

Standards Curriculum Map

Bourbon County Schools

Level: K

Grade and/or Course: ELA

Updated/Created: August 2019/May 2020

Days: 1-5	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>L.K.4c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.1a Follow words from left to</p>	<p>I can listen.</p> <p>I can follow directions.</p> <p>I can write my name.</p> <p>I can tell my favorite...</p> <p>I can retell.</p> <p>I can sort good choices & bad choices.</p>	<p>Rules</p> <p>Drills</p> <p>Good choices</p> <p>Bad choices</p> <p>Procedures</p>	<p>Opinion</p> <p>Retell</p> <p>Connections</p>	<p>David Goes to School</p> <p>No, David!</p> <p>The Kissing Hand</p> <p>Names - Literacy Fun by Deanna Jump</p> <p>Nursery Rhymes & Songs</p> <p>ABC songs</p> <p>Heidi's Songs</p>

	<p>right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: Name the..., Where is the...,

Days: 6-10	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understand-ing of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of</p>	<p>I can predict what will happen next in the story.</p> <p>I can retell the story.</p> <p>I can identify the problem and tell ways that it can be solved.</p> <p>I can write about my favorite part of the story and tell why I</p>	<p>Tangled</p> <p>Twisted</p>	<p>Predictions</p> <p>Retell</p> <p>Connections</p> <p>Problem/Solution</p> <p>Opinion</p>	<p><u>Chicka Chicka Boom Boom</u></p> <p>Engaging Readers</p> <p>Phonics for Kindergarten</p> <p>Phonics Dance</p> <p>Jan Richardson</p>

	<p>information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the</p>	<p>liked it.</p> <p>Sentence Study/Grammar I can identify a noun. I can make a sentence. I can edit a sentence. I can sort nouns by person, place, and thing.</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes I can use these words in a sentence.</p> <p>Phonics ABC BootCamp - Week 1 Tt, Aa, Bb, Hh</p>	<p>Sentence Study Grammar Capital letters, punctuation, nouns, statement, counting words</p> <p>Phonemic Awareness * Count the words in a sentence, use the words in a sentence, and expand on the sentence. *Identify initial sounds, *Rhymes - identify, recognize, and produce</p> <p>Phonics/Phonological Sounds, Decode, Word analysis, phonemes, Spoken word</p>	<p>Writer's Workshop</p>
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<p>ideas or information in a text.</p> <p>RL.K.7With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>L.K.4c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2aRecognize and orally produce rhyming words.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>a with guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Provide reasons with details to support the opinion.</p> <p>C.K.3 Compose narratives, using</p>				
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	<p>a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: **Knowledge:** What is this story about? **Comprehension:** Who are the characters in this story? **Application:** Think about a time you fell and got hurt. What happened? Who helped you?, **Synthesis:** How could the letters keep from getting hurt? **Evaluate:** What is your opinion - write about your favorite part of the book.

Days: 11-15	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.1 With prompting and</p>	<p>I can visualize.</p> <p>I can identify key ideas and details.</p> <p>I can identify clues from the story.</p> <p>I can make a connection.</p> <p>I can write about my favorite part of the story and tell why</p> <p>Sentence Study</p> <p>I can identify a noun.</p> <p>I can make a sentence.</p> <p>I can edit a sentence.</p> <p>I can sort nouns by person, place, and thing.</p> <p>Phonemic Awareness</p> <p>I can count the words in a sentence.</p> <p>I can identify initial sounds.</p> <p>I can identify rhymes</p> <p>I can use these words in a sentence.</p> <p>Phonics</p> <p>ABC BootCamp</p> <p>Week 2 - Nn, Mm, Rr, Ll, li</p>	<p>Foolish</p> <p>Stacked</p>	<p>Visualize</p> <p>Retell</p> <p>Infer</p> <p>Connections</p> <p>Opinion</p> <p>Sentence study</p> <p>Grammar</p> <p>Capital letters, punctuation, nouns, statement, counting words</p> <p>Phonemic Awareness</p> <p>* Count the words in a sentence, use the words in a sentence, and expand on the sentence.</p> <p>*Identify initial sounds,</p> <p>*Rhymes - identify, recognize, and produce</p> <p>Phonics/Phonological</p> <p>Sounds, Decode, Word analysis, phonemes, Spoken word</p>	<p>Stand Tall, Molly Lou Melon</p> <p>Engaging Readers</p> <p>Kindergarten phonics</p> <p>Phonics Dance</p> <p>Jan Richardson</p> <p>Writer's Workshop</p>

<p>support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>L.K.4c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.1c Recognize that words are separated by spaces in print (letter vs. word)</p> <p>RF.K.2a Recognize and orally</p>				
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	<p>produce rhyming words.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-op real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1Print all upper and lowercase letters and numerals.</p>				
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HOT Questions:**Knowledge:** Who was mean to Molly Lou Melon when she started a new school? **Comprehension:** What is this story about? **Application:** Think about the ending of the story. Do you think they will be friends now?, **Synthesis:** What makes you think that? **Evaluate:** What is your opinion - write about your favorite part of the book.

Days: 16-20	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.2With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text , and define the role of each in presenting the ideas or information in a text .</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a</p>	<p>I can make a picture in my head.</p> <p>I can retell the story.</p> <p>I can describe the character.</p> <p>I can write about my favorite part of the story and why I liked it.</p> <p>Sentence Study/Grammar</p> <p>I can identify a noun.</p> <p>I can make a sentence.</p> <p>I can edit a sentence.</p> <p>I can sort nouns by person, place, and thing.</p> <p>Phonemic Awareness</p> <p>I can count the words in a sentence.</p> <p>I can identify initial sounds.</p> <p>I can identify rhymes</p> <p>I can use these words in a sentence.</p> <p>Phonics</p> <p>ABC BootCamp - Review -</p> <p>1- a,t</p> <p>2 - b,t /a//t/ repeat -bat,hat</p> <p>3 - m,r /m//a//t/, rat</p> <p>4 - n,l ran, man, tan</p>	<p>Discovered</p> <p>Experimented</p>	<p>Visualize</p> <p>Retell</p> <p>Characters</p> <p>Connections</p> <p>Opinion</p> <p>Sentence study</p> <p>Grammar</p> <p>Capital letters, punctuation, nouns, statement, counting words</p> <p>Phonemic Awareness</p> <p>* Count the words in a sentence, use the words in a sentence, and expand on the sentence.</p> <p>*Identify initial sounds,</p> <p>*Rhymes - identify, recognize, and produce</p> <p>Phonics</p> <p>Sounds, Decode, Word analysis, phonemes, Spoken</p>	<p><u>The Dot</u></p> <p>Engaging Readers</p> <p>Phonics for Kindergarten</p> <p>Phonics Dance</p> <p>Jan Richardson</p> <p>Writer’s Workshop</p>

	<p>story in order to make meaning of the story development.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas.</p> <p>R.L.K6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.7With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>L.K.1.a When writing or speaking, demonstrate appropriate use of common nouns and verbs.</p> <p>L.K.4cUse words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>L.K.5a.Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5cDemonstrate an understanding of verbs and adjectives and their synonyms.</p>	<p>5 - i, mit, hit, bit</p>		<p>word</p>	
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	<p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>R.F.K1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.2b Count, pronounce, blend and segment syllables in spoken words.</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds 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 sounds for each consonant.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or</p>				
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	<p>imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions:**Knowledge:** What is this story about? **Comprehension:** Characters can change. Think about Vashti. How was she at the beginning of the story? How was she at the end? **Analysis:** What did the author mean when he used the words, Vashti sat glued to her chair?, **Evaluate:** How do you think Vashti is feeling? What makes you think that?

Days: 21-25	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understand-ing of the central idea of a text.</p> <p>RIK3 With prompting and support, identify the individuals,</p>	<p>I can tell what will happen next in the story.</p> <p>I can retell the story.</p> <p>I can describe the character.</p> <p>I can look for clues in the story.</p> <p>I can write about my favorite part and tell why.</p> <p>Sentence Study/Grammar</p> <p>I can identify a noun.</p> <p>I can make a sentence.</p> <p>I can edit a sentence.</p> <p>I can sort nouns by person,</p>	<p>Sassy bossy</p>	<p>Prediction Retell Characters Infer Opinion</p> <p>Sentence study Grammar</p> <p>Capital letters, punctuation, nouns, statement, counting words</p>	<p><u>The Recess Queen</u> Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Writer's Workshop</p>

	<p>events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas.</p>	<p>place, and thing.</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes I can use these words in a sentence.</p> <p>Phonics ABC BootCamp Cc, Ff, Dd, Gg</p>		<p>Phonemic Awareness * Count the words in a sentence, use the words in a sentence, and expand on the sentence. *Identify initial sounds, *Rhymes - identify, recognize, and produce</p> <p>Phonics Sounds, Decode, Word analysis, phonemes, Spoken word</p>	
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<p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.7With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>L.K.1.a When writing or speaking, demonstrate appropriate use of common nouns and verbs.</p> <p>L.K.4cUse words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>R.F.K2aRecognize and orally produce rhyming words.</p> <p>RF.K.2bCount, pronounce, blend and segment syllables in spoken words.</p> <p>R.F.K2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three - phoneme words.</p> <p>R.F.K3a Demonstrate basic knowledge of one-to-one letter - sound correspondences by producing the primary or many of the most frequent sounds for</p>				
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	<p>each consonant.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-op real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: **Knowledge:** Who are the characters in this story? **Comprehension:** What happened as a result of Katie Sue being brave enough to ask Mean Jean to play? **Compare/Contrast:** Mean Jean & Katie Sue, **Analysis:** Why do you think Mean Jean was mean?, **Evaluate:** What is your opinion - write about your favorite part of the book.

Days:	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
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26-30					
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical</p>	<p>I can predict what will happen next in the story. I can retell the story. I can describe the character. I can use clues in the story. I can write about my favorite part and tell why.</p> <p>Sentence study Grammar I can identify a noun. I can make a sentence. I can edit a sentence. I can sort nouns by person, place, and thing.</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes I can use these words in a sentence.</p> <p>Phonics ABC BootCamp Jj, Ee, Oo, Qq</p>	<p>Fiercely furious</p>	<p>Predictions Retell Character Infer Opinion</p> <p>Sentence study Grammar Capital letters, punctuation, nouns, statement, counting words</p> <p>Phonemic Awareness * Count the words in a sentence, use the words in a sentence, and expand on the sentence. *Identify initial sounds, *Rhymes - identify, recognize, and produce</p> <p>Phonics Sounds, Decode, Word analysis, phonemes, Spoken word</p>	<p><u>Lilly's Purple Plastic Purse</u> Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Writer's Workshop</p>

<p>inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells 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>L.K.2c Write a letter or letters for most consonant and short -vowel sounds.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2b Count, pronounce, blend and segment syllables in spoken words.</p> <p>RF.K.1b Recognize that spoken</p>				
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	<p>words are represented in written language by specific sequences of letters.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-op real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: **Knowledge:** Why did Mr. Slinger take away Lilly’s purse? **Comprehension:** What is this story about? **Analysis:** How do you think Mr. Slinger felt when he saw Lilly’s note?, **Application:** Look at the illustrations of Lilly in the Lightbulb Lab. Which illustration shows her sad? Angry? Which one shows her furious? **Evaluate:** What is your opinion - Do you think Mr. Slinger should have taken Lilly’s purple plastic purse?

Days:	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
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31-35					
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate an understanding of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics.</p>	<p>I can predict what happens next in the story.</p> <p>I can retell the story.</p> <p>I can tell how the stories are alike and different.</p> <p>I can use clues from the story.</p> <p>I can write my opinion.</p> <p>Sentence study</p> <p>Grammar</p> <p>I can identify a noun.</p> <p>I can arrange words to make a sentence.</p> <p>I can edit a sentence.</p> <p>I can sort nouns by person, place, and thing.</p> <p>Phonemic Awareness</p> <p>I can count the words in a sentence.</p> <p>I can identify initial sounds.</p> <p>I can identify rhymes</p> <p>I can use these words in a sentence.</p> <p>Phonics</p> <p>ABC BootCamp Review</p> <p>1-c,f fan,can,fat,cat,fit,fin</p> <p>2-d,g dig, fig, rig</p> <p>3-j,e jet, bet, net</p>	<p>Wilted dreadful</p>	<p>Predictions Retell Compare Contrast Infer Opinion</p> <p>Sentence study</p> <p>Grammar</p> <p>Capital letters, punctuation, nouns, statement, counting words</p> <p>Phonemic Awareness</p> <p>* Count the words in a sentence, use the words in a sentence, and expand on the sentence.</p> <p>*Identify initial sounds, *Rhymes - identify, recognize, and produce</p> <p>Phonics</p> <p>Sounds, Decode, Word analysis, phonemes, Spoken word</p>	<p><u>Chrysanthemum</u> Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Writer's Workshop</p>

<p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RLK3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RLK5 Recognize common structures of poems, stories and dramas.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells 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>RLK9 With prompting and support, compare/contrast the adventures and experiences of characters in stories.</p> <p>L.K.1.a When writing or speaking, demonstrate</p>	<p>4 - o,q jog, dog, hog, fog 5 -letter match - assessment</p>			
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<p>appropriate use of common nouns and verbs.</p> <p>L.K.2c Write a letter or letters for most consonant or short vowel sounds.</p> <p>L.K.5a Sort common objects into categories (shapes, food) to gain a sense of the concepts the categories represent.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2 Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three - phoneme words. -beginning.</p> <p>R.F.K.3d Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p>				
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	<p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: **Knowledge:** Name the characters in this story. **Comprehension:** At the beginning of this story, how does Chrysanthemum feel about her name? **Application:** **Analysis:** Think about Chrysanthemum and Lilly. Compare and contrast how the stories are alike and different. **Synthesis:** **Evaluate:** Look at the last page of the story. How do you think Chrysanthemum is feeling? Why do you think that?, Do you think it was ok for the other students to make fun of Chrysanthemum's name?

Days: 36-40	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text .</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to</p>	<p>I can predict what will happen next in the story. I can retell the story. I can describe the character. I can make connections. I can write about my favorite part of the story and tell why.</p> <p>Sentence Study Grammar I can identify a capital letter. I can identify punctuation. I can build a sentence. I can edit a sentence. I can identify plurals.</p> <p>Phonics ABC BootCamp Uu, Ss, Pp, Xx, Kk</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p> <p><u>Creepy Carrots-</u> Day 3 difference -cause/effect I can tell why something</p>	<p>Bawled Wondered</p> <p>Creepy Carrots Passion Yanked</p>	<p>Prediction Retell Connections Characters Opinion</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Sentence Study Grammar *Nouns, statement, counting words, build a sentence, edit a sentence, plurals</p> <p>Phonics Sounds, Decode,</p>	<p><u>Otis</u> OR <u>Creepy Carrots</u> Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Writer’s Workshop</p> <p><u>The Next Step Forward in Guided Reading</u></p>

	<p>demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells 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>L.K.1.a When writing or speaking, demonstrate appropriate use of common nouns and verbs.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three -</p>	<p>happens in the story.</p>		<p>Word analysis, phonemes, Spoken word</p>	
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	<p>phoneme words.</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-op real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: Knowledge: What is the setting of this story? Comprehension: How was Otis different from the big yellow tractor? Application: What happened when the calf went to Mud Pond by herself? How did they fix the problem? Analysis: Synthesis: Evaluate: Reread the page where the big yellow tractor comes to the farm. How did this make Otis feel? How do you know?

Days: 41-45	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>R.I.K2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas</p>	<p>Reading strategies I can predict what will happen next in the story. I can retell the story. I can tell where the story takes place. I can make a connection. I can write about my favorite part of the book.</p> <p>Sentence Study/Grammar I can identify a capital letter. I can identify punctuation. I can build a sentence. I can edit a sentence. I can identify plurals.</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p>	<p>Errand boneless</p>	<p>Prediction Retell Setting Connections Opinion</p> <p>Sentence Study/Grammar *nouns, plurals, counting words, statement</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Phonics Sounds, Decode, Word analysis, phonemes, Spoken word</p>	<p><u>Knuffle Bunny</u> Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson</p> <p>Guided Readers Writer's Workshop <u>The Next Step Forward in Guided Reading</u></p>

RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

L.K.1.a When writing or speaking, demonstrate appropriate use of common nouns and verbs.

L.K.4c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)

RF.K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three - phoneme words.

RF.K.4a Read emergent-reader texts with purpose and understanding.

RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.

RF.K.3c Read common high frequency words by sight.

C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital

Phonics
ABC BootCamp
Vv,Ww, Yy, Zz

resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
HW.K.1 Print all upper and lowercase letters and numerals.

HOT Questions: **Knowledge:** Where did Trixie and her dad go? How did they feel when they left the laundromat? **Comprehension:** **Prediction:** Read until you get to the page where Trixie is trying her best to tell her Daddy that she left Knuffle Bunny. After you read the speech bubble that says, “Snurp,” ask the students what they think will happen next? **Application:** Have you ever lost something you love? **Analysis:** **Synthesis:** **Evaluate**

Days: 46-50	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RI.K.8 With prompting and support, identify the claim and the reasons an author gives to</p>	<p>I can make a picture in my mind.</p> <p>I can retell the story.</p> <p>I can make connections.</p> <p>I can use clues from the story.</p> <p>I can use my schema.</p> <p>Phonics ABC BootCamp Review 1-k,y 2-u,p up,cup,pup 3-w,s wag,sag 4-y,z yam,zam 5-v,x ax, van, vat</p> <p>Sentence Study/Grammar I can identify a capital letter. I can identify punctuation. I can build a sentence. I can edit a sentence. I can write a sentence. I can illustrate a sentence.</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a</p>	<p>Mold generous</p>	<p>Visualize Retell Connections Infer Schema</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Phonics Sounds, Decode, Word analysis, phonemes, Spoken word</p> <p>Sentence Study/Grammar Nouns, counting words, statement, build the sentence, edit the sentence</p>	<p>Pumpkin Jack Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Guided Readers Writer's Workshop The Next Step Forward in Guided Reading</p>

<p>support claims in a text.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RL.K.5 Recognize common structures of poems, stories, and dramas.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells 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>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>L.K.2a When writing capitalize</p>	<p>sentence.</p>			
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<p>the first word in a sentence and add the pronoun I.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5a Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or</p>				
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	generate questions. HW.K.1 Print all upper and lowercase letters and numerals.				
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HOT Questions: **Knowledge:** Who are the characters in this story? **Comprehension:** What is this story about? **Application:** Mold spread over... What do you notice about Pumpkin Jack? **Analysis:** On the last page Tim smiled and said, "Welcome back, Jack!" What do you think is going to happen? **Synthesis:** Evaluate

Days: 51-55	KAS:	Skills/Targets:	Vocabulary	Strategies:	Resources:
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	<p>RI.K.1With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text .</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K1. With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p>	<p>I can visualize. I can use my schema. I can make connections. I can use clues from the story. I can write my opinion and tell why.</p> <p>Phonics At, ap 1-at at pics 2-at words 3-ap ap pics 4-a ap words 5-ap/at sort</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p> <p>Sentence Study/Grammar I can identify a capital letter. I can identify punctuation. I can build a sentence. I can edit a sentence. I can write a sentence. I can illustrate a sentence.</p>	<p>Nocturnal echolocation</p>	<p>Visualize Schema Connections Infer Opinion</p> <p>Phonics Syllables, sounds, spoken words, decode, word analysis</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Sentence Study/Grammar Nouns, plurals counting words, statement, build the sentence, label pictures, sort plural & singular</p>	<p><u>Bat Loves the Night</u> Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Guided Readers Writer’s Workshop <u>The Next Step Forward in Guided Reading</u></p>

<p>RLK3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RLK5 Recognize common structures of poems, stories and dramas.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story</p> <p>RLK7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of story. complete sentences.</p> <p>L.K.2a When writing capitalize the first word in a sentence and add the pronoun I.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three - phoneme words. -ending</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p>				
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<p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.3 Compose narratives, using a combination of drawing,dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1Print all upper and lowercase letters and numerals.</p>					
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HOT Questions: Knowledge: How do bats sleep? Comprehension: What is this book about? Analysis: “With a sound like a tiny umbrella opening, she flaps her wings.” Why do you think the author used these words? Application: Synthesis: Create a graphic organizer on bats Evaluate

Days:	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
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56-60					
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning</p>	<p>I can make a mental picture. I can retell the story. I can use clues from the story. I can make connections. I can write my opinion and tell why.</p> <p>Phonics An, ad 1 an an pics 2 an an words 3 ad pics 4 ad words 5 sort ad/an</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p> <p>Sentence Study/Grammar I can identify a capital letter. I can identify punctuation. I can build a sentence. I can edit a sentence. I can sort pronouns.</p>	Tends relatives	<p>Visualize, retell, infer, connections, opinion</p> <p>Phonics Syllables, sounds, spoken words, decode, word analysis</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Sentence Study/Grammar Nouns, plurals counting words, statement, build the sentence, pronouns</p>	<p><u>The Relatives Came</u> Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Guided Readers <u>The Next Step Forward in Guided Reading</u></p>

<p>from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RLK2</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story in order to make meaning of the story development.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story. Integration of</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade -level appropriate, complex</p>				
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<p>literary/ informational texts. (Focus on Using Prior Knowledge)</p> <p>L.K.1c When writing and speaking demonstrate appropriate use of interrogative sentences using who, what, where, when, why and how,</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>LK2</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three - phoneme words. -ending</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>C.K.3 Compose narratives, using</p>				
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a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

HW.K.1 Print all upper and lowercase letters and numerals.

HOT Questions: **Knowledge:** Where did the relatives live? **Comprehension:** Make a timeline of the events in the story from the time they left home to the time they left the relatives. **Application:** How did the relatives feel when they saw each other? How do you know - cite evidence, Write about a time that relatives came to visit you. **Analysis:** Who do you think is telling the story? **Synthesis:** Evaluate

Days: 61-65	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical</p>	<p>I can ask questions about the story.</p> <p>I can describe the character.</p> <p>I can tell how Scaredy Squirrel's schedule changed.</p> <p>I can use clues from the story.</p> <p>I can write about my favorite part of the story.</p> <p>Phonics Am, ad, an 1-am pics 2-am words 3-sort am,an,ad 4-writing am,an,ad words 5-writing am, an, ad words</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p> <p>Sentence Study/Grammar I can identify a capital letter. I can identify punctuation. I can build a sentence.</p>	<p>Glide advantage</p>	<p>Ask questions Character Compare Infer Opinion</p> <p>Phonics Syllables, sounds, spoken words, decode, word analysis</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Sentence Study/Grammar Nouns, counting words, statement, build the sentence, pronouns</p>	<p><u>Scaredy Squirrel</u> Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Guided Readers <u>The Next Step Forward in Guided Reading</u></p>

	<p>inferences to construct meaning from the text.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade -level appropriate, complex literary/ informational texts. (Focus on Visualizing)</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5b Demonstrate an understanding of verbs and adjectives and their antonyms</p> <p>RF.K.1a Follow words from left to</p>	<p>I can edit a sentence. I can sort nouns.</p>			
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<p>right, top to bottom, and page by page. (CAP skills)</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. -sound boxes</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: Knowledge: Who are the characters in this story? Comprehension: Compare/contrast Scaredy Squirrel’s schedule at the beginning and at the end of the story. Application: Why do you think Scaredy Squirrel plays dead for so long before returning to his tree? Analysis: What do we know about Scaredy Squirrel? How did he change? Synthesis: Evaluate

Days: 66-70	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text. Integration of Knowledge and Ideas</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and</p>	<p>I can predict what will happen next.</p> <p>I can retell.</p> <p>I can describe the characters.</p> <p>I can make connections.</p> <p>I can write about my opinion.</p> <p>Phonics Op, og 1-op pics 2-op words 3-og pics 4-og words 5-sort op/og</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p> <p>Sentence Study/Grammar I can identify a capital letter. I can identify punctuation. I can build a sentence. I can edit a sentence. I can sort pronouns.</p>		<p>Predict Retell Characters Connections Opinion</p> <p>Phonics Syllables, sounds, spoken words, decode, word analysis</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Sentence Study/Grammar Nouns, counting words, statement, build the sentence, pronouns</p>	<p>Wemberly Worried Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Guided Readers The Next Step Forward in Guided Reading</p>

<p>support, identify characters, settings, and major events in a story in order to make meaning of the story development.</p> <p>RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings and appeal to the senses.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells 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>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade -level appropriate, complex literary/ informational texts. (Focus on Inferencing)</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of</p>				
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<p>complete sentences. L.K.5c Demonstrate an understanding of verbs and adjectives and their synonyms</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) 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 sounds for each consonant. -sound boxes</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. C.K.3 Compose narratives, using a combination of drawing, dictating,</p>				
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	<p>writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: **Knowledge:** What are some of the things that Wemberly worried about? **Comprehension:** How were Wemberly and Jewel alike, how were they different? **Application:** pg23 ...she was holding a doll, what do you think will happen next? **Analysis:** Why do you think the author used big, bold words on this page? **Synthesis:** What are some things that you worry about? **Evaluate**

Days: 71-75	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.5 Recognize common structures of poems, stories and</p>	<p>I can tell what will happen next in the story. I can retell. I can tell what I know about the topic. I can tell what I know about the topic.</p> <p>Phonics Ot, ob 1-ot pics 2-ot words 3-ob pics 4-ob words 5-sort ot/ob</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p> <p>Sentence Study/Grammar I can identify a capital letter. I can identify punctuation. I can build a sentence. I can edit a sentence. I can sort pronouns.</p>	<p>Grumbled omnivore</p>	<p>Predict Retell Schema Text Features Text Features</p> <p>Phonics Syllables, sounds, spoken words, decode, word analysis</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Sentence Study/Grammar Nouns, counting words, statement, build the sentence, pronouns</p>	<p>Turkey Trouble Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Guided Readers The Next Step Forward in Guided Reading</p>

<p>dramas.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story. Integration of Knowledge and Ideas</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade -level appropriate, complex literary/ informational texts. (Focus on Determining Importance)</p> <p>L.K.4a Identify homophones</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>L.K.5c Demonstrate an understanding of verbs and adjectives and their synonyms</p> <p>RF.K.1a Follow words from left</p>				
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	<p>to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-op real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: **Knowledge:** Who are the characters in this story? **Comprehension:** What was Turkey’s problem? How did he eventually solve his problem? **Application:** The author keeps stating, “In fact, Turkey looked like a _____almost. What do you think the author meant by that? **Analysis:** How do you think the animals feel about Turkey’s costume? What makes you think that? **Synthesis:** Evaluate



Days: 76-80	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text. Integration of Knowledge and Ideas</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to</p>	<p>I can predict what will happen next in the story.</p> <p>I can retell</p> <p>I can tell what I know about bears.</p> <p>I can write what I know about bears.</p> <p>I can write what I know about bears.</p> <p>Phonics Et,ed 1-ed pics 2-ed words 3-ed pics 4-ed words 5-sort et/ed</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p> <p>Sentence Study/Grammar I can identify a capital letter.</p>	<p>Lair hibernate</p>	<p>Prediction Retell Schema Schema Schema</p> <p>Phonics Syllables, sounds, spoken words, decode, word analysis</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Sentence Study/Grammar Nouns, counting</p>	<p>Bear Snores On Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Guided Readers The Next Step Forward in Guided Reading</p>

	<p>demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.5 Recognize common structures of poems, stories, and dramas.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells 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>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/ informational texts. (Focus on Determining Importance</p> <p>L.K.1a Demonstrate appropriate use of common nouns and verbs.</p> <p>L.K.2c Write a letter or letters for most consonant and short -vowel sounds.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter</p>	<p>I can identify punctuation.</p> <p>I can build a sentence.</p> <p>I can edit a sentence.</p> <p>I can sort nouns.</p>		<p>words, statement, build the sentence, verbs</p>	
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	<p>relationships.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: **Knowledge:** Why was the bear asleep? **Comprehension:** Is there anything in this story that could happen in real life? **Application:** Have you ever had a time when you felt left out? When was it? How did you feel? **Analysis:** How do you think the bear is feeling? Which words from the text confirm his feelings? **Synthesis:** Evaluate: How did he feel when he woke up and realized what the

other animals were doing? Why did he feel this way?

Days: 81-85	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to</p>	<p>I can make a prediction. I can retell. I can describe the characters. I can make connections. I can write my opinion.</p> <p>Phonics Ut, ug 1-ut pics 2-ut words 3-ug pics 4-ug words 5- ut/ug sort</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p> <p>Sentence Study/Grammar I can identify a capital letter.</p>	<p>Muttered arranged</p>	<p>Prediction Retell Characters Connections Opinion</p> <p>Phonics Syllables, sounds, spoken words, decode, word analysis</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Sentence Study/Grammar</p>	<p>Peter's Chair Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Guided Readers The Next Step Forward in Guided Reading</p>

	<p>demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade -level appropriate, complex literary/ informational texts.</p> <p>L.K.1a Demonstrate appropriate use of common nouns and verbs.</p> <p>L.K.2a Capitalize the first word in</p>	<p>I can identify punctuation.</p> <p>I can build a sentence.</p> <p>I can edit a sentence.</p> <p>I can sort proper nouns.</p>		<p>Nouns,verb, counting words, statement, build the sentence, proper nouns</p>	
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	<p>a sentence and the pronoun I.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: **Knowledge:** Who is the main character? **Comprehension:** Did his feelings change? What happened to change the way he felt? **Application:** Have you ever had a time when you outgrew something? What was it? How did you feel? **Analysis:** Where do you see his feelings change? **Synthesis:** **Evaluate:** How would you feel if your little sister/brother got your baby crib?

Days: 86-90	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.3 With prompting and support, identify characters, settings and major events in a</p>	<p>I can make a mental picture. I can retell I can tell the problem and solution. I can describe the characters. I can write about my opinion.</p> <p>Phonics Ip, it 1-ip pics 2-ip words 3-it pics 4-it words 5-ip/it sort</p> <p>Phonemic Awareness I can count the words in a sentence. I can identify initial sounds. I can identify rhymes. I can use these words in a sentence.</p> <p>Sentence Study/Grammar I can identify a capital letter. I can identify punctuation. I can build a sentence. I can edit a sentence. I can sort proper nouns.</p>	<p>Fancy pretended</p>	<p>Visualize Retell Problem/Solution Characters Opinion</p> <p>Phonics Syllables, sounds, spoken words, decode, word analysis</p> <p>Phonemic Awareness *Counting words in a sentence, initial sounds *Rhyming - identify, recognize, & produce *Oral Language - use words in a sentence, count the words, expand on the sentence</p> <p>Sentence Study/Grammar Nouns, verb, counting words, statement, build the sentence, proper nouns</p>	<p>The Gingerbread Man Engaging Readers Phonics for Kindergarten Phonics Dance Jan Richardson Guided Readers The Next Step Forward in Guided Reading</p>

<p>story in order to make meaning of the story development.</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade -level appropriate, complex literary/ informational texts. (Focus on Monitoring)</p> <p>L.K.1c Interrogative sentences using who, what, where, when, why and how.</p> <p>L.K.1e When writing or speaking, demonstrate</p>				
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<p>appropriate use of complete sentences.</p> <p>RF.K.2c Blend and segment onsets and rimes of single -syllable spoken words.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three -phoneme words. -middle</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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Days: 91-95	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate an understanding of the lesson learned in the story.</p> <p>RI.K.5 Recognize common structures of poems, stories, and dramas.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how</p>	<p>*I can predict what will happen next in a story.</p> <p>*I can tell what happened in the story and why it happened.</p> <p>*I can use clues from the story to infer.</p> <p>*I can make connections.</p> <p>*I can write about my favorite part of the book and tell why.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence,</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>I can identify a capital letter.</p> <p>I can identify punctuation.</p> <p>I can build a sentence.</p> <p>I can edit a sentence.</p> <p>I can sort nouns and verbs.</p>	<p>gigantic swirled</p>	<p>Prediction Cause/Effect Infer Connections Opinion Writing</p> <p>Phonics: Digraphs: sh, ch</p> <p>Phonemic Awareness: *Count words in a sentence *Hear initial sounds *Recognize and produce rhyming words *Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar: Nouns, verbs,</p>	<p><u>Sneezy the Snowman</u></p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p><u>The Next Step Forward in Guided Reading</u></p>

	<p>each tells the story. RL.K.10 and/ or RI.K.10 With prompting and support , flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/ informational texts. (Focus on Summarizing) L.K.1a Demonstrate appropriate use of common nouns and verbs. L.K.1b Demonstrate appropriate use of regular plural nouns by adding /s/ or /es/. L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences. RF.K.1a Follow words from left to right , top to bottom , and page by page. (CAP skills) RF.K.2c Blend and segment onsets and rimes</p>			<p>counting words in a sentence, building sentences, proper nouns</p>	
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<p>of single-syllable spoken words</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three phoneme ea words. -m middle</p> <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>C.K.6 With guidance and support, collect</p>				
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	<p>information from real-world experiences or provided sources to answer or generate questions.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: What was the problem in the story and how did the problem get solved? Who is the main character in the story?
What would you have done if you were Sneezzy and you wanted to get warm?

Days: 96-100	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RL.K.1 With prompting and support ,ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text .</p> <p>RL.K.2 With prompting and support , orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings and appeal to the senses.</p> <p>RL.K.5 Recognize common structures of poems, stories, and dramas. (Focus on poems)</p> <p>RL.K.6 With prompting</p>	<p>*I can tell what I know about penguins.</p> <p>*I can tell why the author wrote the text.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence,</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify a noun.</p> <p>*I can identify a verb.</p> <p>*I use words to build a sentence.</p>	<p>trundles</p> <p>horizon</p>	<p>Schema</p> <p>Author’s Purpose</p> <p>Phonics:</p> <p>Digraphs: th, wh</p> <p>Phonemic Awareness:</p> <p>*Count words in a sentence</p> <p>*Hear initial sounds</p> <p>*Recognize and produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar:</p> <p>Nouns, verbs, counting words in a sentence</p>	<p>The Emperor's Egg</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/ informational texts.</p> <p>L.K.1b Demonstrate appropriate use of regular plural nouns by adding /s/ or /es/.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken</p>				
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<p>words</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three - phoneme words.</p> <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet .</p> <p>RF.K.3c Read common high frequency words by sight .</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and</p>				
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	clear sequences. HW.K.1 Print all upper and lowercase letters and numerals.				
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HOT Questions: List 3 things you know about penguins. What was the main idea of this story? What very important job does the male Emperor have? What was the author's purpose for writing this story?

Days: 101-105	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings and appeal to the senses.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge,</p>	<p>*I can retell a story.</p> <p>*I can make connections.</p> <p>*I can use clues from the story to infer.</p> <p>*I can tell what I know about Martin Luther King Jr.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence,</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify a noun.</p> <p>*I can identify a verb.</p> <p>*I use words to build a sentence.</p>	<p>Nobel Peace Prize courage</p>	<p>Retell Connections Infer Schema</p> <p>Phonics: Digraph ck</p> <p>Phonemic Awareness:</p> <p>*Count words in a sentence *Hear initial sounds *Recognize and produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar: Nouns, verbs, counting words in a sentence, building</p>	<p>Martin's Big Words</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>determining importance) to make sense of grade-level appropriate, complex literary/ informational texts.</p> <p>L.K.1b Demonstrate appropriate use of regular plural nouns by adding /s/ or /es/</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>RF.K.1a Follow words from left to right , top t o bottom , and page by page. (CAP skills)</p> <p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three phoneme words. -middle</p> <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.</p>			<p>sentences, proper nouns, statement</p>	
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<p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p>C.K.4 With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p>C.K.5 With guidance and support, participate in shared research and writing projects.</p> <p>C.K.6 With guidance and</p>				
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	support, collect information from real-world experiences or provided sources to answer or generate questions. HW.K.1 Print all upper and lowercase letters and numerals.				
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HOT Questions: Martin Luther King was courageous. Can you think of a time that you were courageous? What can you do to make the world a better place? How would you feel if you were treated unfairly and couldn't go to school with your friends?

Days: 106-110	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics.</p> <p>RL.K.5 Recognize common structures of poems, stories, and</p>	<p>*I can make a mental picture.</p> <p>*I can use figurative language to help paint a picture of what the author really meant.</p> <p>*I can make connections.</p> <p>*I can write about my favorite part of the story and tell why.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence,</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify a noun.</p> <p>*I can identify a verb.</p> <p>*I use words to build a sentence.</p>	<p>memories</p> <p>delicate</p>	<p>Visualize</p> <p>Figurative Language Connections</p> <p>Opinion Writing</p> <p>Phonics:</p> <p>Digraph oo</p> <p>Phonemic Awareness:</p> <p>*Count words in a sentence</p> <p>*Hear initial sounds</p> <p>*Recognize and produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar:</p> <p>Nouns, verbs, counting words in a sentence,</p>	<p><u>Snow</u></p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p><u>The Next Step Forward in Guided Reading</u></p>

<p>dramas.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge , determining importance) to make sense of grade-level appropriate, complex literary/ informational texts.</p> <p>L.K.1a Demonstrate appropriate use of common nouns and verbs.</p> <p>L.K.1b Demonstrate appropriate use of regular plural nouns by adding /s/ or /es/.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.2c Blend and segment onsets and rimes of single -syllable spoken words.</p> <p>RF.K.2d Isolate and pronounce the initial, medial vowel and final</p>			building sentences, statement	
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<p>sounds (phonemes) in three - phoneme words.</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet .</p> <p>RF.K.3c Read common high frequency words by sight .</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p>C.K.5 With guidance and support, participate in shared research and writing projects.</p> <p>C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate</p>				
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questions.
HW.K.1 Print all upper and lowercase letters and numerals.

HOT Questions: Does this story remind you of anything? The author says children love snow better than anyone. Why did she say that? What are some snow activities shown in the book?

Days: 111-115	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story in order to make meaning of the story development.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge,</p>	<p>*I can make a mental picture.</p> <p>*I can retell a story.</p> <p>*I can make connections.</p> <p>*I can describe the characters in a story.</p> <p>*I can write my opinion and tell why.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence,</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can use adjectives to describe items.</p> <p>*I can sort adjectives.</p> <p>*I can identify a verb.</p> <p>*I use words to build a sentence.</p>	<p>pounce</p> <p>scurry</p>	<p>Visualize</p> <p>Retell</p> <p>Connections</p> <p>Characters</p> <p>Opinion</p> <p>Phonics:</p> <p>-ing</p> <p>Phonemic Awareness:</p> <p>*Count words in a sentence</p> <p>*Hear initial sounds</p> <p>*Recognize and produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar:</p> <p>Adjectives, verbs, proper noun, statement</p>	<p>Hooway for Wodney Wat</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>determining importance) to make sense of grade -level appropriate, complex literary/ informational texts.</p> <p>L.K.1a Demonstrate appropriate use of common nouns and verbs.</p> <p>L.K.1d Demonstrate appropriate use of common prepositions.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or</p>				
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explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.

C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

HW.K.1 Print all upper and lowercase letters and numerals.

HOT Questions: Why did the rodents make fun of Rodney Rat? How did the rodents feel at the end of the story about Rodney Rat? What made them change their mind about him? Do you think it was okay for the students to make fun of Rodney Rat? Why or why not?

Days: 116-120	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of the text..</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover , back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.</p> <p>RL.K.6 With prompting</p>	<p>*I can make a prediction about what will happen next in a story.</p> <p>*I can identify a problem and tell ways it can be solved.</p> <p>*I can make connections.</p> <p>*I can write my opinion.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence,</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify adjectives.</p> <p>*I can sort adjectives.</p> <p>*I can identify a noun.</p> <p>*I can identify a verb.</p> <p>*I can identify a proper noun.</p>	<p>tweek</p> <p>peak</p>	<p>Prediction</p> <p>Problem/Solution</p> <p>Connections</p> <p>Opinion Writing</p> <p>Phonics:</p> <p>L blends</p> <p>Phonemic Awareness:</p> <p>*Count words in a sentence</p> <p>*Hear initial sounds</p> <p>*Recognize and produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar:</p> <p>Adjectives, verbs, nouns, proper</p>	<p>Roses are Pink, Your Feet Really Stink</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/ informational texts.</p> <p>L.K.1a Demonstrate appropriate use of common nouns and verbs.</p> <p>L.K.1c Demonstrate appropriate use of interrogative sentences using who, what, where, when, why and how.</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>RF.K.1a Follow words</p>			noun, statement	
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	<p>from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: Who is the main character in the story? What was one problem from the story? How did they solve the problem? At the end of the story, Gilbert wrote nice cards for his friends. What is something nice that you have done for someone before?

Days: 121-125	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of the text..</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text .</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story in order to make meaning of the story development.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.9 With prompting and support,</p>	<p>*I can predict what will happen next in a story,</p> <p>*I can retell a story.</p> <p>*I can make connections.</p> <p>*I can use clues from the story to infer.</p> <p>*I can write my opinion and tell why.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence.</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify adjectives.</p> <p>*I can identify a noun.</p> <p>*I can identify a verb.</p> <p>*I can identify a proper noun.</p> <p>*I can identify a capital letter.</p> <p>*I can identify punctuation.</p> <p>*I can build a sentence.</p>	<p>check up cavity</p>	<p>Prediction Retell Connections Infer Opinion Writing</p> <p>Phonics: S blends</p> <p>Phonemic Awareness:</p> <p>*Count words in a sentence *Hear initial sounds *Recognize and produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar: Adjectives, verbs, nouns, proper noun,</p>	<p>Just Going to the Dentist</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>compare/contrast the adventures and experiences of characters in stories.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/informational texts.</p> <p>L.K.1d When writing and speaking, demonstrate appropriate use of prepositions.</p> <p>L.K.2a Capitalize the first word in a sentence and pronoun I.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>L.K.4b Identify common affixes and how they change the meaning of a word.</p> <p>RF.K.1a Follow words from left to right, top to</p>			question	
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<p>bottom, and page by page. (CAP skills)</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: What is this story about? Little Critter had to go to the dentist. Have you ever been to the dentist? How do you think Little Critter really felt when it was his turn. What makes you think that? What would happen if you didn't take care of your teeth?

Days: 126-130	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea 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.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p>	<p>*I can identify the problem and tell ways it can be solved.</p> <p>*I can make connections.</p> <p>*I can use clues from the story to infer.</p> <p>*I can write my opinion and tell why.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence.</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify adjectives.</p> <p>*I can identify a noun.</p> <p>*I can identify a verb.</p> <p>*I can identify a proper noun.</p> <p>*I can identify a capital letter.</p> <p>*I can identify punctuation.</p> <p>*I can build a sentence.</p>	<p>slavery</p> <p>president</p>	<p>Problem/Solution</p> <p>Connections</p> <p>Infer</p> <p>Opinion Writing</p> <p>Phonics:</p> <p>R blends</p> <p>Phonemic Awareness:</p> <p>*Count words in a sentence</p> <p>*Hear initial sounds</p> <p>*Recognize and produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar:</p> <p>Adjectives, verbs, nouns, proper</p>	<p>Abe Lincoln's Hat or Duck for President</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/ informational texts.</p> <p>L.K.1c Demonstrate appropriate use of interrogative sentences using who, what, where, when, why and how.</p> <p>L.K.1d sentences using common prepositions.</p> <p>L.K.2a Capitalize the first word in a sentence and pronoun I.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.4a Read emergent-reader texts with purpose and</p>			noun, statement	
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	<p>understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: Who is the story about? Why did Abe Lincoln buy a long black coat and tall black hat? Why do you think the author decided to call the book Abe Lincoln's Hat? Describe Abe Lincoln. How did he treat others and what were some things he did?

Days: 131-135	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Week 27 Unit 8.3	<p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of the text..</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story in order to make meaning of the story development.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a</p>	<p>*I can make connections when reading.</p> <p>*I can describe characters in a story.</p> <p>*I can retell a story.</p> <p>*I can write about a favorite book and tell why.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence.</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify adjectives.</p> <p>*I can identify a noun.</p> <p>*I can identify a verb.</p> <p>*I can identify a proper noun.</p> <p>*I can identify a capital letter.</p> <p>*I can identify punctuation.</p> <p>*I can build a sentence.</p>	coincidental filthy	<p>Connections Characters Retell Opinion</p> <p>Phonics: -ang</p> <p>Phonemic Awareness:</p> <p>*Count words in a sentence</p> <p>*Hear initial sounds</p> <p>*Recognize and produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar: Adjectives, verbs, nouns, proper noun, statement</p>	<p>Don't Let the Pigeon Stay Up Late or The Pigeon Needs a Bath</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>story and explain how each tells the story.</p> <p>RL.K.10 and/ or RI.K.10</p> <p>With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/ informational texts.</p> <p>L.K.1d sentences using common prepositions.</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>L.K.2c Write a letter or letters for most consonant and short -vowel sounds.</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p>				
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<p>RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. a_e</p> <p>RF.K.3d Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p>HW.K.1 Print all upper and lowercase letters and</p>				
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	numerals.				
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HOT Questions: What are some of the things the pigeon asks to do instead of going to bed? What happens at the end of the story? Think of a time that you didn't want to go to bed. What did you want to do instead of going to bed?

Days: 136-140	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Week 28 Unit 9.1	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text .</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story in order to make meaning of the story development.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.7With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a</p>	<p>*I can tell what I know about frogs.</p> <p>*I can retell a story.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence.</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify adjectives.</p> <p>*I can identify a noun.</p> <p>*I can identify a capital letter.</p> <p>*I can identify punctuation.</p> <p>*I can build a sentence.</p> <p>*I can match the word to the contraction.</p>	gills spawn	<p>Schema Retell</p> <p>Phonics: ar, or</p> <p>Phonemic Awareness:</p> <p>*Count words in a sentence</p> <p>*Hear initial sounds</p> <p>*Recognize and produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar: Noun, adjective, contraction, statement</p>	<p>Growing Frogs</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge , determining importance) to make sense of grade-level appropriate, complex literary/ informational texts.</p> <p>L.K.5c Demonstrate and understanding of verbs and their synonyms.</p> <p>L.K.2c Write a letter or letters for most consonant and short -vowel sounds.</p> <p>L.K.4a Identify homophones.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Ee</p> <p>RF.K.3d Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>				
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	<p>L.K.4b Identify common affixes and how they change the meaning of a word.</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: Tell 3 things you know about frogs. Would you want a pet frog? Why or why not? What did the little girl's mom want to do? How did the little girl feel about mom wanting to bring frogs home? How did the little girl feel about frogs at the end of the story?

Days: 141-145	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Week 29 Unit 9.2	<p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story in order to make meaning of the story development.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and</p>	<p>*I can make a mental picture.</p> <p>*I can retell a story.</p> <p>*I can describe the characters in a book.</p> <p>*I can use clues from the story to infer.</p> <p>*I can name my favorite season and tell why,</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence.</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify adjectives.</p> <p>*I can identify a noun.</p> <p>*I can identify a capital letter.</p> <p>*I can identify punctuation.</p> <p>*I can build a sentence.</p> <p>*I can match the word to the contraction.</p>	favor spotted	Visualize Retell Characters Infer Opinion Phonics: Lazy e Phonemic Awareness: *Count words in a sentence *Hear initial sounds *Recognize and produce rhyming words *Oral language-using words in a sentence Sentence Structure and Grammar: Noun,	<p>City Dog, Country Frog</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing , using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/ informational texts.</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>L.K.2c Write a letter or letters for most consonant and short -vowel sounds.</p> <p>L.K.5c Demonstrate and understanding of verbs and their synonyms.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. I_e</p> <p>RF.K.3d Orally distinguish between similarly spelled</p>			contraction, statement	
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words by identifying the sounds of the letters that differ.

RF.K.4a Read emergent-reader texts with purpose and understanding.

RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.

RF.K.3c Read common high frequency words by sight.

C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

HW.K.1 Print all upper and lowercase letters and numerals

HOT Questions: Who are the characters in the story? Why do you think the city dog comes to the country each season? How is the ending of the book like the beginning? Why didn't frog return in the winter and spring?

Days: 146-150	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Week 30 Unit 9.3	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p>	<p>*I can predict what will happen next in a story.</p> <p>*I can describe characters in a story.</p> <p>*I can make connections.</p> <p>* I can write an opinion and tell why.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence.</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce rhyming words.</p> <p>*I can use words to build a sentence.</p> <p>Sentence Structure and Grammar:</p> <p>*I can identify a proper noun.</p> <p>*I can identify a capital letter.</p> <p>*I can identify punctuation.</p> <p>*I can build a sentence.</p> <p>*I can match the word to the contraction.</p>	annoying interfering	Prediction Characters Connections Opinion Phonics: Lazy e Phonemic Awareness: *Count words in a sentence *Hear initial sounds *Recognize and produce rhyming words *Oral language-using words in a sentence Sentence Structure and Grammar: Proper noun,	<p>Chester</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

<p>RI.K.8 With prompting and support, identify the claim and the reasons an author gives to support claims in a text.</p> <p>RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge , determining importance) to make sense of grade-level appropriate, complex literary/ informational texts.</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>L.K.2c Write a letter or letters for most consonant and short -vowel sounds.</p> <p>RF.K.1a Follow words from left to right, top to</p>			contraction, verb, statement	
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<p>bottom, and page by page. (CAP skills)</p> <p>RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Long /o/</p> <p>RF.K.3d Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding.</p> <p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p>				
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	HW.K.1 Print all upper and lowercase letters and numerals.				
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HOT Questions: Who are the characters in the story? Where did Chester send the mouse at the beginning of the story? Why do you think Chester keeps writing in the story with a red marker?

Days: 151-155	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story in order to make meaning of</p>	<p>*I can predict what will happen next in a story.</p> <p>*I can retell a story.</p> <p>*I can describe the characters in a story,</p> <p>*I can use clues from the text to infer.</p> <p>*I can write my opinion and give reasons why.</p> <p>Phonemic Awareness:</p> <p>*I can count words in a sentence.</p> <p>*I can hear beginning sounds.</p> <p>*I can recognize and produce</p>	<p>clever gathered</p>	<p>Predict Retell Characters Infer Opinion</p> <p>Phonics: Lazy e</p> <p>Phonemic Awareness: *Count words in a sentence *Hear initial sounds *Recognize and</p>	<p>Tops and Bottoms</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

	<p>the story development. RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story. RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories. RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/ informational texts. (Focus on Determining Importance) L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences. L.K.2c Write a letter or</p>	<p>rhyming words. *I can use words to build a sentence.</p> <p>Sentence Structure and Grammar: *I can identify a proper noun. *I can identify a capital letter. *I can identify punctuation. *I can build a sentence. *I can match the word to the contraction.</p>		<p>produce rhyming words</p> <p>*Oral language-using words in a sentence</p> <p>Sentence Structure and Grammar: Proper noun, contraction, verb, noun, statement</p>	
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<p>letters for most consonant and short -vowel sounds.</p> <p>L.K.4b Identify common affixes and how they change the meaning of a word.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Long /u/</p> <p>RF.K.3d Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4a Read emergent-reader texts with purpose and understanding</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.3 Compose</p>				
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	<p>narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: Who are the characters in the story and what are they trying to do? What lesson did the bear learn? What made him learn his lesson? Think about bear and rabbit. How are they alike and how are they different?

Days: 156-160	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the</p>	<p>*I can use clues from the story to infer.</p> <p>*I can retell a story.</p> <p>*I can make a mental picture.</p> <p>*I can make connections.</p> <p>*I can tell my favorite type of pie and give reasons why.</p> <p>Phonemic Awareness:</p> <p>*I can identify the onset and rime of a word.</p> <p>*I can blend phonemes to say a word.</p> <p>*I can segment phonemes to say a word.</p> <p>*I can make a new word by changing the initial sound or the ending sound.</p> <p>*I can blend syllables in words.</p> <p>*I can segment syllables in words.</p> <p>*I can identify and produce rhyming words.</p>	<p>cackled</p> <p>lumbered</p>	<p>Infer</p> <p>Retell</p> <p>Visualize</p> <p>Connect</p> <p>Opinion</p> <p>Phonics:</p> <p>Sneaky y</p> <p>Phonemic Awareness:</p> <p>*Onset and rime</p> <p>*Blending phonemes</p> <p>*Segmenting phonemes</p> <p>*Manipulating initial and ending sounds</p> <p>*Blending syllables</p> <p>*Segmenting syllables</p> <p>*Rhyming</p>	<p>Piggie Pie</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

	<p>story.</p> <p>RL.K.6 With prompting and support, identify the author and illustrator of a story and explain how each tells the story.</p> <p>RL.K.10 and/ or RI.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing , using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/ informational texts. (Focus on Summarizing)</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p>	<p>Sentence Structure and Grammar:</p> <ul style="list-style-type: none"> *I can identify a proper noun. *I can identify a capital letter. *I can identify punctuation. *I can build a sentence. *I can sort compound words. 		<p>Sentence Structure and Grammar:</p> <p>Noun, verb, proper noun, statement, compound words</p>	
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	<p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.K.1 Print all upper and lowercase letters and numerals.</p>				
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HOT Questions: What made Gritch screech, “PROBLEM?” What happened at the farm? How does the author let us know that Gritch is rude? Gritch only wanted Piggie Pie. What is your favorite kind of pie?

Days: 161-165	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
	<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate an understanding of the central idea of a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.</p> <p>RL.K.10 and/ or RI.K.10</p>	<p>*I can make a mental picture.</p> <p>*I can compare how things are alike and different.</p> <p>*I can use clues from the story to infer.</p> <p>*I can tell the author’s purpose of writing the story.</p> <p>*I can write my opinion.</p> <p>Phonemic Awareness:</p> <p>*I can identify the onset and rime of a word.</p> <p>*I can blend phonemes to say a word.</p> <p>*I can segment phonemes to say a word.</p> <p>*I can make a new word by changing the initial sound or the ending sound.</p> <p>*I can blend syllables in words.</p> <p>*I can segment syllables in words.</p> <p>*I can identify and produce rhyming words.</p> <p>Sentence Structure and</p>	<p>rude</p> <p>squish</p>	<p>Visualize</p> <p>Compare</p> <p>Infer</p> <p>Author’s Purpose</p> <p>Opinion</p> <p>Phonics:</p> <p>Sneaky y</p> <p>Phonemic Awareness:</p> <p>*Onset and rime</p> <p>*Blending phonemes</p> <p>*Segmenting phonemes</p> <p>*Manipulating initial and ending sounds</p> <p>*Blending syllables</p> <p>*Segmenting syllables</p> <p>*Rhyming</p> <p>Sentence</p>	<p>Hey, Little Ant</p> <p>Engaging Readers</p> <p>Phonics Dance</p> <p>The Next Step Forward in Guided Reading</p>

	<p>With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/informational texts. (Focus on Summarizing)</p> <p>L.K.1e When writing or speaking, demonstrate appropriate use of complete sentences.</p> <p>RF.K.1a Follow words from left to right, top to bottom, and page by page. (CAP skills)</p> <p>RF.K.1d Recognize and name all upper-and lowercase letters of the alphabet.</p> <p>RF.K.3c Read common high frequency words by sight.</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and</p>	<p>Grammar:</p> <ul style="list-style-type: none"> *I can identify a noun. *I can identify a verb. *I can identify a proper noun. *I can identify a capital letter. *I can identify punctuation. *I can build a sentence. 		<p>Structure and Grammar:</p> <p>Noun, verb, proper noun, statement</p>	
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	digital resources, to state the topic and an opinion. HW.K.1 Print all upper and lowercase letters and numerals.				
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HOT Questions: Who are the characters in the story and what are they trying to do? Why do you think the author wrote this book? How are the ant and the kid alike and how are they different? What do you think the kid should do?

Sight Word and Letter Standards taught daily:

RF.K.3c Read common high-frequency words by sight.

RF.K.1d Recognize and name all upper and lowercase letters of the alphabet.

L.2c Write a letter or letters for most consonant and short -vowel sounds.

Reading Standards taught daily:

RL.K.10 and/ or **RI.K.10** With prompting and support, flexibly use a variety of comprehension strategies (i.e. questioning, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade -level appropriate, complex, literary/informational texts.

Weeks with only 3 or less days in them (ex: Thanksgiving week) will be designated as review weeks and curriculum map weeks will continue the next full week.