The *Making Meaning* program integrates the academic rigor of reading instruction with collaborative structures that teach students to make sense of text, support their own opinions, and appreciate and respect the ideas of others. Each lesson is built on the assumption that academic and social learning flourish when they are integrated naturally, rather than pursued separately.

The following scope and sequence provides a complete calendar of the skills and reading covered by the program in each unit, week, and day. It also details the comprehension strategies taught by the program, along with the vocabulary words and word-learning strategies students encounter.
Teaching the Program

How the Kindergarten Program Is Organized

The Making Meaning program for kindergarten consists of nine units. The units vary in length from one to six weeks. Each week has two days of instruction and practice. The calendar below provides an overview of the year.

Sample Calendar for Kindergarten

<table>
<thead>
<tr>
<th>Unit/Read-aloud</th>
<th>Length</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Reading Community: Fiction and Narrative Nonfiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>My Friends</em> by Taro Gomi</td>
<td>6 weeks</td>
<td>Make connections Answer questions about key details in stories Build the reading community Learn the procedures for gathering, “Turn to Your Partner,” and Individualized Daily Reading</td>
</tr>
<tr>
<td>• <em>If You Give a Mouse a Cookie</em> by Laura Joffe Numeroff</td>
<td></td>
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</tr>
<tr>
<td>• <em>Cat’s Colors</em> by Jane Cabrera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Flower Garden</em> by Eve Bunting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Friends at School</em> by Rochelle Bunnett</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Whistle for Willie</em> by Ezra Jack Keats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Making Connections: Fiction</td>
<td>3 weeks</td>
<td>Make connections Identify key details and important ideas in stories Answer questions to understand stories Compare and contrast characters</td>
</tr>
<tr>
<td>• <em>When Sophie Gets Angry—Really, Really Angry...</em> by Molly Bang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>I Was So Mad</em> by Mercer Mayer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Say Hello</em> by Jack Foreman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Retelling: Fiction</td>
<td>3 weeks</td>
<td>Retell the sequence of events in stories Make connections Answer questions to understand stories</td>
</tr>
<tr>
<td>• <em>Pumpkin Pumpkin</em> by Jeanne Titherington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Maisy’s Pool</em> by Lucy Cousins</td>
<td></td>
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<tr>
<td>• “Charlie Needs a Cloak” by Tomie dePaola</td>
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</tbody>
</table>

(continues)
### Sample Calendar for Kindergarten

<table>
<thead>
<tr>
<th>Unit/Read-aloud</th>
<th>Length</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WINTER</strong></td>
<td></td>
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</tr>
<tr>
<td>4. Visualizing: Poetry and Fiction</td>
<td>3 weeks</td>
<td>Visualize to make sense of texts Use schema and inference informally Learn the procedure for “Think, Pair, Share”</td>
</tr>
<tr>
<td>- <em>Cat’s Colors</em> by Jane Cabrera</td>
<td></td>
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<tr>
<td>- “Cats” by Eleanor Farjeon</td>
<td></td>
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<tr>
<td>- <em>Cookie’s Week</em> by Cindy Ward</td>
<td></td>
<td></td>
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<tr>
<td>- “Umbrellas” by Lilian Moore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Wondering: Fiction and Narrative Nonfiction</td>
<td>3 weeks</td>
<td>Use wondering to make sense of stories Retell parts of stories</td>
</tr>
<tr>
<td>- <em>Brave Bear</em> by Kathy Mallat</td>
<td></td>
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<tr>
<td>- <em>A Letter to Amy</em> by Ezra Jack Keats</td>
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<tr>
<td>- <em>Brave Norman: A True Story</em> by Andrew Clements</td>
<td></td>
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</tr>
<tr>
<td>6. Making Connections: Expository Nonfiction</td>
<td>4 weeks</td>
<td>Make connections in nonfiction books Explore the difference between fiction and nonfiction Identify main topics and key details in nonfiction books Explore text features in nonfiction books</td>
</tr>
<tr>
<td>- <em>Doctors Help</em> by Dee Ready</td>
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<tr>
<td>- <em>A Day in the Life of a Zookeeper</em> by Nate LeBoutillier</td>
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<tr>
<td>- <em>Tools</em> by Ann Morris</td>
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<tr>
<td>- <em>On the Go</em> by Ann Morris</td>
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<tr>
<td>- <em>Trains</em> by Matt Doeden</td>
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<tr>
<td><strong>SPRING</strong></td>
<td></td>
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</tr>
<tr>
<td>7. Wondering: Expository Nonfiction</td>
<td>3 weeks</td>
<td>Use wondering to make sense of nonfiction books Identify main topics and key details in nonfiction books Explore text features in nonfiction books Build a body of knowledge about animal life</td>
</tr>
<tr>
<td>- <em>A Baby Penguin Story</em> by Martha E. H. Rustad</td>
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<tr>
<td>- <em>A Baby Duck Story</em> by Martha E. H. Rustad</td>
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<tr>
<td>- <em>A Harbor Seal Pup Grows Up</em> by Joan Hewett</td>
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<tr>
<td>- <em>A Tiger Cub Grows Up</em> by Joan Hewett</td>
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</tr>
<tr>
<td>8. Using Text Features: Expository Nonfiction</td>
<td>4 weeks</td>
<td>Use text features to better understand nonfiction books Identify main topics and key details in nonfiction books Make connections in nonfiction books Retell key details in nonfiction books Visualize to make sense of nonfiction books</td>
</tr>
<tr>
<td>- <em>Getting Around By Plane</em> by Cassie Meyer</td>
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<tr>
<td>- <em>The Moon</em> by Martha E. H. Rustad</td>
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<tr>
<td>- <em>The Sun</em> by Charlotte Guillain</td>
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<tr>
<td>- <em>Dolphins</em> by Kate Riggs</td>
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</tr>
<tr>
<td>9. Revisiting the Reading Community</td>
<td>1 week</td>
<td>Reflect on the students’ growth as readers Reflect on the reading community Answer questions to understand a story</td>
</tr>
<tr>
<td>- <em>A Porcupine Named Fluffy</em> by Helen Lester</td>
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</tbody>
</table>
Focus on Comprehension

In the *Making Meaning* program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from you before using them in their independent reading.

**THE KINDERGARTEN COMPREHENSION STRATEGIES**

The strategies that follow are formally taught or informally experienced in the *Making Meaning* kindergarten program.

- **Using schema/Making connections.** Schema is the prior knowledge a reader brings to a text. Readers construct meaning by making connections between their prior knowledge and new information in a text. In the *Making Meaning* kindergarten program, the students learn to connect what they know from their own experiences to texts before, during, and after a read-aloud. They also make connections between texts.

- **Retelling.** Readers use retelling to identify and remember key information in a text. They focus on the important ideas or sequence of events as a way of identifying what they need to know or recall. In the *Making Meaning* kindergarten program, the students informally retell stories, using characters and plot to organize their thinking.

- **Visualizing.** Visualizing is the process of creating mental images while reading. Mental images can include sights, sounds, smells, tastes, sensations, and emotions. Good readers form mental images to help them understand, remember, and enjoy texts. In the *Making Meaning* kindergarten program, the students visualize to make sense of figurative language and deepen their understanding and enjoyment of poems and stories.

- **Wondering/Questioning.** Proficient readers wonder and ask questions to focus their reading, clarify meaning, and delve deeper into a text. They wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding. In the *Making Meaning* kindergarten program, the students wonder and ask questions before, during, and after a read-aloud to make sense of a text.

- **Using text features.** Readers who understand that expository texts have common features, such as tables of contents and indexes, headings and subheadings, and diagrams and charts, use those features to help them unlock a text’s meaning. In the *Making Meaning* kindergarten program, the students identify features of expository texts and use those features to help them understand the texts.

- **Making inferences.** Not everything communicated by a text is directly stated. Good readers use their prior knowledge and the information in a text to understand implied meanings. Making inferences helps readers move beyond the literal to a deeper understanding of texts. In the *Making Meaning* kindergarten program, the students make inferences to think more deeply about narrative texts.
THINKING TOOLS

“Thinking Tools” help the students implement the strategies they are learning and delve more deeply into texts. In grades K–2, the students informally use “Stop and Wonder” as preparation for “Stop and Ask Questions,” a thinking tool they learn and use in grades 3–5.

- **Stop and Wonder.** The teacher stops at various places during a read-aloud, and the students discuss what they are hearing and wondering. When the teacher resumes reading, the students listen to hear whether what they wonder about is addressed in the text.
# UNIT 1: THE READING COMMUNITY

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read-aloud:</td>
<td>My Friends</td>
<td>Listening Practice:</td>
</tr>
<tr>
<td>Focus:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Learning the procedure for gathering 
- Hearing and discussing a story 
- Making text-to-self connections | My Friends |
| Focus: | 
- Practicing the procedure for gathering 
- Hearing a story again to build comprehension 
- Answering questions about key details | Focus: |
| - Exploring illustrations | 
- Making text-to-self connections |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read-aloud:</td>
<td>If You Give a Mouse a Cookie</td>
<td>Listening Practice:</td>
</tr>
<tr>
<td>Focus:</td>
<td></td>
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</tr>
</tbody>
</table>
- Hearing and discussing a story 
- Answering questions about key details | If You Give a Mouse a Cookie |
| Focus: | 
- Hearing a story again to build comprehension | Focus: |
| - Answering questions about key details | 
- Making text-to-self connections |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Day 1</th>
<th>Day 2</th>
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</thead>
<tbody>
<tr>
<td>Read-aloud:</td>
<td>Cat’s Colors</td>
<td>Cooperative Structure Practice:</td>
</tr>
<tr>
<td>Focus:</td>
<td></td>
<td></td>
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</tbody>
</table>
- Hearing and discussing a story 
- Answering questions about key details 
- Making text-to-self connections 
- Learning the procedure for “Turn to Your Partner” | Cat’s Colors |
| Focus: | 
- Hearing a story again to build comprehension | Focus: |
| - Answering questions about key details | 
- Making text-to-self connections |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Day 1</th>
<th>Day 2</th>
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</thead>
<tbody>
<tr>
<td>Read-aloud:</td>
<td>Flower Garden</td>
<td>Listening Practice:</td>
</tr>
<tr>
<td>Focus:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Hearing and discussing a story 
- Discussing the roles of the author and the illustrator 
- Answering questions about key details | Flower Garden |
| Focus: | 
- Hearing a story again to build comprehension | Focus: |
| - Answering questions about key details | 
- Discussing characters’ feelings in the story |

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read-aloud:</td>
<td>Friends at School</td>
<td>Listening Practice:</td>
</tr>
<tr>
<td>Focus:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Hearing and discussing a story 
- Answering questions about key details 
- Learning the procedure for Individualized Daily Reading (IDR) | Friends at School |
| Focus: | 
- Hearing a story again to build comprehension | Focus: |
| - Answering questions about key details | 
- Making text-to-self connections 
- Learning ways to read a book during IDR |

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Day 1</th>
<th>Day 2</th>
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</thead>
<tbody>
<tr>
<td>Read-aloud:</td>
<td>Whistle for Willie</td>
<td>Listening Practice:</td>
</tr>
<tr>
<td>Focus:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Hearing and discussing a story 
- Answering questions about key details | Whistle for Willie |
| Focus: | 
- Retelling a story with support | Focus: |
| - Answering questions about key details | 
- Making text-to-self connections |
<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
</table>
| **Week 1** | **Read-aloud:** *When Sophie Gets Angry—Really, Really Angry...*  
**Focus:**  
- Hearing and discussing a story  
- Answering questions about key details and important ideas | **Strategy Lesson:** *When Sophie Gets Angry—Really, Really Angry...*  
**Focus:**  
- Hearing parts of a story again to build comprehension  
- Answering questions about key details and important ideas  
- Making text-to-self connections  
- Reflecting on the story’s message |
| **Week 2** | **Read-aloud:** *I Was So Mad*  
**Focus:**  
- Hearing and discussing a story  
- Answering questions about key details and important ideas  
- Learning procedures for using book bins during IDR | **Guided Strategy Practice:** *I Was So Mad*  
**Focus:**  
- Hearing parts of a story again to build comprehension  
- Answering questions about key details and important ideas  
- Making text-to-self connections  
- Comparing and contrasting characters in stories |
| **Week 3** | **Read-aloud:** *Say Hello*  
**Focus:**  
- Hearing and discussing a story  
- Answering questions about key details and important ideas | **Guided Strategy Practice:** *Say Hello*  
**Focus:**  
- Hearing parts of a story again to build comprehension  
- Answering questions about key details and important ideas  
- Making text-to-self connections |
| Week 1 | Day 1 | Read-aloud: *Pumpkin Pumpkin*  
**Focus:**  
- Hearing and discussing a story  
- Answering questions about key details and main events  
- Making text-to-self connections | Day 2 | Strategy Lesson: *Pumpkin Pumpkin*  
**Focus:**  
- Hearing a story again to build comprehension  
- Answering questions about key details and main events  
- Retelling the story using illustrations |
|---|---|---|---|
| Week 2 | Day 1 | Read-aloud: *Maisy’s Pool*  
**Focus:**  
- Hearing and discussing a story  
- Answering questions about key details and main events  
- Discussing the problems in the story | Day 2 | Guided Strategy Practice: *Maisy’s Pool*  
**Focus:**  
- Hearing a story again to build comprehension  
- Retelling the events in the beginning, middle, and end of the story |
| Week 3 | Day 1 | Read-aloud: *“Charlie Needs a Cloak”*  
**Focus:**  
- Hearing and discussing a story  
- Answering questions about key details and main events  
**Focus:**  
- Hearing a story again to build comprehension  
- Answering questions about key details and main events  
- Retelling the sequence of events in the story  
- Learning a procedure for selecting books from the classroom library |
## Unit 4: Visualizing

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Read-aloud/Strategy Lesson:</strong></td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong></td>
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</tr>
<tr>
<td>Cat’s Colors</td>
<td>“Cats”</td>
<td></td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
<td></td>
</tr>
<tr>
<td>• Learning and practicing the procedure for “Think, Pair, Share”</td>
<td>• Hearing and discussing a poem</td>
<td></td>
</tr>
<tr>
<td>• Practicing visualizing with a familiar text</td>
<td>• Visualizing to understand and enjoy the poem</td>
<td></td>
</tr>
<tr>
<td>• Learning a procedure for returning books to the classroom library</td>
<td>• Practicing the procedures for “Think, Pair, Share” and returning books to the classroom library</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day 1</th>
<th>Day 2</th>
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<tbody>
<tr>
<td><strong>Read-aloud:</strong></td>
<td><strong>Guided Strategy Practice:</strong></td>
<td></td>
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<tr>
<td>Cookie’s Week</td>
<td>Cookie’s Week</td>
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<tr>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
<td></td>
</tr>
<tr>
<td>• Hearing and discussing a story</td>
<td>• Hearing a story again to build comprehension</td>
<td></td>
</tr>
<tr>
<td>• Answering questions to understand key details in the story</td>
<td>• Visualizing to understand and enjoy the story</td>
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</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Day 1</th>
<th>Day 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Read-aloud:</strong></td>
<td><strong>Guided Strategy Practice:</strong></td>
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<tr>
<td>“Umbrellas”</td>
<td>“Umbrellas”</td>
<td></td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
<td></td>
</tr>
<tr>
<td>• Hearing and discussing a poem</td>
<td>• Visualizing to understand and enjoy a poem</td>
<td></td>
</tr>
<tr>
<td>• Recognizing common types of text (poems and stories)</td>
<td>• Drawing mental images of the poem</td>
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<tr>
<td>• Discussing the differences between poems and stories</td>
<td>• Answering questions to understand key details in the poem</td>
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<tr>
<td>• Answering questions to understand key details in the poem</td>
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</table>
## UNIT 5: WONDERING

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Read-aloud/Strategy Lesson:</strong> Brave Bear</td>
<td><strong>Guided Strategy Practice:</strong> Brave Bear</td>
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<tr>
<td></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td></td>
<td>• Hearing and discussing a story</td>
<td>• Hearing a story again to build comprehension</td>
</tr>
<tr>
<td></td>
<td>• Wondering about the story</td>
<td>• Wondering about the story</td>
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<tr>
<td></td>
<td>• Answering questions to understand key details in the story</td>
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<tr>
<td>2</td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong> A Letter to Amy</td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong> A Letter to Amy</td>
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<tr>
<td></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
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<tr>
<td></td>
<td>• Hearing and discussing part of a story</td>
<td>• Hearing and discussing part of a story</td>
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<tr>
<td></td>
<td>• Wondering about the story</td>
<td>• Wondering about the story</td>
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<tr>
<td></td>
<td>• Answering questions to understand key details in the story</td>
<td>• Retelling part of the story</td>
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<td></td>
<td>• Answering questions to understand key details in the story</td>
</tr>
<tr>
<td>3</td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong> Brave Norman</td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong> Brave Norman</td>
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<tr>
<td></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
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<tr>
<td></td>
<td>• Hearing and discussing part of a nonfiction story</td>
<td>• Hearing and discussing part of a nonfiction story</td>
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<tr>
<td></td>
<td>• Wondering about the story</td>
<td>• Wondering about the story</td>
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<tr>
<td></td>
<td>• Answering questions to understand key details in the story</td>
<td>• Retelling part of the story</td>
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<tr>
<td></td>
<td></td>
<td>• Identifying reasons that support the author’s idea</td>
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<tr>
<td>Week</td>
<td>Day 1</td>
<td>Day 2</td>
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<tr>
<td></td>
<td><strong>Read-aloud:</strong> Doctors Help</td>
<td><strong>Read-aloud/Strategy Lesson:</strong> A Day in the Life of a Zookeeper</td>
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<tr>
<td></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td></td>
<td>• Hearing and discussing a nonfiction book</td>
<td>• Hearing and discussing a nonfiction book</td>
</tr>
<tr>
<td></td>
<td>• Exploring the difference between fiction and nonfiction</td>
<td>• Making text-to-self and text-to-text connections</td>
</tr>
<tr>
<td></td>
<td>• Identifying reasons that support the author’s idea</td>
<td>• Identifying the main topic and retelling key details in the book</td>
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<td></td>
<td>• Exploring text features</td>
<td>• Comparing two books on a similar topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exploring text features</td>
</tr>
<tr>
<td></td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong> Tools</td>
<td><strong>Guided Strategy Practice:</strong> Tools</td>
</tr>
<tr>
<td></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td></td>
<td>• Hearing and discussing a nonfiction book</td>
<td>• Hearing parts of a nonfiction book again to build comprehension</td>
</tr>
<tr>
<td></td>
<td>• Making text-to-self connections</td>
<td>• Making text-to-self connections</td>
</tr>
<tr>
<td></td>
<td>• Identifying the main topic and retelling key details in the book</td>
<td>• Exploring text features</td>
</tr>
<tr>
<td></td>
<td>• Exploring text features</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong> On the Go</td>
<td><strong>Guided Strategy Practice:</strong> On the Go</td>
</tr>
<tr>
<td></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td></td>
<td>• Hearing and discussing a nonfiction book</td>
<td>• Hearing parts of a nonfiction book again to build comprehension</td>
</tr>
<tr>
<td></td>
<td>• Making text-to-self connections</td>
<td>• Making text-to-self connections</td>
</tr>
<tr>
<td></td>
<td>• Identifying the main topic and retelling key details in the book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exploring text features</td>
<td>• Exploring text features</td>
</tr>
<tr>
<td></td>
<td><strong>Read-aloud:</strong> Trains</td>
<td><strong>Guided Strategy Practice:</strong> Trains</td>
</tr>
<tr>
<td></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td></td>
<td>• Hearing and discussing a nonfiction book</td>
<td>• Hearing parts of a nonfiction book again to build comprehension</td>
</tr>
<tr>
<td></td>
<td>• Identifying the main topic and retelling key details in the book</td>
<td>• Making text-to-self and text-to-text connections</td>
</tr>
<tr>
<td></td>
<td>• Exploring text features</td>
<td>• Comparing two books on the same topic</td>
</tr>
</tbody>
</table>
### UNIT 7: WONDERING

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td><strong>Read-aloud/Strategy Lesson:</strong></td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong></td>
</tr>
<tr>
<td>A Baby Penguin Story</td>
<td>A Baby Duck Story</td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td>• Hearing and discussing a nonfiction book</td>
<td>• Hearing and discussing a nonfiction book</td>
</tr>
<tr>
<td>• Wondering about the book</td>
<td>• Wondering about the book</td>
</tr>
<tr>
<td>• Retelling key details from the book</td>
<td>• Identifying the main topic and retelling key details from the book</td>
</tr>
<tr>
<td>• Discussing the connection between two ideas in the book</td>
<td>• Comparing two books on the same topic</td>
</tr>
<tr>
<td>• Exploring text features</td>
<td>• Exploring text features</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td><strong>Read-aloud/Guided Strategy Practice:</strong></td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong></td>
</tr>
<tr>
<td>A Harbor Seal Pup Grows Up</td>
<td>A Harbor Seal Pup Grows Up</td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td>• Hearing and discussing part of a nonfiction book</td>
<td>• Hearing and discussing part of a nonfiction book</td>
</tr>
<tr>
<td>• Wondering about the book</td>
<td>• Wondering about the book</td>
</tr>
<tr>
<td>• Retelling key details from the book</td>
<td>• Retelling key details from the book</td>
</tr>
<tr>
<td>• Exploring text features</td>
<td>• Exploring text features</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td><strong>Read-aloud/Guided Strategy Practice:</strong></td>
<td><strong>Read-aloud/Guided Strategy Practice:</strong></td>
</tr>
<tr>
<td>A Tiger Cub Grows Up</td>
<td>A Tiger Cub Grows Up</td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td>• Hearing and discussing part of a nonfiction book</td>
<td>• Hearing and discussing part of a nonfiction book</td>
</tr>
<tr>
<td>• Wondering about the book</td>
<td>• Wondering about the book</td>
</tr>
<tr>
<td>• Retelling key details from the book</td>
<td>• Retelling key details from the book</td>
</tr>
<tr>
<td>• Exploring text features</td>
<td>• Exploring text features</td>
</tr>
</tbody>
</table>
## UNIT 8: USING TEXT FEATURES

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
</table>
| 1    | Read-aloud/Strategy Lesson: *Getting Around By Plane*  
**Focus:**  
- Hearing and discussing a nonfiction book  
- Identifying the main topic and retelling key details from the book  
- Using text features, such as the title page, front and back covers, table of contents, and photographs, to better understand information in the book  
- Wondering about the book  | Guided Strategy Practice: *Getting Around By Plane*  
**Focus:**  
- Hearing parts of a nonfiction book again to build comprehension  
- Retelling key details from the book  
- Making connections to the book  
- Using text features, such as the table of contents and labels, to better understand information in the book |
| 2    | Read-aloud/Guided Strategy Practice: *The Moon*  
**Focus:**  
- Hearing and discussing a nonfiction book  
- Retelling key details from the book  
- Using text features, such as the title page, table of contents, diagrams, labels, and the glossary, to better understand information in the book  
- Wondering about the book  | Guided Strategy Practice: *The Moon*  
**Focus:**  
- Hearing parts of a nonfiction book again to build comprehension  
- Wondering about the book  
- Using text features, such as diagrams, labels, and the glossary, to better understand information in the book |
| 3    | Read-aloud/Guided Strategy Practice: *The Sun*  
**Focus:**  
- Hearing and discussing a nonfiction book  
- Identifying the main topic and retelling key details from the book  
- Wondering about the book  
- Using text features, such as the title page, front and back covers, and table of contents, to better understand information in the book  | Guided Strategy Practice: *The Sun*  
**Focus:**  
- Hearing parts of a nonfiction book again to build comprehension  
- Wondering about the book  
- Using text features, such as diagrams, labels, and the glossary, to better understand information in the book |
| 4    | Read-aloud/Guided Strategy Practice: *Dolphins*  
**Focus:**  
- Hearing and discussing a nonfiction book  
- Retelling key details from the book  
- Making connections to the book  
- Wondering about the book  
- Using text features, such as the title page and glossary, to better understand information in the book  | Guided Strategy Practice: *Dolphins*  
**Focus:**  
- Hearing parts of a nonfiction book again to build comprehension  
- Retelling key details from the book  
- Wondering about the book  
- Using text features, such as the index and pictures with labels, to better understand information in the book |
## UNIT 9: REVISITING THE READING COMMUNITY

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Day 1</strong></td>
<td><strong>Day 2</strong></td>
</tr>
<tr>
<td><strong>Read-aloud:</strong> A Porcupine Named Fluffy</td>
<td><strong>Read-aloud:</strong> A Porcupine Named Fluffy</td>
<td><strong>Reflect on the Reading Community</strong></td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td>• Hearing and discussing a story</td>
<td>• Hearing and discussing a story</td>
<td>• Writing a shared letter to next year’s kindergarten class about working well together</td>
</tr>
<tr>
<td>• Answering questions to understand key details in the story</td>
<td>• Answering questions to understand key details in the story</td>
<td>• Reflecting on their contributions to the reading community</td>
</tr>
<tr>
<td>• Discussing the kinds of books they like</td>
<td>• Discussing the kinds of books they like</td>
<td></td>
</tr>
<tr>
<td>• Thinking about the ways they understand their reading</td>
<td>• Thinking about the ways they understand their reading</td>
<td></td>
</tr>
</tbody>
</table>
INDEPENDENT WORD-LEARNING STRATEGIES

Research shows that students benefit from both learning individual words and learning strategies for determining the meanings of unknown words they hear or encounter in their independent reading. In kindergarten the students learn the following strategies:

- Recognizing synonyms
- Recognizing antonyms
- Recognizing shades of meaning
- Recognizing words with multiple meanings
- Using inflectional endings

Each strategy is introduced through the discussion of a vocabulary word. (For example, recognizing shades of meaning is introduced through the word *furious* in Week 7.) For additional practice in using the strategies, More Strategy Practice activities are provided periodically. Although these activities are optional, we encourage you to do them with your students. We believe the students will benefit from the additional exposure to the strategies.

The table below provides a snapshot of how independent word-learning strategies are developed across grades K–5.

<table>
<thead>
<tr>
<th>Independent Word-learning Strategy</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing synonyms</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Recognizing antonyms</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Using context to determine word meanings</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Recognizing shades of meaning</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Recognizing words with multiple meanings</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Using inflectional endings</td>
<td>■</td>
<td>■</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using knowledge of compound words to determine meanings</td>
<td>■</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using prefixes to determine meanings</td>
<td>□</td>
<td>□</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Using suffixes to determine meanings</td>
<td>□</td>
<td>□</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Using Greek and Latin roots to determine word meanings</td>
<td></td>
<td>■</td>
<td>■</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizing idioms, adages, and proverbs</td>
<td></td>
<td>■</td>
<td>■</td>
<td>■</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a dictionary, glossary, or thesaurus</td>
<td></td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
</tbody>
</table>

■ formally taught  □ informally explored or reviewed
VOCABULARY WORDS K–5

GRADE K
active  allow  amusing  assist  assortment  bright  care for  collide  comfort  comfortable  communicate  companion  complete  concerned  confident  container  courageous  cozy  creature  creep  crowded  cupboard  decide  delicious  depart  describe  determined  diet  difficult  disappointed  drowsy  eager  edge  energetic  enjoy  enormous  evening  excited  exhausted  explore  face  fact  fits  fluffy  frightened  frustrated  furious  generous  glance  gooey  greet  grin  haul  healthy  icy  imitate  invite  kind  land  lonely  machine  mend  mighty  need  nuisance  observe  overhead  passenger  patient  pedestrian  peer  persistent  playful  pleasant  pleased  pointy  pounce  practice  proud  release  repair  rocky  rough  scoop  scoot  scramble  signal  similar  snatch  snooze  soar  soggy  sphere  straight  stuck  survive  swiftly  switch  tame  tangled  tasty  tip  train  transportation  travel  uncomfortable  uncrowded  unhealthy  unkind  unpleasant  upset  useful  various  visible  wade  warn  weak  welcome  whirl  wild

GRADE 1
admire  adult  adventure  affectionate  amazing  appetite  arrange  arrive  astonished  audible  bad-tempered  beam  bob  bold  chomp  collapse  commotion  contents  cooperate  crabby  crush  curious  dart  delighted  destination  dine  disappear  discover  disgusting  dump  earsplitting  essential  evidence  exclaim  extraordinary  faint  feast  ferocious  firm  flash  fond  frigid  future  gather  gigantic  glide  glow  gulp  habitat  hero  hope  hover  howl  humorous  impolite  inaudible  independent  inspect  journey  lunge  match  meadow  memory  migrate  miserable  moan  munch  mutter  neighborhood  neighborly  nervous  odd

(continues)
odor
doncast
twirl
ordinary
dull
underground
notorious
pack
duplicate
untidy
vegetation
twist
peaceful
ecstatic
wander
embrass
persevere
eavesdropper
ingenius
wobble
expedite
wonder
encourage
wriggle

GRADE 2
powerful
expert
predator
fabulous
pout
squint
powerful
remain
powerful
respect
quarrel
resent
ridiculous
protest
rattle
shallow
necesssary
rumble
shelter
shriek

GRADE 3
sob
clump
spit
stomp
sneak
scream
store
stream
study
tremble
whimper
surroundings
trust
tug

(continues)
coax
collaborate
comfy
command
commence
considerate
contentment
convenient
cross
customary
dazzle
deadly
debris
decline
delirious
depend
detect
determination
devastate
differ
diligent
disaster
disorganized
display
disrupt
distress
diverse
dodge
doubtful
durable
ease
eenergize
evacuate
exhilarated
faint
fantasize
fantastic
fierce/fiercest
flabbergasted
flashy
flick
flimsy
floppy
flutter
forbid
fortunate
frank
fret
fury
generally
ghastly
graceful
gruff
handy
have a change of heart
have eyes in the back of your head
hazardous
headstrong
heartbreaking
horizontal
immature
immense
impermissible
improvise
industrious
intense
joyful
likely
lively
long
lounge
magnificent
mature
memorable
motion
nifty
obstinate
opportunity
original
overwhelmed
particularly
permissible
permit
persist
plain
plop
prefer
prowl
quiver
rap
realize
recall
reconsider
refreshing
reluctant
require
retrieve
reunite
roam
ruckus
savory
scan
secure
self-confident
serve
shuffle
silky
skill
skillful
slog
slump
snap
snug
sorrowful
spectacular
speechless
speedy
squirm
strain
stressful
struggle
successful
swarm
swerve
task
texture
threatened
throw yourself into something
tip
trample
unaggressive
unexpected
unfortunate
ungrateful
unlikely
unsuccessful
unwind
urgent
utter
valuable
vertical
volunteer
well-organized
whiz
whoop
whoosh
GRADE 4
adequate
adore
alternative
ambition
amiable
analyze
apprehensive
bellow
bizarre
bliss
blotch
blurt out
boost
ceremony
circulate
circumstances
compromise
conceal
conditions
consistent
consistently
crave
creak
critical
crouch
custom
dazed
deceive
defy
depicted
dense
desire
desperate
dissimilar
dubious
delicious
deer
eerie
effective
elated
eligible
endure
engage
enraged
ensure
enthusiastic
envision
equitable
exclusive
exclusive
experience

(continues)
feat  flee  focus  formal  fume  function  get-up-and-go  gleeful  glover  glum  greedy  harass  hardship  hazard  hinder  humane  humble  humdrum  ideal  imposing  impressive  imprudent  in the blink of an eye  inadequate  inclusive  inconsistent  indignantly  inedible  ineffective  ineligible  inequitable  informal  inhumane  initial  inspire  integrate  intimidate  intricate  jittery  jubilant  keen  labor  landscape  launch  lend a hand  lethal  loathe  luscious  manually  merit  misfortune  misjudge  mislead  mistreat  mysterious  neglect  nosing around  note  obstacle  offer  optimistic  pelt  perilous  permanent  pessimistic  plead  plunge  precarious  precise  prior to  process  proficient  prudent  pursue  raises eyebrows  recede  reduce  refuge  rejoice  reminiscence  reputation  resemble  revere  rickety  rove  rowdier  rowdy  ruble  rugged  rugged  rummage  safeguard  sag  sandwiched  scrutinize  secure  seek  segregate  sensitive  serene  severe  sidesplitting  slight  speculate  stalk  survey  sustain  temporary  thoroughly  tilt  topple  transform  trend  trim  uniform  unwise  valiant  vigilant  wise  yearn

GRADE 5  academic  advantage  argue  battered  befuddled  billow  blow off steam  blunt  breathtaking  budge  bundle  calamity  cantankerous  clamber  clamor  clank  clash  cluster  commit  compel  comply  conspicuous  consume/consumer  contact  contemplate  contented  convert  cuisine  currently  dab  daring  defenseless  delectable  deliberately  dependent  desert/deserter  desirable  deteriorate  device  devour  dignified  dilapidated  dim  disadvantage  discontinue  discourteous  disposition  dissatisfied  drastic  dwelling  efficient  emerge  engrossed  envious  establish  ethical  exert  extend  fanciful  get on board  grimace  grotesque  hair-raising  harbor  heartless  heave  helter-skelter  heroine  hospitable  hunch  hunger  impact  indicate  inefficient  influence  inform  injustice  insignificant  interact
international  
intrigue  
knowledgeable  
loll  
lose your nerve  
lurch  
lurk  
lush  
luxurious  
master  
meager  
memento  
mobile  
moist  
momentous  
moocher  
motionless  

mystify  
negative  
nourish  
on pins and needles  
pandemonium  
peculiar  
peer  
picturesque  
plummet  
pollute  
positive  
prejudice  
preposterous  
preteen  
priority  
procedure  
protest  
quality  
reassure  
regulate  
reliable  
resilient  
resist  
resolve  
restore  
restriction  
reuse  
reverie  
rustle  
scarce  
scour  
selfless  
sequence  
significant  
sociable  
solitary  
soothe  
spectacle  
squander  
stamina  
stroll  
stun  
suit  
supporter  
supreme  
surge  
tattered  
thoughtful  
thoughtless  
throng  
thrust  
thunderous  
towering  
trancel  
trickle  
typical  
uneasy  
unethical  
values  
vary  
vast  
vexed  
vivid  
wide-eyed  
widespread  
wobbly