



**Brookhaven School
District Pacing Guide
2019-20 Kindergarten
Reading**

		1 st Nine Weeks		
Timeline (Specific Dates)	Concepts/Resources	Taught Standards	Clarifications/Tested Standards	I Can...
Aug. 6-10	Baseline, Orientation, Routines, Schedules Pre-assessments, Names Journeys- Welcome to Kindergarten	Recite rhymes, sing songs, recognize first name, handle books properly, be aware of print in their environment		
Aug. 12-16	Saxon- Phonological/ Phonemic Awareness Pre- assessments Heggerty Book- Lesson 1 Phonemic Awareness- Rhyming and Alliteration Journeys Unit 1- Lesson 1 Sight Words: red, blue	RF.K.1a* RF.K.2a* RF.K.2b* RF.K.3c* RF.K.3a* RI.K.1* RI.K.5* RI.K.10* W.K.1* W.K.2* L.K.1d* SL.K.1a* SL.K.1b*		
Aug. 19-23	Saxon- Lessons 1-4- LI Heggerty Book- Lesson 2 Phonemic Awareness- Rhyming and Alliteration Journeys- Unit 1- Lesson 2	RF.K.1a, b, c RF.K.2a* RF.K.2b* RI.K.1* RI.K.5 RL.K.10 L.K.1d* W.K.3* SL.K.1a SL.K.1b	RF.K.1a-Follow words from left to right, top to bottom, and page by page. RF.K1bRecognize that spoken words are represented in written language by specific sequences of letters. RF.K1c-Understand that words are separated by spaces in print RL.K.10- Actively engage in group reading activities with purpose and understanding. RI.K.5- Identify the front cover, back cover, and	I can take an active part during group Reading activities. I can follow words from left to right, top to bottom and page to page. I can recognize that letters written in a certain order stand for a spoken word. I can understand that there is a space between words in print. I can identify the front cover, back cover and title page of a book.

	Sight Words: yellow, green, l		title page of a book.	
Aug. 26 –30	Saxon- Lessons 5-8- Oo Heggerty Book Lesson 3 Phonemic Awareness Rhyming and Alliteration Journeys Unit 1- Lesson 3 Sight Words: purple, orange, the	RL.K.1* RI.K.5* RL.K.10* RF.K.1a RF.K.1b RF.K.1 c RF.K.2a* RF.K.2b* RF.K.3a* RF.K.3c* L.K.5a * W.K.3* SL.K1a* SL.K.1b*	RF.K.1a-Follow words from left to right, top to bottom, and page by page. RF.K.1b-Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1c-Understand that words are separated by spaces in print RI.K.1- With prompting and support, ask and answer questions about key details in a text RI.K.5- Identify the front cover, back cover, and title page of a book. RI.K.10- Actively engage in group reading activities with purpose and understand.	I can ask and answer questions about important details in a text. I can take an active part during group reading activities. I can follow words from left to right, top to bottom and page to page. I can recognize that letters written in a certain order stand for a spoken word I can understand that there is a space between words in print. I can identify the front cover, back cover and title page of a book.
Sept 3-6 Sept. 2- Labor Day Sept. 6 - 4.5 Week Test Sept. 6- Progress Reports	Saxon Lessons 5-8- Oo Heggerty Book- Lesson 4 Phonemic Awareness- Rhyming and Alliteration Journeys- Unit 1- Lesson 4 Sight Words: pink, brown, and	4.5 Week Test RF.K.1a,b,c R.I.K.5 RI.K.10 L.K.5a RF.K.2a* RF.K.2b* RL.K.1* W.K.3* SL.K1a* SL.K.1b*	RF.K.1a-Follow words from left to right, top to bottom, and page by page. RF.K.1b-Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1c-Understand that words are separated by spaces in print RI.K.1- With prompting and support, ask and answer questions about key details in a text RI.K.5- Identify the front cover, back cover, and title page of a book. RI.10- Actively engage in group reading activities with purpose and understand. L.K.5A- Sort common objects into categories to gain a sense of the concepts categories represent.	I can ask and answer questions about important details in a text. I can take an active part during group reading activities. I can follow words from left to right, top to bottom and page to page. I can recognize that letters written in a certain order stand for a spoken word I can understand that there is a space between words in print. I can identify the front cover, back cover and title page of a book. I can sort common objects into categories to show that I know how to group things that are similar.
Sept. 9-13	Saxon- Lessons 9-12- Gg Heggerty Book- Lesson 4	RF.K.1a,b,c RF.K.2a RF.K.2b* RF.K.3c* RF.K.3a* RI.K.4* RI.K.5	Kindergarten Readiness: I can write my first name RF.K.1a-Follow words from left to right, top to bottom, and page by page. RF.K.1b-Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1c-Understand that words are separated by	I can ask and answer questions about important details in a text. I can take an active part during group reading activities. I can follow words from left to right, top to bottom and page to page. I can recognize that letters written in a certain

*ONGOING STANDARDS

	<p>Phonemic Awareness- Rhyming and Alliteration</p> <p>Journeys- Unit 1- Lesson 5</p> <p>Sight Words: black, white</p>	<p>RI.K.10 RL.K.4* L.K.1d* L.K.5a W.K.3* SL.K.1a* SL.K.1b*</p>	<p>spaces in print RF.K.2a- recognize and produce rhyming words to gain a sense of the concepts categories represent RI.K.1- With prompting and support, ask and answer questions about key details in a text RI.K.5- Identify the front cover, back cover, and title page of a book. RI.K.10- Actively engage in group reading activities with purpose and understand. L.K.5a- Sort common objects into categories.</p>	<p>order stand for a spoken word I can understand that there is a space between words in print. I can identify the front cover, back cover and title page of a book. I can identify the front cover, back cover and title page of a book. I can recognize words that rhyme and think of other words that rhyme. I can sort common objects into categories to show that I know how to group things that are similar.</p>
Sept 16-20	<p>Saxon Lessons 13-16- Hh</p> <p>Heggerty Book Lesson- 5</p> <p>Phonemic Awareness Rhyming and Alliteration</p> <p>Journeys Unit 2- Lesson 1</p> <p>Sight Words: see</p>	<p>RF.K.1a, b, c RF.K.2a RF.K.2b* RL.K.3* RL.K.4* RI.K.1 RI.K.4* RI.K.5 RI.K.10 L.K.1d L.K.5a W.K.3* SL.K.1a* SL.K.1b*</p>	<p>Kindergarten Readiness: I can write my first name RF.K.1a-Follow words from left to right, top to bottom, and page by page. RF.K.1bRecognize that spoken words are represented in written language by specific sequences of letters. RF.K1c-Understand that words are separated by spaces in print RF.K.2a- recognize and produce rhyming words RI.K.1- With prompting and support, ask and answer questions about key details in a text RI.K.5- Identify the front cover, back cover, and title page of a book. RI.K.10- Actively engage in group reading activities with purpose and understand. L.K.5A- Sort common objects into categories to gain a sense of the concepts categories represent.</p>	<p>I can ask and answer questions about important details in a text. I can take an active part during group reading activities. I can follow words from left to right, top to bottom and page to page. I can recognize that letters written in a certain order stand for a spoken word I can understand that there is a space between words in print. I can identify the front cover, back cover and title page of a book. I can identify the front cover, back cover and title page of a book. I can recognize words that rhyme and think of other words that rhyme. I can sort common objects into categories to show that I know how to group things that are similar.</p>
Sept 23-27	<p>Saxon Lessons 17-20- Tt</p> <p>Heggerty Book Lesson- 6</p> <p>Phonemic Awareness Rhyming and Alliteration</p>	<p>RF.K.1a RF.K.1b RF.K.1c RF.K.2a,c RF.K.2d* RF.K.4 RI.K.1 RL.K.3* RI.K.5 RI.K.6* RL.K.10*</p>	<p>Kindergarten Readiness: I can write my first name RF.K.1a-Follow words from left to right, top to bottom, and page by page. RF.K.1b-Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1c-Understand that words are separated by spaces in print RF.K.2a- recognize and produce rhyming words RI.K1- With prompting and support, ask and answer questions about key details in a text</p>	<p>I can ask and answer questions about important details in a text. I can take an active part during group reading activities. I can follow words from left to right, top to bottom and page to page. I can recognize that letters written in a certain order stand for a spoken word I can understand that there is a space between words in print. I can identify the front cover, back cover and title</p>

*ONGOING STANDARDS

	Journeys Unit 2- Lesson 2 Sight Words: we	L.K.2a* L.K.5a W.K.3* SL.K.1a* SL.K.1b*	RI.K.5- Identify the front cover, back cover, and title page of a book. RI.10- Actively engage in group reading activities with purpose and understand. RL.K.1- With prompting and support ask and answer questions about key details in a text. L.K.5A- Sort common objects into categories to gain a sense of the concepts categories represent.	page of a book. I can identify the front cover, back cover and title page of a book. I can recognize words that rhyme and think of other words that rhyme. I can sort common objects into categories to show that I know how to group things that are similar.
Sept. 30-Oct 4 9 Weeks Test	Saxon- Lessons 21-24- Pp Heggerty Book Lesson- 7 Phonemic Awareness- Rhyming and Alliteration Journeys- Review Sight Words: (review)	9 Weeks Test RF.K.1a,b,c RF.K.2a,c RF.K.2d RF.K.4 RL.K.1 RL.K.3 RI.K.4 RL.K.4 RI.K.6 RL.K.10 RI.K.1 R.I.K.5 L.K.1d L.K.2a L.K.5a W.K.3* SL.K.1a* SL.K.1b*	See above clarifications.	
2nd Nine Weeks				
Timeline (Specific Dates)	Concepts/Resources	Taught Standards	Clarifications/Tested Standards	I Can...
Oct. 7-11	Saxon Lessons 25-28- Aa Heggerty Book Lesson- 8	RF.K.2c* RF.K.2d* RF.K.3a RF.K.3c* RF.K.4	RF.K.3a- Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant taught. RI.K1- With prompting and support, ask and	I can name the author and illustrator of a text and explain how each one helped make the ideas or information clear or interesting. I can ask and answer questions about key details

*ONGOING STANDARDS

	<p>Phonemic Awareness- Syllable Awareness</p> <p>Journeys Unit 2- Lesson 3</p> <p>Sight Words: am, not</p>	<p>RI.K.1 RI.K.6 RL.K.1 RL.K.3 RL.K.10* W.K.3 W.K.5* L.K.2c SL.K.4* SL.K.5*</p>	<p>answer questions about key details in a text RI.K.6- Name the author and the illustrator of a text. RL.K.1- With prompting and support ask and answer questions about key details in a text. RL.K.3- With prompting and support, identify the characters. W.K.3-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. multiple exchanges. L.K.2c- Write a letter or letters for most consonant and short-vowel sounds.</p>	<p>in a text. I can identify characters, settings, and major events in a story. I can pronounce the most common sound for each consonant. I can draw, write and tell about something that happened to me and how I felt about it. I can follow rules for discussions, such as listening to others and taken turns speaking. I can continue a conversation after other speakers take their turn. I can describe familiar people, places, things and events, and with help, I can add more details. I can use pictures to add details to my descriptions. I can write a letter or letters for most consonant and short vowel sounds.</p>
<p>Oct. 14-18</p> <p>Oct. 15- Report Card Pick-Up (no students)</p> <p>Homecoming Week- Oct. 18-60% day</p>	<p>Saxon Lessons 25-28- Aa</p> <p>Heggerty Book- Lesson- 9</p> <p>Phonemic Awareness- Syllable Awareness</p> <p>Journeys Unit 2- Lesson 4</p> <p>Sight Words: to, little</p>	<p>RF.K.2c* RF.K.2d* RF.K.3a RF.K.4* RL.K.1 RL.K.2* RL.K.3 RL.K.10* RI.K.6 L.K.2a L.K.2c W.K.3 SL.K.4* SL.K.5*</p>	<p>RF.K.3a- Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant taught. RI.K.2- With prompting and support identify the main topic of a text RI.K.6- Name the author and the illustrator of a text.. RI.K.1- With prompting and support, ask and answer questions about key details in a text RL.K.1- With prompting and support ask and answer questions about key details in a text. RL.K.3- With prompting and support, identify the characters. W.K.3-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. L.K.2c- Write a letter or letters for most consonant and short-vowel sounds.</p>	<p>I can identify the main idea of a text and explain the important details. I can name the author and illustrator of a text and explain how each one helped make the ideas or information clear or interesting. I can ask and answer questions about key details in a text. I can identify characters, settings, and major events in a story. I can pronounce the most common sound for each consonant. I can draw, write and tell about something that happened to me and how I felt about it. I can follow rules for discussions, such as listening to others and taken turns speaking. I can continue a conversation after other speakers take their turn. I can describe familiar people, places, things and events, and with help, I can add more details. I can use pictures to add details to my descriptions. I can write a letter or letters for most consonant and short vowel sounds</p>
<p>Oct 21-25</p>	<p>Saxon</p>	<p>RF.K.2c*</p>	<p>RF.K.3a- Demonstrate basic knowledge of one-to-</p>	<p>I can identify the main idea of a text and explain</p>

*ONGOING STANDARDS

	<p>Lessons 29-32 – Nn</p> <p>Heggerty Book Lesson- 10</p> <p>Phonemic Awareness- Syllable Awareness</p> <p>Journeys Unit 2- Lesson 5</p> <p>Sight Words: as</p>	<p>RF.K.2d* RF.K.3a RF.K.3c* RF.K.4* RI.K.1 RI.K.2 RI.K.4 RI.K.6 RL.K.1 RL.K.3 RL.K.6 RL.K.10* W.K.3 SL.K.4* SL.K.5*</p>	<p>one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant taught.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support identify the main topic of a text.</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.6- Name the author and the illustrator of a text.</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p> <p>RL.K.3- With prompting and support, identify the characters.</p> <p>RL.K.6- With prompting and support name the author and illustrator of a story and define the role of each in the telling the story.</p> <p>W.K.3-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>the important details.</p> <p>I can name the author and illustrator of a text and explain how each one helped make the ideas or information clear or interesting.</p> <p>I can ask and answer questions about key details in a text.</p> <p>I can identify characters, settings, and major events in a story.</p> <p>I can pronounce the most common sound for each consonant.</p> <p>I can draw, write and tell about something that happened to me and how I felt about it.</p> <p>I can follow rules for discussions, such as listening to others and taken turns speaking.</p> <p>I can continue a conversation after other speakers take their turn.</p> <p>I can describe familiar people, places, things and events, and with help, I can add more details.</p> <p>I can use pictures to add details to my descriptions.</p> <p>I can write a letter or letters for most consonant and short vowel sounds</p>
<p>Oct.30– Nov 1</p> <p>Oct. 28-29- Fall Break</p>	<p>Saxon Review</p> <p>Journey's Review</p> <p>Sight Words: (review)</p>	<p>RF.K.2b RF.K.2c* RF.K.2d* RF.K.3a RF.K.3c* RF.K.4* RI.K.1 RI.K.2 RI.K.4 RI.K.6 RL.K.1 RL.K.3 RL.K.6 RL.K.10* W.K.3 SL.K.4* SL.K.5*</p>	<p>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant taught.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support identify the main topic of a text.</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.6- Name the author and the illustrator of a text.</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p>	<p>I can identify the main idea of a text and explain the important details.</p> <p>I can name the author and illustrator of a text and explain how each one helped make the ideas or information clear or interesting.</p> <p>I can ask and answer questions about key details in a text.</p> <p>I can identify characters, settings, and major events in a story.</p> <p>I can pronounce the most common sound for each consonant.</p> <p>I can draw, write and tell about something that happened to me and how I felt about it.</p> <p>I can follow rules for discussions, such as listening to others and taken turns speaking.</p> <p>I can continue a conversation after other speakers take their turn.</p>

*ONGOING STANDARDS

			<p>reaction to what happened.</p> <p>L.K.2c- Write a letter or letters for most consonant and short-vowel sounds.</p>	
<p>Nov 11-15</p> <p>Nov. 13 4.5 Week Test</p> <p>Thanksgiving Feast</p>	<p>Saxon Lessons 37-40- li</p> <p>Heggerty Book Lesson- 12</p> <p>Phonemic Awareness- Onset-Rime Blending</p> <p>Journeys Unit 3 Lesson 2</p> <p>Sight Words: with</p>	<p>4.5 Week Test</p> <p>RF.K.2b RF.K.3a RI.K.1 RI.K.2 RI.K.4 RI.K.7 RL.K.1 RL.K.3 RL.K.6 L.K.2c WK.3</p> <p>RF.K.2c* RF.K.2d* RF.K.3c* RF.K.4* RL.K.10* SL.K.4* SL.K.5*</p>	<p>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3A- Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant taught.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support identify the main topic of a text.</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.6- Name the author and the illustrator of a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p> <p>RL.K.3- With prompting and support, identify the characters.</p> <p>RL.K.6- With prompting and support name the author and illustrator of a story and define the role of each in the telling the story.</p> <p>L.K.2c- Write a letter or letters for most consonant and short-vowel sounds.</p> <p>W.K.3- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>I can identify the main idea of a text and explain the important details.</p> <p>I can name the author and illustrator of a text and explain how each one helped make the ideas or information clear or interesting.</p> <p>I can ask and answer questions about key details in a text.</p> <p>I can identify characters, settings, and major events in a story.</p> <p>I can pronounce the most common sound for each consonant.</p> <p>I can explain how each picture goes with the text.</p> <p>I can draw, write and tell about something that happened to me and how I felt about it.</p> <p>I can follow rules for discussions, such as listening to others and taken turns speaking.</p> <p>I can continue a conversation after other speakers take their turn.</p> <p>I can describe familiar people, places, things and events, and with help, I can add more details.</p> <p>I can use pictures to add details to my descriptions.</p> <p>I can write a letter or letters for most consonant and short vowel sounds</p>
<p>Nov. 18-22</p>	<p>Saxon Lessons 37-40- li</p> <p>Heggerty Book Lesson- 13</p>	<p>RF.K.2b RF.K.2c* RF.K.2d* RF.K.3a RF.K.4*</p>	<p>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3A- Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds</p>	<p>I can identify the main idea of a text and explain the important details.</p> <p>I can name the author and illustrator of a text and explain how each one helped make the ideas or information clear or interesting.</p>

*ONGOING STANDARDS

<p>Nov. 25-29 Thanksgiving Break</p>	<p>Phonemic Awareness Onset-Rime Blending</p> <p>Journeys Unit 3 Lesson 3</p> <p>Sight Words: you, in it</p>	<p>RI.K.1 RI.K.2 RI.K.4 RI.K.6 RI.K.7 RI.K.10* RL.K.1 RL.K.3 RL.K.5* RL.K.6 RL.K.7 W.K.3 L.K.1a L.K.1b* L.K.2c SL.K.4 SL.K.5</p>	<p>for each consonant taught.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support identify the main topic of a text.</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.6- Name the author and the illustrator of a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p> <p>RL.K.3- With prompting and support, identify the characters.</p> <p>RL.K.6- With prompting and support name the author and illustrator of a story and define the role of each in the telling the story.</p> <p>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>L.K.1a- Print many upper- and lower case letters</p> <p>L.K.2c- Write a letter or letters for most consonant and short-vowel sounds.</p>	<p>I can ask and answer questions about key details in a text.</p> <p>I can explain how each picture goes with the text.</p> <p>I can identify characters, settings, and major events in a story.</p> <p>I can pronounce the most common sound for each consonant.</p> <p>I can draw, write and tell about something that happened to me and how I felt about it.</p> <p>I can follow rules for discussions, such as listening to others and taken turns speaking.</p> <p>I can continue a conversation after other speakers take their turn.</p> <p>I can describe familiar people, places, things and events, and with help, I can add more details.</p> <p>I can use pictures to add details to my descriptions.</p> <p>I can write a letter or letters for most consonant and short vowel sounds</p> <p>I can explain how each picture helps to tell the story.</p> <p>I can count the syllables in spoken words, say each syllable separately, and blend separate syllables together.</p>
<p>Dec.2-6</p>	<p>Saxon Lessons 41-44- Ss Lessons 45-48- Ff</p> <p>Heggerty Book Lesson- 14</p> <p>Phonemic Awareness- Phoneme Comparison (beginning and ending</p>	<p>RF.K.2b RF.K.2c* RF.K.2d* RF.K.3a RF.K.3c* RF.K.4* RI.K.1 RI.K.2 RI.K.4 RI.K.6</p>	<p>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3A- Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant taught.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support identify the</p>	<p>I can identify the main idea of a text and explain the important details.</p> <p>I can ask and answer questions about words I do not know.</p> <p>I can name the author and illustrator of a text and explain how each one helped make the ideas of information clear and interesting.</p> <p>I can explain how each picture goes with the text.</p> <p>I can ask and answer questions about important</p>

*ONGOING STANDARDS

	<p>sounds)</p> <p>Journeys Unit 3 Lesson 4</p> <p>Sight Words: are, if</p>	<p>RI.K.7 RI.K.10* RL.K.1 RL.K.3 RL.K.6 RL.K.7 LK.1a LK.1b LK.1c LK.5c W.K.3 W.K.5* SL.K.4* SL.K.5*</p>	<p>main topic of a text. RI.K.4- With prompting and support, ask and answer questions about unknown words in a text. RI.K.6- Name the author and the illustrator of a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear. RL.K.1- With prompting and support ask and answer questions about key details in a text. RL.K.3- With prompting and support, identify the characters. RL.K.6- With prompting and support name the author and illustrator of a story and define the role of each in the telling the story. RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear. W.K.3-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. L.K.1a- Print many upper and lowercase letter L.K.1b- Use frequently occurring nouns and verbs. L.K.2c- Write a letter or letters for most consonant and short-vowel sounds. L.k.5c- Identify real-life connections between words and their use.</p>	<p>details in text. I can identify characters, settings and major events in a story. I can name the author and illustrator of a story and explain how each one helped to tell the story. I can explain how each picture helps to tell the story. I can count the syllables in spoken words, say each syllable separately, and blend separate syllables together. I can pronounce the most common sound for each consonant. I can draw, write and tell about something that happened to me and how I felt about it. I can follow rules for discussions, such as listening to others and taking turns speaking I can continue a conversation after other speakers take their turns. I can describe familiar people, places, things and events, and with help I can add more details. I can use pictures to add detail to my descriptions. I can print many uppercase and lowercase letters. I can use common nouns and verbs. I can write a letter or letters for most consonant and short vowel sounds. I can make connections between words and their use in real life.</p>
<p>Dec.9-13</p>	<p>Saxon Lessons 49-52-Rr Lessons 53-56- Kk</p> <p>Heggerty Book Lesson- 15</p> <p>Phonemic Awareness- Phoneme Comparison (beginning and ending sounds)</p>	<p>RF.K.2a* RF.K.2b RF.K.2c* RF.K.2d* RF.K.3a RF.K.4* RI.K.1 RI.K.2 RI.K.4 RI.K.6 RI.K.7 RI.K.10*</p>	<p>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words. RF.K.3A- Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant taught. RI.K.1- With prompting and support, ask and answer questions about key details in a text RI.K.2- With prompting and support identify the main topic and retell key details. RI.K.4- With prompting and support, ask and</p>	<p>I can identify the main idea of a text and explain the important details. I can ask and answer questions about words I do not know. I can name the author and illustrator of a text and explain how each one helped make the ideas of information clear and interesting. I can explain how each picture goes with the text. I can ask and answer questions about important details in text. I can identify characters, settings and major</p>

*ONGOING STANDARDS

	<p>Journeys Unit 3 Lesson 5</p> <p>Sight Words: of, his, from</p>	<p>RL.K.1 RL.K.3 RL.K.6 RL.K.7 LK.1a LK.1b LK.1c* LK.2c LK.5c W.K.3 W.K.5* SL.K.4* SL.K.5*</p>	<p>answer questions about unknown words in a text. RI.K.6- Name the author and the illustrator of a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear. RL.K.1- With prompting and support ask and answer questions about key details in a text. RL.K.3- With prompting and support, identify the characters. RL.K.6- With prompting and support name the author and illustrator of a story and define the role of each in the telling the story. RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear. W.K.3-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. L.K.1a- Print many upper and lowercase letter L.K.1b- Use frequently occurring nouns and verbs. L.K.2c- Write a letter or letters for most consonant and short-vowel sounds. L.K.5c- Identify real-life connections between words and their use.</p>	<p>events in a story. I can name the author and illustrator of a story and explain how each one helped to tell the story. I can explain how each picture helps to tell the story. I can count the syllables in spoken words, say each syllable separately, and blend separate syllables together. I can pronounce the most common sound for each consonant. I can draw, write and tell about something that happened to me and how I felt about it. I can follow rules for discussions, such as listening to others and taking turns speaking I can continue a conversation after other speakers take their turns. I can describe familiar people, places, things and events, and with help I can add more details. I can use pictures to add detail to my descriptions. I can print many uppercase and lowercase letters. I can use common nouns and verbs. I can write a letter or letters for most consonant and short vowel sounds. I can make connections between words and their use in real life.</p>
<p>Dec 16-20</p> <p>9 Weeks Testing</p> <p>Christmas Musical</p>	<p>Saxon Lessons 57- 60- Bb</p> <p>Heggerty Book- Lesson- 16</p> <p>Phonemic Awareness- Phoneme Comparison (beginning and ending sounds)</p> <p>Journeys Review</p>	<p>9 Weeks Test</p> <p>RF.K.2b RF.K.3a RI.K.1 RI.K.2 RI.K.4 RI.K.6 RI.K.7 RL.K.1 RL.K.3 RL.K.6 RL.K.7 LK.1a</p>	<p>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words. RF.K.3A- Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant taught. RI.K1- With prompting and support, ask and answer questions about key details in a text RI.K.2- With prompting and support identify the main topic and retell key details. RI.K.4- With prompting and support, ask and answer questions about unknown words in a text. RI.K.6- Name the author and the illustrator of a</p>	<p>I can identify the main idea of a text and explain the important details. I can ask and answer questions about words I do not know. I can name the author and illustrator of a text and explain how each one helped make the ideas of information clear and interesting.</p> <p>I can explain how each picture goes with the text. I can ask and answer questions about important details in text. I can identify characters, settings and major events in a story. I can name the author and illustrator of a story</p>

*ONGOING STANDARDS

	Sight Words: (review)	LK.1b LK.2c LK.5c W.K.3 RL.K.5* LK.1.e* L.K.2a* W.K.5* SL.K.4* SL.K.5*	text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear. RL.K.1- With prompting and support ask and answer questions about key details in a text. RL.K.3- With prompting and support, identify the characters. RL.K.6- With prompting and support name the author and illustrator of a story and define the role of each in the telling the story. RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear. W.K.3-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. LK.1a- Print many upper and lowercase letter LK.1b- Use frequently occurring nouns and verbs. LK.2c- Write a letter or letters for most consonant and short-vowel sounds. L.k.5c- Identify real-life connections between words and their use.	and explain how each one helped to tell the story. I can explain how each picture helps to tell the story. I can count the syllables in spoken words, say each syllable separately, and blend separate syllables together. I can pronounce the most common sound for each consonant. I can draw, write and tell about something that happened to me and how I felt about it. I can follow rules for discussions, such as listening to others and taking turns speaking I can continue a conversation after other speakers take their turns. I can describe familiar people, places, things and events, and with help I can add more details. I can use pictures to add detail to my descriptions. I can print many uppercase and lowercase letters. I can use common nouns and verbs. I can write a letter or letters for most consonant and short vowel sounds. I can make connections between words and their use in real life.
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Dec. 23-Jan. 3
Christmas
Holiday

3RD Nine Weeks

Timeline (Specific Dates)	Concepts/Resources	Taught Standards	Clarifications/Tested Standards	I can...
Jan. 7-10 Jan. 6– Teacher Workday Jan. 9- Report Cards	Saxon Lessons 61-64- Uu Heggerty Book Lesson- 17 Phonemic Awareness Phoneme Comparison (beginning and ending	RF.K.2a, b, c, d RF.K.2 e* RF.K. 3 a, c, d RF.K.4* RI.K.1* RI.K.10* RL.K.1* RL.K.3- RL.K.7-	RF.K.2a- Recognize and produce rhyming words. RF.K.2b- Count, pronounce, blend and segment syllables in spoken words. RF.K.2c- Blend and segments onsets and rimes of single syllable spoken words. RF.K.2d-Isolate and pronounce the initial sound in a word. RF.K.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing	I can recognize words that rhyme and think of other words that rhyme. I can count the syllables in spoken words, say each syllable separately, and blend separate syllables together. I can blend the beginning sound with the ending sound with one-syllable word. I can pronounce the most common sound for each consonant.

*ONGOING STANDARDS

	<p>sounds)</p> <p>Journeys Unit 4 Lesson 1</p> <p>Sight Words: how</p>	<p>LK.1e LK.2a Lk.2b LK.2 d W.K.1* W.K.3 SL.K.6*</p>	<p>the primary or many of the most frequent sound for each consonant. RF.K.3c- Read common high-frequency words by sight. RF.K.3d- Distinguish between similarly spelled by identifying the sounds of the letters that differ. W.K.3- Use a combination of drawing, dictating, and writing to narrate a single event several loosely linked events, tell about the events in the order. . L.K.1e- Use the most frequently occurring prepositions L.K.2a- Capitalize the first word in a sentence and the pronoun I. L.K.2b- Recognize and name end punctuation. L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>I can say the first sound, the middle sound and the last sound in a word like cat. I can use letter sounds to tell words apart when their spellings are almost the same. I can draw, write and tell about something that happened to me and how I felt about it. I can speak so others can hear me and I can express my thoughts, feelings and ideas clearly. I can use common prepositions such as to, from, in, out, on, off, for, of, by and with. I can capitalize the first word in a sentence and the pronoun I. I can name the punctuation at the end of a sentence. I can spell simple words using letter sounds.</p>
Jan. 13-17	<p>Saxon Lessons 61-64- Uu</p> <p>Heggerty Book Lesson- 18</p> <p>Phonemic Awareness- Phoneme Comparison (beginning, middle and ending sounds)</p> <p>Journeys- Unit 4 Lesson 2</p> <p>Sight Words: has, each</p>	<p>RF.K.2c RF.K.2d RF.K.2e* RF.K.3a RF.K.3c RF.K.3d RF.K.4* RI.K.1 RL.K.1 RL.K.3 RL.K.7 RL.K.10* W.K.1 W.K.3 L.K.1d L.K.2a L.k.2b L.K.2d SL.K.6*</p>	<p>RF.K.2c- Blend and segments onsets and rimes of single syllable spoken words. RF.K.2d-Isolate and pronounce the initial sound in a word. RF.K.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. RF.K.3c- Read common high-frequency words by sight. RF.K.3d- Distinguish between similarly spelled by identifying the sounds of the letters that differ. RI.K.1- With prompting and support, ask and answer questions about key details in a text. RL.K.1- With prompting and support ask and answer questions about key details in a text. RL.K.3- With prompting and support, identify characters and setting. RL.K.7- With prompting and support describe the relationship between illustrations and the story in which they appear. W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or book.</p>	<p>I can ask and answer questions about important details in a text. I can identify characters, settings, and major events in a story. I can explain how each picture helps to tell the story. I can I can blend the beginning sound with the ending sound of a one syllable word. I can read common sight words such as the, of, to, she, my, is, are, do, and does. I can use letter sounds to tell words apart when their spellings are almost the same. I can draw, write, and tell about something that happened to me and how I felt about it. I can capitalize the first word in a sentence and the letter I. I can name the punctuation at the end of the sentence. I can understand and use question words such as who, what, where, when, why and how. I can spell simple words using letter sounds.</p>

*ONGOING STANDARDS

			<p>W.K.3- Use a combination of drawing, dictating, and writing to narrate a single event several loosely linked events, tell about the events in the order.</p> <p>L.K.1d- Understand and use question words</p> <p>L.K.2a- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b- Recognize and name end punctuation.</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
<p>Jan. 21-24</p> <p>Jan. 20- MLK Day</p>	<p>Saxon- Lessons 65-68- Zz Lessons 69-72- Cc</p> <p>Heggerty Book Lesson- 19</p> <p>Phonemic Awareness- Phoneme Comparison (beginning, middle and ending sounds)</p> <p>Journeys Unit 4 lesson 3</p> <p>Sight Words: was</p>	<p>RF.K.2a*</p> <p>RF.K.2b*</p> <p>RF.K.2c</p> <p>RF.K.2d</p> <p>RF.K.2e*</p> <p>RF.K.3a*</p> <p>RF.K.3c</p> <p>RF.K.3d</p> <p>RF.K.4</p> <p>RI.K.1</p> <p>RI.K.4*</p> <p>RI.K.7*</p> <p>RI.K.10*</p> <p>RL.K.1</p> <p>RL.K.2</p> <p>RL.K.3</p> <p>RL.K.7</p> <p>L.K.1d</p> <p>L.K.2a</p> <p>L.K.2b</p> <p>L.k.2d</p> <p>L.k.5b</p> <p>W.K.1</p> <p>W.K.3*</p> <p>W.K. 8 *</p> <p>SL.K.6</p>	<p>RF.K.2c- Blend and segments onsets and rimes of single syllable spoken words.</p> <p>RF.K.2d-Isolate and pronounce the initial sound in a word.</p> <p>RF.K.3c- Read common high-frequency words by sight.</p> <p>RF.K.3d- Distinguish between similarly spelled by identifying the sounds of the letters that differ.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p> <p>RL.K.2- With prompting and support retell familiar stories, including key details.</p> <p>RL.K.3- With prompting and support, identify characters and setting.</p> <p>RL.K.7- With prompting and support describe the relationship between illustrations and the story in which they appear.</p> <p>W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or book.</p> <p>L.K.1d- Understand and use question words</p> <p>.L.K.2a- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b- Recognize and name end punctuation.</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>I can ask and answer questions about important details in a text.</p> <p>I can include important details when I retell story.</p> <p>I can identify characters, settings and major events In a story.</p> <p>I can explain how each picture helps to tell the story.</p> <p>I can I can blend the beginning sound with the ending sound of a one syllable word.</p> <p>I can say the first sound, the middle sound and the last sound in a word like cat.</p> <p>I can read common sight words such as the, of, to, she, my, is, are, do, and does.</p> <p>I can use letter sounds to tell words apart when their spellings are almost the same.</p> <p>I can draw, write, and tell about something that happened to me and how I felt about it.</p> <p>I can capitalize the first word in a sentence and the letter I.</p> <p>I can name the punctuation at the end of the sentence.</p> <p>I can understand and use question words such as who, what, where, when, why and how.</p> <p>I can spell simple words using letter sounds</p>
Jan. 27-31	<p>Saxon Lessons 73-76- Ee</p>	<p>RF.K.2a*</p> <p>RF.K.2b*</p>	<p>RF.K.2d-Isolate and pronounce the initial sound in a word.</p>	<p>I can ask and answer questions about important details in a text.</p>

*ONGOING STANDARDS

<p>Jan. 31- Progress Reports</p>	<p>Heggerty Book Lesson- 20</p> <p>Phonemic Awareness Phoneme Comparison (beginning, middle and ending sounds)</p> <p>Journeys Unit 4 lesson 4</p> <p>Sight Words: have, can</p>	<p>RF.K.2c* RF.K.2d RF.K.2e* RF.K.3a RF.K.3c RF.K.3d RF.K.4* RI.K.1 RI.K.4 RI.K.7* RI.K.10* RL.K.1 RL.K.2 RL.K.3 RL.K.5* RL.K.7* L.K.1c* L.K.1d L.K.2a L.K.2b L.K.2d L.K.5b* W.K.1 W.K.3 SL.K.6</p>	<p>RF.K.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>RF.K.3c- Read common high-frequency words by sight.</p> <p>RF.K.3d- Distinguish between similarly spelled by identifying the sounds of the letters that differ.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>R.I.K4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p> <p>RL.K.2- With prompting and support retell familiar stories, including key details.</p> <p>RL.K.3- With prompting and support, identify characters and setting.</p> <p>W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or book.</p> <p>W.K.3- Use a combination of drawing, dictating, and writing to narrate a single event several loosely linked events, tell about the events in the order.</p> <p>L.K.1d- Understand and use question words.</p> <p>L.K.2a- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b- Recognize and name end punctuation.</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>I can ask and answer questions about words I do not know.</p> <p>I can include important details when I retell stories.</p> <p>I can identify characters, settings and major events in a story.</p> <p>I can pronounce the most common sound for each consonant.</p> <p>I can say the first, middle and ending sound in a word like cat.</p> <p>I can read common sight words such as the, of, to, she, my, is, are, do, and does.</p> <p>I can use letter sounds to tell words apart when their spellings are almost the same.</p> <p>I can say the name of a book or topic and give my opinion about it by drawing, writing and speaking.</p> <p>I can draw, write, and tell about something that happened to me and how I felt about it.</p> <p>I can capitalize the first word in a sentence and the letter I.</p> <p>I can name the punctuation at the end of the sentence.</p> <p>I can understand and use question words such as who, what, where, when, why and how.</p> <p>I can spell simple words using letter sounds</p>
<p>Feb.3-7</p> <p>Feb. 6 – 4.5 Week Test</p>	<p>Saxon Lessons 73- 76- Ee</p> <p>Heggerty Book Lesson- 21</p> <p>Phonemic Awareness- Phoneme Blending</p> <p>Journeys</p>	<p>4.5 Week Test</p> <p>RF.K.2a RF.K.2b RF.K.2c RF.K.2d RF.K.3a RF.K.3c RF.K.3d RI.K.1</p>	<p>RF.K.2a. Recognize and produce rhyming words.</p> <p>RF.K.2b- Count, pronounce, blend, and segment syllables in words.</p> <p>RF.K.2c- Blend and segments onsets and rimes of single syllable spoken words.</p> <p>RF.K.2d-Isolate and pronounce the initial sound in a word.</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound</p>	<p>I can ask and answer questions about important details in a text.</p> <p>I can ask and answer questions about words I do not know.</p> <p>I can ask and answer questions about words I do not know.</p> <p>I can tell when a text is a story, poem or another kind of writing.</p> <p>I can explain how each picture helps to tell a story.</p>

*ONGOING STANDARDS

	<p>Unit 4 Lesson 5</p> <p>Sight Words: do, were</p>	<p>RI.K.4 RL.K.2 RL.K.5 RL.K.7 LK.1d LK.2a LK.2b LK.2d LK.5b W.K.1 W.K.3</p> <p>RF.K.2e* RF.K.4* RI.K.7* RI.K.10* LK.1c* W.K.8 * SL.K.6*</p>	<p>for each consonant. RF.K.3c- Read common high-frequency words by sight. RF.K.3d- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RI.K.1- With prompting and support, ask and answer questions about key details in a text RI.K.4- With prompting and support, ask and answer questions about unknown words in a text. RL.K.1- With prompting and support ask and answer questions about key details in a text. RL.K.2- With prompting and support retell familiar stories, including key details. RL.K.5- Recognize common types of texts. RL.K.7- With prompting and support describe the relationship between illustrations and the story in which they appear. L.K.1d- Understand and use question words. L.K.2a- Capitalize the first word in a sentence and the pronoun I. L.K.2b- Recognize and name end punctuation. L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or book. W.K.3- Use a combination of drawing, dictating, and writing to narrate a single event several loosely linked events, tell about the events in the order.</p>	<p>I can recognize that rhyme and think of other words that rhyme. I can count the syllables in spoken words, say each syllable separately, and blend separate syllables together. I can blend the beginning sound with the ending sound of a one syllable word. I can pronounce the most common sound for each consonant. I can say the first sound, the middle sound and the last sound in a word like dog. I can read common sight words such as the, of, to, she, my, is, are, do, and does. I can use letter sounds to tell words apart when their spellings are almost the same. I can say the name of a book or topic and give my opinion about it by drawing, writing and speaking.</p> <p>I can draw, write, and tell about something that happened to me and how I felt about it. I can capitalize the first word in a sentence and the letter I. I can name the punctuation at the end of the sentence. I can understand and use question words such as who, what, where, when, why and how. I can spell simple words using letter sounds I can show that I understand common verbs and adjectives by matching them to their opposites.</p>
<p>Feb. 10-14 Valentine's Day</p>	<p>Saxon- Lessons 77-80- Yy Lessons 81-84- Dd</p> <p>Heggerty Book Lesson- 22</p>	<p>RF.K.1d RF.K.2c RF.K.2d RF.K.3a* RF.K.3c RF.K.3d RI.K.1</p>	<p>RF.K.1- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2c- Blend and segments onsets and rimes of single syllable spoken words. RF.K.2d- Isolate and pronounce the initial sound in three-phoneme words. RF.K.3c- Read common high-frequency words by</p>	<p>I can ask and answer questions about important details in a text. I can identify the main idea of a text and explain the important details. I can ask and answer questions about words I do not know. I can explain how each picture goes with a text.</p>

*ONGOING STANDARDS

	<p>Phonemic Awareness Phoneme Blending</p> <p>Journeys Unit 5 Lesson 1</p> <p>Sight Words: love</p>	<p>RI.K.2 RI.K.4 RI.K.7 RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.10* W.K.1 W.K.8 L.K.1d L.K.2a L.K.2b L.K.5b SL.K.6*</p>	<p>sight.</p> <p>RF.K.3d- Distinguish between similarly spelled by identifying the sounds of the letters that differ.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support identify the main topic and retell key details of a text</p> <p>R.I.K4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7- With prompting and support describe the relationship between illustrations and the text in which they appear.</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p> <p>RL.K.2- With prompting and support retell familiar stories, including key details.</p> <p>RL.K.3- With prompting and support, identify characters and setting.</p> <p>RL.K.5- Recognize common types of texts.</p> <p>W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or book.</p> <p>WK.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.1d- Understand and use question words.</p> <p>L.K.2a- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b- Recognize and name end punctuation.</p> <p>L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p>	<p>I can ask and answer questions about important details in a text.</p> <p>I can include important details when I retell stories.</p> <p>I can identify characters, settings and major events in a story.</p> <p>I can tell when a text is a story, a poem or another kind of writing.</p> <p>I can show that I understand the basic features of printed texts.</p> <p>I can blend the beginning sound with the ending sound of a one syllable word.</p> <p>I can say the first sound, the middle sound and the last sound in a word like dog.</p> <p>I can read common sight words such as the, of, to, she, my, is, are, do, and does</p> <p>I can draw, write, and tell about something that happened to me and how I felt about it.</p> <p>I can answer a question by remembering information from my own experiences or gathering information from other sources.</p> <p>I can understand and use question words such as who, what, where, when, why and how.</p> <p>I can spell simple words using letter sounds</p> <p>I can show that I understand common verbs and adjectives by matching them to their opposites.</p>
<p>Feb.17-21</p>	<p>Saxon Lessons 85-88- Vv Lessons 89-92- Jj</p> <p>Heggerty Book Lesson- 23</p> <p>Phonemic Awareness-</p>	<p>RF.K.1d RF.K.2d RF.K.2e* RF.K.3a RF.K.3c RF.K.3d RF.K.4* RI.K.1</p>	<p>RF.K.1d- Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Isolate and pronounce the initial and ending sound in three-phoneme words.</p> <p>RF.K.2d-Isolate and pronounce the initial sound in a word.</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing</p>	<p>I can ask and answer questions about important details in a text.</p> <p>I can identify the main idea of a text and explain the important details.</p> <p>I can ask and answer questions about words I do not know.</p> <p>I can explain how each picture goes with a text.</p> <p>I can take an active part in group reading</p>

*ONGOING STANDARDS

	<p>Phoneme Blending</p> <p>Journeys Unit 5 Lesson 2</p> <p>Sight Words: he</p>	<p>RI.K.2 RI.K.4 RI.K.6* RI.K.7 RL.K.3 RL.K.5 RL.K.10* LK.2a L.K.2b L.K.5b LK.5d L.K.6* W.K.1 W.K.3 W.K.5 W.K.8 SL.K.6*</p>	<p>the primary or many of the most frequent sound for each consonant.</p> <p>RF.K.3c- Read common high-frequency words by sight.</p> <p>RF.K.3d- Distinguish between similarly spelled by identifying the sounds of the letters that differ.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support identify the main topic and retell key details of a text</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7- With prompting and support describe the relationship between illustrations and the text in which they appear.</p> <p>RI.K.10- Actively engage in a group reading activities with purpose and understanding.</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p> <p>RL.K.3- With prompting and support, identify characters and setting.</p> <p>RL.K.5- Recognize common types of texts.</p> <p>W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or book.</p> <p>W.K.3- Use a combination of drawing, dictating, and writing to narrate a single event several loosely linked events, tell about the events in the order.</p> <p>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>WK.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.2a- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b- Recognize and name end punctuation.</p> <p>L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to</p>	<p>activities.</p> <p>I can ask and answer questions about key details in a text.</p> <p>I can show that I understand the basic features of printed text.</p> <p>I can pronounce the most common sound for each consonant.</p> <p>I can say the first sound, the middle sound and the last sound in a word like dog.</p> <p>I can read common sight words such as the, of, to, she, my, is, are, do, and does</p> <p>I can use letter sounds to tell words apart when their spellings are almost the same.</p> <p>I can say the name of a book or a topic and give my opinion about it by writing, drawing and speaking.</p> <p>I can answer a question by remembering information from my own experiences or gathering information from other sources.</p> <p>I can draw, write or tell about something that happened to me and how I felt about it.</p> <p>I can capitalize the first word in a sentence and the pronoun I.</p> <p>I can name the punctuation at the end of a sentence.</p> <p>I can show that I understand common verbs and adjectives by matching them to their opposites.</p> <p>I can show that I understand of the meaning of similar verbs by acting them out.</p> <p>I can use questions and ideas from other students to improve my writing.</p>
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*ONGOING STANDARDS

			<p>their opposites.</p> <p>L.K.5d- Distinguish shades of meaning among verbs describing the same general action.</p>	
Feb. 24-28	<p>Saxon Lessons 93-96- Xx Lessons 97-100- Ww</p> <p>Heggerty Book Lesson- 24</p> <p>Phonemic Awareness- Phoneme Blending</p> <p>Journeys Unit 5 Lesson 3</p> <p>Sight Words: said, what</p>	<p>RF.K.1d RF.K.2d RF.K.2e* RF.K.3a RF.K.3c RF.K.3d RF.K.4* RI.K.1 RI.K.2 RI.K.4 RI.K.7 RI.K.10 RL.K.1, 2, 3, 5, 6 RL.K.10* L.K.2a L.K.2b L.K.2d L.K.5b L.K.5d W.K.2 W.K.8 SL.K.2</p>	<p>RF.K.1d- Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2d- Isolate and pronounce the initial and ending sound in three-phoneme words.</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>RF.K.3c- Read common high-frequency words by sight.</p> <p>RF.K.3d- Distinguish between similarly spelled by identifying the sounds of the letters that differ.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support identify the main topic and retell key details of a text</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7- With prompting and support describe the relationship between illustrations and the text in which they appear.</p> <p>RI.K.10- Actively engage in a group reading activities with purpose and understanding</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p> <p>RL.K.2- With prompting and support retell familiar stories, including key details.</p> <p>RL.K.3- With prompting and support, identify characters and setting.</p> <p>RL.K.5- Recognize common types of texts.</p> <p>RL.K.6- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7- With prompting and support describe the relationship between illustrations and the story in which they appear.</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory</p>	<p>I can ask and answer questions about important details in a text.</p> <p>I can identify the main idea of a text and explain the important details.</p> <p>I can ask and answer questions about words I do not know.</p> <p>I can explain how each picture goes with a text.</p> <p>I can take an active part in group reading activities.</p> <p>I can ask and answer questions about key details in a text.</p> <p>I can include important details when I retell stories.</p> <p>I can identify characters, setting and major events in a story.</p> <p>I can tell when a text is a story, a poem or another kind of writing.</p> <p>I can name the author and illustrator of a story and explain how each one helped tell the story.</p> <p>I can explain how each picture helps to tell the story.</p> <p>I can spell simple words using letter sounds.</p> <p>I can recognize and name all letters of the alphabet.</p> <p>I can say the first sound the middle sound and the last sound in a word like bug.</p> <p>I can read common sight words such as the, of, to, she, my, is, are, do, and does</p> <p>I can use letter sounds to tell words apart when their spellings are almost the same.</p> <p>I can draw, write and speak to create a text that names a topic and give information about it.</p> <p>I can use questions and ideas from other students to improve my writing.</p> <p>I can draw, write and tell about something that happened to me and how I felt about it.</p> <p>I can capitalize the first word in a sentence and the pronoun I.</p>

*ONGOING STANDARDS

			<p>texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.2a- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b- Recognize and name end punctuation.</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p> <p>L.K.5d- Distinguish shades of meaning among verbs describing the same general action.</p> <p>SL.K.2- Confirm understanding of a text read aloud and information presented orally or through other media by asking and answering question about key details and requesting clarification if something is not understood.</p>	<p>I can name the punctuation at the end of the sentence.</p> <p>I can show that I understand common verbs and adjectives by matching them to their opposites.</p> <p>I can show that I understand the differences of meaning of similar verbs by acting them out.</p> <p>I can ask and answer questions about things I do not understand in a book or a presentation.</p>
<p>Mar. 2-6</p> <p>9 Weeks Testing (4th-6th)</p>	<p>Saxon Lessons 101-104- Qq, combination qu</p> <p>Heggerty Book- Lesson- 25</p> <p>Phonemic Awareness- Phoneme Blending</p> <p>Journeys- Review</p> <p>Sight Words: make, she</p>	<p>9 Weeks Test</p> <p>RF.K.1d RF.K.2d RF.K.3a RF.K.3c RF.K.3d RI.K.1 RI.K.2 RI.K.4 RI.K.7 RI.K.10 RL.K.1, 2, 3, 5, 6 L.K.2a L.K.2b L.K.2d L.K.5b L.K.5d W.K.2</p>	<p>RF.K.1d- Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2d Isolate and pronounce the initial and ending sound in three-phoneme words.</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>RF.K.3c- Read common high-frequency words by sight.</p> <p>RF.K.3d- Distinguish between similarly spelled by identifying the sounds of the letters that differ.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support identify the main topic and retell key details of a text</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7- With prompting and support describe the</p>	<p>I can recall information that I was taught this 9 weeks.</p>

*ONGOING STANDARDS

		<p>W.K.3 W.K.5 W.K.8</p> <p>RF.K.4* SL.K.2* SL.K6*</p>	<p>relationship between illustrations and the text in which they appear.</p> <p>RI.K.10- Actively engage in a group reading activities with purpose and understanding</p> <p>RL.K.1- With prompting and support ask and answer questions about key details in a text.</p> <p>RL.K.2- With prompting and support retell familiar stories, including key details.</p> <p>RL.K.3- With prompting and support, identify characters and setting.</p> <p>RL.K.5- Recognize common types of texts.</p> <p>RL.K.6- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7- With prompting and support describe the relationship between illustrations and the story in which they appear.</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3- Use a combination of drawing, dictating, and writing to narrate a single event several loosely linked events, tell about the events in the order.</p> <p>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>WK.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.2a- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b- Recognize and name end punctuation.</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p>	
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*ONGOING STANDARDS

			L.K.5d- Distinguish shades of meaning among verbs describing the same general action.	
Mar. 9-13 Spring Break				
4th Nine Weeks				
Timeline (Specific Dates)	Concepts/Resources	Taught Standards	Clarifications/Tested Standards	I can...
Mar. 16-20	<p>Saxon- Lessons 105-108- The Vowel Rule</p> <p>Heggerty Book- Lesson- 26</p> <p>Phonemic Awareness- Deletion and Substitution</p> <p>Journeys Unit 5 Lesson 4</p> <p>Sight Words: would, why</p>	RF.K.3b RF.K.3d* RF.K.4* RI.K.3* RI.K.8* RI.K.9* RI.K.10* RL.K.3 RL.K.9* L.K.1c* L.K.1d* L.K.1f* L.K.2c* L.K.2d L.K.6* W.K.5 W.K.6* W.K.7* SL.K.2*	RF.K.3b- Associate the long and short sounds with common spellings for the 5 major vowels. RF.K.4- Read emergent reader text with purpose and understanding. RL.K.3- With prompting and support, identify characters, setting, and major events in a story. L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed..	I can match long and short vowel sounds for the five major vowels. I can read grade level texts for fun or to find information. I can understand what I read. I can ask and answer questions about things I do not understand in a book or presentation. I can identify characters, settings, and major events in a story. I can spell simple words using letter sounds. I can use questions and ideas from other students to improve my writing.
Mar. 23-27 Mar. 26- Report Card Pick-Up (no students)	<p>Saxon Lessons 109-112- Digraph ck</p> <p>Heggerty Book- Lesson- 27</p> <p>Phonemic Awareness- Deletion and Substitution</p> <p>Journeys</p>	RF.K.2d RF.K.3a* RF.K.3b RF.K.3c* RF.K.3d* RF.K.4 RI.K.8 RI.K.9* RL.K.3 RL.K.9* RL.K.10* L.K.1c	RF.K.2d- Isolate and pronounce the middle vowel sound. RF.K.3b- Associate the long and short sounds with common spellings for the 5 major vowels. RF.K.4- Read emergent reader text with purpose and understanding. RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text. RL.K.3- With prompting and support, identify characters, setting, and major events in a story. SL.K.2- Confirm understanding of a text read	I can match long and short vowel sounds for the five major vowels. I can say the first sound, middle sound, and last sound in a word like “cat”. I can identify the reasons an author gives to show that his or her ideas make sense. I can read grade level texts for fun or to find information. I can understand what I read. I can identify characters, setting, and major events in a story. I can ask and answer questions about things I do not understand in a book or presentation

*ONGOING STANDARDS

	<p>Unit 5 Lesson 5</p> <p>Sight Words: did, when, they</p>	<p>L.K.1d L.K.2d L.K.4a* L.K.6 W.K.2 W.K.5 W.K.6* W.K.7* SL.K.2</p>	<p>aloud and information presented orally or through other media by asking and answering question about key details and requesting clarification if something is not understood.</p> <p>L.K.1c- Form regular plural nouns orally by adding –s or –es</p> <p>L.K.1d- Understand and use question words.</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>I can form regular plural nouns aloud by adding s or es.</p> <p>I can understand and use question words such as, who, what, where, when, why, and how.</p> <p>I can spell simple words using letter sounds.</p> <p>I can use words and phrases I have learned through conversations, reading, being read to, and responding to texts.</p> <p>I can draw, write, and speak to create a text that names a topic and gives information about it.</p> <p>I can use questions and ideas from other students to improve my writing.</p>
Mar. 30-Apr. 3	<p>Saxon- Lessons 113- 116- Digraph sh</p> <p>Lessons 117-120- Digraph th</p> <p>Heggerty Book Lesson- 28</p> <p>Phonemic Awareness- Deletion and Substitution</p> <p>Journeys Unit 6 lesson 1</p> <p>Sight Words: who, use</p>	<p>RF.K.2d RF.K.3b RF.K.3d* RF.K.4 RI.K.3* RI.K.8 RI.K. 9* RL.K.3 RL.K.9* RL.K.10* LK.1c LK.1f* LK.2d L.K.6 L.K.4a* L.K.5d* W.K.2 W.K.5 W.K.6 W.K.7 SL.K.2*</p>	<p>RF.K.2d- Isolate and pronounce the middle vowel sound.</p> <p>RF.K.3b- Associate the long and short sounds with common spellings for the 5 major vowels.</p> <p>RF.K.4- Read emergent reader text with purpose and understanding.</p> <p>RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RL.K.3- With prompting and support, identify characters, setting, and major events in a story..</p> <p>L.K.1c- Form regular plural nouns orally by adding –s or –es</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing</p>	<p>I can identify the reason an author gives to show that his or her ideas make sense.</p> <p>I can identify characters, settings, and major events in a story.</p> <p>I can say the first sound, the middle sound, and the last sound in a word like “cat”.</p> <p>I can match long and short vowel sounds for the five major vowels.</p> <p>I can read grade level texts for fun or to find information. I can understand what I read.</p> <p>I can ask and answer questions about things I do not understand in a book or presentation.</p> <p>I can form plural nouns aloud by adding s or es.</p> <p>I can spell simple words using letter sounds</p> <p>I can use words and phrases I have learned through conversations, reading, being read to, and responding to texts.</p> <p>I can draw, write, and speak to create a text that names a topic and gives information about it.</p> <p>I can use digital tools to create and publish writing alone or with other students.</p>

*ONGOING STANDARDS

			<p>explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7- Participate in share research and writing projects.</p>	
<p>Apr 14-17</p> <p>Apr. 17- Progress Reports</p>	<p>Saxon Lessons 125-128- Silent e Rule</p> <p>Heggerty Book Lesson- 30</p> <p>Phonemic Awareness Phoneme Segmentation</p> <p>Journeys Unit 6 lesson 3</p> <p>Sight Words: that, come</p>	<p>RF.K.2d RF.K.2e RF.K.3b RF.K.3d* RF.K.4 RI.K.3* RI.K.8* RI.K.9* RL.K.3 RL.K.4 RL.K.9* RL.K.10* L.K.1c L.K.1d L.K.1e* L.K.1f L.K.4a L.K.6 W.K.2 W.K.6 W.K.7 SL.K.3*</p>	<p>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.</p> <p>RF.K.2e- Add or substitute individual sounds in simple, one-syllable words to make new words.</p> <p>RF.K.3b- Associate the long and short sounds with common spellings for the 5 major vowels.</p> <p>RF.K.4- Read emergent reader text with purpose and understanding.</p> <p>RL.K.3- With prompting and support, identify characters, setting, and major events in a story.</p> <p>RL.K.4- Ask and answer questions about unknown words in a text. RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>L.K.1c- Form regular plural nouns orally by adding –s or –es</p> <p>L.K.1d- Understand and use question words.</p> <p>L.K.1f- Produce and expand complete sentences in shared language activities.</p> <p>L.K.4a- Identify new meanings for familiar words and apply them accurately.</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7- Participate in share research and writing projects.</p>	<p>I can identify characters, settings, and major events in a story.</p> <p>I can ask and answer questions about unknown words in a text.</p> <p>I can say the first sound, middle sound, and last sound in a word like “cat”.</p> <p>I can make new one syllable words by changing beginning, middle, or ending sounds.</p> <p>I can match long and short vowel sounds for the five major vowels.</p> <p>I can read grade level texts for fun or to find information. I can understand what I read.</p> <p>I can ask and answer questions to get help, information, or to understand something better.</p> <p>I can form regular plural nouns aloud by adding s or es.</p> <p>I can understand and use questions words such as who, what, where, when, why, and how.</p> <p>I can create and add to complete sentences during whole group and small group activities.</p> <p>I can learn new meanings for words and use them correctly.</p> <p>I can use words and phrases I have learned through conversation, reading, being read to, and responding to texts.</p> <p>I can draw, write, and speak to create a text that names a topic and gives information about it.</p> <p>I can use digital tools to create and publish writing alone or with other students.</p> <p>I can work with others to find out about a topic and write about it.</p>

*ONGOING STANDARDS

<p>Apr. 20-24</p> <p>Apr. 22-4.5 Week Test</p>	<p>Saxon- Lessons 129-132- Digraph ch, ee</p> <p>Heggerty Book- Lesson- 31</p> <p>Phonemic Awareness- Phoneme Segmentation</p> <p>Journeys Unit 6 lesson 4</p> <p>Sight Words: where, will</p>	<p>RF.K.2d RF.K.2e RF.K.3a* RF.K.3b RF.K.3c* RF.K.3d* RF.K.4 RL.K. 3 RL.K.4 RL.K.9* RI.K.8 RI.K.10* L.K.1c L.K.1d L.K.1e* L.K.1f L.K.4a L.K.4b* W.K.2 W.K.6* W.K.7* SL.K.2*</p>	<p>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. RF.K.2e- Add or substitute individual sounds in simple, one-syllable words to make new words. RF.K.3b- Associate the long and short sounds with common spellings for the 5 major vowels. RF.K.4- Read emergent reader text with purpose and understanding. RL.K.3- With prompting and support, identify characters, setting, and major events in a story. RL.K.4- Ask and answer questions about unknown words in a text. RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text. SL.K.2- Confirm understanding of a text read aloud and information presented orally or through other media by asking and answering question about key details and requesting clarification if something is not understood. L.K.1c- Form regular plural nouns orally by adding –s or –es. L.K.1d- Understand and use question words. L.K.1f- Produce and expand complete sentences in shared language activities. L.K.4a- Identify new meanings for familiar words and apply them accurately. W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>I can identify characters, settings, and major events in a story. I can ask and answer questions about unknown words in a text. I can identify the reasons an author gives to show that his or her ideas make sense. I can say the first sound, middle sound, and last sound in a word like “cat”. I can make new one syllable words by changing the beginning, middle, or ending sounds in a word. I can match long and short vowel sounds for the five major vowels. I can read grade level texts for fun or to find information. I can understand what I read. I cans ask questions about things I do not understand in a book or presentation. I can form regular plural nouns aloud by adding s or es. I can understand and use questions words such as who, what, where, when, why, and how. I can create and add to complete sentences during whole group and small activities. I can learn new meaning for words and use them correctly. I can draw, write, and speak to create a text that names a topic and gives information about it.</p>
<p>Apr. 27-May 1</p>	<p>Saxon- Lessons 133-136- The Combination ar, or, er</p> <p>Heggerty Book- Lesson- 32</p> <p>Phonemic Awareness- Phoneme Segmentation</p>	<p>RF.K.2d RF.K.2e RF.K.3b RF.K.3d* RF.K.4 RL.K.3 RL.K.4 * RL.K.9 RL.K.10*</p>	<p>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. RF.K.2e- Add or substitute individual sounds in simple, one-syllable words to make new words. RF.K.3b- Associate the long and short sounds with common spellings for the 5 major vowels. RF.K.4- Read emergent reader text with purpose and understanding RL.K.3- With prompting and support, identify</p>	<p>I can identify the reasons an author gives to show that his or her ideas make sense. I can identify characters, settings, and major events in a story. I can explain that the adventures of characters in one story are the same as or different to the adventures of characters in another stories. I can say the first, middle, and last sound in a word like “cat”.</p>

*ONGOING STANDARDS

	<p>Journeys Unit 6 lesson 5</p> <p>Sight Words: be, or</p>	<p>RI.K.8 RI.K.9* L.K.1c L.K.1d L.K.1e* L.K.1f L.K.4a* L.K.4b* W.K.6 W.K.7 W.K.8 SL.K.2*</p>	<p>characters, setting, and major events in a story. RL.K.9- With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text. L.K.1c- Form regular plural nouns orally by adding –s or –es. L.K.1d- Understand and use question words. L.K.1f- Produce and expand complete sentences in shared language activities. W.K. 6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.7- Participate in share research and writing projects. W.K.8- With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>I can make new one syllable words by changing beginning, middle, or ending sounds. I can match long and short vowel sounds for the five major vowels. I can read grade level texts for fun or to find information. I can understand what I read. I can form regular plural nouns aloud by adding s or es. I can understand and use questions words such as who, what, where, when, why, and how. I can create and add to complete sentences during whole group and small group activities. I can use digital tools to create and publish writing alone or with other students I can work with others to find out about a topic and write about it. I can answer a question by remembering information from my own experiences or by gathering information from other sources.</p>
May 4-8	<p>Saxon- Lessons 137-140- The Rule vc/cv</p> <p>Heggerty Book Lesson- 33</p> <p>Phonemic Awareness- Phoneme Segmentation</p> <p>Journeys Unit 6 lesson 6</p> <p>Sight Words: (review)</p>	<p>RF.K.2d RF.K.2e RF.K.3a* RF.K.3b RF.K.3c* RF.K.3d* RF.K.4* RI.K.8 RL.K.3 RL.K.4* RL.K.9 L.K.1c L.K.1d L.K.1e* L.K.1f L.K.4a L.K.4b W.K.6 W.K.7</p>	<p>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. RF.K.2e- Add or substitute individual sounds in simple, one-syllable words to make new words. RF.K.3b- Associate the long and short sounds with common spellings for the 5 major vowels. RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text. RL.K.3- With prompting and support, identify characters, setting, and major events in a story. RL.K.9- With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. L.K.1c- Form regular plural nouns orally by adding –s or –es L.K.1d- Understand and use question words. L.K.1f- Produce and expand complete sentences in shared language activities.</p>	<p>I can identify characters, settings, and major events in a story. I can say the first, middle, and last sound in a word like “cat”. I can make new one syllable words by changing beginning, middle, or ending sounds. I can match long and short vowel sounds for the five major vowels I can identify the reasons an author gives to show that his or her ideas make sense. I can explain that the adventures of characters in one story are the same as or different to the adventures of characters in another stories. I cans ask questions about things I do not understand in a book or presentation. I can form regular plural nouns aloud by adding s or es. I can understand and use questions words such as who, what, where, when, why, and how.</p>

*ONGOING STANDARDS

		<p>W.K.8 SL.K.2*</p>	<p>L.K.4a- Identify new meanings for familiar words and apply them accurately.</p> <p>L.K.4b- Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p>W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7- Participate in share research and writing projects.</p> <p>W.K.8- With Guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>I can create and add to complete sentences during whole group and small group activities.</p> <p>I can learn new meanings for words and use them correctly</p> <p>I can use common word parts such as –ed, re-, un-, pre-, -ful, and –less to figure out the meanings of words I do not know.</p> <p>I can use digital tools to create and publish writing alone or with other students</p> <p>I can work with others to find out about a topic and write about it.</p> <p>I can answer a question by remembering information from my own experiences or by gathering information from other sources.</p>
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*ONGOING STANDARDS

<p>May 11-15</p>	<p>Heggerty Book- Lesson-34</p> <p>Phonemic Awareness- Phoneme Segmentation</p> <p>Journeys- Review</p> <p>Sight Words: (review)</p>	<p>RF.K.2d RF.K.2e RF.K.3b RI.K.8 RI.K.9 RI.K.3 RL.K.3 RL.K.9 L.K.1c L.K.2d L.K.1f L.K.4a L.K.4b L.K.6 W.K.6 W.K.7 W.K.8</p> <p>SL.K.2*</p>	<p>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.</p> <p>RF.K.2e- Add or substitute individual sounds in simple, one-syllable words to make new words.</p> <p>RF.K.3b- Associate the long and short sounds with common spellings for the 5 major vowels.</p> <p>RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic(e.g., in illustrations, descriptions, or procedures)</p> <p>RI.K.3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of text.</p> <p>RL.K.3- With prompting and support, identify characters, setting, and major events in a story.</p> <p>RL.K.9- With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>L.K.1c- Form regular plural nouns orally by adding –s or –es</p> <p>L.K.1d- Understand and use question words.</p> <p>L.K.1f- Produce and expand complete sentences in shared language activities.</p> <p>L.K.4a- Identify new meanings for familiar words and apply them accurately.</p> <p>L.K.4b- Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (ed, s, re, un, pre, ful, less)</p> <p>L.K.6- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>W.K. 6- With guidance and support from adults, explore a variety of digital tools to produce and</p>	<p>I can identify the reasons an author gives to show that his or her ideas make sense.</p> <p>I can explain that the adventures of characters in one story are the same as or different to the adventures of characters in another stories.</p> <p>I can identify characters, settings, and major events in a story.</p> <p>I can say the first, middle, and last sound in a word like “cat”.</p> <p>I can make new one syllable words by changing beginning, middle, or ending sounds.</p> <p>I can match long and short vowel sounds for the five major vowels.</p> <p>I cans ask questions about things I do not understand in a book or presentation.</p> <p>I can form regular plural nouns aloud by adding s or es.</p> <p>I can understand and use questions words such as who, what, where, when, why, and how.</p> <p>I can create and add to complete sentences during whole group and small group activities.</p> <p>I can learn new meanings for words and use them correctly</p> <p>I can use common word parts such as –ed, re-, un-, pre-, -ful, and –less to figure out the meanings of words I do not know.</p>
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*ONGOING STANDARDS

			<p>publish writing, including in collaboration with peers.</p> <p>W.K.7- Participate in share research and writing projects.</p> <p>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>I can use digital tools to create and publish writing alone or with other students</p> <p>I can work with others to find out about a topic and write about it.</p> <p>I can answer a question by remembering information from my own experiences or by gathering information from other sources.</p>
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*ONGOING STANDARDS

<p>May 18-22</p> <p>May 19- Nine Weeks Test</p> <p>May 22- Students Last Day</p>	<p>Heggerty Book- Lesson- 35</p> <p>Phonemic Awareness- Phoneme Segmentation</p> <p>Sight Words: (review)</p>	<p>RF.K.2d RF.K.2e RF.K.3b RF.K.4 RI.K.8 RI.K.9 RI.K.3 RL.K.3 RL.K.9 L.K.1c L.K.1d L.K.1f L.K.4a L.K.4b L.K.6 W.K.6 W.K.7 W.K.8</p>	<p>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. RF.K.2e- Add or substitute individual sounds in simple, one-syllable words to make new words. RF.K.3b- Associate the long and short sounds with common spellings for the 5 major vowels. RF.K.4- Read emergent reader text with purpose and understanding. RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic(e.g., in illustrations, descriptions, or procedures) RI.K.3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of text. RL.K.9- With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. RL.K.3- With prompting and support, identify characters, setting, and major events in a story. L.K.1c- Form regular plural nouns orally by adding –s or –es L.K.1d- Understand and use question words. L.K.1f- Produce and expand complete sentences in shared language activities. L.K.4a- Identify new meanings for familiar words and apply them accurately. L.K.4b- Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. L.K.6- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. W.K. 6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>I can identify the reasons an author gives to show that his or her ideas make sense. I can explain that the adventures of characters in one story are the same as or different to the adventures of characters in another stories. I can identify characters, settings, and major events in a story. I can say the first, middle, and last sound in a word like “cat”. I can make new one syllable words by changing beginning, middle, or ending sounds.</p> <p>I can match long and short vowel sounds for the five major vowels. I cans ask questions about things I do not understand in a book or presentation. I can form regular plural nouns aloud by adding s or es. I can understand and use questions words such as who, what, where, when, why, and how. I can create and add to complete sentences during whole group and small group activities. I can learn new meanings for words and use them correctly I can use common word parts such as –ed, re-, un-, pre-, -ful, and –less to figure out the meanings of words I do not know. I can use digital tools to create and publish writing alone or with other students I can work with others to find out about a topic and write about it. I can answer a question by remembering</p>
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*ONGOING STANDARDS

May 26-Report Cards Mailed			W.k.7- Participate in share research and writing projects. W.K.8- With Guidance and support from adults,recall information from experiences or gather information from provided sources to answer a question.	information from my own experiences or by gathering information from other sources.
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*ONGOING STANDARDS