

Kindergarten Reading Pacing Guide

Points to Know about the document

- **This document was completed in alignment with the Journeys reading program. It will be updated accordingly to align with the newly-adopted Open Court Reading once the curriculum is received.**
- **Phonemic Awareness:** Complete the phonemic awareness warm-up activity from Journeys.
- **Letters:** When doing letters, you will introduce the letter, sound, alphafriend, letter/sound card, and handwriting.
- **Yellow highlighted words** = Standards that are graded
- **Pink highlighted words** = 2010 standards

First 2 weeks of school

- **Establish rules and procedures for stations**
- **Sorting:** Begin concept sorts, so word study goes more smoothly.
- **Environmental Print**
 - **K.5a** Identify common signs and logos. (recognize and identify a variety of environmental print)
 - **K.5b** Explain that printed materials provide information
- **Name:** Work on students being able to read and write their names
 - **K.5** Read his/her name ~~and commonly used high-frequency words.~~ (recognize and identify their own first and last names)
- **Alphabet:** Read alphabet books, sing songs, and practice singing and saying the alphabet. (This will continue throughout the year daily.)

Standards that are Taught the Entire Year

Oral Language

K.1 The student will build oral communication skills. (all)

K.1e Use complete sentences that include subject, verb, and object.

K.2 The student will demonstrate growth in oral, early literacy skills.

- a) Listen and respond to a variety of text and media.
- b) Participate in a variety of oral language activities, including choral and echo speaking and recitation. (short poems, rhymes, songs, and stories with repeated patterns and refrains)
- c) Tell stories orally. (use drama to retell familiar stories, rhymes, and poems)

Reading

K.3a Begin to discriminate and identify between spoken sentences, words, and syllables.

K.4 The student will understand how print is organized and read.

- a) Hold print materials in the correct position and turn pages correctly
 - b) Identify the front cover, back cover, and title page of the book. Distinguish title page from all the other pages in a book.
 - c) Distinguish between print and pictures.
- K.5 The student will demonstrate an understanding that print conveys meaning.
- c) Read and explain own writing and drawings.
 - d) Read his/her name and commonly used high-frequency words (recognize and read a selection of high-frequency and sight words from familiar text (Each student may know a different set of words.)
- K.7 The student will expand vocabulary and use of word meanings.
- a) Discuss meanings of words.
 - b) Increase vocabulary by listening to a variety of texts read aloud.
 - c) Use vocabulary from other content areas.
 - d) Ask about words not understood (recognizes that a word/phrase isn't understood and seeks clarification)
- K.8 The student will demonstrate comprehension of fictional texts. Recognize various types of fiction text (e.g. storybooks, poems) (all)
- K.9 The student will demonstrate comprehension of nonfiction texts. (all)

Word Study

- K.6 The students will develop an understanding of basic phonetic principles.
- K.3e Identify words according to shared beginning and/or ending sounds
- EKd Identify pictures of objects whose names share the same beginning or ending sound
 - EKd Sort pictures or objects whose names share the same beginning or ending sound.

Writing

- K.10 The student will print in manuscript. (all)
- K.11 The student will write in a variety of forms to include narrative and descriptive.
- a) Differentiate/Distinguish pictures from writing.
 - b) Use prewriting activities to generate ideas including drawing pictures.
 - c) Use letters to phonetically spell words that describe pictures or experiences.
- EK Generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words
- d) Write left-to-right and top-to-bottom.
 - g) Share writing with others.

Research

- K.12 The student will conduct research to answer questions or solve problems using available resources. (all)
- These standards will be taught during Life processes in August, September, October, April, and May. It will also be taught during Community Helpers in Lesson 4 of Journeys. It is also included in the Journeys writing section with reports.

Lesson 1: What makes a Family? And Poems about Families

Essential Question: How can I find the most important ideas in a selection?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Pat a Cake, Pat a Cake	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words, letters, and spaces
Phonemic Awareness: Rhyming Words Single Sounds	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3b Identify and produce words that rhyme with a spoken word, recognize pairs of rhyming words presented orally, and generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text K.6d Identify and isolate initial consonant sounds in one-syllable words. (e.g., /t/ is the first sound in top)
Letters: Bb Mm	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Main Idea (Topic) Strategy: Summarize	K.9a Use pictures to identify topic and make predictions.
Vocabulary: Classify/Categorize Family Words	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent K.7 Identify real-life connections between words and their use
Grammar: Nouns for People	K.7f Use nouns to identify and name people, places, and things.
Writing: Labels Trait: Idea	K.11 Write daily for a variety of purposes. . . K.11b Use prewriting activities to generate ideas including drawing pictures.

Lesson 2: How do Dinosaurs Go to School and My School Bus

Essential Question: What clues tell me how a character feels?

<p>Communication and Multimodal Literacies</p>	<p>All K.1 standards listed above will be addressed daily.</p>
<p>Concept of Word: Gingerbread Man</p>	<p>K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words, letters, and spaces</p>
<p>Phonemic Awareness: Beginning Sounds</p>	<p>K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3d Identify words according to shared beginning and/or ending sounds. EKd Recognize similarities and differences in beginning and ending sounds of words EKd Produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/) K.6d Identify and isolate initial consonant sounds in one-syllable words. (e.g., /t/ is the first sound in top)</p>
<p>Letters: Bb Mm Rr</p>	<p>K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels</p>
<p>Comprehension: Skill: Understanding Characters Strategy: Infer/Predict</p>	<p>K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., before, after, and next) K.8c and K.9a Use pictures to make predictions and identify topic. EKc Make ongoing predictions based on illustrations/graphics and text</p>
<p>Vocabulary: Rhyme</p>	<p>K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.3b Identify and produce words that rhyme with a spoken word EKb Produce rhyming words and recognize pairs of rhyming words presented orally EKb Generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text</p>
<p>Grammar: Nouns for Places</p>	<p>K.7f Use nouns to identify and name people, places, and things.</p>

Writing: Labels Trait: Ideas	K.11 Write daily for a variety of purposes. . . K.11b Use prewriting activities to generate ideas including drawing pictures.
---	--

Lesson 3: Please, Puppy, Please and Different Kinds of Dogs

Essential Question: How do the parts of a story work together?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Rain	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words, letters, and spaces
Phonemic Awareness: Beginning Sounds and Words in Oral Sentences	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3d Identify words according to shared beginning and/or ending sounds. EKd Recognize similarities and differences in beginning and ending sounds of words EKd Produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/) K.6d Identify and isolate initial consonant sounds in one-syllable words. (e.g., /t/ is the first sound in top)
Letters: Mm Rr Ss	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Story Structure Strategy: Monitor/Clarify	K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., before, after, and next)
Vocabulary: Synonyms	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. (e.g., This giraffe is tall. He can eat leaves on a tree. If he were short, he couldn't reach his food.)
Grammar: Nouns for Animals and Things	K.7f Use nouns to identify and name people, places, and things.
Writing:	K.11 Write daily for a variety of purposes. . .

Captions Trait: Ideas	K.11b Use prewriting activities to generate ideas including drawing pictures.
--------------------------	---

Lesson 4: Everybody Works and the Elves and the Shoemaker

Essential Question: How can pictures help me better understand a selection?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: <i>Poem of your choice</i>	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words, letters, and spaces
Phonemic Awareness: Beginning Sounds and Words in Oral Sentences	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3d Identify words according to shared beginning and/or ending sounds. EKd Recognize similarities and differences in beginning and ending sounds of words EKd Produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/) K.6d Identify and isolate initial consonant sounds in one-syllable words. (e.g., /t/ is the first sound in top)
Letters: Aa	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Text and Graphic Features Strategy: Analyze/Evaluate	K.9b Identify text features specific to the topic, such as titles, headings, and pictures. EKb Relate pictures and illustrations to the text in which they appear EKb Identify the topic of a nonfiction selection
Vocabulary: Environmental Print	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.5a Identify common signs and logos. (recognize and identify a variety of environmental print) K.5b Explain that printed materials provide information
Grammar: Action Verbs (Present Tense)	K.7h Use verbs to identify actions.

<p>Writing: Class Story Trait: Ideas</p>	<p>K.11 Write daily for a variety of purposes, including narrative stories . . . Use writing, dictation, and drawing to tell a story Write on assigned and/or self-selected topics K.11b Use prewriting activities to generate ideas including drawing pictures.</p>
--	--

Lesson 5: Kite Flying and Kite Festival Today

Essential Question: Why is the order in which things happen in a story important?

<p>Communication and Multimodal Literacies</p>	<p>All K.1 standards listed above will be addressed daily.</p>
<p>Concept of Word: Teddy Bear, Teddy Bear</p>	<p>K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words, letters, and spaces</p>
<p>Phonemic Awareness: Beginning Sounds and Words in Oral Sentences</p>	<p>K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3d Identify words according to shared beginning and/or ending sounds. EKd Recognize similarities and differences in beginning and ending sounds of words EKd Produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/) K.6d Identify and isolate initial consonant sounds in one-syllable words. (e.g., /t/ is the first sound in top)</p>
<p>Letters: Tt Nn</p>	<p>K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels</p>
<p>Comprehension: Skill: Sequence Strategy: Question</p>	<p>K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. K.8 Ask and answer questions about what is read. EK Give evidence that they understand the meaning of what is being read aloud, including <i>who, what, when, where, why, and how</i> and ask and respond to questions about the content of a book K.9 Ask and answer questions about what is read. EKc Ask and respond to questions about the content of a book and discuss facts and information relevant to the topic.</p>
<p>Vocabulary: Synonyms</p>	<p>K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. (e.g., This giraffe is tall. He can eat leaves on a tree. If he were short, he couldn't reach his food.)</p>
<p>Grammar: Action Verbs (Present Tense)</p>	<p>K.7h Use verbs to identify actions.</p>

Writing: Class Story Trait: Ideas	K.11 Write daily for a variety of purposes, including narrative stories . . . Use writing, dictation, and drawing to tell a story Write on assigned and/or self-selected topics K.11b Use prewriting activities to generate ideas including drawing pictures.
Other:	Unit Test #1

Lesson 6: My Five Senses and Poems About Senses

Essential Question: How are the five senses the same and different?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily. K.2 d Participate in creative dramatics
Concept of Word: Hop a Little, Jump a Little	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words, letters, and spaces
Phonemic Awareness: Blend Onset and Rime	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3d Blend and segment one-syllable words into phonemes including onset and rime. EKd Blend and segment onsets and rimes of spoken words (e.g., /b/- /oat/ = boat, black = /b/ - /ack/)
Letters: Nn Pp	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Compare and Contrast Strategy: Monitor/Clarify	
Vocabulary: Context Clues	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.
Grammar: Sensory Words	K.7g Use adjectives to describe location, size, color, and shape EKg Use size, shape, color, and spatial words to describe people, places, and things EKg Use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside)

<p>Writing: Descriptive Sentences Trait: Word Choice</p>	<p>K.11 The student will write in a variety of forms to include narrative and descriptive. EK Write daily for a variety of purposes, including narrative stories to describe experiences EK Write to describe a person, place, or thing K.11e Compose simple sentences.</p>
--	--

Lesson 7: Mice Squeak, We Speak and The Fort Worth Zoo

Essential Question: How can I learn about the characters in a story?

<p>Communication and Multimodal Literacies</p>	<p>All K.1 standards listed above will be addressed daily. K.2 d Participate in creative dramatics</p>
<p>Concept of Word: Old Mister Rabbit</p>	<p>K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words, letters, and spaces</p>
<p>Phonemic Awareness: Blend and Segment Onset and Rime</p>	<p>K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3d Blend and segment one-syllable words into phonemes including onset and rime. EKd Blend and segment onsets and rimes of spoken words (e.g., /b/- /oat/ = boat, black = /bl/- /ack/)</p>
<p>Letters: Pp Hh</p>	<p>K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels</p>
<p>Comprehension: Skill: Understanding Characters Strategy: Analyze/Evaluate</p>	<p>K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p>
<p>Vocabulary: Classify/Categorize Sensory Words</p>	<p>K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent K.7 Identify real-life connections between words and their use</p>
<p>Grammar: Sensory Words</p>	<p>K.7g Use adjectives to describe location, size, color, and shape. EKg Use size, shape, color, and spatial words to describe people, places, and things EKg Use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside)</p>

<p>Writing: Descriptive Sentences Trait: Word Choice</p>	<p>K.11 The student will write in a variety of forms to include narrative and descriptive. EK Write daily for a variety of purposes, including narrative stories to describe experiences EK Write to describe a person, place, or thing K.11e Compose simple sentences</p>
--	---

Lesson 8: Move! and The Hare and the Tortoise

Essential Question: How can details help me understand a selection?

<p>Communication and Multimodal Literacies</p>	<p>All K.1 standards listed above will be addressed daily. K.2 d Participate in creative dramatics</p>
<p>Concept of Word: <i>Poem of your choice</i></p>	<p>K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words, letters, and spaces</p>
<p>Phonemic Awareness: Blend and Segment Onset and Rime</p>	<p>K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3d Blend and segment one-syllable words into phonemes including onset and rime. EKd Blend and segment onsets and rimes of spoken words (e.g., /b/- /oat/ = boat, black = /b/ - /ack/)</p>
<p>Letters: Bb li</p>	<p>K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels</p>
<p>Comprehension: Skill: Details Strategy: Visualize</p>	<p>K.9a Use pictures to identify topic and make predictions. EKa Ask and respond to questions about the content of a book EKa Discuss facts and information relevant to the topic.</p>
<p>Vocabulary: Classify/Categorize Action Words</p>	<p>K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent K.7 Identify real-life connections between words and their use</p>
<p>Grammar: Adjectives for Color</p>	<p>K.7g Use adjectives to describe location, size, color, and shape. EKg Use size, shape, color, and spatial words to describe people, places, and things EKg Use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside)</p>

Writing: Captions Trait: Word Choice	K.11 Write daily for a variety of purposes. . .
---	--

Lesson 9: What Do Wheels Do All Day? And Wheels Long Ago and Today

Essential Question: What can I learn from the pictures in a selection?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily. K.2 d Participate in creative dramatics
Concept of Word: Good Morning to You	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in context), letters, and spaces
Phonemic Awareness: Blend Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. EKf Blend individual phonemes to make one-syllable words (e.g., /sh/-lil-/p/= ship)
Letters: Ff Gg	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Text and Graphic Features Strategy: Question	K.9b Identify text features specific to the topic, such as titles, headings, and pictures. EKb Relate pictures and illustrations to the text in which they appear EKb Identify the topic of a nonfiction selection K.8 Ask and answer questions about what is read. EK Give evidence that they understand the meaning of what is being read aloud, including <i>who, what, when, where, why, and how</i> and ask and respond to questions about the content of a book K.9 Ask and answer questions about what is read. EKc Ask and respond to questions about the content of a book and discuss facts and information relevant to the topic.
Vocabulary: Rhyme	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.3b Identify and produce words that rhyme with a spoken word EKb Produce rhyming words and recognize pairs of rhyming words presented orally EKb Generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text
Grammar:	K.7e Use number words.

Adjectives for Number	EKe Use number words in conversations
Writing: Description Trait: Word Choice	K.11 The student will write in a variety of forms to include narrative and descriptive. EK Write daily for a variety of purposes, including narrative stories to describe experiences EK Write to describe a person, place, or thing

Lesson 10: Mouse Shapes and Signs and Shapes

Essential Question: How do the parts of a story work together?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Hey Diddle Diddle	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in context), letters, and spaces
Phonemic Awareness: Blend Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. EKf Blend individual phonemes to make one-syllable words (e.g., /sh/-lil-/p/= ship)
Letters: Cc Dd	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Story Structure Strategy: Summarize	K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., before, after, and next)
Vocabulary: Classify/Categorize Shape Words	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent K.7 Identify real-life connections between words and their use
Grammar: Adjectives for Size and Shape	K.7g Use adjectives to describe location, size, color, and shape. EKg Use size, shape, color, and spatial words to describe people, places, and things EKg Use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside)

Writing: Description Trait: Word Choice	K.11 The student will write in a variety of forms to include narrative and descriptive. EK Write daily for a variety of purposes, including narrative stories to describe experiences EK Write to describe a person, place, or thing K.11e Compose simple sentences
Other:	Unit Test #2

Lesson 11: Jump into January and Holidays All Year Long

Essential Question: How are the months of the year the same and different?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Hickory Dickory Dock	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in context), letters, and spaces
Phonemic Awareness: Blend Phonemes Final Sound	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-il/-p/= ship) K.3e Identify words according to shared beginning and/or ending sounds. EKe Recognize similarities and differences in beginning and ending sounds of words EKe Produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/) K.6e Identify final consonant sounds in one-syllable words.
Letters: Dd Oo	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Compare and Contrast Strategy: Question	K.8 Ask and answer questions about what is read. EK Give evidence that they understand the meaning of what is being read aloud, including <i>who, what, when, where, why, and how</i> and ask and respond to questions about the content of a book K.9 Ask and answer questions about what is read. EKc Ask and respond to questions about the content of a book and discuss facts and information relevant to the topic.
Vocabulary: Figurative Language	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.
Grammar:	K.1e Use complete sentences that include subject, verb, and object. K.7f Use nouns to identify and name people, places, and things.

Sentence Parts: Subject	K.11e Compose simple sentences.
Writing: Story Sentences Trait: Word Choice	K.11b Use prewriting activities to generate ideas including drawing pictures. K.11e Compose simple sentences.

Lesson 12: Snow and How Water Changes

Essential Question: What clues help me figure out things the author does not tell me?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily. K.2d Participate in creative dramatics.
Concept of Word: Lollipops	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in context), letters, and spaces
Phonemic Awareness: Blend Phonemes Final Sound	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-li/-p/= ship) K.3e Identify words according to shared beginning and/or ending sounds. EKe Recognize similarities and differences in beginning and ending sounds of words EKe Produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/) K.6e Identify final consonant sounds in one-syllable words.
Letters: Ll Kk	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Conclusions Strategy: Monitor/Clarify	
Vocabulary: Classify/Categorize Sensory Words	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent K.7 Identify real-life connections between words and their use

Grammar: Sentence Parts: Verbs	K.1e Use complete sentences that include subject, verb, and object. K.7h Use verbs to identify actions. K.11e Compose simple sentences.
Writing: Story Sentences Trait: Word Choice	K.11e Compose simple sentences.
Other:	Progress Monitor COW - Twinkle Twinkle Little Star

Lesson 13: What Color is Nature? and Poems About Colors

Essential Question: Why do authors write informational texts?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Jack and Jill	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in context), letters, and spaces
Phonemic Awareness: Blend Phonemes Final Sound	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-il/-p/= ship) K.3e Identify words according to shared beginning and/or ending sounds. EKe Recognize similarities and differences in beginning and ending sounds of words EKe Produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/) K.6e Identify final consonant sounds in one-syllable words.
Letters: Jj Ww	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Author's Purpose Strategy: Visualize	
Vocabulary: Classify /Categorize Color	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories

Words	represent K.7 Identify real-life connections between words and their use
Grammar: Complete Sentences	K.1e Use complete sentences that include subject, verb, and object. K.4 locate and name periods, question marks, and exclamation points. K.11e Compose simple sentences. K.11f Begin each sentence with a capital letter and use ending punctuation
Writing: Story Sentences Traits: Ideas	K.11b Use prewriting activities to generate ideas including drawing pictures. K.11 Write to describe a person, place, or thing K.11e Compose simple sentences K.11f Begin each sentence with a capital letter and use ending punctuation

Lesson 14: Turtle Splash! and Where Animals Live

Essential Question: What causes events in a story to happen?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily. K.2d Participate in creative dramatics.
Concept of Word: Fuzzy Wuzzy	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in context), letters, and spaces
Phonemic Awareness: Blend Phonemes Middle Sound	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. EKf Blend individual phonemes to make one-syllable words (e.g., /sh/-/l/-/p/= ship)
Letters: Yy Zz	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Cause and Effect Strategy: Infer/Predict	K.8c Use pictures to make predictions. EKc Make ongoing predictions based on illustrations and text K.9a Use pictures to identify topic and make predictions. EKa Make ongoing predictions based on graphics and text
Vocabulary: Classify/Categorize	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.

Number Words	<p>K.7e Use number words.</p> <p>K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p> <p>K.7 Identify real-life connections between words and their use</p>
Grammar: Verbs in Past Tense	K.7h Use verbs to identify actions.
Writing: Story Trait: Organization	<p>K.11 Write daily for a variety of purposes, including narrative stories . . .</p> <p>Use writing, dictation, and drawing to tell a story</p> <p>Write on assigned and/or self-selected topics</p> <p>K.11e Compose simple sentences</p> <p>K.11f Begin each sentence with a capital letter and use ending punctuation</p>

Lesson 15: What a Beautiful Sky! and What Will the Weather Be Like?

Essential Question: Why is it important to know what happens first, next, and last in a selection?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: <i>Poem of your choice</i>	<p>K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page.</p> <p>K.4e/K.6c EK Match voice with print in syllables, words, and phrases</p> <p>EKd Locate lines of text, words(in context), letters, and spaces</p>
Phonemic Awareness: Blend Phonemes Middle Sound	<p>K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables.</p> <p>K.3f Blend sounds to make one-syllable words.</p> <p>EKf Blend individual phonemes to make one-syllable words (e.g., /sh/-lil-/p/= ship)</p>
Letters: Nn Uu	<p>K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly)</p> <p>K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</p> <p>EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels</p>
Comprehension: Skill: Sequence Strategy: Monitor/Clarify	K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., before, after, and next)
Vocabulary: Figurative Language	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.

Simile	
Grammar: Statements	K.1e Use complete sentences that include subject, verb, and object. K.4 Locate and name periods, question marks, and exclamation points. K.11e Compose simple sentences. K.11f Begin each sentence with a capital letter and use ending punctuation
Writing: Story Trait: Organization	K.11 Use writing, dictation, and drawing to tell a story K.11 Write daily for a variety of purposes, including narrative stories . . . Use writing, dictation, and drawing to tell a story Write on assigned and/or self-selected topics K.11e Compose simple sentences K.11f Begin each sentence with a capital letter and use ending punctuation

Lesson 16: What Is Science? and Benjamin Franklin, Inventor

Essential Question: Why are details helpful?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Valentines	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in context), letters, and spaces
Phonemic Awareness: Blend Phonemes Middle Sound	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. EKf Blend individual phonemes to make one-syllable words (e.g., /sh/-l/-p/= ship)
Letters: Vv Qq	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Details Strategy: Summarize	K.9a Use pictures to identify topic and make predictions. EKa Ask and respond to questions about the content of a book EKa Discuss facts and information relevant to the topic.
Vocabulary: Classify/Categorize	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.

Science Words	K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent K.7 Identify real-life connections between words and their use
Grammar: Proper Nouns for People and Pets	
Writing: Message Trait: Organization	K.11 Write daily for a variety of purposes. . .

Lesson 17: I Love Bugs and Anansi and Grasshopper

Essential Question: What clues help me figure out things the author does not tell me?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in context), letters, and spaces
Phonemic Awareness: Blend and Segment Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-l/-p/= ship) K.3g Segment one-syllable words into individual phonemes. (e.g., rat= /r/-a/-t/)
Letters: Xx Ee	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Conclusions Strategy: Infer/ Predict	K.8c Use pictures to make predictions. EKc Make ongoing predictions based on illustrations and text K.9a Use pictures to identify topic and make predictions. EKa Make ongoing predictions based on graphics and text

Vocabulary: Multiple-Meaning Words	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.
Grammar: Proper Nouns for Places	
Writing: Message Trait: Organization	K.11 Write daily for a variety of purposes. . .

Lesson 18: In the Big Blue Sea and Poems About the Sea

Essential Question: How does knowing why the author wrote a selection help me?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in context), letters, and spaces
Phonemic Awareness: Blend and Segment Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-l/-p/= ship) K.3g Segment one-syllable words into individual phonemes. (e.g., rat= /r/-a/-t/)
Letters: s/h/sh	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Author's Purpose Strategy: Analyze/Evaluate	

Vocabulary: Rhyme	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.3b Identify and produce words that rhyme with a spoken word EKb Produce rhyming words and recognize pairs of rhyming words presented orally EKb Generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text
Grammar: Verbs in Future Tense	
Writing: Letter Trait: Organization	K.11 Write daily for a variety of purposes. . .

Lesson 19: Sheep Take a Hike and The Three Billy Goats Gruff

Essential Question: What causes events in a story to happen?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily. K.2d Participate in creative dramatics
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Blend and Segment Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-i/-p/= ship) K.3g Segment one-syllable words into individual phonemes. (e.g., rat= /r/-a/-t/)
Letters: c/h/ch	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Cause and Effect Strategy: Questions	K.8 Ask and answer questions about what is read. EK Give evidence that they understand the meaning of what is being read aloud, including <i>who, what, when, where, why,</i> and <i>how and</i> ask and respond to questions about the content of a book K.9 Ask and answer questions about what is read. EKc Ask and respond to questions about the content of a book and discuss facts and information relevant to the topic.

Vocabulary: Antonyms	K.7 a-d: Discuss word meanings (using synonyms and antonyms) , identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. (e.g., This giraffe is <i>tall</i>. He can eat leaves on a tree. If he were <i>short</i>, he couldn't reach his food.)
Grammar: Verbs in Past tense	
Writing: Story Trait: Word Choice	K.11 Write daily for a variety of purposes, including narrative stories . . . Use writing, dictation, and drawing to tell a story Write on assigned and/or self-selected topics

Lesson 20: Curious George's Dinosaur Discovery and Exploring Land and Water

Essential Question: Why is it important to know when things happen in a story?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Blend and Segment Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-l/-p/= <i>ship</i>) K.3g Segment one-syllable words into individual phonemes. (e.g., <i>rat</i>= /r/-l/-t/)
Letters: t/h/th	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Sequence events Strategy: Visualize	K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., <i>before</i>, <i>after</i>, and <i>next</i>)
Vocabulary: Synonyms	K.7 a-d: Discuss word meanings (using synonyms and antonyms) , identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. (e.g., This giraffe is <i>tall</i>. He can eat leaves on a tree. If he were <i>short</i>, he couldn't reach his food.)

Grammar: Verbs: Past, Present, Future	
Writing: Story Trait: Word choice	K.11 Write daily for a variety of purposes, including narrative stories . . . Use writing, dictation, and drawing to tell a story Write on assigned and/or self-selected topics
Other:	Benchmark #4

Lesson 21: The Best of Friends and Poems About Friends

Essential Question: How do characters change in a story?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Blend and Segment Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-l/-p/= ship) K.3g Segment one-syllable words into individual phonemes. (e.g., rat= /r/-a/-t/)
Letters: sh/ch/th	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Understanding Characters Strategy: Infer/Predict	K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., before, after, and next) K.8c Use pictures to make predictions. EKc Make ongoing predictions based on illustrations and text K.9a Use pictures to identify topic and make predictions. EKa Make ongoing predictions based on graphics and text
Vocabulary: Multiple-Meaning	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.

Words	
Grammar: Pronouns - he, she, we	
Writing: Lists Trait: Organization	K.11 Write daily for a variety of purposes. . .

Lesson 22: Leo the Late Bloomer and What Can a Baby Animal Do?

Essential Question: How do the parts of a story work together?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Blend, Segment, Substitute Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-l/-p/= ship) K.3g Segment one-syllable words into individual phonemes. (e.g., rat= /r/-a/-t/)
Letters: wh	K.6a Identify and name the capital and lowercase letters of the alphabet. (in sequence/randomly and name rapidly) K.6b Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. EKb Match capital and lowercase pairs (produce sounds), differentiate between vowels and consonants, write the letter/digraph that represents sound, use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant, identify short sounds with common spellings for the five major vowels
Comprehension: Skill: Story Structure Strategy: Analyze/Evaluate	K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., before, after, and next)
Vocabulary: Antonyms	K.7 a-d: Discuss word meanings (using synonyms and antonyms) , identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. (e.g., This giraffe is tall. He can eat leaves on a tree. If he were short, he couldn't reach his food.)

Grammar: Pronouns-they, it, I	K.11 Capitalize the first words in a sentence and the pronoun I
Writing: Lists Trait: Organization	K.11 Write daily for a variety of purposes. . .

Lesson 23: Zinnia's Flower Garden and Growing Sunflowers

Essential Question: Why is the order of events in a selection important?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily. K.2d Participate in creative dramatics
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Blend, Segment, and Substitute Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-l/-p/= ship) K.3g Segment one-syllable words into individual phonemes. (e.g., rat= /r/-l/-t/)
Letters:	Review letters daily and can use time for additional word study activities
Comprehension: Skill: Sequence Strategy: Visualize	K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., before, after, and next)
Vocabulary: Context Clues	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.
Grammar: Proper Nouns for Days and Months	
Writing: Invitations Trait: Organization	K.11 Write daily for a variety of purposes. . .

Lesson 24: Chameleon, Chameleon and Amazing Animal Bodies

Essential Question: What clues help me figure out things the author does not tell me?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Blend, Segment, and Substitute Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-il-/p/= ship) K.3g Segment one-syllable words into individual phonemes. (e.g., rat= /r/-a/-t/)
Letters:	Review letters daily and can use time for additional word study activities
Comprehension: Skill: Conclusions Strategy: Monitor/Clarify	
Vocabulary: Classify/ Categorize Describing Words	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent K.7 Identify real-life connections between words and their use
Grammar: Questions	K.4 Locate and name periods, question marks, and exclamation points. K.11 Begin each sentence with a capital letter and use ending punctuation.

Writing: Report Trait: Ideas	K.12 The student will conduct research to answer questions or solve problems using available resources. K.11b Use prewriting activities to generate ideas including drawing pictures.
---	--

Lesson 25: Pie in the Sky and From Apple Tree to Store

Essential Question: How do words and pictures help tell a story?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Blend, Segment, and Substitute Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3f Blend sounds to make one-syllable words. (e.g., /sh/-il-/p/= ship) K.3g Segment one-syllable words into individual phonemes. (e.g., rat= /r/-/a/-/t/)
Letters:	Review letters daily and can use time for additional word study activities
Comprehension: Skill: Text and Graphic Features Strategy: Summarize	K.9b Identify text features specific to the topic, such as titles, headings, and pictures. EKb Relate pictures and illustrations to the text in which they appear EKb Identify the topic of a nonfiction selection
Vocabulary: Classify/Categorize Seasons	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent K.7 Identify real-life connections between words and their use
Grammar: Exclamations	K.4 Locate and name periods, question marks, and exclamation points. K.11 Begin each sentence with a capital letter and use ending punctuation.

Writing: Report Trait: Ideas	K.12 The student will conduct research to answer questions or solve problems using available resources. K.11b Use prewriting activities to generate ideas including drawing pictures.
Other:	Benchmark Test #5

Lesson 26: Something Special and Jobs People Do

Essential Question: What causes events in a story to happen?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Substitute Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables.
Letters:	Review letters daily and can use time for additional word study activities
Comprehension: Skill: Cause and Effect Strategy: Visualize	
Vocabulary: Antonyms	K.7 a-d: Discuss word meanings (using synonyms and antonyms) , identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. (e.g., This giraffe is <i>tall</i>. He can eat leaves on a tree. If he were <i>short</i>, he couldn't reach his food.)
Grammar: Nouns: Singular and Plural	K.7f Use nouns to identify and name people, places and things
Writing: Respond	K.8 and K.9 Ask and respond to questions about the content of a book

to Literature Trait: Voice	
Other:	Progress Monitor COW - Little Miss Muffet

Lesson 27: One of Three and Cross-Country Trip

Essential Question: How can I compare and contrast things from a story?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Substitute Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables.
Letters:	Review letters daily and can use time for additional word study activities
Comprehension: Skill: Compare and Contrast Strategy: Monitor/Clarify	
Vocabulary: Classify/Categorize Places	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.7 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent K.7 Identify real-life connections between words and their use
Grammar: Subject-Verb Agreement (Past;	

Present, Future)	
Writing: Response to Literature Trait: Ideas	K.8 and K.9 Ask and respond to questions about the content of a book K.11b Use prewriting activities to generate ideas including drawing pictures.

Lesson 28: You Can Do It, Curious George! and Poems About Things You Can Do

Essential Question: How do I know what parts of the story are important?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily.
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Substitute Phonemes	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables.
Letters:	Review letters daily and can use time for additional word study activities
Comprehension: Skill: Story Structure Strategy: Infer/Predict	K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., <i>before</i>, <i>after</i>, and <i>next</i>) K.8c Use pictures to make predictions. EKc Make ongoing predictions based on illustrations and text K.9a Use pictures to identify topic and make predictions. EKa Make ongoing predictions based on graphics and text
Vocabulary: Context Clues	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.
Grammar: Subject-Verb Agreement	

<p>Writing: Response to Literature Trait: Ideas</p>	<p>K.8 and K.9 Ask and respond to questions about the content of a book K.11b Use prewriting activities to generate ideas including drawing pictures.</p>
---	---

Lesson 29: Look at Us and The Three Little Pigs

Essential Question: How can details help me understand a main idea from a selection?

<p>Communication and Multimodal Literacies</p>	<p>All K.1 standards listed above will be addressed daily.</p>
<p>Concept of Word: Poem of your choice</p>	<p>K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces</p>
<p>Phonemic Awareness: Track Syllables</p>	<p>K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3c Blend and segment multisyllabic words at the syllable level EKc Segment a word into individual syllables using strategies including, but not limited to, clapping hands or snapping fingers EKc Blend and segment multisyllabic words into syllables (e.g., The teacher asks students to say <i>robot</i> without the /ro-/ and students respond with /bot/.)</p>
<p>Letters:</p>	<p>Review letters daily and can use time for additional word study activities</p>
<p>Comprehension: Skill: Main Idea and Details Strategy: Question</p>	<p>K.9a Use pictures to identify topic and make predictions. EKa Ask and respond to questions about the content of a book EKa Discuss facts and information relevant to the topic. K.8 Ask and answer questions about what is read. EK Give evidence that they understand the meaning of what is being read aloud, including <i>who, what, when, where, why, and how</i> and ask and respond to questions about the content of a book K.9 Ask and answer questions about what is read. EKc Ask and respond to questions about the content of a book and discuss facts and information relevant to the topic.</p>
<p>Vocabulary: Figurative Language</p>	<p>K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood.</p>

Grammar: Prepositions: for, to, with	
Writing: Poems Trait: Organization	K.11 Write daily for a variety of purposes. . .

Lesson 30: Miss Bindergarten Celebrates the Last Day of Kindergarten and Schools Then and Now

Essential Question: What clues tell you what a character is thinking and feeling?

Communication and Multimodal Literacies	All K.1 standards listed above will be addressed daily. K.2d Participate in creative dramatics
Concept of Word: Poem of your choice	K.4d/K.6c Follow words/tracking from left to right and from top to bottom on a printed page. K.4e/K.6c EK Match voice with print in syllables, words, and phrases EKd Locate lines of text, words(in and out of context), letters, and spaces
Phonemic Awareness: Track Syllables	K.3a Begin to discriminate (identify and discriminate) between spoken sentences, words, and syllables. K.3c Blend and segment multisyllabic words at the syllable level EKc Segment a word into individual syllables using strategies including, but not limited to, clapping hands or snapping fingers EKc Blend and segment multisyllabic words into syllables (e.g., The teacher asks students to say <i>robot</i> without the /ro-/ and students respond with /bot/.)
Letters:	Review letters daily and can use time for additional word study activities
Comprehension: Skill: Understanding Characters Strategy: Summarize	K.8e Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end. Use words to sequence events (e.g., <i>before</i>, <i>after</i>, and <i>next</i>)
Vocabulary: Environmental Print	K.7 a-d: Discuss word meanings (using synonyms and antonyms), identify and apply new meanings correctly, increase vocabulary, use content area vocabulary, and ask about words that aren't understood. K.5a Identify common signs and logos. (recognize and identify a variety of environmental print)

Grammar: Prepositions: in, on, up, out	
Writing: Poems Trait: Organization	K.11 Write daily for a variety of purposes. . .
Other:	Benchmark Test #6