



Being a Reader™

EXPANDED SECOND EDITION

Scope and Sequence

Grade K

Unit	Texts	Comprehension	Vocabulary / Letter Names	Handwriting	Social Skills	Assessments
Unit 1 FICTION, NONFICTION, AND POETRY	<ul style="list-style-type: none"> • <i>Chicka Chicka Boom Boom</i> • “Twinkle, Twinkle, Little Star” • “Twinkle, Twinkle, Little Star” & “I’m a Little Teapot” • <i>The Alphabet</i> • “I’m a Little Teapot” & “Under a Button” • “Under a Button” & “A-Hunting We Will Go” • “The Itsy Bitsy Spider” • “I’m a Little Teapot” • “A-Hunting We Will Go” & “Under a Button” • <i>I Went Walking</i> • “The Ants Go Marching” • “The More We Get Together” • “The Ants Go Marching” & “One, Two, Three, Four, Five” • “One, Two, Three, Four, Five” & “Way Down South” • <i>Hands Can</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • discuss the roles of the author and illustrator • review high-frequency words <p>Language Development</p> <ul style="list-style-type: none"> • listen to and discuss poems, songs, books, and chants • learn and sing songs • use hand motions while reading • identify rhyming words • make text-to-self connections • echo and chorally read poems, songs, books, and chants • concepts of print • review high-frequency words • identify beginning sounds 	<p>Letter Names</p> <p><i>Rr, Tt, Nn, Ss, Ii, Ll, Cc, Dd, Mm, Aa, Pp, Ff, Vv, Gg, Ee, Bb, Hh, Kk, Ww, Oo, Xx, Zz, Jj, Qq, Yy, Uu</i></p>	<ul style="list-style-type: none"> • Hand-Strengthening Activities: “The Train Is Coming” & “Where Is Thumbkin?” • Stretches, Posture, and Gross-Motor Movement • Introduce Pencil Grip: “The Train Is Coming” & “Where Is Thumbkin?” • Introduce Wipe-Off Boards 	<ul style="list-style-type: none"> • build the classroom community • learn and practice classroom procedures • listen carefully • participate responsibly • take responsibility for learning and behavior • work responsibly • learn and practice “Turn to Your Partner” • take turns talking and listening • share thinking • listen respectfully 	<ul style="list-style-type: none"> • Class Assessment Records 1–6 (weekly throughout the unit) • Small-Group Foundational Skills Placement Assessment — start administering no earlier than Week 4 • Letter Name Assessment (Week 6) • Social Skills Assessment Record (Week 6) • Unit 1 Listening Comprehension Assessment (Week 6) • D-ELD Unit 1 Observation Record (daily throughout unit) • D-ELD Unit 1 End-of-Unit Assessment (Week 6)
Unit 2 FICTION AND POETRY	<ul style="list-style-type: none"> • <i>When Sophie Gets Angry</i> • “Just Three” • <i>Say Hello</i> • <i>The Big Umbrella</i> • <i>Josie’s Lost Tooth</i> • Poetry Review 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • reading independently • discuss the story’s message • explore how illustrations support the text <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants • listen to and discuss poems, songs, books, and chants • identify beginning sounds 	<p>Words</p> <p><i>snatch, furious, comfort, welcome, greet, excited, lonely, invite, champion, sneak, imitate, persistent</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss the inflectional ending <i>-ed</i> • discuss the inflectional ending <i>-s</i> • review the inflectional ending <i>-s</i> • discuss synonyms 	<ul style="list-style-type: none"> • Letters <i>T, I, and L</i> • Letters <i>H, F, and E</i> 	<ul style="list-style-type: none"> • listen carefully • participate in partner work • participate responsibly • take turns talking and listening 	<ul style="list-style-type: none"> • Class Assessment Records 7–9 (weekly throughout the unit) • IDR Conference Record 1 (ongoing from Week 3, Day 2) • Vocabulary Checks for Unit 2, Weeks 1–3 • D-ELD Unit 2 Observation Record (daily throughout the unit) • D-ELD Unit 2 End-of-Unit Assessment (Week 3) • Unit 2 Listening Comprehension Assessment (Week 3)
Unit 3 FICTION AND POETRY	<ul style="list-style-type: none"> • <i>Gossie</i> • <i>Whistle for Willie</i> • Big Book Review • <i>Sam and Jump</i> • “Way Down Deep” 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • retelling • reading independently <p>Language Development</p> <ul style="list-style-type: none"> • listen to and discuss poems, songs, books, and chants • echo and chorally read poems, songs, books, and chants • make text-to-self connections • clap and count syllables • identify rhyming words • concepts of print • act out and dramatize parts of texts 	<p>Words</p> <p><i>enjoy, energetic, search, heartbroken, whirl, scramble, determined, proud, companion, wade, patient, sleepless</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss the inflectional ending <i>-es</i> • discuss shades of meaning • discuss the inflectional ending <i>-ing</i> • review synonyms • discuss the suffix <i>-less</i> 	<ul style="list-style-type: none"> • Letters <i>C, O, Q, and G</i> • Letters <i>U, N, M, and K</i> 	<ul style="list-style-type: none"> • speak loudly and clearly • work responsibly • share partners’ thinking • participate responsibly • listen carefully • participate in partner work and class discussions 	<ul style="list-style-type: none"> • Class Assessment Records 10–12 (weekly throughout the unit) • IDR Conference Record 2 (ongoing throughout the unit) • Vocabulary Checks for Unit 3, Weeks 1–3 • D-ELD Unit 3 Observation Record (daily throughout the unit) • D-ELD Unit 3 End-of-Unit Assessment (Week 3) • Unit 3 Listening Comprehension Assessment (Week 3)
Unit 4 POETRY AND FICTION	<ul style="list-style-type: none"> • “Cats” • <i>Cat’s Colors</i> • “It Fell in the City” 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • visualizing • making text-to-self connections 	<p>Words</p> <p><i>soar, tangled, snooze, drowsy, evening, noiseless, grasp, observe,</i></p>	<ul style="list-style-type: none"> • Letters <i>V, W, X, and Y</i> • Letters <i>A and Z</i> 	<ul style="list-style-type: none"> • learn “Think, Pair, Share” • take turns talking and listening 	<ul style="list-style-type: none"> • Class Assessment Records 13–15 (weekly throughout the unit)

Unit	Texts	Comprehension	Vocabulary / Letter Names	Handwriting	Social Skills	Assessments
	<ul style="list-style-type: none"> • <i>Red Sled</i> • “Umbrellas” • “Hello, Rain” 	<ul style="list-style-type: none"> • reading independently • self-monitor to check for accuracy and understanding • use illustrations to understand story events <p>Language Development</p> <ul style="list-style-type: none"> • listen to and discuss poems, songs, books, and chants • echo and chorally read poems, songs, books, and chants • concepts of print • discuss typography and punctuation • use hand motions while reading • identify rhyming words 	<p><i>unpleasant, pleasant, crowded, uncrowded</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review synonyms • review the suffix <i>-less</i> • discuss the prefix <i>un-</i> • review the prefix <i>un-</i> • discuss antonyms 		<ul style="list-style-type: none"> • act considerably toward others • speak loudly and clearly • participate responsibly • share partners’ thinking 	<ul style="list-style-type: none"> • IDR Conference Record 3 (ongoing throughout the unit) • Vocabulary Checks for Unit 4, Weeks 1–3 • D-ELD Unit 4 Observation Record (daily throughout the unit) • D-ELD Unit 4 End-of-Unit Assessment (Week 3) • Unit 4 Listening Comprehension Assessment (Week 3)
<p>Unit 5 FICTION AND POETRY</p>	<ul style="list-style-type: none"> • <i>Found</i> • “Windshield Wipers” • <i>Going Places</i> • <i>Walking Through the Jungle</i> • <i>A Big Mooncake for Little Star</i> • “Some One” 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • wondering • making text-to-self connections • retelling • making predictions • reading independently • discuss the story’s message • discuss alliteration • discuss characters’ feelings • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants • use hand motions while reading • clap and count syllables • listen to and discuss poems, songs, books, and chants • act out and dramatize parts of texts • identify rhyming words 	<p>Words</p> <p><i>peer, drenched, nuisance, delighted, assemble, contraption, participate, startled, enormous, tiptoe, nibble, twinkle</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review shades of meaning • review synonyms • review antonyms • review the inflectional ending <i>-ed</i> • review the inflectional ending <i>-ing</i> 	<ul style="list-style-type: none"> • Letters <i>D, P, B,</i> and <i>R</i> • Letters <i>J</i> and <i>S,</i> and Punctuation ? 	<ul style="list-style-type: none"> • work responsibly in pairs • share ideas with one another • participate responsibly 	<ul style="list-style-type: none"> • Class Assessment Records 16–18 (weekly throughout the unit) • IDR Conference Record 4 (ongoing throughout the unit) • Vocabulary Checks for Unit 5, Weeks 1–3 • Social Skills Assessment Record (Week 3) • D-ELD Unit 5 Observation Record (daily throughout the unit) • D-ELD Unit 5 End-of-Unit Assessment (Week 3) • Unit 5 Listening Comprehension Assessment (Week 3)
<p>Unit 6 NONFICTION AND POETRY</p>	<ul style="list-style-type: none"> • <i>My Home, Your Home</i> • Poetry Review • <i>Back to School</i> • <i>I Love Our Earth</i> • <i>A Library Field Trip</i> • <i>A Visit to the Library</i> • Big Book Review • <i>A Visit to the Fire Station</i> • <i>What Is Round?</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • using text features • comparing and contrasting • reading independently • explore fiction and nonfiction to develop an understanding of genre • identify information they learned about a topic • use photographs and captions • use the table of contents to preview the book • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants 	<p>Words</p> <p><i>apart, explain, attach, reattach, colorful, attend, experiment, magnify, curious, study, organize, reorganize, flash, courageous, communicate, assist</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss a word with multiple meanings • discuss the prefix <i>re-</i> • discuss the suffix <i>-ful</i> • review the inflectional ending <i>-ed</i> • review the prefix <i>re-</i> • review the inflectional ending <i>-es</i> • review synonyms 	<ul style="list-style-type: none"> • Letters <i>c, o,</i> and <i>s</i> • Letters <i>v, w, x,</i> and <i>z</i> • Letters <i>l, t, i, u</i> and <i>u</i> 	<ul style="list-style-type: none"> • give full attention to people who are speaking • share partners’ thinking • participate responsibly • work responsibly in pairs 	<ul style="list-style-type: none"> • Class Assessment Records 19–22 (weekly throughout the unit) • IDR Conference Record 5 (ongoing throughout the unit) • Vocabulary Checks for Unit 6, Weeks 1–4 • D-ELD Unit 6 Observation Record (daily throughout the unit) • D-ELD Unit 6 End-of-Unit Assessment (Week 4) • Unit 6 Listening Comprehension Assessment (Week 4)

Unit	Texts	Comprehension	Vocabulary / Letter Names	Handwriting	Social Skills	Assessments
		<ul style="list-style-type: none"> • concepts of print • listen to and discuss poems, songs, books, and chants • identify rhyming words • identify ending sounds 				
Unit 7 NONFICTION, POETRY, AND FICTION	<ul style="list-style-type: none"> • <i>A Baby Penguin Story</i> • <i>A Baby Duck Story</i> • “I’m a Yellow-bill Duck” • <i>Baby Zebras</i> • <i>Tiny Little Fly</i> • <i>Baby Hippos</i> • “From Rags to River Horse: Why Fiona the Star Hippo Had a Rough Start” • <i>Five Little Ducks</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • wondering • comparing and contrasting • using text features • reading independently • make and confirm predictions • identify information they learned about a topic • discuss repetition or pattern • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants • act out and dramatize parts of texts • listen to and discuss poems, songs, books, and chants • identify rhyming words • concepts of print 	<p>Words</p> <p><i>rocky, fluffy, icy, tasty, newborn, wobble, join, “blend in”, bond, predator, careful, careless</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review words with multiple meanings • review synonyms • review the suffix <i>-ful</i> • review the suffix <i>-less</i> • review antonyms 	<ul style="list-style-type: none"> • Letters <i>r, n, and m</i> • Letters <i>h, b, and k</i> • Letters <i>a, d, e, and f</i> 	<ul style="list-style-type: none"> • contribute different ideas • share and explain thinking • work responsibly • participate responsibly • work responsibly in pairs • take turns talking and listening • repeat what classmates say • reflect on partnerships 	<ul style="list-style-type: none"> • Class Assessment Records 23–25 (weekly throughout the unit) • IDR Conference Record 6 (ongoing throughout the unit) • Vocabulary Checks for Unit 7, Weeks 1–3 • D-ELD Unit 7 Observation Record (daily throughout the unit) • D-ELD Unit 7 End-of-Unit Assessment (Week 3) • Unit 7 Listening Comprehension Assessment (Week 3)
Unit 8 NONFICTION AND POETRY	<ul style="list-style-type: none"> • <i>Trains</i> • “I Love to Ride on a Train” • <i>The Moon</i> • “Night” • <i>The Sun</i> • <i>I Love Bugs!</i> • <i>Dolphins</i> • Poetry Review • <i>Thank You, Omu!</i> • Big Book Review 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • using text features • wondering • making text-to-self connections • reading independently • discuss characters’ feelings • identify information they learned about a topic • use diagrams, labels, glossary, index, photographs, and table of contents • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • echo and chorally read poems, songs, books, and chants • identify rhyming words • act out and dramatize parts of texts • listen to and discuss poems, songs, books, and chants • clap and count syllables • concepts of print 	<p>Words</p> <p><i>warn, signal, haul, mighty, overhead, visible, face, rough, bright, sphere, creature, survive, pointy, diet, playful, active, unselfish, selfish, scrumptious, blue</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review the inflectional ending <i>-s</i> • review the inflectional ending <i>-ing</i> • review words with multiple meanings • review antonyms • review the suffix <i>-ful</i> • review the prefix <i>un-</i> • review synonyms 	<ul style="list-style-type: none"> • Letters <i>p, j, and g</i> • Letters <i>y and q, and Punctuation !</i> 	<ul style="list-style-type: none"> • listen carefully • speak clearly • participate responsibly • work responsibly in pairs • share thinking • listen respectfully • contribute different ideas • take responsibility for behavior • share partners’ thinking • reflect on behavior • work responsibly 	<ul style="list-style-type: none"> • Class Assessment Records 26–30 (weekly throughout the unit) • IDR Conference Records 7 and 8 (ongoing throughout the unit) • Vocabulary Checks for Unit 8, Weeks 1–5 • Social Skills Assessment Record (Week 5) • D-ELD Unit 8 Observation Record (daily throughout the unit) • D-ELD Unit 8 End-of-Unit Assessment (Week 5) • Unit 8 Listening Comprehension Assessment (Week 5)



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EXPANDED SECOND EDITION

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Scope and Sequence

Grade K

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
Unit 1 FICTION, NONFICTION, AND POETRY 6 weeks	<ul style="list-style-type: none"> • <i>Chicka Chicka Boom Boom</i> • <i>The Alphabet</i> • “The Itsy Bitsy Spider” • <i>I Went Walking</i> • “Way Down South” • <i>Hands Can</i> 	<p>Words <i>gather, follow, pick, explore</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use antonyms • use synonyms • use action words and verbs • use adjectives and describing words • use nouns and noun phrases • discuss shades of meaning 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts • orally recount nonfiction texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally) • discuss figurative language • discuss articles (a, an) 	—	<ul style="list-style-type: none"> • Sing the Story • What Characters Say Play • Role Play: <i>The Alphabet</i> • <i>The Alphabet</i> Dance • Spider Moves • Animal Charades • Dramatize and Expand the Poem
Unit 2 FICTION AND POETRY 3 weeks	<ul style="list-style-type: none"> • <i>When Sophie Gets Angry</i> • <i>Say Hello</i> • <i>Josie’s Lost Tooth</i> 	<p>Words <i>peaceful, include, disappointed</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use antonyms • use action words and verbs • discuss shades of meaning 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • use connecting words (first, then, next, after that, soon, finally) 	—	<ul style="list-style-type: none"> • Dance Your Feelings • Dramatic Play: <i>Say Hello</i> • <i>Josie’s Lost Tooth</i> Mural
Unit 3 FICTION AND POETRY 3 weeks	<ul style="list-style-type: none"> • <i>Gossie</i> • <i>Whistle for Willie</i> • <i>Sam and Jump</i> 	<p>Words <i>discover, practice, promise</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use action words and verbs 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally) 	—	<ul style="list-style-type: none"> • Role Play: <i>Gossie</i> • Dramatize the Story • Dramatic Play: <i>Whistle for Willie</i>
Unit 4 POETRY AND FICTION 3 weeks	<ul style="list-style-type: none"> • <i>Cat’s Colors</i> • “It Fell in the City” • “Umbrellas” 	<p>Words <i>doze, adore, transform, rush</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use antonyms • use action words and verbs 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally) 	—	<ul style="list-style-type: none"> • Writing a Class Book • Sing a Song About Snow
Unit 5 FICTION AND POETRY 3 weeks	<ul style="list-style-type: none"> • <i>Found</i> • <i>Going Places</i> • <i>A Big Mooncake for Little Star</i> 	<p>Words <i>notice, realize, instructions, remember</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use antonyms • use action words and verbs • use nouns and noun phrases • use adjectives and describing words 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details 	<ul style="list-style-type: none"> • jointly construct a class story like <i>Found</i>, using key events and language from the story 	—
Unit 6 NONFICTION AND POETRY 4 weeks	<ul style="list-style-type: none"> • <i>My Home, Your Home</i> • <i>Back to School</i> • <i>A Library Field Trip</i> • <i>A Visit to the Fire Station</i> 	<p>Words <i>community, experience, detective, cooperate</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use nouns and noun phrases 	<ul style="list-style-type: none"> • orally recount nonfiction texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details 	<ul style="list-style-type: none"> • jointly construct class texts based on <i>A Library Field Trip</i> and <i>A Visit to the Fire Station</i>, using important information and language from the books 	<ul style="list-style-type: none"> • Draw a Community • Sing a Song About Going to School • Sing a Song About the Library • Dramatic Play • Sing a Song About Firefighters

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
		<ul style="list-style-type: none"> use action words and verbs 				
Unit 7 NONFICTION, POETRY, AND FICTION 3 weeks	<ul style="list-style-type: none"> <i>A Baby Penguin Story</i> <i>Baby Zebras</i> <i>Baby Hippos</i> 	<p>Words <i>shiver, attempt, protect</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use antonyms use action words and verbs 	<ul style="list-style-type: none"> orally recount nonfiction texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> modify and expand simple sentences with descriptive details combine simple sentences into compound and complex sentences use conjunctions (because, so, and, but, while) 	<ul style="list-style-type: none"> jointly construct a class text based on <i>A Baby Penguin Story</i>, using important information and language from the book 	<ul style="list-style-type: none"> Draw and Describe Facts About Penguins Dramatic Play Sing a Song About <i>Baby Hippos</i>
Unit 8 NONFICTION AND POETRY 5 weeks	<ul style="list-style-type: none"> <i>Trains</i> <i>The Moon</i> <i>The Sun</i> <i>Dolphins</i> <i>Thank You, Omu!</i> 	<p>Words <i>travel, vehicle, glow, provide, skillful, celebrate</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use synonyms use action words and verbs use nouns and noun phrases 	<ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts orally recount nonfiction texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> modify and expand simple sentences with descriptive details combine simple sentences into compound and complex sentences use conjunctions (because, so, and, but, while) use prepositions (above, below, in, on, under) use connecting words (first, then, next, after that, soon, finally) 	<ul style="list-style-type: none"> jointly construct class texts based on <i>Trains</i> and <i>The Sun</i>, using important information and language from the books jointly construct a class story like <i>Thank You, Omu!</i>, using key events and language from the story 	<ul style="list-style-type: none"> Dramatic Play Sing a Song About <i>the Moon</i> Move to the Music Chanting a Poem Sing a Song About the Sea