

# Open Court Reading Kindergarten

| Lesson/<br>Week | Foundational Skills                 |                               |                      | Reading and Responding |                          |                   | Language Arts             | Assessments |
|-----------------|-------------------------------------|-------------------------------|----------------------|------------------------|--------------------------|-------------------|---------------------------|-------------|
|                 | Phonological and Phonemic Awareness | Alphabetic Knowledge/ Phonics | High Frequency Words | Comprehension          | Vocabulary (Focus Words) | Reading Selection | Writing and Grammar Focus |             |

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| <b>Unit 6 - Our Countries, Our Cultures</b> |
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| <b>Jan 8-10 Review</b> | Begin teaching the red and green band, Don't do worksheets yet. Just use this as a way of getting ready. You will teach 6.1 again the following week. |  |  |  |  |  |  |  |
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**ALCOS:** R.1, R.2, R.3, R.5, OL.1a, d, OL.2, OL.3, OL.4, OL.5a-b, OL.6, OL.7, COP.8a, b-d, f, PA.9, PA.10a-c, h-i, F.11, F.14, F.15, F.16, V.20,V.21a-b,C.22, C.23, C.24, C.25, C.26, C.29, C.30, C.31, C.32a,c, W.33, W. 34a-b, W.36b, g, W.37c, W.39a-b

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| <b>Jan 13-17 Lesson 1</b> | <p>Warm Up:<br/>Phoneme Blending<br/>Initial Sounds<br/>Phoneme Segmentation</p> <p>Phoneme Manipulation: Initial Sounds<br/>Phoneme</p> <p>Manipulation: Final Sounds</p> <p style="color: magenta;">Heggerty Week 18</p> | <p>/j/ spelled j<br/>Initial /j/<br/>/f/ spelled f<br/>Initial and Final /f/<br/>Review /j/, /f/<br/>Building and Reading Words</p> <p>Core Decodable 8:<br/>Jam Pot</p> | for | <p>Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Predicting/Confirming</li> <li>g Predictions</li> <li>• Summarizing</li> <li>Access Complex Text</li> <li>• Sequence</li> <li>• Classifying and Categorizing</li> <li>Writer's Craft</li> <li>• Story Elements: Setting</li> <li>• Story Elements: Character</li> </ul> | <p>define<br/>exchange<br/>other<br/>decoration<br/>filled<br/>sealed<br/>hold<br/>cracks<br/>teach<br/>traditions</p> | <p>Read Aloud:<br/>Cultures and Holidays Around the World</p> <p>Genre:<br/>Informational Text<br/>Essential</p> <p>Question:<br/>How do people celebrate?</p> <p>Pass It Down<br/>Genre: Realistic Fiction</p> <p>Essential Question:<br/>What traditions does your family share?</p> | <p>-Spacing Between Sentences</p> <p>-Sentence Beginnings</p> <p style="color: blue;"><b>Benson HW</b><br/>Letter F: ps. 39-40<br/>Letter J: ps. 53-54</p> | <p><b>Unit 6 Lesson 1 Assessment</b></p> <p><b>NO MINOR GRADE</b></p> |
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**ALCOS:** R.1, R.2, R.3, R.5, OL.1a, d, OL.2, OL.3, OL.4, OL.5a-b, OL.6, OL.7, COP.8b,d-f, PA.10a-c, h, F.11, F.14, F.15, F.16, V.18, V.19, V.20, V.21a-b,C.22, C.23, C.24, C.25, C.26, C.27, C.28, C.29, C.30, C.31, C.32a, W.33, W. 34a-b, W.36b-c, e W.37b,e W.39a-b

# Open Court Reading Kindergarten

| Lesson/<br>Week                                                                                                                                                                                                                                                          | Foundational Skills                                                                                                                                                                                     |                                                                                                                           |                      | Reading and Responding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                             |                                                                                                                                                                                                                                                                                                                                         | Language Arts                                                                                                                                                                                                                                  | Assessments                                                                                                                  |
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|                                                                                                                                                                                                                                                                          | Phonological and Phonemic Awareness                                                                                                                                                                     | Alphabetic Knowledge/ Phonics                                                                                             | High Frequency Words | Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Vocabulary (Focus Words)                                                    | Reading Selection                                                                                                                                                                                                                                                                                                                       | Writing and Grammar Focus                                                                                                                                                                                                                      |                                                                                                                              |
| <b>Jan 20-24</b><br><b>Lesson 2</b>                                                                                                                                                                                                                                      | Phoneme Manipulation: Final Sounds<br>Phoneme Blending: Final Sounds<br>Phoneme Blending: Initial Sounds<br>Phoneme Matching: Final Sounds<br><br><span style="color: magenta;">Heggerty Week 19</span> | /u/ spelled u<br>/ks/ spelled x<br>Review /u/, /ks/<br>Building and Reading Words<br><br>Core Decodable 9:<br>Bud and Max | but<br>up            | Comprehension Strategies <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Asking and Answering Questions</li> <li>• Visualizing</li> <li>• Making Connections</li> </ul> Access Complex Text <ul style="list-style-type: none"> <li>• Comparing and Contrasting</li> <li>• Sequence</li> </ul> Writer's Craft <ul style="list-style-type: none"> <li>• Text Features: Stanzas</li> </ul> Language Use: Dialogue <ul style="list-style-type: none"> <li>• Text Features: Punctuation</li> </ul> Language Use: Descriptive Words | scrub<br>talents<br>magazine<br>band<br>over<br>reason<br>culture<br>cactus | Chinese New Year<br>Genre: Poetry<br><br>Essential Question:<br>How do you prepare for a celebration?<br><br>Emma's Walk<br>Genre: Historical Fiction<br><br>Essential Question:<br>What makes a culture unique?<br>Abuelita's<br><br>Lap<br>Genre: Poetry<br>Essential<br><br>Question:<br>How do cultures pass down through families? | -Sentence Beginnings and Punctuation Review<br><br>-Patterns in Sentences<br><br><span style="color: blue;">Benson HW</span><br><span style="color: blue;">Letter U: ps. 77-78</span><br><span style="color: blue;">Letter X: ps. 97-98</span> | <span style="color: red;">Unit 6: Lesson 2 Assessment</span><br><br><span style="color: red;">Minor Grade-ps. 127-128</span> |
| <b>ALCOS:</b> R.2, R.3, R.4, R.5, OL.1a, d, OL.2, OL.3, OL.4, OL.5a-b, OL.6, OL.7, COP.8b-d, f, PA.10a-c, h-i, F.11, F.14, F.15, F.16, V.17, V.21a-b, C.23, C.24, C.25, C.26, C.27, C.28, C.30, C.31, C.32a, W.33, W.34a-b, W.36b, e, g, W.37a-b, e, W.38, W.39a-b, W.40 |                                                                                                                                                                                                         |                                                                                                                           |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                             |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                |                                                                                                                              |

# Open Court Reading Kindergarten

| Lesson/<br>Week                     | Foundational Skills                                                                                                                                                                                                                                                                                                                 |                                                                                                                             |                      | Reading and Responding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                              |                                                                                                                                                                                                                                                                   | Language Arts                                                                                                                                | Assessments                                                |
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|                                     | Phonological and Phonemic Awareness                                                                                                                                                                                                                                                                                                 | Alphabetic Knowledge/ Phonics                                                                                               | High Frequency Words | Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Vocabulary (Focus Words)                                                     | Reading Selection                                                                                                                                                                                                                                                 | Writing and Grammar Focus                                                                                                                    |                                                            |
| <b>Jan 27-31</b><br><b>Lesson 3</b> | Warm Up:<br>Phoneme Blending<br><br>Initial Sounds<br>Phoneme Matching:<br>Final Sounds<br><br>Phoneme Matching:<br>Initial Sounds<br><br>Warm Up:<br>Phoneme Manipulation<br>Final Sounds<br><br>Phoneme Segmentation: Final Sounds<br><br>Warm Up:<br>Phoneme Segmentation and Blending<br>Initial Sounds<br><br>Heggerty Week 20 | /z/ spelled z<br>Initial /z/<br>/z/ spelled s<br>Final /z/<br>Review /j/, /f/, /u/, /ks/, /z/<br>Building and Reading Words | all                  | Comprehension Strategies <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Making Connections</li> <li>• Predicting/Confirming</li> <li>• Predictions</li> </ul> Access Complex Text <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Main Idea and Details</li> <li>• Classifying and Categorizing</li> <li>• Cause and Effect</li> </ul> Writer's Craft <ul style="list-style-type: none"> <li>• Text Features: Headings</li> <li>• Language Use: Declarative Sentences</li> <li>• Story Elements: Plot</li> <li>• Genre Knowledge</li> </ul> | band<br>influence<br>suppose<br>collect<br>wrap<br>strain<br>plain<br>mirror | A Collection of Cultures<br>Genre:<br>Informational Text<br>Essential<br>Question:<br>How can you experience another culture?<br>My Dadima Wears a Sari<br>Genre: Realistic Fiction<br>Essential<br>Question:<br>Why is it important to learn about your culture? | -Sentence Expansion with Describing Words<br><br>-Sentence Review<br><br><b>Benson HW</b><br>Letter Z: ps. 85-86<br>Time to Review ps. 87-89 | Unit 6: Lesson 3 Assessment<br><br>Minor Grade-wkbk p. 137 |

**ALCOS:** R.1, R.2, R.3, R.4, R.5, OL.1a, d, OL.2, OL.3, OL.4, OL.5a-b, OL.6, OL.7, COP.8a-e, PA.9, PA.10a-c, f, h, F.11, F.14, F.15, F.16, V.21a-b, C.22,C.23, C.24, C.25, C.26, C.27, C.28, C.29, C.30, C.31,C.32a, W.33, W. 34a-b, W.36b-c, g, W.37b, e, W.40

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| Lesson/<br>Week | Foundational Skills                 |                               |                      | Reading and Responding |                          |                   | Language Arts             | Assessments |
|-----------------|-------------------------------------|-------------------------------|----------------------|------------------------|--------------------------|-------------------|---------------------------|-------------|
|                 | Phonological and Phonemic Awareness | Alphabetic Knowledge/ Phonics | High Frequency Words | Comprehension          | Vocabulary (Focus Words) | Reading Selection | Writing and Grammar Focus |             |

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| <b>Unit 7- Ready, Set, Grow</b> |
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| <b>Feb 3-7<br/>Lesson 1</b> | <p>Warm Up: Phoneme Blending Initial Sounds</p> <p>Phoneme Matching: Initial Sounds</p> <p>Warm Up: Phoneme Manipulation Initial Sounds</p> <p>Phoneme Blending: Initial Sounds</p> <p style="color: magenta;">Heggerty Week 21</p> | <p>/w/ spelled w<br/>Initial /w/<br/>/k/ spelled k<br/>Initial and<br/>Final /k/<br/>Review /w/, /k/<br/>Building and<br/>Reading Words</p> <p>Core Decodable 11:<br/>Kim and Sam</p> | look<br>with | <p>Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> </ul> <p>Access Complex Text</p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Comparing and Contrasting</li> </ul> <p>Writer's Craft</p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Story Elements: Setting</li> </ul> | packet<br>fertilizes<br>lessons<br>bramble<br>wetland<br>area<br>reads<br>exhibit<br>olives<br>fig | <p>Read Aloud: What Green Beans Need</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: How do plants grow?</p> <p>Garden Stories</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: What might you find in a garden?</p> | <p>Order Words<br/>Common Prepositions and Order Words</p> <p style="color: blue;"><b>Benson HW</b><br/>Letter W: ps. 95-96<br/>Letter K: ps. 91-92</p> | <p style="color: red;">Unit 7: Lesson 1 Assessment</p> <p style="color: red;">NO MINOR GRADE</p> |
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**ALCOS:** R.1, R.2, R.3, R.4, R.5, OL.1a, d, OL.2, OL.3, OL.4, OL.5a-b, OL.6, OL.7, COP.8a-c, e, PA.9, PA.10a-c, h, F.11, F.15, F.16, V.17, V.17, V.21a-b, C.22, C.23, C.24, C.25, C.26, C.27, C.28, C.30, C.31, C.32a-b, W.33, W.34a-b, W.36b, c, W.37a, d, W.38, W.39a-b

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| <b>Feb 10-14<br/>Lesson 2</b> | <p>Warm Up: Phoneme Blending Initial Sounds<br/>Phoneme Segmentation<br/>Warm Up: Syllable Segmentation<br/>Phoneme Segmentation: Final Sounds<br/>Warm Up: Phoneme Replacement<br/>Phoneme Segmentation: Order and Number of Sounds</p> <p style="color: magenta;">Heggerty Week 22</p> | <p>/e/ spelled e<br/>/kw/ spelled q<br/>Review /e/, /kw/<br/>Building and<br/>Reading Words</p> <p>Core Decodable 12:<br/>Quin and the Jets</p> | her<br>what | <p>Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Predicting/Confirming Predictions</li> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Sequence</li> <li>• Cause and Effect</li> </ul> <p>Writer's Craft</p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Story Elements: Character</li> <li>• Language Use: Repetition</li> </ul> | watch<br>rare<br>worth<br>hustled<br>pet<br>slumber<br>sprout<br>smell | <p>What Plants Need</p> <p>Genre: Poetry</p> <p>Essential Question: What do plants need to grow?</p> <p>Jack and the Beanstalk</p> <p>Genre: Fairy Tale</p> <p>Essential Question: How can plants look different?</p> <p>The Seed</p> <p>Genre: Poetry</p> <p>Essential Question: Where do plants get what they need?</p> | <p>Plural Nouns<br/>Pronouns</p> <p style="color: blue;"><b>Benson HW</b><br/>Letter E: ps. 41-42<br/>Letter Q: ps. 57-58</p> | <p style="color: red;">Unit 7: Lesson 2 Assessment</p> <p style="color: red;">Minor Grade-wkbk ps. 14-15</p> |
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**ALCOS:** R.1, R.2, R.3, R.4, R.5, OL.1a-d, OL.2, OL.3, OL.4, OL.5a-b, OL.6, OL.7, COP.8a-c, PA.10a-c, f, h, F.11, F.13, F.15, F.16, V.17, V.18, V.21a-b, C.22, C.23, C.24, C.25, C.26, C.27, C.28, C.31, C.32a-b, W.33, W.34a-b, W.36b, c, g, W.37a, d, W.38, W.39a-b, W.40

# Open Court Reading Kindergarten

| Lesson/<br>Week                     | Foundational Skills                                                                                                                                                                                                |                                                                                                                                                                                        |                      | Reading and Responding                                                                                                                                                                                                                                                                                                                                                                                     |                                                                           |                                                                                                                                                                                                              | Language Arts                                                                                                                                                           | Assessments                                                   |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
|                                     | Phonological and Phonemic Awareness                                                                                                                                                                                | Alphabetic Knowledge/ Phonics                                                                                                                                                          | High Frequency Words | Comprehension                                                                                                                                                                                                                                                                                                                                                                                              | Vocabulary (Focus Words)                                                  | Reading Selection                                                                                                                                                                                            | Writing and Grammar Focus                                                                                                                                               |                                                               |
| <b>Feb 17-21</b><br><b>Lesson 3</b> | Warm Up:<br>Phoneme Segmentation<br>Phoneme Blending:<br>Initial Sounds<br>Phoneme Blending:<br>Final Sounds<br>Phoneme Manipulation: Initial Sounds<br>Phoneme Manipulation: Final Sounds<br><br>Heggerty Week 23 | /y/ spelled y<br>Initial /y/<br>/v/ spelled v<br>Initial /v/<br>Review /w/, /k/<br>spelled k, /e/, /kw/, /y/, /v/<br>Building and Reading Words<br><br>Core Decodable 13:<br>Vic Yelps | was<br>were          | Comprehension Strategies<br>• Asking and Answering Questions<br>• Visualizing<br>• Making Connections<br>• Clarifying<br>Access Complex Text<br>• Comparing and Contrasting<br>• Sequence<br>• Classifying and Categorizing<br>• Main Idea and Details<br>Writer's Craft<br>• Language Use: Descriptive Words<br>• Text Features: Diagrams<br>• Language Use: Interrogative Sentences<br>• Genre Knowledge | seeds<br>coat<br>amazing<br>environment<br>flat<br>ivy<br>release<br>rich | From Seed to Plant<br>Genre: Explanatory Text<br>Essential<br>Question: How do plants change as they grow?<br>Plants All Around<br>Genre: Informational Text<br>Essential<br>Question: Where do plants live? | Pronouns and Sentence Expansion<br>Sentence Expansion<br>Order Words, Prepositions, and Pronouns<br><br><b>Benson HW</b><br>Letter Y: ps. 99-100<br>Letter V: ps. 93-94 | Unit 7: Lesson 3 Assessment<br><br>Minor Grade-wkbk ps. 22-23 |

**ALCOS:** R.1, R.2, R.3, R.4, R.5, OL.1a, d, OL.2, OL.3, OL.4, OL.5a-b, OL.6, OL.7, COP.8a-c, PA.9, PA.10a-c, h, F.11, F.15, F.16, V.17, V.18, V.21a-b, C.22, C.23, C.24, C.25, C.29, C.30, C.31, C.32a, c, W.33, W.34a-b, W.36b, c, f-g, W.37b, W.38, W.39a-b, W.40

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| Lesson/<br>Week | Foundational Skills                 |                               |                      | Reading and Responding |                          |                   | Language Arts             | Assessments |
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|                 | Phonological and Phonemic Awareness | Alphabetic Knowledge/ Phonics | High Frequency Words | Comprehension          | Vocabulary (Focus Words) | Reading Selection | Writing and Grammar Focus |             |

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| Unit 8- Animal Homes |
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| <b>Feb 24-28</b><br><b>Lesson 1</b> | Phoneme Segmentation<br>Warm Up:<br>Phoneme Blending<br>Initial Sounds<br>Phoneme Matching:<br>Initial Sounds<br>Phoneme Segmentation and Matching<br><br><span style="color: magenta;">Heggerty Week 24</span> | Introducing Long-Vowel Sounds<br>/ā/ spelled a and a_e<br>Initial and Medial /ā/<br>Blending Words with /ā/<br>Building and Reading Words<br><br>Core Decodable:<br>Jake Plants<br>Grapes | said<br>that | Comprehension Strategies<br>• Predicting/Confirming<br>Predictions<br>• Asking and Answering Questions<br>Access Complex Text<br>• Classifying and Categorizing<br>• Comparing and Contrasting<br>Writer's Craft<br>• Language Use: Repetition<br>• Text Feature: Punctuation | adapt<br>balance<br>pouch<br>sense<br>loose<br>male<br>litter<br>endangered<br>echoes<br>aquarium | Read Aloud: Life in a Tropical Rainforest<br>Genre: Informational Text<br>Essential Question: How can plants and animals help each other?<br>Seymour Simon's Animal ABCs<br>Genre: Photo Essay<br>Essential Question: How are animals different? | Describe an Animal<br>• Prewriting<br>• Drafting<br>• Revising<br>• Publishing<br>• Presenting<br><br>Pronouns<br><br><span style="color: blue;">Benson HW</span><br><span style="color: blue;">Time to Review</span><br><span style="color: blue;">ps. 45-47</span> | <span style="color: red;">Unit 8: Lesson 1 Assessment</span><br><br><span style="color: red;">NO MINOR GRADE</span> |
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**ALCOS:** R.1, R.2, R.3, R.4, OL.a, d, OL.2, OL.4, OL.5a-b, OL.6, OL.7, COP.8a-c, f, PA.10c-e, h, F.11, F.12, F.14, F.15, F.16, V.17, V.19a, V.21a-b, C.22, C.23, C.24, C.25, C.26, C.30, C.32a,c, W.33, W.34a, W.36b, g, W.37a, d, W.39a-b

# Open Court Reading Kindergarten

| Lesson/<br>Week                                                                                                                                                                                                                                                                                | Foundational Skills                                                                                                           |                                                                                                          |                      | Reading and Responding                                                                                                                                                                                                                                                                                                                                                              |                                                                          |                                                                                                                                                                                                                                                                                              | Language Arts                                                                                                                                                                                                                   | Assessments                                       |
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|                                                                                                                                                                                                                                                                                                | Phonological and Phonemic Awareness                                                                                           | Alphabetic Knowledge/ Phonics                                                                            | High Frequency Words | Comprehension                                                                                                                                                                                                                                                                                                                                                                       | Vocabulary (Focus Words)                                                 | Reading Selection                                                                                                                                                                                                                                                                            | Writing and Grammar Focus                                                                                                                                                                                                       |                                                   |
| <b>Mar 3-7</b><br><b>Lesson 2</b>                                                                                                                                                                                                                                                              | Phoneme Segmentation<br>Warm Up: Syllable Segmentation<br>Warm Up: Phoneme Blending<br>Initial Sounds<br><br>Heggerty Week 25 | /ī/ spelled i and i_e<br>Initial and Medial /ī/<br>Blending Words with /ī/<br>Building and Reading Words | down<br>they         | Comprehension Strategies<br>• Visualizing<br>• Clarifying<br>• Making Connections<br>• Summarizing<br>Access Complex Text<br>• Main Idea and Details<br>• Cause and Effect<br>Writer's Craft<br>• Language Use: Descriptive Words<br>• Genre Knowledge<br>• Story Elements: Character<br>• Language Use: Alliteration                                                               | tide<br>animals<br>bury<br>guess<br>den<br>water<br>shell<br>in numbers  | The Best Place Is Home<br>Genre: Poetry<br>Essential Question: How are habitats different?<br>Animal Habitats<br>Genre: Informational Text<br>Essential Question: How can some animals change their habitats?<br>Fabulous Fishes<br>Genre: Poetry<br>Essential Question: Where do fish live? | Write a Report<br>• Prewriting<br>• Drafting<br><br>Verbs—Past and Present Tense<br><br><b>Benson HW</b><br><b>Time to Review</b><br><b>Ps. 59-61</b>                                                                           | Unit 8: Lesson 2 Assessment<br><br>NO MINOR GRADE |
| <b>ALCOS:</b> R.1, R.2, R.3, R.4, OL.1a, b, d, OL.2, OL.4, OL.5a-b, OL.6, OL.7, COP.8a-c,d-f, PA.10a, c-e, h, F.11, F.14, F.15, F.16, V.17,V.21a-b, C.22, C.23, C.24, C.25, C.26, C.27, C.29, C.30, C.31, C.32a,c, W.33, W.34a-b, W.36b-c, W.37a, d, W.39a-b, W.40                             |                                                                                                                               |                                                                                                          |                      |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                          |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                 |                                                   |
| <b>Mar 10-14</b><br><b>Lesson 3</b>                                                                                                                                                                                                                                                            | Warm Up: Phoneme Segmentation<br>Phoneme Matching: Medial Sounds<br><br>Heggerty Week 26                                      | /ō/ spelled o and o_e<br>Initial and Medial /ō/<br>Blending Words with /ō/<br>Building and Reading Words | boy<br>out           | Comprehension Strategies<br>• Predicting/Confirming Predictions<br>• Visualizing<br>• Asking and Answering Questions<br>• Summarizing<br>Access Complex Text<br>• Sequence<br>• Cause and Effect<br>• Main Idea and Details<br>• Classify and Categorize<br>Writer's Craft<br>• Genre Knowledge<br>• Story Elements: Plot<br>• Story Elements: Setting<br>• Text Features: Captions | conserve<br>kit<br>sip<br>gobbles<br>barrel<br>darts<br>bother<br>search | Turtle Beach<br>Genre: Realistic Fiction<br>Essential Question: Why do people protect animal habitats?<br>Day and Night in the Desert<br>Genre: Informational Text<br>Essential Question: How do habitats help animals meet their needs?                                                     | Write a Report<br>• Drafting<br>• Revising<br>• Editing<br>• Publishing<br>• Presenting<br><br>Verbs—Future Tense<br>Verbs—Past, Present, and Future Tense<br><br><b>Benson HW</b><br><b>Time to Review</b><br><b>Ps. 73-75</b> | Unit 8: Lesson 3 Assessment<br><br>NO MINOR GRADE |
| <b>ALCOS:</b> R.1, R.2, R.3, R.4, OL.1a, b, d, OL.2, OL.4, OL.5a-b, OL.6, OL.7, COP.8a-c,e-f, PA.10a, c-e, h, F.11, F.14, F.15, F.16, V.17, V.19a, V.20, V.21a-b,C.22, C.23, C.24, C.25, C.26, C.27, C.28, C.29, C.30, C.31, C.32a,c, W.33, W.34a-b, W.36b-c, e, W.37a, d, W.38, W.39a-b, W.40 |                                                                                                                               |                                                                                                          |                      |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                          |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                 |                                                   |