



**Brookhaven School District  
Pacing Guide 2018-19  
Kindergarten Reading**

Timeline (Specific Dates)	Concepts, Resources, and Skills	Skills Taught/ Ongoing	Clarifications/Tested Standards	I Can...
August 6-10	Baseline, Orientation, Routines, Schedules Pre-assessments, Names <b>Journey's- Welcome to Kindergarten</b>	Recite rhymes, sing songs, recognize first name, handle books properly, be aware of print in their environment		
August 13-17	<b>Saxon-</b> Phonological/ Phonemic Awareness Pre-assessments  <b>Heggerty Book-</b> Lesson 1  <b>Phonemic Awareness-</b> Rhyming and Alliteration  <b>Journey's</b> Unit 1- Lesson 1	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*		
August 20-24	<b>Saxon-</b> Lessons 1-4- LI  <b>Heggerty Book-</b> Lesson 2  <b>Phonemic Awareness-</b> Rhyming and Alliteration	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.

	<b>Journey's-</b> Unit 1- Lesson 2		title page of a book.	
August 27 – August 31  Progress Report Testing/ Progress Reports	<b>Saxon-</b> Lessons 5-8- Oo  <b>Heggerty Book</b> Lesson 3  <b>Phonemic Awareness</b> Rhyming and Alliteration  <b>Journey's</b> Unit 1- Lesson 3	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 ( <b>text they can hear..</b> ) 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 3-7 Sept 3-Labor Day  <b>Sept. 6 -</b> <b>4 ½ Weeks</b> <b>Testing</b>	<b>Saxon</b> Lessons 5-8- Oo  <b>Heggerty Book-</b> Lesson 4  <b>Phonemic Awareness-</b> Rhyming and Alliteration  <b>Journey's-</b> Unit 1- Lesson 4	<b>4 ½ Weeks Test</b>  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 ( <b>text they can hear.</b> ) 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 10-14	<b>Saxon-</b> Lessons 9-12- Gg  <b>Heggerty Book-</b> 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

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	<p><b>Phonemic Awareness-</b> Rhyming and Alliteration</p> <p><b>Journey's-</b> Unit 1- Lesson 5</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 (<b>text they can hear..</b>) 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 17-21	<p><b>Saxon</b> Lessons 13-16- Hh</p> <p><b>Heggerty Book</b> Lesson- 5</p> <p><b>Phonemic Awareness</b> Rhyming and Alliteration</p> <p><b>Journey's</b> Unit 2- Lesson 1</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 (<b>text they can hear..</b>) 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 24-28	<p><b>Saxon</b> Lessons 17-20- Tt</p> <p><b>Heggerty Book</b> Lesson- 6</p> <p><b>Phonemic Awareness</b> 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.K.1- With prompting and support, ask and answer questions about key details in a text (<b>text</b></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>

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	<b>Journey's</b> Unit 2- Lesson 2	L.K.2a* L.K.5a W.K.3* SL.K.1a* SL.K.1b*	<b>they can hear..)</b> 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.
Oct 1-5 <b>9 Weeks Testing</b>	<b>Saxon-</b> Lessons 21-24- Pp  <b>Heggerty Book</b> Lesson- 7  <b>Phonemic Awareness-</b> Rhyming and Alliteration  <b>Journeys-</b> Review	<b>9 Weeks Test</b>  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.	
<b>2<sup>nd</sup> Nine Weeks</b>				
<b>Timeline (Specific Dates)</b>	<b>Concepts, Skills and Resources</b>	<b>Concepts and Skills Taught</b>	<b>Clarifications/Tested Standards</b>	<b>I Can...</b>
Oct 8-12  <b>October 9- Report Card Pick-Up Day</b>	<b>Saxon</b> Lessons 25-28- Aa  <b>Heggerty Book</b> 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

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	<p><b>Phonemic Awareness- Syllable Awareness</b></p> <p><b>Journey's</b> Unit 2- Lesson 3</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 (<b>text they can hear.</b>)</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>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>multiple exchanges.</p> <p>L.K.2c- Write a letter or letters for most consonant and short-vowel sounds.</p>	<p>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 15-19</p> <p>Homecoming Week</p>	<p><b>Saxon</b> Lessons 25-28- Aa</p> <p><b>Heggerty Book-</b> Lesson- 9</p> <p><b>Phonemic Awareness- Syllable Awareness</b></p> <p><b>Journey's</b> Unit 2- Lesson 4</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.</p> <p>RI.K.2- With prompting and support identify the main topic of a text</p> <p>RI.K.6- Name the author and the illustrator of a text..</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text (<b>text they can hear..</b>)</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>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.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.</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 22-26</p>	<p><b>Saxon</b></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>

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	<p>Lessons 29-32 – Nn</p> <p><b>Heggerty Book</b> Lesson- 10</p> <p><b>Phonemic Awareness- Syllable Awareness</b></p> <p><b>Journey's</b> Unit 2- Lesson 5</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 (<b>text they can hear..</b>)</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 29– Nov 1</p> <p>Oct 29-30-Fall Break</p> <p>Nov 2- Progress Reports</p>	<p><b>Saxon</b> Review</p> <p><b>Journey's</b> Review</p>	<p>RF.K2b 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 (<b>text they can hear..</b>)</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>

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			<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>L.K.2c- Write a letter or letters for most consonant and short-vowel sounds.</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>
Nov 5-9	<p><b>Saxon</b> Lessons 33-36- Mm</p> <p><b>Heggerty Book-</b> Lesson- 11</p> <p><b>Phonemic Awareness-</b> Onset-Rime Blending</p> <p><b>Journey's</b> Unit 3 Lesson 1</p>	<p>RF.K.2b</p> <p>RF.K.2c*</p> <p>RF.K.2d*</p> <p>RF.K.3a</p> <p>RF.K.4*</p> <p>RL.K.1</p> <p>RL.K.3</p> <p>RL.K.6</p> <p>RL.K.10*</p> <p>RI.K.1</p> <p>RI.K.2</p> <p>RI.K.3*</p> <p>RI.K.4</p> <p>RI.K.6</p> <p>RI.K.7</p> <p>LK.1e*</p> <p>LK.2c</p> <p>SL.K.4*</p> <p>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>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>RI.K.1- With prompting and support, ask and answer questions about key details in a text (<b>text they can hear..</b>)</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>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</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 explain how each picture goes with the text.</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>

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			<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 12-16</p> <p>Thanksgiving Feast</p> <p><b>Nov. 12</b> <b>4 ½ Weeks Test</b></p>	<p><b>Saxon</b> Lessons 37-40- li</p> <p><b>Heggerty Book</b> Lesson- 12</p> <p><b>Phonemic Awareness-</b> Onset-Rime Blending</p> <p><b>Journey's</b> Unit 3 Lesson 2</p>	<p><b>4 ½ Weeks Test</b></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 (<b>text they can hear..</b>)</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>
Nov 19-23	Thanksgiving Break			
Nov 26-30	<p><b>Saxon</b> Lessons 37-40- li</p> <p><b>Heggerty Book</b> 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><b>Phonemic Awareness</b> Onset-Rime Blending</p> <p><b>Journey's</b> Unit 3 Lesson 3</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. RI.K.1- With prompting and support, ask and answer questions about key details in a text (<b>text they can hear...</b>) RI.K.2- With prompting and support identify the 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 lower case letters 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. I can explain how each picture goes with the 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 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.</p>
Dec 3-7	<p><b>Saxon</b> Lessons 41-44- Ss Lessons 45-48- Ff</p> <p><b>Heggerty Book</b> Lesson- 14</p> <p><b>Phonemic Awareness-</b> 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. 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 (<b>text they can hear...</b>) 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. 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</p>

\*ONGOING STANDARDS

	<p>sounds)</p> <p><b>Journey's</b> Unit 3 Lesson 4</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 10-14</p>	<p><b>Saxon</b> Lessons 49-52-Rr Lessons 53-56- Kk</p> <p><b>Hegerty Book</b> Lesson- 15</p> <p><b>Phonemic Awareness-</b> 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 (text they can hear..) 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><b>Journey's</b> Unit 3 Lesson 5</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 17-21</p> <p><b>9 Weeks Testing</b></p> <p>Christmas Musical</p>	<p><b>Saxon</b> Lessons 57- 60- Bb</p> <p><b>Hegerty Book-</b> Lesson- 16</p> <p><b>Phonemic Awareness-</b> Phoneme Comparison (beginning and ending sounds)</p> <p><b>Journey's</b> Review</p>	<p><b>9 Weeks Test</b></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.K.1- With prompting and support, ask and answer questions about key details in a text (<b>text they can hear..</b>) 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

		<p>LK.1b LK.2c LK.5c W.K.3</p> <p>RL.K.5* LK.1.e* L.K.2a* W.K.5* SL.K.4* SL.K.5*</p>	<p>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.</p>	<p>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>
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Dec 24-Jan 4  
Christmas  
Holiday

3<sup>RD</sup> Nine Weeks

Timeline (Specific Dates)	Concepts, Skills, and Resources	Concepts and Skills Taught	Tested Standards	I can...
<p>Jan 7-11</p> <p>Jan 9- Report Cards Due</p>	<p><b>Saxon</b> Lessons 61-64- Uu</p> <p><b>Heggerty Book</b> Lesson- 17</p> <p><b>Phonemic Awareness</b> Phoneme Comparison (beginning and ending</p>	<p>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-</p>	<p>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</p>	<p>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.</p>

\*ONGOING STANDARDS

	<p>sounds)</p> <p><b>Journey's</b> Unit 4 Lesson 1</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 14-18	<p><b>Saxon</b> Lessons 61-64- Uu</p> <p><b>Heggerty Book</b> Lesson- 18</p> <p><b>Phonemic Awareness-</b> Phoneme Comparison (beginning, middle and ending sounds)</p> <p><b>Journey's-</b> Unit 4 Lesson 2</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 21-25</p> <p>Jan 21- MLK Day</p>	<p><b>Saxon-</b> Lessons 65-68- Zz Lessons 69-72- Cc</p> <p><b>Heggerty Book</b> Lesson- 19</p> <p><b>Phonemic Awareness-</b> Phoneme Comparison (beginning, middle and ending sounds)</p> <p><b>Journey's</b> Unit 4 lesson 3</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 28-Feb 1	<p><b>Saxon</b> 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>Feb 1- Progress Reports</p>	<p><b>Heggerty Book</b> Lesson- 20</p> <p><b>Phonemic Awareness</b> Phoneme Comparison (beginning, middle and ending sounds)</p> <p><b>Journey's</b> Unit 4 lesson 4</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.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 4 – 8</p> <p><b>Feb. 7 – 4 ½ Weeks Test</b></p>	<p><b>Saxon</b> Lessons 73- 76- Ee</p> <p><b>Heggerty Book</b> Lesson- 21</p> <p><b>Phonemic Awareness-</b> Phoneme Blending</p> <p><b>Journey's</b></p>	<p><b>4 ½ Weeks Test</b></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

	Unit 4 Lesson 5	<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>
Feb 11-15  Valentine's Day	<p><b>Saxon-</b>  Lessons 77-80- Yy  Lessons 81-84- Dd</p> <p><b>Heggerty Book</b>  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><b>Phonemic Awareness</b> Phoneme Blending</p> <p><b>Journey's</b> Unit 5 Lesson 1</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 18-22</p> <p>Feb 18- Professional Dev.</p>	<p><b>Saxon</b> Lessons 85-88- Vv Lessons 89-92- Jj</p> <p><b>Heggerty Book</b> Lesson- 23</p> <p><b>Phonemic Awareness-</b></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><b>Journey's</b> Unit 5 Lesson 2</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 25– Mar 1	<p><b>Saxon</b> Lessons 93-96- Xx Lessons 97-100- Ww</p> <p><b>Heggerty Book</b> Lesson- 24</p> <p><b>Phonemic Awareness-</b> Phoneme Blending</p> <p><b>Journey's</b> Unit 5 Lesson 3</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 4-8</p> <p><b>9 Weeks Testing</b></p>	<p><b>Saxon</b> Lessons 101-104- Qq, combination qu</p> <p><b>Heggerty Book-</b> Lesson- 25</p> <p><b>Phonemic Awareness-</b> Phoneme Blending</p> <p><b>Journey's-</b> Review</p>	<p><b>9 Weeks Test</b></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>R.I.K.4- With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.IK.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.K.6*</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>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>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- 11-15 Spring Break				
<b>4<sup>th</sup> Nine Weeks</b>				
<b>Timeline (Specific Dates)</b>	<b>Concepts, Skills, and Resources</b>	<b>Taught Standards</b>	<b>Tested Standards</b>	<b>I can...</b>
Mar 18-22  Mar 21- Report Card Pick up Day	<b>Saxon-</b> Lessons 105-108- The Vowel Rule  <b>Heggerty Book-</b> Lesson- 26 <b>Phonemic Awareness-</b> Deletion and Substitution  <b>Journey's</b> Unit 5 Lesson 4	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 25-29	<b>Saxon</b> Lessons 109-112- Digraph ck  <b>Heggerty Book-</b> Lesson- 27  <b>Phonemic Awareness-</b> Deletion and Substitution  <b>Journey's</b>	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

	Unit 5 Lesson 5	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	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.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 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. 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 form regular plural nouns aloud by adding s or es. 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 use words and phrases I have learned through conversations, reading, being read to, and responding to texts. I can draw, write, and speak to create a text that names a topic and gives information about it. I can use questions and ideas from other students to improve my writing.
Apr 1-5	<b>Saxon-</b> Lessons 113- 116- Digraph sh  Lessons 117-120- Digraph th  <b>Hegerty Book</b> Lesson- 28  <b>Phonemic Awareness-</b> Deletion and Substitution  <b>Journey's</b> Unit 6 lesson 1	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*	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.. L.K.1c- Form regular plural nouns orally by adding –s or –es L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing	I can identify the reason 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 say the first sound, the middle sound, and the last sound in a word like “cat”. 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 form plural nouns aloud by adding s or es. I can spell simple words using letter sounds I can use words and phrases I have learned through conversations, reading, being read to, and responding to texts. I can draw, write, and speak to create a text that names a topic and gives information about it. I can use digital tools to create and publish writing alone or with other students.

\*ONGOING STANDARDS

			<p>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>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 use questions and ideas form other students to improve my writing.</p> <p>I can work with others to find out about a topic and write about it.</p>
<p>Apr 8-12</p> <p>April 12- Progress Reports</p>	<p><b>Saxon</b> Lessons 121-124- Digraph oo</p> <p><b>Heggerty Book</b> Lesson- 29</p> <p><b>Phonemic Awareness-</b> Deletion and Substitution</p> <p><b>Journey's</b> Unit 6 lesson 2</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.10* RI.K.3 RI.K.8* RI.K.9 L.K.1c L.K.1d L.K.1e* L.K.1f* L.K.2d L.K.4a L.K.6 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.</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>RI.K.3- With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.9- With prompting and support identify basic similarities in and differences between two text on the same topic.</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.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,</p>	<p>I can explain how tow people, events, ideas, or facts go together in a story.</p> <p>I can identify how two text on the same topic are the same and how they are different.</p> <p>I can say the first sound, middle sound, and the las sound in a word like "cat".</p> <p>I can make one syllable words by changing the beginning, middle, and ending sounds in a word.</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 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 learn new meanings for words and use them correctly.</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> <p>I can work with others to find out about a topic and write about it.</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 15-19</p> <p>April 19- Good Friday</p>	<p><b>Saxon</b> Lessons 125-128- Silent e Rule</p> <p><b>Heggerty Book</b> Lesson- 30</p> <p><b>Phonemic Awareness</b> Phoneme Segmentation</p> <p><b>Journey's</b> Unit 6 lesson 3</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>

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<p>Apr 22-26 April 22- Easter Monday</p>	<p><b>Saxon-</b> Lessons 129-132- Digraph ch, ee</p> <p><b>Heggerty Book-</b> Lesson- 31</p> <p><b>Phonemic Awareness-</b> Phoneme Segmentation</p> <p><b>Journey's</b> Unit 6 lesson 4</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.</p> <p>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 29-May 3</p>	<p><b>Saxon-</b> Lessons 133-136- The Combination ar, or, er</p> <p><b>Heggerty Book-</b> Lesson- 32</p> <p><b>Phonemic Awareness-</b> 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>

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	<p><b>Journey's</b> Unit 6 lesson 5</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>
<p>May 6-10</p>	<p><b>Saxon-</b> Lessons 137-140- The Rule vc/cv</p> <p><b>Heggerty Book</b> Lesson- 33</p> <p><b>Phonemic Awareness-</b> Phoneme Segmentation</p> <p><b>Journey's</b> Unit 6 lesson 6</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>

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		W.K.8 SL.K.2*	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. 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.	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 information from my own experiences or by gathering information from other sources.
May 13-17  <b>9 Weeks Kindergarten Project</b>	<b>Heggerty Book-</b> Lesson-34  <b>Phonemic Awareness-</b> Phoneme Segmentation <b>Journey's-</b> Review	RF.K.2d RF.K.2e RF.K.3b RI.K.8 RL.K.3 RL.K.9 L.K.1c L.K.2d L.K.1f L.K.4a L.K.4b W.K.6 W.K.7 W.K.8  SL.K.2*	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. 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. W.K. 6- With guidance and support from adults, explore a variety of digital tools to produce and	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. 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.

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			<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>
<p>May 20-23</p> <p>May 23- Students Last Day</p>	<p><b>Heggerty Book-</b> Lesson- 35</p> <p><b>Phonemic Awareness-</b> Phoneme Segmentation</p>	<p>RF.K.2d RF.K.2e RF.K.3b RF.K.4 RI.K.8 RL.K.3 RL.K.9 L.K.1c L.K.1d L.K.1f L.K.4a L.K.4b 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.</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>RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RL.K.9- With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.</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.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.</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,</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> <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</p>

\*ONGOING STANDARDS

			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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