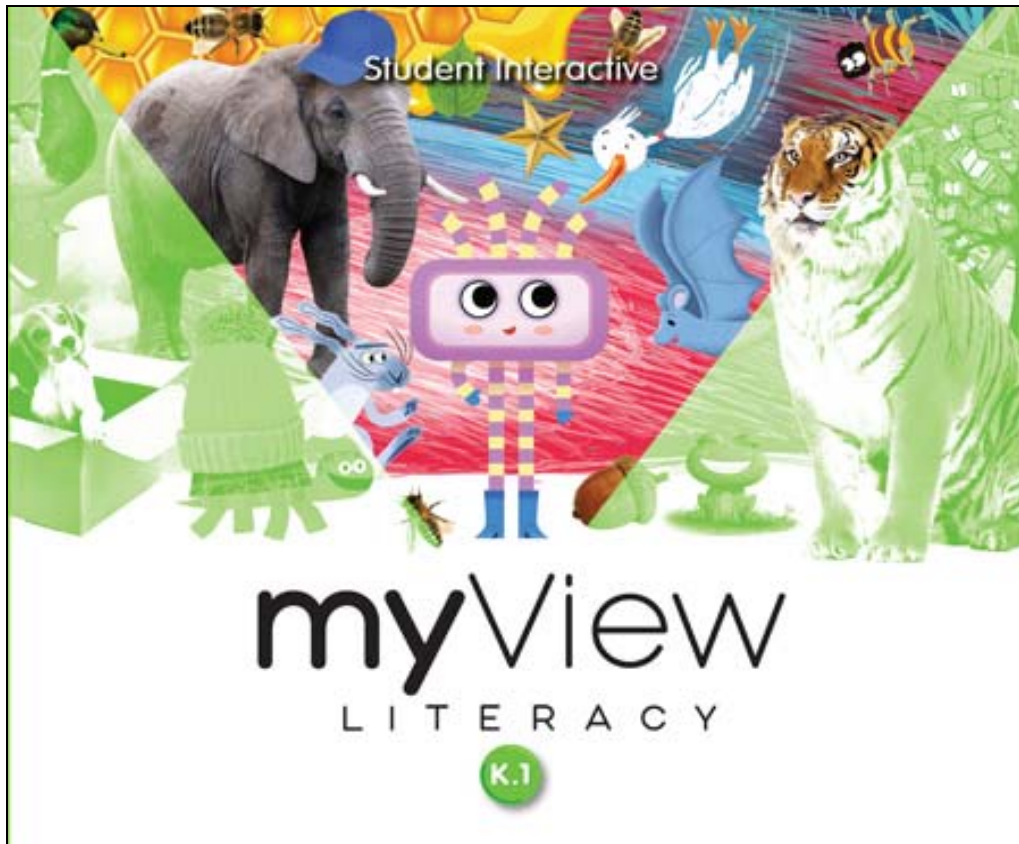


## A Correlation of



©2020, Grade Kindergarten

To the

**Colorado Academic Standards  
for Reading, Writing,  
and Communicating**

**SAVVAS**

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**Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Colorado Academic Standards for Reading, Writing, and Communicating**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

**Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

**Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

**Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<b>Reading, Writing, and Communicating</b>	
<b>Kindergarten</b>	
<b>Standard 1. Oral Expression and Listening</b>	
1. Communicate using verbal and nonverbal language.	
Evidence Outcomes - Students Can:	
<p>a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)</p> <p>i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)</p> <p>ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)</p>	<p><b>Unit 1:</b> Whole Group, T41 Whole Group, T67 Genre Immersion Lesson, T81 Whole Group, T111 Reflect and Share: Talk About It, T134-T135 Whole Group, T207 Whole Group, T273 Reflect and Share: Talk About It, T274 Minilesson: Reflect and Share, T274-T275 Share Back, T290 Writing Club, T295 Collaboration, T411 Collaboration, T413</p> <p><b>Unit 2:</b> Writing Club, T85 Whole Group, T123 Share Back, T152 My View, T188 Reflect and Share, T204-T205 Whole Group, T263 Reflect and Share, T274-T275 Collaboration, T407 Collaboration, T409 Collaboration, T413 Collaboration, T415</p>
Continued Participate in collaborative conversations with diverse partners about kindergarten topics and	(Continued) <b>Unit 3:</b>

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<p>texts with peers and adults in small and larger groups. (CCSS: SL.K.1)</p> <p>i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)</p> <p>ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)</p>	<p>Read Aloud, T34 Read Aloud, T106 Whole Group, T131 Whole Group, T135 Reflect and Share: Talk About It, T142-T143 Whole Group, T145 Read Aloud, T182 Turn, Talk, and Share, T185 Reflect and Share: Talk About It, T282 Read Aloud, T322 Turn, Talk, and Share, T325 Celebrate and Reflect: Share, T404</p> <p><b>Unit 4:</b> My View, T48 Reflect and Share: Talk About It, T64-T65 Whole Group, T123 Whole Group, T137 Whole Group, T181 Reflect and Share: Talk About It, T204-T205 Whole Group, T333 Collaborate, T388 Introduce the Project, T388 Conduct Research: Conduct an Interview, T392-T393 Book Club: Collaboration, T409 Book Club: Collaboration, T413</p> <p><b>Unit 5:</b> My View, T178 Whole Group, T309 Reflect and Share: Talk About It, T126-T127 Support Partner Reading, T263 First Read: Talk, T314 Whole Group, T321 Strategy Group: Discuss Characters in Drama, T324 Introduce the Project, T370 ELL Targeted Support, T371 Celebrate and Reflect: Share, T380</p>
<p>b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details</p>	<p><b>Unit 1:</b> Explore the Infographic, T20 Explore the Infographic, T60 Read Aloud, T104</p>

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<p>and requesting clarification if something is not understood. (CCSS: SL.K.2) *</p>	<p>Ask and Answer Questions, T109 Close Read: Ask and Answer Questions/Describe Characters, T117 <b>Unit 2:</b> ELL Targeted Support: Seek Clarification, T33 ELL Targeted Support: Seek Clarification, T103 Ask and Answer Questions, T128-T129 Strategy Group: Ask and Answer Questions, T132 Whole Group: T133 ELL Targeted Support: Seek Clarification, T243 ELL Targeted Support: Seek Clarification, T313 Celebrate and Reflect: Share, T396 <b>Unit 3:</b> ELL Targeted Support: Seek Clarification, T33 Discuss Theme, T56-T57 Strategy Group: Discuss Theme, T58 ELL Targeted Support: Seek Clarification, T105 ELL Targeted Support: Seek Clarification, T251 Reflect and Share: Talk About It, T282 <b>Unit 4:</b> ELL Targeted Support: Seek Clarification, T173 Reflect and Share: Talk About It, T204-T205 ELL Targeted Support: Seek Clarification, T243 ELL Targeted Support: Seek Clarification, T313 Minilesson: Assessment, T364 <b>Unit 5:</b> ELL Targeted Support: Seek Clarification, T31 Explore the Infographic, T86 ELL Targeted Support: Monitor Understanding, T97 Explore the Poems, T152 ELL Targeted Support: Seek Clarification, T163 ELL Targeted Support: Asking for Clarification, T231 Reflect and Share: Talk About It, T264</p>
<p>c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) *</p>	<p><b>Unit 1:</b> Explore the Infographic, T20 Explore the Infographic, T60 ELL Targeted Support: Seek Clarification, T243 Minilesson: Explore Ask and Answer Questions, T291</p>

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	<p><b>Unit 2:</b>            ELL Targeted Support: Seek Clarification, T33            ELL Targeted Support: Seek Clarification, T103            Whole Group: T133            ELL Targeted Support: Seek Clarification, T173            ELL Targeted Support: Seek Clarification, T243            ELL Targeted Support: Seek Clarification, T313            Celebrate and Reflect: Share, T396</p> <p><b>Unit 3:</b>            ELL Targeted Support: Seek Clarification, T33            ELL Targeted Support: Seek Clarification, T105            ELL Targeted Support: Seek Clarification, T181            ELL Targeted Support: Seek Clarification, T251</p> <p><b>Unit 4:</b>            ELL Targeted Support: Seek Clarification, T173            Reflect and Share: Talk About It, T204            ELL Targeted Support: Seek Clarification, T243            ELL Targeted Support: Seek Clarification, T313            Strategy Group: Ask and Answer Questions, T342            Minilesson: Assessment, T364</p> <p><b>Unit 5:</b>            ELL Targeted Support: Seek Clarification, T31            Explore the Infographic, T86            ELL Targeted Support: Monitor Understanding, T97            Explore the Poems, T152            ELL Targeted Support: Seek Clarification, T163            ELL Targeted Support: Asking for Clarification, T231            Reflect and Share: Talk About It, T264</p>
<p>d. Listen with comprehension to follow two-step directions. *</p>	<p>This standard is met throughout the program. Please see representative pages:</p> <p><b>Unit 1:</b>            Reflect on Reading and Respond, T48–T49, T118–T119, T188–T189, T258–T259, T328–T329</p> <p><b>Unit 2:</b>            Reflect on Reading and Respond, T48–T49, T118–T119, T188–T189, T258–T259, T328–T329</p>

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	<p><b>Unit 3:</b> Reflect on Reading and Respond, T50–T51, T126–T127, T196–T197, T266–T267, T336–T337</p> <p><b>Unit 4:</b> Reflect on Reading and Respond, T48–T49, T118–T119, T188–T189, T258–T259, T328–T329</p> <p><b>Unit 5:</b> Reflect on Reading and Respond, T46–T47, T112–T113, T178–T179, T250–T251, T316–T317</p>
<p>e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6) *</p>	<p><b>Unit 1:</b> Listening Comprehension: Read Aloud, T34-T35 Academic Vocabulary: Context Clues, T208-T209 Listening Comprehension: Read Aloud, T244-T245 Develop Vocabulary, T328 My View, T328</p> <p><b>Unit 2:</b> Academic Vocabulary: Integrate, T54 Academic Vocabulary: Integrate, T58</p>



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	Academic Vocabulary: Context Clues, T208-T209 Listening Comprehension, T244-T245 Academic Vocabulary: Oral Language, T348-T349 <b>Unit 3:</b> Listening Comprehension, T106-T107 Preview Vocabulary, T190 Academic Vocabulary, T216-T217 Listening Comprehension, T252-T253 Preview Vocabulary, T260 <b>Unit 4:</b> Preview Vocabulary, T42 Minilesson: Related Words, T68 Listening Comprehension, T104-T105 Academic Vocabulary: Context Clues, T185 Academic Vocabulary: Context Clues, T208-T209 Minilesson: Word Parts, T278 Listening Comprehension, T314-T315 <b>Unit 5:</b> Listening Comprehension, T32-T33 Preview Vocabulary, T172 Academic Vocabulary: Context Clues, T196-T197 Listening Comprehension, T230-T231 Develop Vocabulary, T316 Academic Vocabulary: Oral Language, T334-T335
2. Develop oral communication skills through a language-rich environment.	
Evidence Outcomes - Students Can:	
a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)	<b>Unit 1:</b> Explore the Infographic, T20 Minilesson: Describe Plot, T124-T125 Describe Setting, T264-T265 <b>Unit 2:</b> My View, T188 Reflect and Share: Talk About It, T274 Share, T396 <b>Unit 3:</b> Reflect and Share: Talk About It, T66 Whole Group, T189

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	<p>Discuss Rhyme and Rhythm: ELL Targeted Support, T202  <b>Unit 4:</b>            ELL Targeted Support, T134            Reflect and Share: Talk About It, T344-T345  <b>Unit 5:</b>            Possible Teaching Point: Read Like a Writer: Analyze an Author's Use of Photos, T45            ELL Targeted Support: Describing Words, T53            Discuss Characters in Drama, T322</p>
<p>b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)</p>	<p><b>Unit 1:</b>            Reflect and Share, Write to Sources, T64-T65            Collaborate and Discuss, T394-T395            Customize It!, T396  <b>Unit 2:</b>            Reflect and Share, Write to Sources, T134-T135            Collaborate and Discuss, T394-T395            Expand It!, T394  <b>Unit 3:</b>            Reflect and Share, Write to Sources, T352-T353            Customize It!, T400            Expand It!, T402  <b>Unit 4:</b>            Expand It!, T396</p>

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	Celebrate and Reflect, T398 <b>Unit 5:</b> Tell and Show Your Opinion, T378 EXPAND IT!, T378 Celebrate and Reflect, T380
c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)	<b>Unit 1:</b> Compare Across Texts: Going Places, T368 Share, T396 <b>Unit 2:</b> Weekly Question, T345 Minilesson: Celebration, T363 Share, T396 Collaborate, T396 <b>Unit 3:</b> Minilesson: Talk About It, T142 Minilesson: Celebration, T371 <b>Unit 4:</b> Minilesson: Celebration, T363 Share, T398 <b>Unit 5:</b> Reflect and Share: Talk About It, T126 Minilesson: Celebration, T349 Share, T380
d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)	<b>Unit 1:</b> Minilesson: Concept Sort, T70 Lesson 1: Nouns, T74 Minilesson: Concept Sort, T140-T141 Minilesson: Concept Sort, T210-T211 Minilesson: Concept Sort, T280-T281 Minilesson: Concept Sort, T350-T351 <b>Unit 3:</b> Letter Sort, T72-T73 Letter Sort, T148-T149 Minilesson: Letter Sort, T218-T219
e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>Unit 1:</b> Possible Teaching Point, Vocabulary, Antonyms, T116

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<p>(CCSS: L.K.5b)</p>	<p>Academic Vocabulary, Synonyms and Antonyms, T138-T139  <b>Unit 2:</b>            Possible Teaching Point: Academic Vocabulary: Antonyms, T117            Minilesson: Antonyms, T138  <b>Unit 3:</b>            Possible Teaching Point: Academic Vocabulary: Antonyms, T123            Minilesson: Antonyms, T146  <b>Unit 5:</b>            Possible Teaching Point, Academic Vocabulary, Antonyms, T111            Academic Vocabulary, Synonyms and Antonyms, T130-T131</p>
<p>f. Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c)</p>	<p><b>Unit 1:</b>            Preview Vocabulary, T112            Preview Vocabulary, T182            Preview Vocabulary, T252            Preview Vocabulary, T322            Make Connections, T338-T339            Strategy Group, Make Connections, T342  <b>Unit 2:</b>            Preview Vocabulary, T112            Preview Vocabulary, T182            Make Connections, T198-T199            Strategy Group, Make Connections, T202            Preview Vocabulary, T322  <b>Unit 3:</b>            Preview Vocabulary, T114            Preview Vocabulary, T190</p>

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g. Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)	<b>Unit 1:</b> Minilesson: Synonyms and Antonyms, T138 <b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary: Synonyms, T117 Minilesson: Synonyms, T138 <b>Unit 5:</b> Minilesson: Synonyms and Antonyms, T130
h. Use new vocabulary that is directly taught through reading, speaking, and listening. *	<b>Unit 1:</b> Vocabulary Development, T48–T49, T118–T119, T188–T189, T258–T259, T328–T329 <b>Unit 2:</b> Vocabulary Development, T48–T49, T118– T119, T188–T189, T258–T259, T328–T329 <b>Unit 3:</b> Vocabulary Development, T50– T51, T126–T127,

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i. Relate new vocabulary to prior knowledge. *	<b>Unit 1:</b> Preview Vocabulary, T42, T112, T182, T252, T322 <b>Unit 2:</b> Preview Vocabulary, T42, T112, T182, T252, T322 <b>Unit 3:</b> Preview Vocabulary, T42, T114, T120, T190, T260, T330 <b>Unit 4:</b> Preview Vocabulary, T42, T112, T182, T252, T322 <b>Unit 5:</b> Preview Vocabulary, T40, T106, T172, T238, T244, T310
<b>Standard 2. Reading for All Purposes</b>	
1. Develop and apply the concepts of print and comprehension of literary texts.	
Evidence Outcomes - Students Can:	
a. Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) * ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2) iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) *	These standards are met throughout the program. Please see representative pages: <b>Unit 1:</b> Minilesson: Realistic Fiction, T36-T37 Identify and Describe Characters, T38 Strategy Group: Identify Realistic Fiction, T40 Close Read: Describe Characters, T47 Minilesson: Identify and Describe Characters, T54-T55 Strategy Group: Identify and Describe Characters, T56 Wrap-Up, T105 Minilesson: Realistic Fiction, T106-T107 Ask and Answer Questions, T109 Close Read: Ask and Answer Questions, T117 My View, T118 ELL Targeted Support, T124 Minilesson: Ask and Answer Questions, T128-T129

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Continued	<p>Retell a Story, T134            Think Aloud: Analyze: Realistic Fiction, T244            Listening Comprehension: Read Aloud, T244            Wrap-Up, T245            Minilesson: Realistic Fiction, T246-T247            Describe Setting, T248            First Read: Look: Think Aloud, T254            Close Read: Describe Setting/Create New Understandings, T255            Strategy Group: Describe Setting, T266            Explore Ask and Answer Questions, T291            Apply Ask and Answer Questions, T292</p> <p>(Continued)</p> <p><b>Unit 2:</b>            Ask and Answer Questions, T109            Close Read: Ask and Answer Questions, T117            Minilesson: Ask and Answer Questions, T128-T129            Identify and Describe Characters, T178            My View, T188            Identify and Describe Characters, T194-T195            Whole Group, T197</p> <p><b>Unit 3:</b>            Strategy Group: Identify Fair Tales, T112            First Read: Read: Think Aloud, T118            My View, T126            Minilesson: Talk About It, T142-T143            Minilesson: Setting, T158            Minilesson: Explore Characters, T159            Ask and Answer Questions, T187            Close Read: Ask and Answer Questions, T193            Close Read: Ask and Answer Questions, T195            Minilesson: Ask and Answer Questions, T206-T207            Think Aloud: Analyze Fiction, T252            Read: First Read Strategies, T260</p>

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<p>b. Use Craft and Structure to:</p> <p>i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)</p> <p>ii. Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5) *</p> <p>iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)</p>	<p><b>Unit 1:</b></p> <p>Genre Immersion Lesson, T80 Introduction to Writing Workshop, T80 Apply What Good Writers Do, T82 Minilesson: Realistic Fiction, T106-T107 Language of the Genre, T106 Develop Vocabulary, T108 Develop Vocabulary, T122 ELL Targeted Support, T149 Parts of a Book, T151 Explore Meet the Author, T153 Apply Meet the Author, T155 Preview Vocabulary, T182 Minilesson: Types of Books, T220</p> <p><b>Unit 2:</b></p> <p>Minilesson: Fiction, T176-T177 Language of the Genre, T176 Develop Vocabulary, T178 Possible Teaching Point: Academic Vocabulary, Context Clues, T187 Develop Vocabulary, T188</p> <p><b>Unit 3:</b></p> <p>Minilesson: Folktale, T36-T37 Develop Vocabulary, T38 Strategy Group: Identify Folktale, T40 Whole Group, T41 Genre Immersion Lesson: Mentor Stack, T82 Independent Writing: Mentor Stack, T83</p>

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Continued	<p>Share Back, T83 Genre Immersion Lesson: Mentor STACK, T83 Develop Vocabulary, T126-T127 Preview Vocabulary, T190-T191 Identify Fiction, T256 Strategy Group: Identify Fiction, T258 Preview Vocabulary, T260-T261 Minilesson: Myths, T324-T325</p> <p>(Continued)</p> <p><b>Unit 4:</b> Think Aloud: Analyze Narrative Nonfiction, T104 Minilesson: Narrative Nonfiction, T106-T107 Identify Narrative Nonfiction, T108 Strategy Group: Identify Narrative Nonfiction, T110 Print Awareness, T112 Think Aloud: Analyze Fiction, T174 Minilesson: Fiction, T176-T177 Develop Vocabulary, T178 Identify Fiction, T178 Strategy Group: Identify Fiction, T180 Develop Vocabulary, T188-T189 Develop Vocabulary, T318 Think Aloud: Analyze Fiction, T314 Minilesson: Fiction, T316-T317 Identify Fiction, T318 Strategy Group: Identify Fiction, T320 Preview Vocabulary, T322</p> <p><b>Unit 5:</b> Genre Immersion Lesson, T76 Explore the Poems, T152 Minilesson: Poetry, T166-T167 Preview Vocabulary, T172 Develop Vocabulary, T178-T179 Minilesson: Drama, T304 Develop Vocabulary, T306 Identify Drama, T306</p>

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	<p>Strategy Group: Identify Drama, T308 Minilesson: Discuss Characters in Drama, T322-T323</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7)</p> <p>ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)</p>	<p><b>Unit 1:</b> Decodable Story: Read I Am, T30-T31 Compare Texts, T39 Reflect and Share: Write to Sources, T64-T65 Compare Texts, T109 Reflect and Share: Talk About It, T134-T135</p> <p><b>Unit 2:</b> Compare Texts, T179 Minilesson: Identify and Describe Characters, T194-T195 Graphics, T220</p> <p><b>Unit 3:</b> Compare and Contrast Stories, T110 Close Read: Compare and Contrast Stories, T119 Close Read: Compare and Contrast Stories, T125 Minilesson: Compare and Contrast Stories, T132-T133</p> <p><b>Unit 4:</b> Minilesson: Find Main Idea and Supporting Details, T124 Minilesson: Describe Setting, T194-T195 Strategy Group: Compare Texts, T206</p> <p><b>Unit 5:</b> Minilesson: Connect Text and Illustrations, T52-T53</p>

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<p>d. Use Range of Reading and Level of Text Complexity to:</p> <p>i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)</p>	<p>This standard is met throughout the program. Please see representative pages:</p> <p><b>Unit 1:</b> Reading Workshop: Decodable Story, T100-T101 Matching Texts to Learning, T178-T179 myView, T188 Book Club: Plan Book Club, T398 Book Club: Each Day, T399 Book Club: Routine, T400 Book Club: Week 1, T404-T405</p> <p><b>Unit 2:</b> Matching Texts to Learning, T108-T109 Matching Texts to Learning, T318-T319 myView, T258 Book Club: Plan Book Club, T398 Book Club: Each Day, T399 Book Club: Routine, T400 Book Club: Week 1, T404-405</p> <p><b>Unit 3:</b> Book Club: Plan Book Club, T406 Book Club: Each Day, T407 Book Club: Routine, T408 Book Club: Week 1, T412-T413</p> <p><b>Unit 4:</b> myView, T188 Matching Texts to Learning, T318-T319 myView, T328 Book Club: Plan Book Club, T400 Book Club: Each Day, T401 Book Club: Routine, T402 Book Club: Week 1, T406-T407</p> <p><b>Unit 5:</b> Matching Texts to Learning, T168-T169</p>

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	myView T178 Share Back, T212 Book Club: Plan Book Club, T382 Book Club: Each Day, T383 Book Club: Routine, T384 Book Club: Week 1, T388-T389
2. Develop and apply the concepts of print and comprehension of informational texts.	
Evidence Outcomes - Students Can:	
<p>a. Use Key Ideas and Details to:</p> <p>i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) *</p> <p>ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)</p> <p>iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)</p>	<p><b>Unit 1:</b>            Close Read: Find Main Idea/Use Text Evidence, T185            Minilesson: Focus on Strategies, T188            Minilesson: Find Main Idea, T194-T195            Strategy Group: Find Main Idea, T196            Strategy Group: Create New Understandings, T272            Whole Group, T273            Minilesson: Apply Ask and Answer Questions, T292            Minilesson: Focus on Strategies, T328            Retelling Texts, 344</p> <p><b>Unit 2:</b>            Find the Main Idea and Supporting Details, T38            Main Idea and Supporting Evidence, T54-T55            Strategy Group: Main Idea and Supporting Evidence, T56            Ask and Answer Questions, T109            First Read: Ask: Think Aloud, T114            First Read: Talk: Think Aloud, T116            Minilesson: Explore Details, T153            Possible Teaching Point: Read Like a Writer: Ask and Answer Questions, T255</p> <p><b>Unit 3:</b>            Ask and Answer Questions, T187            Read: First Read Strategies, T190            Minilesson: Ask and Answer Questions, T206-T207            Strategy Group: Ask and Answer Questions, T210</p>

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<p>Continued</p>	<p>(Continued)</p> <p><b>Unit 4:</b>  Describe Connections, T38  Close Read: Describe Connections, T45  My View, T48  Describe Connections, T54-T55  Strategy Group: Describe Connections, T56-T57  My View, T118  Retell Texts, T134  Minilesson: Reflect and Share, T204My View, T258  Reflect and Share: Talk About It, T344-T345</p> <p><b>Unit 5:</b>  First Read: Ask, T42  My View, T112  My View, T250  Minilesson: Ask and Answer Questions, T260-T261  Strategy Group: Ask and Answer Questions, T262  Strategy Group: Compare Texts, T266  Whole Group, T267</p>

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<p>b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> <li>i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)</li> <li>ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5) *</li> <li>iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)</li> </ul>	<p><b>Unit 1:</b>            Independent Reading, T13            Genre Immersion Lesson, T80            Genre Immersion Lesson: Mentor Stack, T82            ELL Targeted Support: Parts of a Book, T149            Minilesson: Parts of a Book, T150            Minilesson: Explore Meet the Author, T153            Minilesson: Apply Meet the Author, T154            Find Main Idea, T178            Print Awareness, T182            Independent Writing, T360            Minilesson: Edit for Parts of a Book, T360            Independent Writing, T361            Minilesson: Assessment, T364</p> <p><b>Unit 2:</b>            Independent Reading, T13            Genre Immersion Lesson: Mentor STACK, T81            Minilesson: Compose a Title, T150            Minilesson: Find Text Features, T264-T265</p> <p><b>Unit 4:</b>            Print Awareness, T112            Informational Writing, T390</p> <p><b>Unit 5:</b>            Print Awareness, T40            ELL Targeted Support, T41            Minilesson: What You Know About Your Topic, T142            Develop Vocabulary, T235            Strategy Group: Compare and Contrast Texts, T258            Develop Vocabulary, T316-T317            Strategy Group: Develop Vocabulary, T320            Customize It!, T374</p>
<p>c. Use Integration of Knowledge and Ideas</p>	<p><b>Unit 1:</b></p>

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<p>to:</p> <p>i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)</p> <p>ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)</p> <p>iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9)</p>	<p>Minilesson: Develop Vocabulary, T188 Minilesson: Develop Vocabulary, T328 Explore and Plan: Introduce Persuasive Writing, T388-T389</p> <p><b>Unit 2:</b> Minilesson: Informational Text, T246-T247 Minilesson: Persuasive Text, T316-T317 Possible Teaching Point: Read Like a Writer: Supporting Points in a Text, T325 Close Read: Find Important Details, T327 My View, T328 Minilesson: Find Text Structure, T334-T335 Strategy Group: Find Text Structure, T336 Minilesson: Find Important Details, T338-T339 Strategy Group: Find Important Details, T342 Strategy Group: Compare Texts, T346 Leveled Readers: Compare Texts, T347</p> <p><b>Unit 3:</b> Explore Persuasive Writing, T396</p> <p><b>Unit 4:</b> My View, T258</p> <p><b>Unit 5:</b> Connect Text and Illustrations, T36 Close Read: Connect Text and Illustrations, T43 First Read: Look, T44 Minilesson: Connect Text and Illustrations, T52-T53 Strategy Group: Connect Text and Illustrations, T54 Assess Understanding, T69 Minilesson: Explore Graphics, T211 Minilesson: Compare and Contrast Texts, T256-T257 Strategy Group: Compare and Contrast Texts, T258 Strategy Group: Compare Texts, T266</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p>	<p><b>Unit 1:</b> Matching Texts to Learning, T178-T179</p>



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<p>i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)</p>	<p>My View, T188  <b>Unit 2:</b>            Read Aloud, T314            Read: Discuss the First Read Strategies, T322            Fluency: Oral Reading/Oral Reading Rate and Accuracy, T332            Fluency: Oral Reading/Oral Reading Rate and Accuracy, T342  <b>Unit 3:</b>            Book Club: Plan Book Club, T406            Book Club: Each Day, T407            Book Club: Routine, T408            Book Club: Week 1, T412-T413  <b>Unit 4:</b>            Matching Texts to Learning, T248-T249            Book Club: Plan Book Club, T400            Book Club: Each Day, T401            Book Club: Routine, T402            Book Club: Week 1, T406-T407  <b>Unit 5:</b>            Matching Texts to Learning, T102-T03            My View, T112            Matching Texts to Learning, T234-T235            Book Club: Plan Book Club, T382            Book Club: Each Day, T383            Book Club: Routine, T384            Book Club: Week 1, T388-T389</p>
3. Develop basic reading skills through the use of foundational skills.	
Evidence Outcomes - Students Can:	
a. Demonstrate understanding of the	<b>Unit 1:</b>

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<p>organization and basic features of print. (CCSS: RF.K.1)</p> <p>i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)</p> <p>ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b) *</p> <p>iii. Understand that words are separated by spaces in print (concept of word). (CCSS: RF.K.1c) *</p> <p>iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)*</p>	<p>Phonics: Introduce Mm, T22-T23 Phonics: Introduce Tt, T26 Review Mm and Tt, T32-T33 Phonics: Introduce Aa, T92 Review Short a and Ss, T102-T103 Reading Workshop: Decodable Story, T170-T171 Phonics Review Cc and Pp, T172-T173 Exploring Spaces Between Words, T221 Independent Writing, T221 Apply Spaces Between Words, T222 Phonics: Introduce Nn, T236 Phonics: Introduce Bb, T302 Handwriting: Letters li, T352 Phonics Review Consonants Bb and Rr, T384-T385</p> <p><b>Unit 2:</b> Phonics: Introduce Dd, T22 Phonics: Introduce Kk, T26 Phonics: Introduce Oo, T92 Phonics: Introduce Ff, T96 Phonics: Review Short Oo and Ff, T102 Introduce Hh, T162 Phonics: Introduce Ll, T166 Minilesson: Explore Words and Sentences: Mentor Stack, T221 Writing Support, T221 Independent Writing, T221 Share Back, T221 Phonics: Introduce Gg, T232 Phonics: Introduce Ee, T302 Phonics: Introduce Ww and Yy, T306 Print Awareness, T322 Handwriting: Write Words, T348</p>
<p>Continued</p>	<p>(Continued)</p> <p><b>Unit 3:</b> Phonics: Introduce Jj, T22 Phonics: Introduce Xx, T26 Phonics: Read and Write Words with Xx, T28-T29 Minilesson: Letter Sort, T72-T73</p>

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	<p>Genre Immersion Lesson: Mentor Stack, T82 Phonics: Introduce Uu, T94 Phonics: Introduce Vv, T98 Phonics: Introduce Zz, T170 Print Awareness, T190 Print Awareness, T330 <b>Unit 4:</b> Print Awareness, T42 Handwriting: Words Are Separated by Spaces, T72 Print Awareness, T182 Phonics: Review Words for Pp and Yy, T232 Phonics: Review Words for Dd, Ff, and Vv, T302 Handwriting: Write Words, T348 Phonics: Reinforce Words for short and Long u, Hh, and Xx, T380 <b>Unit 5:</b> Phonics: Review Words for Cc, Tt, T22 Print Awareness, T40 Phonics: Review Words for Bb, Jj, T88 Print Awareness, T106 Phonics: Review Words for Kk, Ss, T220 Word Work Strategy Group: Words for Ww AND Mm, T252 Handwriting: Write Simple Sentences, Using Capitalization and Punctuation and Spaces Between Words, T272 Minilessons: Phonics: Review Words for Ll, Nn, T292-T293 Handwriting: Write Simple Sentences, Using Capitalization and Punctuation and Spaces Between Words, T334 Handwriting: Write Simple Sentences, Using Capitalization and Punctuation and Spaces Between Words, T338</p>
<p>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)</p> <p>i. Recognize and produce rhyming words. (CCSS: RF.K.2a) *</p> <p>ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) *</p> <p>iii. Blend and segment the onset and</p>	<p><b>Unit 1:</b> Phonological Awareness: Initial /m/, T22 ELL Targeted Support: Practice Initial /m/, T23 Phonological Awareness: Initial and Final /t/, T26 Minilessons: Phonics: Identify and Write Tt, T28-T29 Word Work Strategy Group: Consonant Mm, T50 Phonological Awareness: Medial /a/, T92 Phonological Awareness: Blend and Segment Onset and Rime, T102</p>

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<p>iv. rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c) *</p> <p>v. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d)</p> <p>vi. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) *</p> <p>vii. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. *</p> <p>viii. Identify phonemes for letters. *</p>	<p>Intervention Activity: Short a, T120</p> <p>Phonological Awareness: Blend and Segment Onset and Rime: See And Say, T162</p> <p>Phonological Awareness: Blend and Segment Onset and Rime, T162</p> <p>Minilesson: Phonics: Read and Write Words with Pp, T164-T165</p> <p>Phonological Awareness: Blend and Segment Onset and Rime, T166</p> <p>Phonological Awareness: Blend and Segment Onset and Rime, T166</p> <p>Phonological Awareness: Blend and Segment Onset and Rime, T172</p> <p>Phonological Awareness: Blend and Segment Onset and Rime, T172</p> <p>Word Work Activity: Build Words with Letter Tiles, T191</p> <p>Word Work Activity: Build Words with Letter Tiles, T261</p> <p>Word Work Activity: Build Words with Letter Tiles, T271</p> <p>Intervention Activity: Short i, T260</p> <p>Apply: My Turn, T312</p> <p>Phonological Awareness: Medial /a/, T370</p> <p>Phonological Awareness: Medial /i/, T376</p> <p>Decodable Book, T61, T121, T131, T191, T201, T261, T271, T331, T341, T375, T381</p>
(Continued)	<p>(Continued)</p> <p><b>Unit 2:</b></p> <p>Phonological Awareness: Segment and Blend Phonemes, T32</p> <p>Word Work Activity: Build Words with Letter Tiles, T51</p> <p>Minilesson: Rhyming Sort, T70</p> <p>Intervention Activity: Short o, T120</p> <p>Phonological Awareness: Segment and Blend Phonemes, T166</p> <p>Phonological Awareness: Segment and Blend Phonemes, T172</p> <p>Word Work Strategy Group: Sound /h/ Spelled Hh,</p>

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(Continued)	<p>T190 Word Work Activity: Build Words with Letter Tiles, T201 Phonological Awareness: Segment and Blend Onset and Rime, T232 Word Work Activity: Build Words with Letter Tiles, T331 Phonological Awareness: Identify and Produce Rhyming Words, T242 Phonological Awareness: Identify and Produce Rhyming Words, T370 Phonological Awareness: Identify and Produce Rhyming Words, T376 Intervention Activity: Short e, T380 Phonological Awareness: Review Rhyme, T384 Decodable Book, T51, T61, T121, T131, T191, T201, T261, T271, T331, T341, T375, T381</p> <p>(Continued) <b>Unit 3:</b> Phonological Awareness: Syllables, T22 Phonological Awareness: Syllables, T98 Phonological Awareness: Identify and Produce Rhyming Words, T104 Word Work Activity: Build Words with Letter Tiles, T129 Word Work Activity: Build Words with Letter Tiles, T139 Word Work Activity: Build Words with Letter Tiles, T199 Whole Group, T205 Word Work Activity: Build Words with Letter Tiles,</p>

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<p>(Continued)</p>	<p>T209 Phonological Awareness: Identify and Produce Rhyming Words, T250 Intervention Activity: Short a, T268 Intervention Activity: Short i, T338 Intervention Activity: Short u, T388 Decodable Book, T53, T63, T129, T139, T199, T209, T269, T279, T339, T349, T383</p> <p>(Continued)</p> <p><b>Unit 4:</b> Phonological Awareness: Final /ks/, T26 Phonological Awareness: Segment and Blend Phonemes, T26 Word Work Activity: Build Words with Letter Tiles, T61 Phonological Awareness: Identify and Count Syllables, T102 Intervention Activity: Long e and u, T130 Phonological Awareness: Identify and Count Syllables, T172 Phonological Awareness: Initial /kw/, T174 Intervention Activity: Short e, T190 Intervention Activity: Long e and u, T200</p>

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<p>(Continued)</p>	<p>Phonological Awareness: Substitute Phonemes, T220  Phonological Awareness: Identify and Produce Rhyming Words, T242  Intervention Activity: Short i, T260  Phonological Awareness: Add Phonemes, T302  Phonological Awareness: Identify and Produce Rhyming Words, T306  Intervention Activity: Short u, T376  Phonological Awareness: Medial /u/, T378  Decodable Book, T51, T61, T121, T131, T191, T201, T261, T271</p> <p>(Continued)</p> <p><b>Unit 5:</b>  Phonological Awareness: Segment and Blend Syllables, T22  Phonological Awareness: Segment and Blend Phonemes, T30-T31  Phonological Awareness: Identify and Count Syllables, T88  Phonological Awareness: Manipulate Syllables, T92  Phonological Awareness: Add Phonemes, T96  Phonological Awareness: Segment and Blend Syllables, T154  Close Read: Discuss Rhyme and Rhythm/Visualize Details, T177  Minilesson: Discuss Rhyme and Rhythm, T184  Strategy Group: Discuss Rhyme and Rhythm, T186</p>

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	<p>Phonological Awareness: Substitute Phonemes, T220</p> <p>Phonics: Reinforce Words for Kk, Ss, Ww, Mm, T224</p> <p>Phonological Awareness: Segment and Blend Phonemes, T224-T225</p> <p>Phonological Awareness: Segment and Blend Syllables, T292</p> <p>Phonological Awareness: Substitute Phonemes, T300</p> <p>Phonological Awareness: Segment and Blend Syllables, T356</p> <p>Apply: Turn, Talk, and Share, T356</p> <p>Phonological Awareness: Add Phonemes, T364</p> <p>Phonological Awareness: Segment and Blend Syllables, T368</p> <p>Decodable Book, T49, T115, T181, T253</p>
<p>c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)</p> <p>i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (adapted from CCSS: RF.K.3a) *</p> <p>ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)</p> <p>iii. Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are do, does) CCSS: RF.K.3c)</p> <p>iv. Distinguish between similarly spelled words by identifying the</p>	<p><b>Unit 1:</b></p> <p>Minilessons: High-Frequency Words: I, am, the, T27</p> <p>Minilessons: High-Frequency Words: a, to, like, T97</p> <p>Reading Workshop: Decodable Story, T100-T101</p> <p>Word Work Strategy Group: Short a Spelled Aa: Alphabet Card, T120</p> <p>Minilessons: High-Frequency Words: my, we, make, T237</p> <p>Minilessons: Phonics: Review Short i and Nn, T242-T243</p> <p>Word Work Strategy Group: SHORT i Spelled Ii, T260</p> <p>Minilessons: Phonics: Introduce Bb, T302-T303</p> <p>Minilessons: Phonics: Read and Write Words with Bb, T304-T305</p> <p>Minilessons: High-Frequency Words: me, for, and with, T307</p> <p>Minilessons: Phonics: Read and Write Words with Rr, T308-T309</p>



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<p style="text-align: center;">sounds of the letters that differ. (CCSS: RF.K.3d) *</p> <p style="text-align: center;">(Continued)</p>	<p>Minilesson: Phonics: Review Consonants Rr and Bb, T312-T313            Word Work Strategy Group: Consonant Bb, T330            Word Work Strategy Group: Consonant Rr, T340            Minilesson: Phonics: Review /a/ Spelled Aa, T370-T371            Minilesson: Phonics: Review /i/ Spelled Ii, T376            Minilesson: High-Frequency Words: she, see, look, T377            Reading Workshop: Decodable Story, T382-T383            Minilesson: Phonics: Spiral Review: Consonants Bb/b/ and Rr/r/, T384</p> <p style="text-align: center;">(Continued)</p> <p><b>Unit 2:</b>            Minilesson: High-Frequency Words, T27            Foundational Skills Extension: High-Frequency Words, T45            Decodable Book, T51            Minilesson: Phonics: Introduce Oo, T92-T93            Minilesson: Phonics: Introduce Ff, T96            Minilesson: Phonics: Read and Write Words with Ff, T98-T99            Reading Workshop: Decodable Story, T100            Phonological Awareness: Initial and Final /f/, T102            Word Work Strategy Group: Short o Spelled oo, T120            Word Work Strategy Group: Sound /f/ Spelled Ff, T130            Minilesson: Phonics: Introduce Hh, T162-T163            Minilesson: Phonics: Read and Write Words with Hh, T164-T165            Minilesson: Phonics: Introduce Ll, T166            Minilesson: Phonics: Read and Write Words with Gg, T234-T235            Phonological Awareness: Medial /e/, T302            Minilesson: Phonics: Introduce Ee, T302-T303            Minilesson: High-Frequency Words, T307</p>

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<p>(Continued)</p>	<p>Word Work Strategy Group: Short e Spelled Ee, T330 Decodable Books: Bats in a Trap, T331 Word Work Strategy Group: Sound /w/ Spelled Ww and Sound /y/ Spelled Yy, T340 Minilesson: Phonics: Review /o/ Spelled Oo, T370-T371 Decodable Book, T375 Minilesson: Phonics: Review /e/ Spelled Ee, T376 Minilesson: High-Frequency Words, T377 Decodable Book, T381 Minilesson: Phonics: Spiral Review: Consonants Ww /w/ and Yy /y/, T384-T385</p> <p>(Continued)</p> <p><b>Unit 3:</b> Minilesson: Phonics: Introduce Jj, T22 Minilesson: High-Frequency Words: was, said, where, T27 Reading Workshop: Decodable Story, T30-T31 Decodable Book: WHAT IS IT?, T53 Word Work Strategy Group: Consonant Xx, T62 Minilesson: Phonics: Read and Write Words with Uu, T96 Minilesson: Phonics: Introduce Vv, T98 Minilesson: High-Frequency Words: any, come, play, T99 Word Work Strategy Group: Short u, T128 Decodable Book: We Like to Play!, T139 Minilesson: Phonics: Introduce Zz, T170 Minilesson: High-Frequency Words: her, how, down, T175 Reading Workshop: Decodable Story, T178-T179 Phonics: Introduce Short a and Long a, T240-T241 Minilesson: High-Frequency Words: away, give, little, T245 Reading Workshop: Decodable Story, T248-T249 Phonics: Introduce Short a and Long a, T250 Phonological Awareness: Identify and Produce Rhyming Words, T250 ELL Targeted Support: Practice with Short and Long i, T311</p>

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<p>(Continued)</p>	<p>Phonics: Introduce Short i and Long i, T310-T311  Phonics: Review Short I and Long I, T320  Minilessson: Phonics: Review /u/ Spelled Uu, T378-T379  Minilessson: Phonics: Word Families -ug and -un, T380  Word Work Strategy Group: Word Families -ug and -un, T382</p> <p>(Continued)</p> <p>Minilessson: Phonics: Review Short and Long a, T384  Minilessson: Phonics: Word Families -ub and -ut, T386  Word Work Strategy Group: Word Families -ub and -ut, T388  Reading Workshop: Decodable Story, T390-T391  Minilessson: Phonics: Spiral Review: Short u Spelled u, T392-T393</p> <p><b>Unit 4:</b></p> <p>Minilessson: Phonics: Introduce Short o and Long o, T22-T23  Phonological Awareness: Segment and Blend Phonemes, T26  Minilessson: High-Frequency Words: find, over, again, T27  Reading Workshop: Decodable Story, T30-T31  Minilessson: Phonics: Read and Write Words with Short u and Long u, T94-T95  Minilessson: Read and Write Words with Short u and Long u, T96  Minilessson: High-Frequency Words: all, now, pretty, T97  Minilessson: Phonics: Read and Write Words with Short u and Long u, T98-T99  Reading Workshop: Decodable Story, T100-T101  Minilessson: Phonics: Read and Write Words with Short e and Long e, T164-T165  Reading Workshop: Decodable Story, T170-T171  Minilessson: Phonics: Review Words for Pp and Yy, T232  Reading Workshop: Decodable Story: The Past</p>

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(Continued)	<p>and Now, T240-T241 Minilesson: Phonics: Reinforce Words for Short e, Dd, Ff, and Vv, T306</p> <p>(Continued) Minilesson: Phonics: Review Words for Short e, T304-T305 Minilesson: High-Frequency Words: want, every, please, T307 Reading Workshop: Decodable Story: We Have Fun, T310-T311 Minilesson: Phonics: Review Words for Hh and Xx, T370 Minilesson: Review Words for Short and Long u, T374-T375 Minilesson: Phonics: Reinforce Words for Short and Long u, Hh, and Xx, T380</p> <p><b>Unit 5:</b> Phonics: Review Words for Short o and Long o, T24-T25 Minilesson: High-Frequency Words: be, saw, our, T27 ELL Targeted Support, T114 Phonics: Review Words for Short a and Long a, T156-T157 Reading Workshop: Decodable Story: Tif and Cole, T28-T29 Minilesson: Phonics: Review Words for Ww, Mm, T222-T223 Phonological Awareness: Segment and Blend Phonemes, T224 Minilesson: High-Frequency Words: out, so, then, T225 Word Work Strategy Group: Words For Ww and Mm, T252 Minilesson: Phonics: Review Words for Ll, Nn, T292-T293 Minilesson: Phonics: Review Words for Rr, Zz, T294-T295 Minilesson: High-Frequency Words: new, too, when, T297 Word Work Strategy Group: Words For Rr and Zz, T318</p>

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	<p>Minilesson: Phonics: Words I Can Read, T356 Minilesson: Phonics: Words I Can Read, T360</p>
<p>d. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)</p>	<p><b>Unit 1:</b> Reading Workshop: Decodable Story, T100-T101 Read, T182 Minilesson: Create New Understandings, T268 Read, T322</p> <p><b>Unit 2:</b> Read, T42 Read, T112 Decodable Books: Bats in a Trap, T331</p> <p><b>Unit 3:</b> Independent Reading: Establish a Purpose, T13 Reading Workshop: Decodable Story, T30-T31 Read, T114 Read, T190 Read, T330</p> <p><b>Unit 4:</b> Independent Reading: Make Connections, T13 Reading Workshop: Decodable Story, T100-T101 Read, T182 Read, T322</p> <p><b>Unit 5:</b> Reading Workshop: Decodable Story: Tif and Cole, T28-T29 Read, T40 Read, T106 Read, T172 Read, T238 Read, T310</p>

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<p>e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)</p> <p>i. Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)</p> <p>ii. Use the most frequently occurring inflections and affixes (for example: ed, -s, re-, un, re-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) *</p>	<p><b>Unit 1:</b> Possible Teaching Point: Language and Conventions: Plural Nouns, T186 Academic Vocabulary, Context Clues, T208-T209 Language &amp; Conventions: Plural Nouns, T214-T215 Language &amp; Conventions: Plural Nouns, T284-T285 Possible Teaching Point: Language and Conventions: Singular and Plural Nouns, T327</p> <p><b>Unit 2:</b> Academic Vocabulary, Context Clues, T208-T209 Language &amp; Conventions: Verbs, T284-T285</p> <p><b>Unit 3:</b> Minilesson: Develop Vocabulary, T196 Minilesson: Word Parts, T286</p> <p><b>Unit 4:</b> Minilesson: Word Parts, T278</p> <p><b>Unit 5:</b> Possible Teaching Point, Academic Vocabulary, T42 Minilesson: Word Parts, T268 Edit for Verbs, T280</p>
<p>f. Identify and manipulate sounds.</p> <p>i. Identify and produce groups of words that begin with the same sound (alliteration).</p> <p>ii. Identify the initial, medial, and final phoneme (speech sound) of spoken words. *</p>	<p><b>Unit 1:</b> Alliteration, T32-T33, T96-T97, T242-T243, T302-T303 Identify, Segment, and Blend Phonemes, T384-T385</p> <p><b>Unit 2:</b> Alliteration, T96-T97 Identify, Segment, and Blend Phonemes, T32-T33, T92-T93, T166-T167, T172-T173</p> <p><b>Unit 4:</b> Alliteration, T236-T237 Identify, Segment, and Blend Phonemes, T26-T27</p> <p><b>Unit 5:</b> Alliteration, T162-T163 Identify, Segment, and Blend Phonemes, T30-T31, T224-T225</p>

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<b>Standard 3. Writing and Composition</b>	
1. Write opinions using labels, dictation, and drawing.	
Evidence Outcomes - Students Can:	
<p>a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: My favorite book is...). (CCSS: W.K.1)</p>	<p><b>Unit 1:</b> Tell Your Opinion, T394 Collaborate, T394 Next Steps, T395 Differentiated Support: Intervention/Extend, T395</p> <p><b>Unit 3:</b> Minilesson: Write to Sources, T352-T353 Explore Persuasive Writing, T396-T397 Collaborate, T396 Collaborate, T400 Revise and Edit, T402-T403</p> <p><b>Unit 4:</b> My View, T328</p> <p><b>Unit 5:</b> Introduce Persuasive Poetry, T372-T373 Take Notes, T376-T377 Tell and Show Your Opinion, T378-T379</p>
<p>b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)</p>	<p><b>Unit 1:</b> Tell Your Opinion, T394 Collaborate, T394 Next Steps, T395 Differentiated Support: Intervention/Extend, T395</p> <p><b>Unit 3:</b> Minilesson: Write to Sources, T352-T353 Explore Persuasive Writing, T396-T397 Collaborate, T396 Collaborate, T400 Revise and Edit, T402-T403</p> <p><b>Unit 4:</b> My View, T328</p> <p><b>Unit 5:</b> Introduce Persuasive Poetry, T372-T373 Take Notes, T376-T377 Tell and Show Your Opinion, T378-T379</p>
<p>c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)</p>	<p><b>Unit 2:</b> Sources, T390 Customize It! Use Technology, T392 Share, T396</p>

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	<p><b>Unit 3:</b> Conduct Research: Use a Library Database, T398-T399</p> <p><b>Unit 4:</b> Customize It!, T398</p> <p><b>Unit 5:</b> ELL Targeted Support: Explore Digital Tools to Publish Writing, T279 Independent Writing, T281 Minilesson: Explore Digital Tools to Produce Writing, T281 Independent Writing, T282 Minilesson: Apply Digital Tools to Produce Writing, T282 Minilesson: Explore Digital Tools to Publish Writing, T283 Minilesson: Apply Digital Tools to Publish Writing, T284</p>
2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.	
Evidence Outcomes - RW.K.3.2	
Students Can:	
a. Use a combination of drawing, dictating, and writing to compose	<p><b>Unit 2:</b> List Books: Simple Graphics, T82</p>



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<p>informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)</p>	<p>Plan Your List Book, T84                      Minilesson: Compose a Title, T150                      Minilesson: Explore Main Idea, T151                      Minilesson: Apply Main Idea, T152                      Minilesson: Explore Details, T153                      Introduce Informational Writing, T388-T389                      Conduct Research: Sources, T390-T391                      ELL Support: Informational Writing, T393                      Next Steps, T393                      Revise and Edit, T394-T395  <b>Unit 4:</b>                      Explore and Plan: Informational Writing, T390-T391                      Conduct an Interview, T392-T393                      Revise and Edit, T396-T397  <b>Unit 5:</b>                      Apply Compose Questions, T144                      Apply Compose Answers, T146                      Organize Ideas, T208                      Apply Graphics, T212                      Add Details, T347</p>
<p>b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)</p>	<p><b>Unit 2:</b>                      List Books: Simple Graphics, T82                      Plan Your List Book, T84                      Minilesson: Compose a Title, T150                      Minilesson: Explore Main Idea, T151                      Minilesson: Apply Main Idea, T152                      Minilesson: Explore Details, T153</p>

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	<p>Introduce Informational Writing, T388-T389            Conduct Research: Sources, T390-T391            ELL Support: Informational Writing, T393            Next Steps, T393            Revise and Edit, T394-T395  <b>Unit 4:</b>            Explore and Plan: Informational Writing, T390-T391            Conduct an Interview, T392-T393            Revise and Edit, T396-T397  <b>Unit 5:</b>            Apply Compose Questions, T144            Apply Compose Answers, T146            Organize Ideas, T208            Apply Graphics, T212            Add Details, T347</p>
<p>c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)</p>	<p><b>Unit 2:</b>            Sources, T390            Customize It! Use Technology, T392            Share, T396  <b>Unit 3:</b>            Conduct Research: Use a Library Database, T398-T399  <b>Unit 4:</b></p>

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	Customize It!, T398 <b>Unit 5:</b> ELL Targeted Support: Explore Digital Tools to Publish Writing, T279 Independent Writing, T281 Minilesson: Explore Digital Tools to Produce Writing, T281 Independent Writing, T282 Minilesson: Apply Digital Tools to Produce Writing, T282 Minilesson: Explore Digital Tools to Publish Writing, T283 Minilesson: Apply Digital Tools to Publish Writing, T284
3. Write real or imagined narratives using labels, dictation, and drawing.	
Evidence Outcomes - Students Can:	
a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)	<b>Unit 3:</b> Independent Writing, T161 Minilesson: Apply Plot, T162 Independent Writing, T229 Minilesson: Apply Compose a Beginning, T230 Independent Writing, T230 Independent Writing, T231 Minilesson: Apply Compose an Ending, T232 <b>Unit 4:</b> Minilesson: Generate Ideas, T83 Minilesson: Apply Plot, T154 Minilesson: What Happens First, T220 Minilesson: Explore What Happens Next, T221 Minilesson: Apply What Happens Next, T222 Minilesson: Apply What Happens Last, T224
b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	<b>Unit 3:</b> Independent Writing, T161 Minilesson: Apply Plot, T162 Independent Writing, T229 Minilesson: Apply Compose a Beginning, T230 Independent Writing, T230 Independent Writing, T231 Minilesson: Apply Compose an Ending, T232 <b>Unit 4:</b> Minilesson: Generate Ideas, T83

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	Minilesson: Apply Plot, T154 Minilesson: What Happens First, T220 Minilesson: Explore What Happens Next, T221 Minilesson: Apply What Happens Next, T222 Minilesson: Apply What Happens Last, T224
c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	<b>Unit 2:</b> Sources, T390 Customize It! Use Technology, T392 Share, T396 <b>Unit 3:</b> Conduct Research: Use a Library Database, T398-T399 <b>Unit 4:</b> Customize It!, T398 <b>Unit 5:</b> ELL Targeted Support: Explore Digital Tools to Publish Writing, T279 Independent Writing, T281 Minilesson: Explore Digital Tools to Produce Writing, T281 Independent Writing, T282 Minilesson: Apply Digital Tools to Produce Writing, T282 Minilesson: Explore Digital Tools to Publish Writing, T283 Minilesson: Apply Digital Tools to Publish Writing, T284
4. Use appropriate mechanics and conventions when creating simple texts.	
Evidence Outcomes - Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1) i. Print many upper- and lowercase letters. (CCSS: L.K.1a) ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b) iii. Form regular plural nouns orally	<b>Unit 1:</b> Lessons 2-5: Singular Nouns, T74-T75 Possible Teaching Point: Language and Conventions: Singular Nouns, T115 Minilesson: Ask and Answer Questions, T128 Lessons 1-4: Singular Nouns, T144-T145 Singular Nouns, T144 Lessons 2-5: Plural Nouns, T214-T215 Lessons 1-5: Plural Nouns, T284-T285

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<p>by adding /s/ or /es/ (for example: dog, dogs; wish, wishes). (CCSS: L.K.1c)</p> <p>iv. Understand and use question words (interrogatives) (for example: &lt;who, what, where, when, why, how). (CCSS: L.K.1d)</p> <p>v. Use the most frequently occurring prepositions (for example: to, from, in, out, on, off, for, of, by with). (CCSS: L.K.1e)</p> <p>vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)</p> <p>(Continued)</p>	<p>Minilesson: Apply Ask and Answer Questions, T292 Possible Teaching Point: Language and Conventions: Singular and Plural Nouns, T327 Lessons 2-5: Singular and Plural Nouns, T354-T355 <b>Unit 2:</b> Lesson 1: Singular and Plural Nouns, T74 Handwriting: Write Cc, T138 Handwriting: Write Words Using Tt, Cc, Oo, Ll, li, T142 Handwriting: Letters Aa, T208 Handwriting: Letters Dd, T212 Lessons 2-5: Present Tense Verbs, T214-T215 Handwriting: Forming Ee, T278 Minilesson: Word Parts, T278 Handwriting: Forming Ff, T282 Lessons 2-5: Past Tense Verbs, T284-T285 Edit for Singular and Plural Nouns, T290 Minilesson: Explore Edit for Complete Sentences, T299 Apply Edit for Complete Sentences, T300 Handwriting: Letters Gg, T352 Language &amp; Conventions, Lessons 1-5, T354-T355 Minilesson: Edit for Prepositions, T360 Independent Writing, T360 Writing Support, T360 Share Back, T360</p> <p>(Continued)</p> <p><b>Unit 3:</b> Handwriting: Letters Jj, T70 Handwriting: Letters Qq, T74 Handwriting: Write Uu, T146 Handwriting: Write Ss, T150 Handwriting: Write Words Using Bb, Cc, Nn, Aa, Ee, T220 Possible Teaching Point: Language and Conventions: Prepositions, T264 Lessons 2-5: Prepositions, T292-T293 Possible Teaching Point: Language and Conventions: Prepositions, T335 Lessons 1-5: Prepositions, T362-T363</p>

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<p>(Continued)</p>	<p><b>Unit 4:</b>  Handwriting: Letters Hh, T68  Lessons 2-5: Complete Sentences, T74-T75  Handwriting: Write Vv, T138  Handwriting: Yy, T142  Lesson 1: Complete Sentences, T144  Handwriting: Letters Ww, T208  Handwriting: Letters Xx, T212  Handwriting: Letters Kk, T278  Handwriting: Letters Zz, T282  Language &amp; Conventions, Lesson 1, T74  Language &amp; Conventions, Lessons 2-5, T74-T74  Lessons 2-5: Question Words: Who, What, When  How, Where, Why, T284-T285  Apply Edit for Verbs, T292  ELL Targeted Support: Speaking, T323  Minilesson: Ask and Answer Questions, T338  Lessons 1-5: Question Words: Who, What, When  How, Where, Why, T354-T355</p> <p>(Continued)</p> <p><b>Unit 5:</b>  Lesson 1: Question Words, T70  Genre Immersion Lesson, T77  Print Awareness, T106  Minilesson: Explore Compose Questions, T143  Independent Writing, T143  Minilesson: Apply Compose Questions, T144  Independent Writing, T144  Minilesson: Explore Compose Answers, T145  Minilesson: Apply Compose Answers, T146  Lessons 2-5: Complete Sentences, T202-T203  Handwriting: Write Simple Sentences, Using  Capitalization and Punctuation and Spaces  Between Words, T272</p>

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	<p>Lessons 2-5: Expand Sentences Using Adjectives, T274-T275 Possible Teaching Point: Language &amp; Conventions: Expand Sentences, T313 Write Simple Sentences, T338 Lessons 2-5: Expand Sentences Using Prepositions, T340-T341 Lesson 1: Expand Sentences Using Adjectives and Adverbs, T340 Minilesson: Add Details to Words and Pictures, T347</p>
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)</p> <p>i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)</p> <p>ii. Recognize and name end punctuation. (CCSS: L.K.2b)</p> <p>iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)</p> <p>iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)</p>	<p><b>Unit 1:</b> Word Work, Phonics: Identify and Write Mm, T24 Word Work, Phonics: Identify and Write Tt, T28 Word Work, Read and Write Words with Aa, T94-T95 Handwriting: Letters Ll, T348 Handwriting: Letters li, T352</p> <p><b>Unit 2:</b> Word Work: Read and Write Words with Dd, T24-T25 Handwriting: Letters Tt, T68 Handwriting: Letters Oo, T72 Handwriting: Letters Aa, T208 Minilesson: Explore Edit for Capitalization, T291 Minilesson: Apply Edit for Capitalization, T292 Minilesson: Phonics: Read and Write Words with</p>

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<p>(Continued)</p>	<p>Ee, T304-T305            Word Work: Phonics, Read and Write Words with Ww and Yy, T308-T309            Minilesson: Edit for Capitalization, T361  <b>Unit 3:</b>            Word Work: Read and Write Words with Jj, T24-T24            Word Work: Read and Write Words with Xx, T28-T29            Word Work: Read and Write Words with Vv, T100-T101            Minilesson: Phonics: Introduce Zz, T170-T171            Minilesson: Phonics: Read and Write Words with Zz, T172-T173            Minilesson: Phonics: Introduce Qq, T174            Handwriting: Letters Bb, T216            Handwriting: Letters, Rr, T290            Handwriting: Letters, Mm, T360            Minilesson: Edit for Punctuation Marks, T368            Minilesson: Edit for Capitalization, T369</p> <p>(Continued)</p> <p><b>Unit 4:</b>            Minilesson: Phonics: Read and Write Words with Short o and Long o, T24-T25            Minilesson: Phonics: Read and Write Words with Short o and Long o, T26            Minilesson: Phonics: Read and Write Words with Short o and Long o, T28-T29            Handwriting: Letters Hh, T68            Lessons 2-3: Spell Words, Short u Sound, CVC, T140-T141            Lesson 1: Complete Sentences, T144            Lessons 2-5: Kinds of Sentences, T144-T145            Possible Teaching Point: Language and Conventions: End Punctuation, T186            Lessons 2-3: Spell Words, Short e Sound, CVC, T210-T211            Lessons 2-5: End Punctuation, T214-T215</p>



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<p>(Continued)</p>	<p>Handwriting: Letters Kk, T278            Lessons 2-3, 5: Spell Words, Short i Sound; VC, CVC Patterns, T280-T281            Lesson 1: End Punctuation, T284            Phonological Awareness: Add Phonemes, T302            Minilesson: Phonics: Review Words for Dd, Ff, and Vv, T302-T303            Minilesson: Reinforce Words for Short e, Dd, Ff, and Vv, T306  <b>Unit 5:</b>            Minilesson: Reinforce Words for Short and Long o, Cc, Tt, T26            Possible Teaching Point: Language and Conventions: Capitalization, T43            Lesson 2-3: Spell Words, Short a and o Sounds, CVC, T66-T67            Lessons 2-5: Capitalization, Beginning of Sentences and the Word I, T70-T71            Genre Immersion Lesson, T77            Lessons 1, 5: Spell Words with CCVC, High Frequency Words eat, walk, T132-T133</p> <p>(Continued)            Lesson 1: Capitalization, Beginning of Sentences and the Word I, T136            Lessons 2-5: End Punctuation, T136-T137            Lessons 2-3: Spell Words Short a Sound, VC, T198-T199            Lesson 1: End Punctuation, T202            Lessons 2-5: Complete Sentences, T202-T203            Handwriting: Write Simple Sentences Using Capitalization and Punctuation, T268            Lessons 2-3: Spell Words with Consonant Blends, T270-T271            Handwriting: Write Simple Sentences, Using Capitalization and Punctuation and Spaces Between Words, T272            Lessons 2-4: Spell Words with VC, CVC, CCVC Patterns, T336-T337</p>

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<b>Standard 4. Research Inquiry and Design</b>	
1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.	
Evidence Outcomes - Students Can:	
<p>a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS:W.K.7)</p>	<p><b>Unit 1:</b> Introduce the Project: Let's Go!: T386 Next Steps, T387 Conduct Research, T390-T391</p> <p><b>Unit 2:</b> Conduct Research, T390-T391 Customize It! Use Technology, T392</p> <p><b>Unit 3:</b> Introduce the Project, T394 Next Steps, T395, 397 Conduct Research: Use a Library Database, T398-T399 Next Steps, T403</p> <p><b>Unit 4:</b> Introduce the Project, T388 Next Steps, T389 Conduct Research, T392-T393</p>

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	Refine Research: Take Notes, T394-T395 Next Steps, T397 <b>Unit 5:</b> Introduce the Project, T370 Next Steps, T373, T379 Conduct Research, T374-T375 Refine Research: Take Notes, T376-T377
b. Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?)	<b>Unit 1:</b> Inquire, T386–T387 Explore and Plan, T388–T389 <b>Unit 2:</b> Inquire, T386–T387 Explore and Plan, T388–T389 <b>Unit 3:</b> Inquire, T394–T395 Explore and Plan, T396–T397 <b>Unit 4:</b> Inquire, T388–T389 Explore and Plan, T390-T391 <b>Unit 5:</b> Inquire, T370–T371 Explore and Plan, T372–T373
c. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.	<b>Unit 1:</b> Inquire, T386–T387 Explore and Plan, T388–T389 Research, T390–T393 <b>Unit 2:</b> Inquire, T386–T387

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	Explore and Plan, T388–T389 Research, T390–T393 <b>Unit 3:</b> Inquire, T394–T395 Explore and Plan, T396–T397 Research, T398–T401 <b>Unit 4:</b> Inquire, T388–T389 Explore and Plan, T390–T391 Research, T392–T395 <b>Unit 5:</b> Inquire, T370–T371 Explore and Plan, T372–T373 Research, T374–T377
d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.	<b>Unit 1:</b> Research, T390–T393 <b>Unit 2:</b> Research, T390–T393 <b>Unit 3:</b> Research, T398–T401 <b>Unit 4:</b> Research, T392–T395 <b>Unit 5:</b> Research, T374–T377
e. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).	<b>Unit 1:</b> Research, T390–T393 <b>Unit 2:</b> Research, T390–T393 <b>Unit 3:</b> Research, T398–T401 <b>Unit 4:</b> Research, T392–T395 <b>Unit 5:</b> Research, T374–T377
f. Gather relevant information and check	<b>Unit 1:</b>

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<p>various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).</p>	<p>Research, T390–T393 Collaborate and Discuss, T394–T395 <b>Unit 2:</b> Research, T390–T393 Collaborate and Discuss, T394–T395 <b>Unit 3:</b> Research, T398–T401 Collaborate and Discuss, T402–T403 <b>Unit 4:</b> Research, T392–T395 Collaborate and Discuss, T396–T397 <b>Unit 5:</b> Research, T374–T377 Collaborate and Discuss, T378–T379</p>
<p>g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS: W.K.8)</p>	<p><b>Unit 1:</b> Turn, Talk, and Share, T90 Ask a Librarian, T390 Next Steps, T391 Take Notes, T392 ELL Targeted Support: Taking Notes, T393 <b>Unit 2:</b> Introduce the Project: Get a Pet!, T386 Sources, T390 Customize It!, T390 <b>Unit 4:</b> Minilesson: Generate Ideas, T83 <b>Unit 5:</b> Look Online, T374</p>