



# Planning Guides

Grade  
K

**SAMPLE COPY**  
Not for Classroom Use

# Week at a Glance



## Indiana Academic Standards for English/Language Arts

### BUILD KNOWLEDGE AND LANGUAGE

**K.SL.1** Listen actively and communicate effectively with a variety of audiences and for different purposes.

**K.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

### READING AND VOCABULARY

**K.RF.2.1** Demonstrate understanding that print moves from left to right across the page and from top to bottom.

**K.RL.2.3** Identify important elements of the text (e.g., characters, settings, or events).

**K.RL.2.4** Make predictions about what will happen in a story.

**K.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

**K.RV.3.1** With support, ask and answer questions about unknown words in stories, poems, or songs.

### FOUNDATIONAL SKILLS

**K.RF.1** Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

**K.RF.3.1** Identify and produce rhyming words.

**K.RF.4.2** Blend consonant-vowel-consonant (CVC) sounds to make words.

**K.RF.4.3** Recognize the long and short sounds for the five major vowels.

**K.RF.4.4** Read common high-frequency words by sight (e.g., *a*, *my*).

**K.RF.5** Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

### WRITING WORKSHOP

**K.W.1** Write for specific purposes and audiences.

**K.W.3.3** Use words and pictures to narrate a single event or simple story, arranging ideas in order.

## LESSON 1

### BUILD KNOWLEDGE AND LANGUAGE



- **Introduce the Topic:** *I Can Do It!* (pp. T26–T27)
- **Teach Topic Words** (p. T27)
- **View and Respond to a Video** (p. T27)

### READING AND VOCABULARY



- **Read Aloud:** Make and Check Predictions (p. T28)
- **Listening Comprehension** (p. T29)
- **Engage and Respond:** Identify Story Elements (p. T29)

### FOUNDATIONAL SKILLS



- ✓ **Phonological Awareness:** Blend Phonemes into Words, Isolate Medial Vowel Sounds (p. T30)
- **Phonics:** Short and Long *u* (p. T31)
- **Word Work:** Short and Long *u* (p. T32)
- **Words to Know** (p. T33)

### WRITING WORKSHOP



- **Narrative Writing:** Parts of a Narrative (p. T34)
- **Mentor Text:** *Jabari Jumps*
- **Write a Story Map** (p. T35)

### SMALL-GROUP INSTRUCTION



- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Blend Phonemes into Words (p. T36)
- **Targeted Language Development:** Seek Information (p. T37)
- **Build Independence** (p. T37)

## LESSON 2

### READING AND VOCABULARY



- **Oral Language:** Academic Vocabulary (p. T38)
- **Interactive Reading:** Picture and Text Clues (p. T39)

### FOUNDATIONAL SKILLS



- **Phonological Awareness:** Produce Rhymes (p. T40)
- **Phonics:** Short *u* (p. T41)
- **Read Decodable Text:** *Nuts, Not Rugs!* (pp. T42–T43)

### WRITING WORKSHOP



- **Narrative Writing:** Read a Writing Model (p. T44)
- ✓ **Analyze a Narrative:** Beginning, Middle, End (p. T45)

### SMALL-GROUP INSTRUCTION



- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Beginning, Middle, End (p. T46)
- **Targeted Language Development:** Seek Information (p. T47)
- **Build Independence** (p. T47)

### INQUIRY AND RESEARCH PROJECT



- **Launch the Project:** *I Can Make a Difference* (p. T12)

## MODULE 5 LITERACY CENTERS



### READING CORNER

- Whisper Reading
- Beginning, Middle, End
- Big Book Reading
- Readers' Theater: *The Little Red Hen* (p. T16)



### WORD WORK

- Rhyme Time
- Picture Sorts: Initial Sounds
- Letters Game: *Ll, Hh, Ww, Jj*
- Spin It, Read It, Write It (p. T17)



### WRITING CENTER

- Time to Write: Narrative
- Write a List: *I Can Do It!*
- Write the Room: Short Vowels
- Handwriting Practice (p. T18)

## LESSON 3

### READING AND VOCABULARY

- ✓ **Character Feelings** (pp. T48–T49)
- **Read Aloud:** Listening Comprehension (p. T50)
- **Engage and Respond:** Identify Story Elements (p. T51)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Blend Phonemes into Words (p. T52)
- **Phonics:** Short *u* (p. T53)
- **Word Work:** Short *u* (p. T54)
- **Words to Know** (p. T55)

### WRITING WORKSHOP

- **Narrative Writing:** Signal Words (p. T56)
- **Interactive Writing:** Plan and Organize a Narrative (p. T57)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Character Feelings (p. T58)
- **Targeted Language Development:** Seek Information (p. T59)
- **Build Independence** (p. T59)

## LESSON 4

### READING AND VOCABULARY

- **Print Concepts:** Return Sweep (p. T60)
- **Character Feelings** (p. T60)
- **Foundational Skills in Context:** Words with Short *u* and Words to Know (p. T61)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Produce Rhymes (p. T62)
- ✓ **Phonics:** Build Words with Short *u* (p. T63)
- **Read Decodable Text:** *Big Bugs* (pp. T64–T65)

### WRITING WORKSHOP

- **Grammar:** Pronouns *I* and *Me* (p. T66)
- **Interactive Writing:** Draft a Narrative (p. T67)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Words with Short *u* (p. T68)
- **Targeted Language Development:** Seek Information (p. T69)
- **Build Independence** (p. T69)

## LESSON 5

### READING AND VOCABULARY

- **Response to Text:** Connect Reading and Writing (p. T70)
- **Oral Language:** Academic Vocabulary (p. T71)
- ✓ **Review Topic Words** (p. T71)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Review Blend Phonemes into Words and Produce Rhymes (p. T72)
- **Phonics:** Spell Words with Short Vowels (p. T73)
- **Words to Know** (p. T74)
- **Review Decodable Texts:** *Nuts, Not Rugs!* and *Big Bugs* (p. T75)

### WRITING WORKSHOP

- **Grammar:** Pronouns *I*, *Me*, and *We* (p. T76)
- **Interactive Writing:** Revise and Edit a Narrative (p. T77)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Topic Words (p. T78)
- **Targeted Language Development:** Seek Information (p. T79)
- **Build Independence** (p. T79)

### ASSESS LEARNING

Weekly Assessment

### CREATIVITY CORNER

- Reading Remake: Design an Instrument
- Art Gallery: *Ish* (p. T19)

### DIGITAL STATION

- Read Along with eBooks
- Watch and Respond! (p. T19)

## INQUIRY AND RESEARCH PROJECT

### I Can Make a Difference

**Description:** Children choose a cause to make their school a better place and learn that they can make a difference in their world!

**Week 1:** Launch the Project (p. T12)



# Week at a Glance



## Indiana Academic Standards for English/Language Arts

### BUILD KNOWLEDGE AND LANGUAGE

**K.SL.1** Listen actively and communicate effectively with a variety of audiences and for different purposes.

**K.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

**K.SL.4.1** Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

### READING AND VOCABULARY

**K.RL.2.3** Identify important elements of the text (e.g., characters, settings, or events).

**K.RL.3.1** Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

**K.RL.4.2** With support, compare and contrast the adventures and experiences of characters in familiar stories.

**K.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

**K.RV.3.1** With support, ask and answer questions about unknown words in stories, poems, or songs.

### FOUNDATIONAL SKILLS

**K.RF.1** Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

**K.RF.3.4** Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

**K.RF.4.1** Use letter-sound knowledge to decode the sound of each consonant (e.g., *dog* = /d/ /g/; *soap* = /s/ /p/).

**K.RF.4.2** Blend consonant-vowel-consonant (CVC) sounds to make words.

**K.RF.4.4** Read common high-frequency words by sight (e.g., *a*, *my*).

**K.RF.5** Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

### WRITING WORKSHOP

**K.W.1** Write for specific purposes and audiences.

**K.W.3.3** Use words and pictures to narrate a single event or simple story, arranging ideas in order.

**K.W.4** Apply the writing process to—

- With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., *correct spelling of simple words, capitalization of the first word of the sentence*).

## LESSON 6

### BUILD KNOWLEDGE AND LANGUAGE

- **Collaborative Discussion:** Speak Audibly (pp. T86–T87)
- **Determine Word Meaning:** Multiple-Meaning Words (p. T87)

### READING AND VOCABULARY

- **Genre Focus:** Folktales (p. T88)
- **Read Aloud:** Listening Comprehension (p. T89)
- **Engage and Respond:** Identify Story Elements (p. T89)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Identify Final Sounds, Isolate Initial Sounds (p. T90)
- **Phonics:** Consonant *v* /*v*/ (p. T91)
- **Phonics:** Consonant *y* /*y*/ (p. T92)
- ✓ **Words to Know** (p. T93)

### WRITING WORKSHOP

- **Narrative Writing:** Features of Narrative Writing (p. T94)
- **Independent Writing:** Plan a Narrative (p. T95)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Words to Know (p. T96)
- **Targeted Language Development:** Seek Information (p. T97)
- **Build Independence** (p. T97)

## LESSON 7

### READING AND VOCABULARY

- **Oral Language:** Academic Vocabulary (p. T98)
- **Interactive Reading:** Make Inferences (p. T99)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Identify Final Sounds (p. T100)
- **Word Work:** Consonants *v* and *y* (p. T101)
- **Phonics:** Consonants *v* and *y* (p. T102)
- **Words to Know** (p. T103)

### WRITING WORKSHOP

- **Narrative Writing:** Read a Writing Model (p. T104)
- ✓ **Independent Writing:** Organize a Narrative (p. T105)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Organize a Narrative (p. T106)
- **Targeted Language Development:** Seek Information (p. T107)
- **Build Independence** (p. T107)

### INQUIRY AND RESEARCH PROJECT

- **Research and Plan:** I Can Make a Difference (p. T12)

## MODULE 5 LITERACY CENTERS



### READING CORNER

- Whisper Reading
- Beginning, Middle, End
- Big Book Reading
- Readers' Theater: *The Little Red Hen* (p. T16)



### WORD WORK

- Rhyme Time
- Picture Sorts: Initial Sounds
- Letters Game: *Ll, Hh, Ww, Jj*
- Spin It, Read It, Write It (p. T17)



### WRITING CENTER

- Time to Write: Narrative
- Write a List: I Can Do It!
- Write the Room: Short Vowels
- Handwriting Practice (p. T18)

## LESSON 8

### READING AND VOCABULARY

- ✓ **Character Traits** (pp. T108–T109)
- **Introduce Genre:** Plays (p. T110)
- **Read Aloud:** Listening Comprehension (p. T111)
- **Engage and Respond:** Identify Story Elements (p. T111)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Blend Phonemes into Words (p. T112)
- **Phonics:** Consonants v and y (p. T113)
- **Read Decodable Text:** *Yams* (pp. T114–T115)

### WRITING WORKSHOP

- **Narrative Writing:** Model Writing a Draft (p. T116)
- **Independent Writing:** Draft a Narrative (p. T117)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Character Traits (p. T118)
- **Targeted Language Development:** Seek Information (p. T119)
- **Build Independence** (p. T119)

## LESSON 9

### READING AND VOCABULARY

- **Print Concepts:** Reading a Play (p. T120)
- **Compare Characters** (p. T120)
- **Foundational Skills in Context:** Words with Short u, Words to Know, and Final Sounds (p. T121)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Blend Phonemes into Words (p. T122)
- ✓ **Phonics:** Build Words with v and y (p. T123)
- **Read Decodable Text:** *Go, Vic!* (pp. T124–T125)

### WRITING WORKSHOP

- **Narrative Writing:** Model Revising and Editing (p. T126)
- **Independent Writing:** Revise and Edit a Narrative (p. T127)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Words with v and y (p. T128)
- **Targeted Language Development:** Seek Information (p. T129)
- **Build Independence** (p. T129)

## LESSON 10

### READING AND VOCABULARY

- **Response to Text:** Connect Reading and Writing (p. T130)
- **Oral Language:** Academic Vocabulary (p. T131)
- ✓ **Determine Word Meaning:** Multiple-Meaning Words (p. T131)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Review Identify Final Sounds and Blend Phonemes into Words (p. T132)
- **Phonics:** Spell Words with v and y (p. T133)
- **Words to Know** (p. T134)
- **Review Decodable Texts:** *Yams* and *Go, Vic!* (p. T135)

### WRITING WORKSHOP

- **Narrative Writing:** Review Cover Elements (p. T136)
- **Independent Writing:** Publish Narrative Writing (p. T137)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Multiple-Meaning Words (p. T138)
- **Targeted Language Development:** Seek Information (p. T139)
- **Build Independence** (p. T139)

### ASSESS LEARNING

Weekly Assessment

### CREATIVITY CORNER

- Reading Remake: Design an Instrument
- Art Gallery: *Ish* (p. T19)

### DIGITAL STATION

- Read Along with eBooks
- Watch and Respond! (p. T19)

## INQUIRY AND RESEARCH PROJECT

### I Can Make a Difference

**Description:** Children set a class goal for their service learning project and gather facts about their class cause from a variety of sources.

**Week 2:** Research and Plan (p. T12)



# Week at a Glance



## Indiana Academic Standards for English/Language Arts

### BUILD KNOWLEDGE AND LANGUAGE

**K.SL.1** Listen actively and communicate effectively with a variety of audiences and for different purposes.

**K.SL.2.5** Continue a conversation through multiple exchanges.

### READING AND VOCABULARY

**K.RF.2.1** Demonstrate understanding that print moves from left to right across the page and from top to bottom.

**K.RL.2.3** Identify important elements of the text (e.g., characters, settings, or events).

**K.RL.2.4** Make predictions about what will happen in a story.

**K.RN.2.2** With support, retell the main idea and key details of a text.

**K.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

**K.RV.3.1** With support, ask and answer questions about unknown words in stories, poems, or songs.

**K.RV.3.2** With support, ask and answer questions about unknown words in a nonfiction text.

### FOUNDATIONAL SKILLS

**K.RF.1** Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

**K.RF.3.4** Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

**K.RF.4.2** Blend consonant-vowel-consonant (CVC) sounds to make words.

**K.RF.4.3** Recognize the long and short sounds for the five major vowels.

**K.RF.4.4** Read common high-frequency words by sight (e.g., *a*, *my*).

**K.RF.5** Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

### WRITING WORKSHOP

**K.W.3.3** Use words and pictures to narrate a single event or simple story, arranging ideas in order.

**K.W.6.1a** Writing sentences that include singular and/or plural nouns (e.g., *dog/dogs*, *cat/cats*).

## LESSON 11

### BUILD KNOWLEDGE AND LANGUAGE



- **Social Communication:** Greetings and Introductions (p. T146)
- **Determine Word Meaning:** Multiple-Meaning Words (p. T147)

### READING AND VOCABULARY



- **Read Aloud:** Make and Check Predictions (p. T148)
- **Listening Comprehension** (p. T149)
- **Engage and Respond:** Identify Story Elements (p. T149)

### FOUNDATIONAL SKILLS



- ✓ **Phonological Awareness:** Identify Medial Vowel Sounds, Isolate Medial Vowel Sounds (p. T150)
- **Phonics:** Short and Long e (p. T151)
- **Word Work:** Short and Long e (p. T152)
- **Words to Know** (p. T153)

### WRITING WORKSHOP



- **Narrative Writing:** Teach Beginnings (p. T154)
- **Interactive Writing:** Plan a Narrative (p. T155)

### SMALL-GROUP INSTRUCTION



- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Identify Medial Vowel Sounds (p. T156)
- **Targeted Language Development:** Recount Information (p. T157)
- **Build Independence** (p. T157)

## LESSON 12

### READING AND VOCABULARY



- **Oral Language:** Academic Vocabulary (p. T158)
- **Interactive Reading:** Make Inferences (p. T159)

### FOUNDATIONAL SKILLS



- **Phonological Awareness:** Identify Medial Vowel Sounds, Blend Phonemes into Words (p. T160)
- **Phonics:** Short e (p. T161)
- **Read Decodable Text:** *Yes, Vets Can!* (pp. T162–T163)

### WRITING WORKSHOP



- ✓ **Grammar:** Singular and Plural Nouns (p. T164)
- **Interactive Writing:** Organize a Narrative (p. T165)

### SMALL-GROUP INSTRUCTION



- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Singular and Plural Nouns (p. T166)
- **Targeted Language Development:** Recount Information (p. T167)
- **Build Independence** (p. T167)

### INQUIRY AND RESEARCH PROJECT



- **Take Action:** I Can Make a Difference (p. T13)

## MODULE 5 LITERACY CENTERS



### READING CORNER

- Whisper Reading
- Beginning, Middle, End
- Big Book Reading
- Readers' Theater: *The Little Red Hen* (p. T16)



### WORD WORK

- Rhyme Time
- Picture Sorts: Initial Sounds
- Letters Game: *Ll, Hh, Ww, Jj*
- Spin It, Read It, Write It (p. T17)



### WRITING CENTER

- Time to Write: Narrative
- Write a Procedure: I Can Do It!
- Write the Room: Short Vowels
- Handwriting Practice (p. T18)

## LESSON 13

### READING AND VOCABULARY

- ✓ **Plot:** Problem and Solution (pp. T168–T169)
- **Read Aloud:** Listening Comprehension (p. T170)
- **Engage and Respond:** Identify Story Elements (p. T171)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Blend Phonemes into Words (p. T172)
- **Phonics:** Short e (p. T173)
- **Word Work:** Short e (p. T174)
- **Words to Know** (p. T175)

### WRITING WORKSHOP

- **Narrative Writing:** Order of Events (p. T176)
- **Interactive Writing:** Draft a Narrative (p. T177)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Problem and Solution (p. T178)
- **Targeted Language Development:** Recount Information (p. T179)
- **Build Independence** (p. T179)

## LESSON 14

### READING AND VOCABULARY

- **Print Concepts:** Return Sweep (p. T180)
- **Key Details** (p. T180)
- **Foundational Skills in Context:** Words to Know and Words with Short e (p. T181)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Blend Phonemes into Words (p. T182)
- ✓ **Phonics:** Spell Words with Short e (p. T183)
- **Read Decodable Text:** *Pet Pup* (pp. T184–T185)

### WRITING WORKSHOP

- **Grammar:** Singular and Plural Nouns (p. T186)
- **Interactive Writing:** Revise and Edit a Narrative (p. T187)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Words with Short e (p. T188)
- **Targeted Language Development:** Recount Information (p. T189)
- **Build Independence** (p. T189)

## LESSON 15

### READING AND VOCABULARY

- **Response to Text:** Connect Reading and Writing (p. T190)
- **Oral Language:** Academic Vocabulary (p. T191)
- ✓ **Determine Word Meaning:** Multiple-Meaning Words (p. T191)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Review Identify Medial Vowel Sounds and Blend Phonemes into Words (p. T192)
- **Phonics:** Spell Words with Short e (p. T193)
- **Words to Know** (p. T194)
- **Review Decodable Texts:** *Yes, Vets Can!* and *Pet Pup* (p. T195)

### WRITING WORKSHOP

- **Narrative Writing:** Signal Words (p. T196)
- **Interactive Writing:** Publish a Narrative (p. T197)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Multiple-Meaning Words (p. T198)
- **Targeted Language Development:** Recount Information (p. T199)
- **Build Independence** (p. T199)

### ASSESS LEARNING

Weekly Assessment



### CREATIVITY CORNER

- Reading Remake: Design an Instrument
- Art Gallery: *Ish* (p. T19)



### DIGITAL STATION

- Read Along with eBooks
- Watch and Respond! (p. T19)

## INQUIRY AND RESEARCH PROJECT

### I Can Make a Difference

**Description:** Children create flyers to promote the class cause and begin working toward the class goal to make their school a better place.

**Week 3:** Take Action (p. T13)



# Week at a Glance



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### READING AND VOCABULARY

**K.RF.2.1** Demonstrate understanding that print moves from left to right across the page and from top to bottom.

**K.RL.2.3** Identify important elements of the text (e.g., characters, settings, or events).

**K.RN.2.3** With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**K.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

**K.RV.3.1** With support, ask and answer questions about unknown words in stories, poems, or songs.

**K.RV.3.2** With support, ask and answer questions about unknown words in a nonfiction text.

### FOUNDATIONAL SKILLS

**K.RF.1** Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

**K.RF.3.4** Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

**K.RF.4.1** Use letter-sound knowledge to decode the sound of each consonant (e.g., *dog* = /d/ /g/; *soap* = /s/ /p/).

**K.RF.4.2** Blend consonant-vowel-consonant (CVC) sounds to make words.

**K.RF.4.4** Read common high-frequency words by sight (e.g., *a*, *my*).

**K.RF.5** Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

### WRITING WORKSHOP

**K.W.1** Write for specific purposes and audiences.

**K.W.3.3** Use words and pictures to narrate a single event or simple story, arranging ideas in order.

**K.W.4** Apply the writing process to—

- With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., *correct spelling of simple words, capitalization of the first word of the sentence*).

## LESSON 16

### BUILD KNOWLEDGE AND LANGUAGE

- **Collaborative Discussion:** Respond in Complete Sentences (p. T206)
- **Determine Word Meaning:** Multiple-Meaning Words (p. T207)

### READING AND VOCABULARY

- **Genre Focus:** Biography (p. T208)
- **Read Aloud:** Listening Comprehension (p. T209)
- **Engage and Respond:** Identify People, Places, and Events (p. T209)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Isolate Initial Sounds, Isolate Final Sounds (p. T210)
- **Phonics:** Consonant *q* (*qu*) /kw/ (p. T211)
- **Phonics:** Consonant *x* /ks/ (p. T212)
- ✓ **Words to Know** (p. T213)

### WRITING WORKSHOP

- **Narrative Writing:** Features of Narrative Writing (p. T214)
- **Independent Writing:** Plan a Narrative (p. T215)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Words to Know (p. T216)
- **Targeted Language Development:** Recount Information (p. T217)
- **Build Independence** (p. T217)

## LESSON 17

### READING AND VOCABULARY

- **Oral Language:** Academic Vocabulary (p. T218)
- **Interactive Reading:** Make Inferences (p. T219)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Isolate Initial Sounds (p. T220)
- **Word Work:** Consonants *q* (*qu*) /kw/ and *x* /ks/ (p. T221)
- **Phonics:** Consonants *q* (*qu*) /kw/ and *x* /ks/ (p. T222)
- **Words to Know** (p. T223)

### WRITING WORKSHOP

- **Narrative Writing:** Read a Writing Model (p. T224)
- ✓ **Independent Writing:** Organize a Narrative (p. T225)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Organize a Narrative (p. T226)
- **Targeted Language Development:** Recount Information (p. T227)
- **Build Independence** (p. T227)

### INQUIRY AND RESEARCH PROJECT

- **Reflect and Celebrate:** I Can Make a Difference (p. T13)

## MODULE 5 LITERACY CENTERS



### READING CORNER

- Whisper Reading
- Beginning, Middle, End
- Big Book Reading
- Readers' Theater: *The Little Red Hen* (p. T16)



### WORD WORK

- Rhyme Time
- Picture Sorts: Initial Sounds
- Letters Game: *Ll, Hh, Ww, Jj*
- Spin It, Read It, Write It (p. T17)



### WRITING CENTER

- Time to Write: Narrative
- Write a Procedure: I Can Do It!
- Write the Room: Short Vowels
- Handwriting Practice (p. T18)



## LESSON 18

### READING AND VOCABULARY

- ✓ **Topic and Theme** (pp. T228–T229)
- **Read Aloud:** Listening Comprehension (p. T230)
- **Engage and Respond:** Identify Story Elements (p. T231)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Segment Words into Onset and Rime (p. T232)
- **Phonics:** Consonants *q (qu) /kw/* and *x /ks/* (p. T233)
- **Read Decodable Text:** *Tan Cat* (pp. T234–T235)

### WRITING WORKSHOP

- **Narrative Writing:** Model Writing a Draft (p. T236)
- **Independent Writing:** Draft a Narrative (p. T237)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Theme (p. T238)
- **Targeted Language Development:** Recount Information (p. T239)
- **Build Independence** (p. T239)

## LESSON 19

### READING AND VOCABULARY

- **Print Concepts:** Directionality (p. T240)
- **Theme** (p. T240)
- **Foundational Skills in Context:** Words to Know and Words with Short *u* (p. T241)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Segment Words into Onset and Rime (p. T242)
- ✓ **Phonics:** Build Words with *q (qu) /kw/* and *x /ks/* (p. T243)
- **Read Decodable Text:** *Fox Cubs* (pp. T244–T245)

### WRITING WORKSHOP

- **Narrative Writing:** Model Revising and Editing (p. T246)
- **Independent Writing:** Revise and Edit a Narrative (p. T247)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Build Words (p. T248)
- **Targeted Language Development:** Recount Information (p. T249)
- **Build Independence** (p. T249)

## LESSON 20

### READING AND VOCABULARY

- **Response to Text:** Connect Reading and Writing (p. T250)
- **Oral Language:** Academic Vocabulary (p. T251)
- ✓ **Determine Word Meaning:** Multiple-Meaning Words (p. T251)

### FOUNDATIONAL SKILLS

- **Phonological Awareness:** Review Isolate Initial Sounds and Segment Words (p. T252)
- **Phonics:** Spell Words with *q (qu) /kw/* and *x /ks/* (p. T253)
- **Words to Know** (p. T254)
- **Review Decodable Texts:** *Tan Cat* and *Fox Cubs* (p. T255)

### WRITING WORKSHOP

- **Narrative Writing:** Author's Page (p. T256)
- **Independent Writing:** Publish Narrative Writing (p. T257)

### BUILD KNOWLEDGE AND LANGUAGE

- **Wrap Up the Topic:** Extend Knowledge (p. T258)
- **Synthesize and Reflect** (p. T259)

### SMALL-GROUP INSTRUCTION

- **Guided Reading** (Take and Teach Lessons)
- **Targeted Skill Practice:** Multiple-Meaning Words (p. T260)
- **Targeted Language Development:** Recount Information (p. T261)
- **Build Independence** (p. T261)

### ASSESS LEARNING

Weekly Assessment  
Module Assessment

### CREATIVITY CORNER

- Reading Remake: Design an Instrument
- Art Gallery: *Ish* (p. T19)

### DIGITAL STATION

- Read Along with eBooks
- Watch and Respond! (p. T19)

## INQUIRY AND RESEARCH PROJECT

### I Can Make a Difference

**Description:** Children create and share posters to reflect on how they worked together to make a difference at school.

**Week 4:** Reflect and Celebrate (p. T13)





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# Planning Guides

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