 3 Week 4	<p>K.RF.3.1 K.RF.3.5 K.RF.4.3 K.RF.4.4 K.RF.5 K.RV.1 K.RV.2.2 K.RV.3.1 K.W.1</p>	<p>Main Story: The Best Story Genre: Fiction Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Make Predictions Formative and Summative Assessment(s): Daily Formative Assessments</p>	<p>Phonological Awareness: Syllables, Words with /a/, Rhyming Words Phonics: Short and Long Aa /a/ High Frequency Words: away, give, little Spelling Skill: Vowel Activity</p>	<p>Writing: Edit for Pronouns and Complete Sentences</p>

	K.W.2.1	Progress Check-Ups Cold Reads	Grammar: Prepositions	
Unit 3 Week 5	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read traditional stories. I can use words to tell about stories. I can write a story. 			
Unit 3 Week 5	K.RF.3.1 K.RF.4.4 K.RF.5 K.RL.3.1 K.W.1 K.W.2.1	Main Story: Mosni Can Help Genre: Myth Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Describe Plot, Make Connections Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads	Phonological Awareness: Syllables, Middle Sounds Phonics: Short and Long li /i/ High Frequency Words: some, were, funny Spelling Skill: Vowel Activity Grammar: Prepositions	Writing: Edit for punctuation and capitalization
	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can research a story. I can write or draw about why people should read this story. 			
Unit 3 Week 6 Project-Based Inquiry		Main Story: My Favorite Story Genre: Inquiry and Research	Phonological Awareness: Middle Sounds Phonics: Word Families: -ug, -un, -ub, -ut High Frequency Words: live, know, going	

Unit 4

Unit Title: Then and Now
Essential Question: What can we learn from the past?
Academic Vocabulary:
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 4, Week 1	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read narrative nonfiction. I can use words to tell about narrative nonfiction. I can write a story about myself. 			
Unit 4 Week 1	K.RF.2.3 K.RF.2.4 K.RF.3.5 K.RF.4.1 K.RF.4.2 K.RF.4.4 K.RF.4.3 K.RF.4.5 K.RF.5 K.RL.2.1 K.RL.3.1 K.RN.2.3 K.RV.1	Main Story: Cars Are Always Changing Genre: Narrative Nonfiction Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Describe Connections, Important Details Formative and Summative Assessment(s): Daily Formative Assessments, Progress Check-Ups, Cold Reads	Phonological Awareness: Middle Sounds, Blend and Segment Sounds, Count Words Phonics: Short and Long Oo /o/ High Frequency Words: find, over, again Spelling Skill: Spell Words Grammar: Complete Sentences	Writing: Personal Narratives: Narrator and Ideas
Unit 4, Week 2	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read narrative nonfiction. I can use words to tell about narrative nonfiction. I can write a story about myself. 			
Unit 4 Week 2	K.RF.2.3 K.RF.3.4 K.RF.4.1 K.RF.4.2	Main Story: Uncovering the Past Genre: Narrative Nonfiction	Phonological Awareness: Middle Sounds, Identify and Count Words, Syllables	Writing: Personal Narratives: Narrator and Plot

	<p>K.RF.4.4 K.RF.4.3 K.RF.5 K.RL.4.1 K.RV.1</p>	<p>Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Main Idea and Details, Make Inferences Formative and Summative Assessment(s): Daily Formative Assessments, Progress Check-Ups, Cold Reads</p>	<p>Phonics: Short and Long Uu /u/ High Frequency Words: all ,now, pretty Spelling Skill: Spell Words Grammar: Kinds of Sentences</p>	
Unit 4 Week 3	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can read about the past. • I can use words to make connections. • I can write a story about myself. 			
Unit 4 Week 3	<p>K.RF.2.2 K.RF.4.1 K.RF.4.2 K.RF.4.4 K.RF.4.3 K.RF.5 K.RL.2.3 K.RL.3.1 K.RN.2.2</p>	<p>Main Story: Grandma’s Phone Genre: Fiction Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Setting, Visualize Details Formative and Summative Assessment(s): Daily Formative Assessments, Progress Check-Ups, Cold Reads</p>	<p>Phonological Awareness: Middle Sounds, Syllables Phonics: Short and Long Ee /e/ High Frequency Words: black, brown, white Spelling Skill: Spell Words Grammar: End Punctuation</p>	<p>Writing: Personal Narratives: what happens next</p>
Unit 4 Week 4	<p>Key Concepts and Learning Targets -I Can Statements:</p> <ul style="list-style-type: none"> • I can read narrative nonfiction. • I can use words to tell about narrative nonfiction. • I can write a story about myself. 			
Unit 4 Week 4	<p>K.RF.2.2 K.RF.2.3 K.RF.2.4 K.RF.3.5 K.RF.4.1 K.RF.4.2 K.RF.4.4 K.RF.4.3 K.RF.5 K.RV.1</p>	<p>Main Story: Changing Laws, Changing Lives: Martin Luther King Jr. Genre: Narrative Fiction Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Text Features Formative and Summative Assessment(s): Daily Formative Assessments, Progress Check-Ups, Cold Reads</p>	<p>Phonological Awareness: Identify and Count Words, Alliteration, Rhyming Words Phonics: Words for Pp, Yy, Short and Long li High Frequency Words: good, open, could Spelling Skill: Spell Words Grammar: Question Words</p>	<p>Writing: Personal Narrative: Apply Verbs</p>

Unit 4 Week 5	Key Concepts and Learning Targets -I Can Statements:			
	<ul style="list-style-type: none"> I can read about the past. I can use words to make connections. I can write a story about myself. 			
Unit 4 Week 5	K.RF.3.1 K.RF.4.1 K.RF.4.2 K.RF.4.4 K.RF.5 K.RV.1	Main Story: Tempura, Tempura Genre: Fiction Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Theme, Ask and Answer Questions Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads	Phonological Awareness: Add Phonemes, Rhyming Words, Identify and Count Words Phonics: Words for Dd, Ff, Vv, Short and Long Ee High Frequency Words: want, every, please Spelling Skill: Spell Words Grammar: Question Words	Writing: Personal Narrative: Edit for spelling and capitalization. Celebrate
	Key Concepts and Learning Targets -I Can Statements:			
	<ul style="list-style-type: none"> I can interview an older family member about what life was like when he/she was a child. I can write or draw about this person and present the information. 			
Unit 4 Week 6 Project-Based Inquiry		Main Story: Looking Back Genre: Inquiry and Research	Phonological Awareness: Middle Sounds Phonics: Words with Hh, Xx, Shor and Long Uu High Frequency Words: may, this, round	

Unit 5

Unit Title: Outside My Door
Essential Question: What can we learn from the weather?
Academic Vocabulary: effect, measure, prepare, extreme
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 5, Week 1	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> ● I can read informational text. ● I can use words to tell about informational text. ● I can write a nonfiction text. 			
Unit 5 Week 1	K.RF.2.1 K.RF.2.4 K.RF.3.2 K.RF.3.4 K.RF.3.5 K.RF.4.2 K.RF.4.4 K.RF.4.3 K.RF.4.5 K.RF.5 K.RV.1	Main Story: Weather Around the World Genre: Informational Text Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Connect Text and Illustrations, Inferences Formative and Summative Assessment(s): Daily Formative Assessments, Progress Check-Ups, Cold Reads	Phonological Awareness: Segment and Blend Phonemes and Syllables, Manipulate Syllables Phonics: Words for Cc, Tt, Shor and Long Oo High Frequency Words: be, saw, our Spelling Skill: Spell CVC Words Grammar: Capitalization	Writing: Generate questions and answers for books
Unit 5, Week 2	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> ● I can read informational text. ● I can use words to tell about informational text. ● I can write a nonfiction text. 			
Unit 5 Week 2	K.RF.2.4 K.RF.3.5 K.RF.4.1 K.RF.4.2 K.RF.4.4 K.RF.5	Main Story: A Desert in Bloom Genre: Informational Text Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart	Phonological Awareness: Identify and Count Syllables, Add Phonemes Phonics: Words for Bb, Jj, Initial and Final Blends	Writing: What you know about your topic, Compose questions

	K.RL.2.1 K.RL.3.1 K.RN.3.2	Comprehension Skills & Strategies: Text Features, Important Details Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads	High Frequency Words: eat, soon, walk Spelling Skill: Spell CVC Words Grammar: End Punctuation	
Unit 5 Week 3	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read about weather. I can use words to make connections. I can write a nonfiction text. 			
Unit 5 Week 3	K.RF.3.2 K.RF.4.1 K.RF.4.4 K.RF.4.3 K.RF.5 K.RL.2.1 K.RL.3.1 K.RN.3.2	Main Story: Poetry Collection Genre: Poetry Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Discuss Rhyme and Rhythm, Visualize Details Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads	Phonological Awareness: Segment and Blend Phonemes and Syllables, Manipulate Syllables, Alliteration Phonics: Words for Gg, Qq, Short and Long Aa High Frequency Words: who, into, there Spelling Skill: Spell CVC Words Grammar: Complete Sentences	Writing: Organize Ideas, compose introduction and conclusion
Unit 5 Week 4	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read informational text. I can use words to tell about informational text. I can write a nonfiction text. 			
Unit 5 Week 4	K.RF.2.4 K.RF.3.1 K.RF.3.2 K.RF.3.4 K.RF.3.5 K.RF.4.1 K.RF.4.2 K.RF.4.4 K.RF.5 K.RV.1	Main Story: Tornado Action Plan and Blizzard Action Plan Genre: Informational Text Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Compare and Contrast Text, Ask and Answer Questions Formative and Summative Assessment(s): Daily Formative Assessments Progress Check-Ups Cold Reads	Phonological Awareness: Substitute Phonemes, Segment and Blend Phonemes, Manipulate Syllables Phonics: Words for Kk, Ss, Ww, Mm High Frequency Words: so, out, then Spelling Skill: Spell CVC Words Grammar: Expand Sentences	Writing: Edit for verbs, explore and apply digital tools for writing

Unit 5 Week 5	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can read about weather. I can use words to make connections. I can write a nonfiction text. 			
Unit 5 Week 5	K.RF.4.1 K.RF.4.4 K.RF.5 K.RL.2.1 K.RN.2.2	Main Story: Who Likes Rain? Genre: Drama Supporting Text/Resources: Leveled Readers, Big Books, Read Alouds, Reading Anchor Chart Comprehension Skills & Strategies: Characters Formative and Summative Assessment(s): Daily Formative Assessments, Progress Check-Ups, Cold Reads	Phonological Awareness: Segment and Blend Syllables, Manipulate Syllables, Substitute Phonemes Phonics: Words for Ll, Nn, Rr, Zz High Frequency Words: new, too, when Spelling Skill: Spell Short Vowel Words Grammar: Expand Sentences	Writing: Add details, edit for spelling. Celebrate
	Key Concepts and Learning Targets -I Can Statements: <ul style="list-style-type: none"> I can research a favorite season or type of weather. I can write a persuasive song or poem about it. 			
Unit 5 Week 6 Project-Based Inquiry		Main Story: The Best Weather Genre: Inquiry and Research	Phonological Awareness: Segment and Blend Syllables, Add Phonemes Phonics: Read Words and Sentences, Make new words High Frequency Words: no, say, under	