

This planner belongs to:



@ 2019 Amplify Education, Inc. and its licensors ${\bf www.amplify.com}$

All Rights Reserved.

No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any other language in any form or by any means without the written permission of Amplify Education, Inc.

Core Knowledge Language Arts and CKLA are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Hello, Tennessee Educator!

Your time is important, so Amplify created the Amplify CKLA Teacher Planner to assist you in planning daily, weekly, and unit level instruction. The Teacher Planner brings together several resources, including yearly pacing guides, individual lessons and objectives, standards alignments and checklists, and much more. This planner was designed with you in mind—to ensure that your planning is easy and efficient.

Each page in the Lesson Planning Pages includes five days of Amplify CKLA instruction, listing brief lesson objectives, formative assessment objectives, and lesson standards*. In each two-page spread, both Skills and Knowledge daily lessons are listed. There is space in each lesson for your own notes. Another feature on the lesson pages is a chart from the Year-Long Pacing Guide to help keep you on track during the school year. In specific lessons you will see icons (described below) to indicate where multimedia and/or reading resources can be used to enhance learning. These resources are located on the Amplify CKLA Teacher Resource site and can be downloaded or projected as appropriate.

Below is a list of the resources in the planner:

- Year-long Pacing Guide
- Lesson Planning Pages

Additional Resources:

- Master Supply List
- Standards Alignments
- Standards Checklist
- · Four-Year Calendar
- Contacts
- Notes

^{*} Some recurring standards may not be listed in each lesson. Please check the TN Standards Alignments in Additional Resources.

Amplify CKLA Multimedia and Reading Resources

The icons listed below appear throughout the planner lessons to indicate when specific multimedia and/or reading resources can be used to enhance learning. These resources are on the Amplify CKLA Teacher Resource site and can be downloaded or projected, as appropriate.



Sound Library

The Sound Library features audio files, songs, and short, animated videos that provide pronunciation guidance for every phoneme. Amplify CKLA Sound Videos combine modeling, repetition, guided practice, and engaging animation. Use the Sound Library components any time new sounds or sound/spellings are introduced or during review lessons.



Knowledge Builders

Knowledge Builders are animated videos designed to further student engagement and build students' background knowledge on Amplify CKLA topics. Each video has an accompanying guide that includes suggestions for follow-up extension activities. Knowledge Builders can be used as an introduction to the Knowledge unit or throughout the domain during Pausing Points, Culminating Activities, or Domain Reviews.



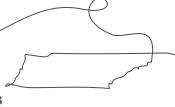
Trade Book Guides

Trade Book Guides are provided for each Knowledge domain's trade book (included in the kit) selected specifically to enhance the content of the domain. The book is intended for use as an introduction to the domain before diving into the deeper content of the domain Read-Alouds. The Trade Book Guide provides a summary of the book, text complexity information, an essential question, key vocabulary words, and activities to do after the Read-Aloud, including writing prompts. The book and Trade Book Guide activities can be used during Core Connections lessons as well as other points in the domain, such as Pausing Points and Culminating Activities.



Vocabulary Lessons

Projectable Vocabulary Lessons contain additional vocabulary instruction that builds on the program content. Each mini-lesson aligns to Amplify CKLA domain vocabulary words and skills and consists of direct instruction that can be implemented with minimal advance preparation.



How Amplify CKLA meets the Tennessee instructional shifts

The Tennessee standards for English Language Arts support the three key ELA instructional shifts to prepare students to be college and career ready:

1) regular practice with complex text and its academic vocabulary; 2) reading and writing grounded in evidence from literary and informational text; and 3) building knowledge through content-rich literary and informational text.

Amplify CKLA's instructional design is completely aligned with the Tennessee instructional shifts because both Amplify CKLA and the shifts are based on the same research and concept base.

Regular practice with complex texts and its academic vocabulary

Exposure to complex texts is crucial in developing students' knowledge base and vocabulary skills. In Amplify CKLA K–2, students engage with complex text daily during the interactive Read-Aloud in the Knowledge Strand. In the Amplify K–2 Skills Strand, students read increasingly complex texts that keep appropriate pace with their decoding development. By Grade 3, students are increasingly reading grade-level complex text independently. They also continue to be exposed to above-grade Read-Alouds. In Grades 4 and 5, students are exclusively reading grade-level complex text that increases in challenge from the beginning to the end of the grade. Vocabulary instruction in Amplify CKLA focuses on building academic vocabulary using both explicit and implicit approaches.

Reading and writing grounded in evidence from literary and informational text

The overwhelming majority of questions, tasks, and assignments in Amplify CKLA materials are text-dependent. Students are asked daily in reading instruction, both in discussion and through short and longer-answer written responses, to answer questions requiring evidence from a text. Student writing frequently incorporates textual evidence that must be gathered, recorded, and/or categorized prior to planning and drafting. Students also write in response to text in assignments that ask them to support their claim or opinion with evidence from the text.

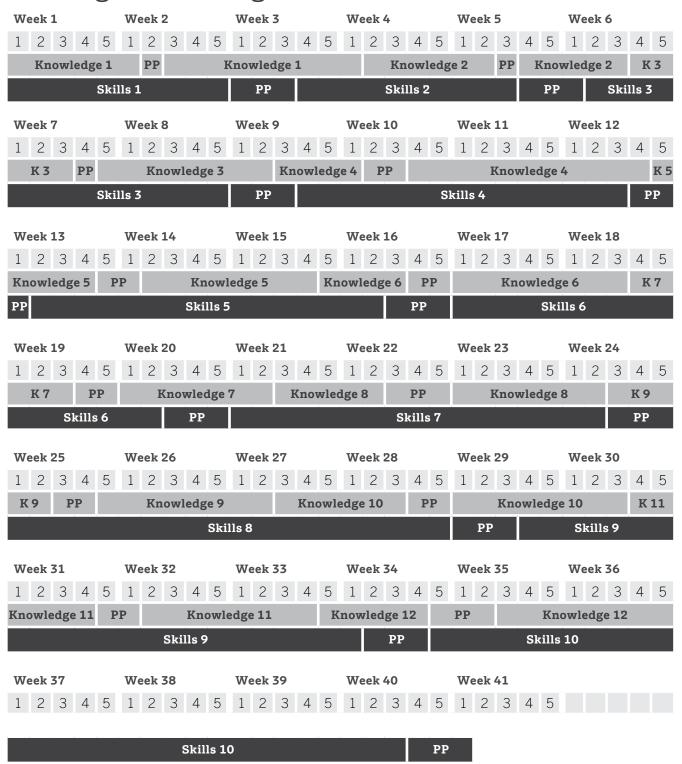
Building knowledge through content-rich literary and informational text.

The organizing framework of Amplify CKLA's units is a focus on domains or topics of study. This creates a context in which knowledge, vocabulary, and comprehension development are built hand-in-hand. Students gain deeper understanding about a wide array of topics through a balance of literary and informational texts addressing literature, culture, science, and American and world history.

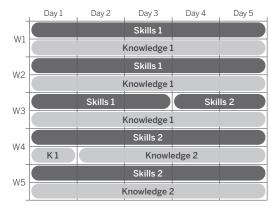
Lesson Planner

PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All About Me	Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales	Personal Narratives	Personal Narratives
Families and Communities	The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Plants	Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Animals	Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Habitats	Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Classic Tales	Native Americans	Astronomy	Cycles of Nature	The Viking Age	Contemporary Fiction: The House on Mango Street	The Reformation
Important People in American History	Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	A Midsummer Night's Dream
	Seasons and Weather	Animals and Habitats	Insects	Native Americans: Regions and Cultures	Treasure Island	Native Americans
	Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America		Chemical Matter
	Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
	Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
	Presidents and American Symbols		Fighting for a Cause			

Kindergarten Pacing Guide



WEEK ONE



Knowledge 1: Nursery Rhymes and Fables

 $\textbf{Knowledge 2:} \ \mathsf{The \ Five \ Senses}$

Skills 1

Lesson 1 Prerequisite Skills: Reading and Writing

- Count environmental sounds
- Segment spoken sentences
- · Demonstrate understanding of directionality
- · Properly hold writing utensil

Formative Assessment: Observation

K.FFL.PA.2, K.FL.PC.1a

Skills 1

Lesson 2 Prerequisite Skills: Reading and Writing

- Count environmental sounds
- Segment spoken sentences
- Demonstrate understanding of directionality
- · Properly hold writing utensil
- Use spatial words

Formative Assessment: Observation

K.FFL.PA.2, K.FL.PC.1a

5 Skills 1

Lesson 3 Prerequisite Skills: Reading and Writing

- · Segment spoken sentences
- · Count environmental sounds
- · Demonstrate understanding of directionality
- Demonstrate understanding of spatial awareness
- Properly hold writing utensil

Formative Assessment: Observation, AP 3.1

K FFI PA 2 K FI PC 1a

4 Skills 1

Lesson 4 Prerequisite Skills: Reading and Writing

- Segment spoken sentences
- · Count environmental sounds
- · Demonstrate understanding of directionality
- · Properly hold writing utensil

Formative Assessment: Observation, AP 4.2, AP 4.1

K.FFL.PA.2, K.FL.PC.1a

Skills 1

Lesson 5 Prerequisite Skills: Reading and Writing

- Segment spoken sentences
- · Count environmental sounds
- · Demonstrate understanding of directionality
- Demonstrate understanding of directionality using modeling clay
- Properly hold writing utensil

Formative Assessment: Observation, AP 5.1

K.FFL.PA.2, K.FL.PC.1a





Lesson 1A and 1B Roses Are Red and Ring Around the Rosie

- Identify characteristics of nursery rhymes
- Recall details in a nursery rhyme using descriptive words

Word Work: sweet and ring

Formative Assessment: Exit Pass

K.RL.KID.2, K.SL.CC.2, K.FL.VA.7biii

Z Knowledge 1

Lesson 2A and 2B Rain, Rain, Go Away and It's Raining, It's Pouring

- Identify main character and features in a nursery rhyme
- Identify and generate rhyming words
- Draw main characters in two nursery rhymes

Formative Assessment: Exit Pass, Drawing Activity

K.RL.KID.3, K.FFL.PA.2a, K.W.TTP.3, K.W.RW.10

5 Knowledge 1

Lesson 3A and 3B Jack Be Nimble and Little Jack Horner

- Identify main character and details in a nursery rhyme
- Understand terms candlestick and candle jumping
- · Identify main events in a nursery rhyme
- · Identify and generate rhyming words
- Word Work: nimble

Formative Assessment: Exit Pass

K.RL.KID.2, K.RL.KID.3, K.FL.VA.7biii, K.FFL.PA.2a

4 Knowledge 1

Lesson 4A and 4B Jack and Jill and Little Miss Muffet

- Make predictions about events in a nursery rhyme
- · Identify main events in a nursery rhyme
- · Word Word: fetch and frightened

Formative Assessment: Exit Pass

K.RL.KID.1, K.RL.KID.3, K.FL.VA.7biii

5 Knowledge 1

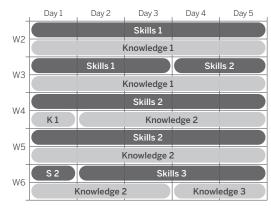
Lesson 5A and 5B This Little Pig Went to Market and One, Two, Buckle My Shoe

- Identify animals as typical characters in nursery rhymes
- Identify main events in a nursery rhyme
- Identify and generate rhyming words
- Draw the events in a nursery rhyme
- · Word Work: market

Formative Assessment: Exit Pass, Drawing Activity

K.RL.CS.5, K.RL.KID.3, K.FL.VA.7biii, K.FFL.PA.2a, K.W.TTP.3

WEEK TWO



Knowledge 1: Nursery Rhymes and Fables

Knowledge 2: The Five Senses Knowledge 3: Stories

Skills 1

Lesson 6 Prerequisite Skills: Student Performance Assessment

- Segment spoken sentences
- Count environmental sounds
- · Demonstrate understanding of directionality
- · Properly hold writing utensil

Formative Assessment: Observation, AP 6.1, AP 6.2

K.FFL.PA.2, K.FL.PC.1a

Skills 1

Lesson 7 Prerequisite Skills: Reading and Writing

- Segment spoken sentences
- Count environmental sounds
- Demonstrate understanding of directionality
- Use spatial words
- · Properly hold writing utensil

Formative Assessment: Observation, AP 7.1

K.FFL.PA.2, K.FL.PC.1a

5 Skills 1

Lesson 8 Prerequisite Skills: Reading and Writing

- · Segment spoken sentences
- · Count environmental sounds
- Use spatial words
- · Properly hold writing utensil

Formative Assessment: Observation, AP 8.1

K.FFL.PA.2

4 Skills 1

Lesson 9 Prerequisite Skills: Reading and Writing

- Segment spoken sentences
- · Count environmental sounds
- · Demonstrate understanding of directionality
- Use spatial words
- · Properly hold writing utensil

Formative Assessment: Observation, AP 9.2

K.FFL.PA.2, K.FL.PC.1a

Skills 1

Lesson 10 Unit Assessment: Student Performance Assessment

- · Segment spoken words
- · Demonstrate understanding of directionality
- Properly hold writing utensil

Formative Assessment: Observation, AP 10.1, AP 10.2

K.FFL.PA.2. K.FL.PC.1a

Lesson 6A and 6B Star Light, Star Bright and Twinkle, Twinkle, Little Star

- · Ask and answer questions about text
- · Identify details in a nursery rhyme
- Retell events of a nursery rhyme
- Word Work: wonder
- · Identify and generate rhyming words

Formative Assessment: Exit Pass

K.RL.KID.1, K.RL.KID.3, K.SL.CC.2, K.FFL.PA.2a, K.FL.VA.7biii

Knowledge 1

Pausing Point Day 1

5 Knowledge 1

Lesson 7A and 7B Hickory, Dickory, Dock and Diddle, Diddle, Dumpling

- Demonstrate understanding of clock
- Identify main character in a nursery rhyme
- Identify repetition in a nursery rhyme
- · Orally share an experience

Formative Assessment: Exit Pass

K.SL.CC.1, K.FL.VA.7biii, K.RL.KID.3, K.RL.RRTC.10

Knowledge 1

Lesson 8A and 8B Little Bo Peep and Little Boy Blue

- Identify animals as typical characters in nursery rhymes
- Describe actions and compare two characters in a nursery rhyme
- Identify and generate rhyming words
- Retell a familiar nursery rhyme using details

Formative Assessment: Exit Pass

K.RL.CS.5, K.RL.IKI.9, K.FFL.PA.2a, K.RL.KID.2

Contract Name of Name

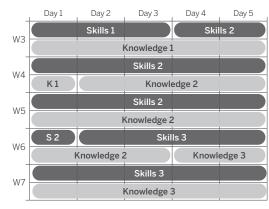
Lesson 9 Baa, Baa, Black Sheep and Humpty Dumpty

- Retell a familiar nursery rhyme
- · Identify main events in a nursery rhyme
- · Identify details in a nursery rhyme
- Make predictions
- · Identify and generate rhyming words

Formative Assessment: Exit Pass

K.RL.KID.1, K.RL.KID.2, K.RL.KID.3, K.FFL.PA.2a

WEEK THREE



Knowledge 1: Nursery Rhymes and Fables

Knowledge 2: The Five Senses

Knowledge 3: Stories

Z Skills 1

Pausing Point Day 3

Skills 1

Pausing Point Day 1

4 Skills 2

Lesson 1 Prerequisite Skills: Blending and Prewriting

- Blend syllables to form words
- Demonstrate understanding of directionality
- Strengthen fine motor skills
- Use spatial words

Formative Assessment: Observation, AP 1.2

K.FFL.PA.2b, K.FL.PC.1a

Skills 1

Pausing Point Day 2

Skills 2

Lesson 2 Prerequisite Skills: Blending and Prewriting

- Blend syllables to form words
- Strengthen fine motor skills
- Use spatial words

Formative Assessment: Observation, AP 2.1

K.FFL.PA.2b

Lesson 10 The Lion and the Mouse

- · Identify characteristics of a fable
- Identify main characters in a fable
- Identify main events in a fable
- Word Work: disturbed

Formative Assessment: Exit Pass

K.RL.CS.5, K.RL.KID.3, K.FL.VA.7biii

Mnowledge 1

Lesson 11 The Dog and His Reflection

- Demonstrate understanding of reflection
- · Identify moral in a fable
- Word Work: feast
- · Sequence literary text

Formative Assessment: AP 11.1

K.FL.VA.7biii, K.RL.KID.3, K.W.TTP.3

5 Knowledge 1

Lesson 12 The Hare and the Tortoise

- Make predictions about the outcome of a fable
- Identify the moral of a fable
- · Word Work: boasting
- Combine ideas to form detailed sentences

Formative Assessment: Exit Pass

 $\hbox{K.SL.PKI.6, K.RL.KID.3, K.FL.VA.7biii, K.FFL.SC.6g , K.FFL.SC.6a, K.FFL.SC.6b} \\$

4 Knowledge 1

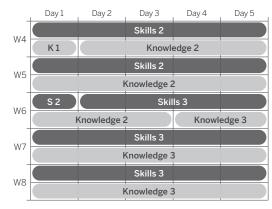
Domain Review Day 1

5 Knowledge 1

Domain Assessment Day 1

_
_
_
_
_

WEEK FOUR



Knowledge 2: The Five Senses Knowledge 3: Stories

Skills 2

Lesson 3 Prerequisite Skills: Blending and Prewriting

- · Blend syllables to form words
- Compare items
- · Properly hold writing utensil
- Use spatial words

Formative Assessment: Observation, AP 3.2

K.FFL.PA.2b

Skills 2

Lesson 4 Prerequisite Skills: Blending and Prewriting

- Blend syllables to form words
- · Discern initial word sounds
- · Demonstrate understanding of directionality
- · Properly hold writing utensil
- Use spatial words

Formative Assessment: Observation, AP 4.1

K.FFL.PA.2b, K.FFL.PA.2d, K.FL.PC.1a

5 Skills 2

Lesson 5 Prerequisite Skills: Blending and Prewriting

- Blend sounds to form words
- Recognize initial word sounds
- · Properly hold writing utensil
- Recognize and trace own name
- Use spatial words

Formative Assessment: Observation, AP 5.1

K FFI PA 2b K FFI PA 2d

4 Skills 2

Lesson 6 Prerequisite Skills: Blending and Prewriting

- · Blend sounds to form words
- · Recognize initial word sounds
- · Properly hold writing utensil
- · Recognize and trace own name
- Use spatial words

Formative Assessment: Observation, AP 6.1

K FFI PA 2b K FFI PA 2d

Skills 2

Lesson 7 Prerequisite Skills: Blending and Prewriting

- Blend sounds to form words
- · Isolate initial sounds
- Properly hold writing utensil
- Recognize and trace own name
- Use spatial words

Formative Assessment: Observation, AP 7.1

K FFI PA 2b K FFI PA 2d

Knowledge 2 Knowledge 1 Knowledge 2 **Culminating Activity** Day 1 Lesson 1 My Senses Are Amazing Lesson 2 The Sense of Sight • Review five senses • Describe senses • Identify five senses and associated body parts; · Describe sense of sight, recall facts about describe how senses help people the eye • Word Work: harm • Word Word: protect · Create drawings of five senses and associated • Demonstrate understanding of saying "look body parts before you leap" • Draw and describe the sense of sight and how it Formative Assessment: Drawing Activity helps people K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.FL.VA.7a, K.W.TTP.2, Formative Assessment: Exit Pass K.SL.CC.1, K.RI.KID.1, K.FL.VA.7biii, K.W.TTP.2 Knowledge 2 Knowledge 2

Lesson 3 The Sense of Hearing

- Recall facts about sense of sight and the eye
- Describe sense of hearing, recall facts about the ear
- Word Work: invisible
- · Draw illustrations of noises and organize them based on volume

Formative Assessment: AP 3.1

K.SL.PKI.4, K.RI.KID.1, K.FL.VA.7biii, K.W.TTP.2

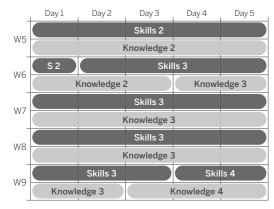
Lesson 4 The Sense of Smell

- · Review key information about sense of sight and hearing
- · Describe sense of smell, recall facts about the nose
- · Word Work: scents
- Demonstrate understanding of phrase "better safe than sorry"
- · Complete T-chart to identify odors

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.FL.VA.7a, K.RI.KID.3

WEEK FIVE



Knowledge 2: The Five Senses Knowledge 3: Stories

Knowledge 4: Plants

Skills 2

Lesson 8 Prerequisite Skills: Blending and Prewriting

- Blend sounds to form words
- · Isolate initial sounds
- · Properly hold writing utensil
- Recognize and trace own name
- Use spatial words

Formative Assessment: Observation, AP 8.1

K.FFL.PA.2b, K.FFL.PA.2d

Skills 2

Lesson 9 Prerequisite Skills: Blending and Prewriting

- · Blend sounds to form words
- Add a phoneme; blend to create new word
- · Properly hold writing utensil
- · Recognize and trace own name
- Use spatial words

Formative Assessment: Observation, AP 9.1

K.FFL.PA.2b, K.FFL.PA.2e

5 Skills 2

Lesson 10 Unit Assessment: Student Performance Assessment

- Isolate and pronounce phonemes
- Add initial or final phonemes
- Recognize and trace own name
- Use spatial words

Formative Assessment: Observation, AP 10.1, AP 10.2, AP 10.3

K.FFL.PA.2b, K.FFL.PA.2e

Skills 2

Pausing Point Day 1

Skills 2

Pausing Point Day 2

Lesson 5 The Sense of Taste

- Recall facts about senses of sight, hearing, and smell
- Describe sense of taste, recall facts about the mouth
- Word Work: flavorful
- Create illustrations of different foods, categorize by taste

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.2

Z Knowledge 2

Lesson 6 The Sense of Touch

- Recall facts about senses of sight, hearing, smell, and taste
- Describe sense of touch, recall facts about skin
- Word Work: texture
- Multiple Meaning Word: skin
- Create drawing showing texture

Formative Assessment: Exit Pass

K.SL.PKI.4, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.2

7	_
5 Knowledge 2	
Pausing Point Day 1	
	_

Knowledge 2

Lesson 7 Ray Charles

- Review facts about five senses; identify meaning of biography
- Describe experiences and challenges of someone who is blind
- Word Word: remarkable
- Sequence facts and events of Ray Charles's life

Formative Assessment: Drawing Activity

K.SL.PKI.4, K.RI.KID.3, K.FL.VA.7biii, K.RI.KID.2

5 Knowledge 2

Lesson 8 Helen Keller

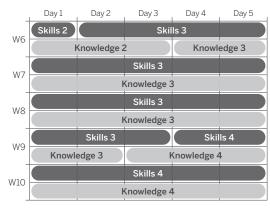
- Review the meaning of biography and learn what deaf means
- Describe experiences and challenges of someone who is blind and deaf
- Word Work: sensations
- Sequence facts and events of Helen Keller's life

Formative Assessment: Drawing Activity

K.SL.CC.1, K.RI.CS.4, K.FL.VA.7biii, K.RI.KID.2

	-
	-
	_
	-
	-

WEEK SIX



Knowledge 2: The Five Senses

Knowledge 3: Stories Knowledge 4: Plants

5 Skills 3



- · Orally blend words
- · Provide corresponding sound for 'm'
- · Identify initial /a/ sound
- · Read and write CVC words with the spelling 'a'

Formative Assessment: Observation, AP 2.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4g

Skills 2

Pausing Point Day 3

Skills 3



Lesson 1 Basic Code: Introduce /m/ > 'm'

- Orally blend words
- Identify initial /m/ sound
- Read and write CVC words with the spelling 'm'

Formative Assessment: Observation, AP 1.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g

4 Skills 3

(4))) |c|



- · Orally blend words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Identify /t/ sound from riddles
- · Read and write CVC words with spelling 't'
- · Substitute sounds in CVC words

Formative Assessment: Observation, AP 3.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.WC.4e, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 3



Lesson 4 Basic Code: Introduce /d/ > 'd'

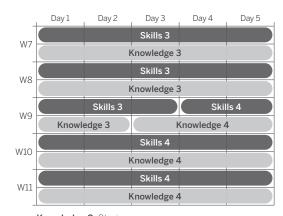
- Orally blend phonemes
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Provide word with /d/ sound
- Identify spoken /d/ words
- · Read and write CVC words with spelling 'd'
- · Create new words

Formative Assessment: Observation. AP 4.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4e, K.FFL.WC.4g, K.FFL.PA.2e, K.FFL.PWR.3e

1 Knowledge 2 Domain Review Day 1	Z Knowledge 2 Domain Assessment Day 1	Knowledge 2 Culminating Activities Day 1
4 Knowledge 3	5 Knowledge 3	
 Lesson 1 Chicken Little Identify character, plot, and setting in familiar stories Describe actions of main character in a literary text Word Work: sly Sequence literary text Formative Assessment: AP 1.1 	 Lesson 2 The Three Little Pigs Recall meaning of character, plot; identify story details Describe plot of literary text Word Work: blazing Sequence events of literary text Formative Assessment: AP 2.1 	
K.RL.KID.3, K.FL.VA.7biii, K.W.TTP.3	K.SL.CC.1, K.RL.KID.3, K.FL.VA.7biii, K.W.TTP.3	

WEEK SEVEN



Knowledge 3: Stories Knowledge 4: Plants

Skills 3

Lesson 5 Basic Code: Review

- Orally blend phonemes
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Read and select appropriate CVC words
- · Create new words

Formative Assessment: Observation, AP 5.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2e, K.FFL.PWR.3e, K.FFL.WC.4e

Skills 3



Lesson 6 Basic Code: Introduce /o/ > 'o'

- Orally blend phonemes
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Identify the /o/ sound
- Read and write appropriate CVC words
- · Create new words

Formative Assessment: Observation, AP 6.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 3



Lesson 7 Basic Code: Introduce /k/ > 'c'

- · Orally blend phonemes
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Provide word with /k/ sound
- Read and write appropriate CVC words
- Create new words

Formative Assessment: Observation, AP 7.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.PA.2e, K.FFL.PWR.3e

4 Skills 3



Lesson 8 Basic Code: Introduce /g/ > 'g'

- Orally blend phonemes
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Provide word with /g/ sound
- Distinguish between minimal pair words
- · Read and write appropriate CVC words
- · Create new words

Formative Assessment: Observation, AP 8.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.PA.2e, K.FFL.PWR.3e

) Skills 3



Lesson 9 Basic Code: Introduce /i/ > 'i'

- · Orally blend phonemes
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Distinguish between minimal pair words
- Read and write appropriate CVC words
- Create new words

Formative Assessment: Observation, AP 9.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.PA.2e, K.FFL.PWR.3e

Lesson 3 The Three Billy Goats Gruff

- · Recall character, plot; identify setting
- Identify problem in literary text
- Word Work: longed
- · Participate in shared writing activity

Formative Assessment: Exit Pass

K.RL.KID.3, K.FL.VA.7biii, K.W.TTP.3, K.W.PDW.6

Mnowledge 3

Lesson 4 The Wolf and the Seven Little Kids

- Recall meaning of *fiction*; identify folktale as fiction
- Identify elements of a folktale
- Word Work: terrified
- Sequence events of a folktale

Formative Assessment: AP 4.1

K.RL.CS.5, K.FL.VA.7biii, K.W.TTP.3

5 Knowledge 3

Lesson 5 The Bremen Town Musicians

- · Recall elements of a folktale
- Examine characters' interactions in a folktale
- Word Work: musician
- Analyze actions of folktale characters

Formative Assessment: Exit Pass

K.RL.CS.5, K.RL.KID.3, K.FL.VA.7biii, K.W.RBPK.8

4 Knowledge 3

Pausing Point Day 1

5 Knowledge 3

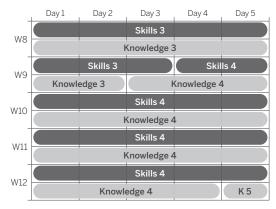
Lesson 6 Momotaro, Peach Boy

- Recall elements of a folktale; locate Japan on map
- Evaluate actions of main character from a folktale
- Word Work: swooped
- Write an opinion about a hero

Formative Assessment: Exit Pass

K.RL.CS.5, K.RL.KID.3, K.FL.VA.7biii, K.W.TTP.1, K.W.RW.10

WEEK EIGHT



Knowledge 3: Stories Knowledge 4: Plants Knowledge 5: Farms

Skills 3

Lesson 10 Basic Code: Short Vowel Discrimination

- · Orally blend phonemes
- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Create new words
- Distinguish between minimal pair words
- Read and spell CVC words

Formative Assessment: Observation

 $\begin{array}{l} \text{K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2e,} \\ \text{K.FFL.PWR.3e} \end{array}$

Skills 3

Lesson 11 Basic Code: Student Performance Assessment

- Orally blend phonemes
- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Create new words
- Write previously-learned lowercase vowels and consonants
- Read CVC words

Formative Assessment: Observation

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2e, K.FFL.PWR.3e, K.FFL.WC.4g, K.FFL.WC.4c

5 Skills 3

Lesson 12 Basic Code: Student Performance Assessment

- · Orally blend words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Create new words
- Read, spell, and write CVC words

Formative Assessment: Observation

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2e, K.FFL.PWR.3e, K.FFL.WC.4b, K.FFL.WC.4, K.FFL.WC.4c

4 Skills 3

Lesson 13 Assessment and Tricky Words: Introduce One and Two

- · Orally blend words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Read and spell CVC words
- Read Tricky Words one and two

Formative Assessment: Observation

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c

Skills 3

Lesson 14 Assessment and Tricky Words: Introduce Three

- Orally blend words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Read, spell, and write CVC words
- · Read Tricky Word three

Formative Assessment: Observation

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PWR.3c

Lesson 7 The Story of Jumping Mouse, Part I

- Compare characters from different stories
- Compare characters actions from different folktales
- Word Work: perilous
- Analyze actions of characters in folktales

Formative Assessment: Exit Pass

K.RL.IKI.9, K.FL.VA.7biii, K.W.RBPK.8

2 Knowledge 3

Lesson 8 The Story of Jumping Mouse, Part II

- Review characters, setting, and plot of a folktale
- Describe main character; identify lesson of a folktale
- Word Work: misused
- State opinion; describe main character of literary text

Formative Assessment: Exit Pass

K.RL.CS.5, K.RL.KID.3, K.FL.VA.7biii, K.W.TTP.1

5 Knowledge 3

Lesson 9 Goldilocks and the Three Bears

- Identify story as fiction; bears as characters
- Describe main events in literary text
- Word Work: suddenly
- Identify characters, setting, plot of a literary text

Formative Assessment: AP 9.1

K.RL.KID.3. K.FL.VA.7biii. K.W.RBPK.8

Knowledge 3

Lesson 10 Tug-of-War

- · Identify trickster tales as fiction
- Explain actions of main character in a trickster tale
- Word Work: foolishness
- Compare characters in a trickster tale

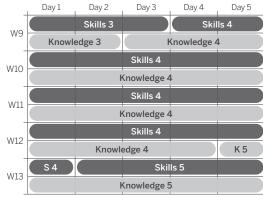
Formative Assessment: Exit Pass

K.RL.CS.5, K.RL.KID.3, K.FL.VA.7biii, K.W.RBPK.8

) Knowledge 3

Domain Review Day 1

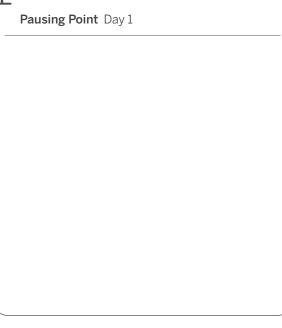
WEEK NINE



Knowledge 4: Plants Knowledge 5: Farms

Knowledge 3: Stories

Skills 3



Skills 3

Pausing Point Day 2

Skills 3

Pausing Point Day 3

Skills 4



Lesson 1 Basic Code: Introduce /n/ > 'n'

- · Orally segment words
- · Provide corresponding sound for previouslylearned vowel and consonant letters
- · Identify spoken words
- · Read and write CVC words with the spelling 'n'
- Distinguish spoken words with initial /n/
- · Create new words

Formative Assessment: Observation, AP 1.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4d, K.FFL.WC.4g, K.FFL.WC.4b, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 4



Lesson 2 Basic Code: Introduce /h/ > 'h'

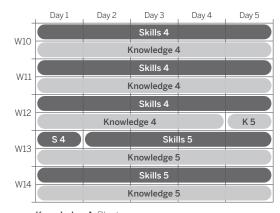
- Orally segment words
- · Provide corresponding sound for previouslylearned vowel and consonant letters
- Provide word with /h/ sound
- · Read and write CVC words with the spelling 'h'
- · Create new words

Formative Assessment: Observation, AP 2.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4d, K.FFL.WC.4g, K.FFL.WC.4b, K.FFL.PA.2e, K.FFL.PWR.3e, K.FFL.PWR.3d

Knowledge 3	Z Knowledge 3	5 Knowledge 4
Domain Assessment Day 1	Culminating Activities Day 1	Lesson 1 Introduction to Plants
	-	Differentiate between living and nonliving things
		Identify plants basic needsWord Work: soil
		Understand word plant
		Formative Assessment: Drawing Activity
		K.SL.CC.2, K.RI.KID.2, K.FL.VA.7ai
- Knowledge 4	→ Knowledge 4	
Lesson 2 Plant Parts	Lesson 3 The Life Cycle of a Plant	
Recall characteristics of living things	Review parts of a plant	
Explain purposes of plant parts	Explain basic life cycle of a plant	
Word Work: survival	Word Work: mature	
Identify plant parts and their function	Using illustrations, explain the life cycle of a plant	
Formative Assessment: AP 2.1	Formative Assessment: Drawing Activity	
K.SL.CC.2, K.RI.KID.1, K.FL.VA.7ai, K.RI.KID.2	K.SL.CC.2, K.RI.KID.2, K.FL.VA.7ai	
K.SL.CC.2, K.RI.KID.1, K.FL.VA.7ai, K.RI.KID.2	K.SL.CC.2, K.RI.KID.2, K.FL.VA.7ai	
K.SL.CC.2, K.RI.KID.1, K.FL.VA.7ai, K.RI.KID.2	K.SL.CC.2, K.RI.KID.2, K.FL.VA.7ai	

WEEK TEN



Knowledge 4: Plants Knowledge 5: Farms

Skills 4

|a| /b/

Lesson 3 Basic Code: Introduce /s/ > 's'

- Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Provide word with /s/ sound
- · Read and write CVC words with spelling 's'
- · Create new words

Formative Assessment: Observation, AP 3.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.WC.4b, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 4



Lesson 4 Basic Code: Introduce /f/ > 'f'

- Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Identify words with /f/ sound
- · Read and write CVC words with spelling 'f'
- · Create new words

Formative Assessment: Observation, AP 4.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.WC.4b, K.FFL.PA.2e, K.FFL.PWR.3e

3 Skills 4

Lesson 5 Basic Code: Review

- · Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Read and write CVC words
- · Create new words

Formative Assessment: Observation, AP 5.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 4



Lesson 6 Basic Code: Introduce /v/ > 'v'

- · Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Identify words with /v/ sound
- · Read and write CVC words with spelling 'v'
- · Distinguish spoken minimal pair words
- · Create new words

Formative Assessment: Observation. AP 6.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.WC.4b, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 4



Lesson 7 Basic Code: Introduce /z/ > 'z'

- · Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Identify words with /z/ sound
- · Write word with 'z' spelling
- Distinguish between minimal pair spoken words
- Make and read new words; focus on /z/ > 'z' and /s/ > 's'
- Write previously-learned lowercase vowels and consonants

Formative Assessment: Observation AP 71

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.WC.4b, K.FFL.PA.2e, K.FFL.PWR.3e

Lesson 4 The Gigantic Turnip

- Describe gardens
- Describe life cycle of make-believe turnip
- Word Work: gigantic
- Sequence life cycle of turnip

Formative Assessment: AP.4.1

K.SL.PKI.4, K.RL.KID.2, K.FL.VA.7ai, K.RI.KID.2

')	T7 1 1 .	,
	Knowledge	4

Pausing Point Day 1

Z	Knowledge 4
ノ	Kilowiedge 4
	Pausing Point Day 2
_	
(

Knowledge 4

Lesson 5 Polly the Honeybee's Flower Tour

- Recall facts about plant parts
- Describe basic process of pollination
- Word Work: pollination
- · Act out basic process of pollination

Formative Assessment: Exit Pass

K.SL.CC.2, K.RI.KID.2, K.FL.VA.7ai, K.RI.KID.3

5 Knowledge 4

Lesson 6 The Fruits of Polly's Labor

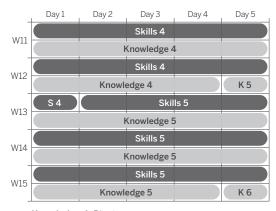
- Review plant parts and pollination
- Explain importance of seeds
- Word Work: produce
- Understand word pit
- Compare seeds from various fruits

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.2, K.FL.VA.7ai, K.SL.CC.2

-
-

WEEK ELEVEN



Knowledge 4: Plants Knowledge 5: Farms

Knowledge 6: Native Americans

Skills 4

|al /b/

Lesson 8 Basic Code: Introduce /p/ > 'p'

- · Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Identify words with /p/ sound
- Read and write CVC words with spelling 'p'
- Create new words; focus on /p/ > 'p'

Formative Assessment: Observation, AP 8.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.WC.4b, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 4



Lesson 9 Basic Code: Introduce /e/ > 'e'

- · Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Distinguish between spoken words
- · Read and write CVC words with spelling 'e'
- Create new words; focus on /e/ > 'e'

Formative Assessment: Observation, AP 9.1

K.FFL.PWR.3b, K.FFL.PWR.3b, K.FFL.WC.4g, K.FFL.WC.4b, K.FFL.PA.2e, K.FFL.PWR.3e

Z Skills 4

Lesson 10 Basic Code: Review

- · Orally segment words
- · Create and read new words
- Write previously-learned lowercase vowels and consonants
- Read phrases with simple CVC words

Formative Assessment: Observation

K.FFL.PA.2d, K.FFL.PA.2e, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4g, K.FFL.WC.4b, K.FL.PC.1c

4 Skills 4

Lesson 11 Basic Code: Student Performance Assessment

- · Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Create and read new words
- Write previously-learned lowercase vowels and consonants
- Read phrases with simple CVC words

Formative Assessment: Observation, AP 11.1

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2e, K.FFL.PWR.3e, K.FFL.WC.4g, K.FFL.WC.4b, K.FL.PC.1c, K.FL.PC.1e

Skills 4

Lesson 12 Basic Code: Student Performance Assessment

- · Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Track print and read some phrases aloud
- Read and spell simple CVC words

Formative Assessment: Observation. AP 12.2

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.PWR.3e, K.FFL.WC.4b, K.FFL.WC.4, K.FFL.WC.4c

Lesson 7 Johnny Appleseed

- · Identify a tall tale
- · Identify main idea of Johnny Appleseed
- Word Work: eventually
- Retell Johnny Appleseed

Formative Assessment: Exit Pass

K.SL.CC.2, K.RL.KID.3, K.FL.VA.7ai, K.RL.KID.2

Z Knowledge 4

Lesson 8 Deciduous Trees

- · Identify deciduous and evergreen trees
- Describe seasonal changes to trees
- Word Work: bare
- Illustrate seasonal changes

Formative Assessment: AP 8.1

K.RI.IKI.9, K.RI.KID.2, K.FL.VA.7ai, K.W.TTP.2

5 Knowledge 4

Lesson 9 Evergreen Trees

- · Recall facts about deciduous trees
- Compare deciduous and evergreen trees
- Word Work: deciduous and evergreen
- Illustrate evergreen trees

Formative Assessment: Drawing Activity

K.SL.CC.2, K.RI.IKI.9, K.FL.VA.7ai, K.W.TTP.2

H Knowledge 4

Lesson 10 Plants and People

- · Review key information about plants
- Describe ways plants are helpful to people
- Word Work: bouquet
- · Match plant parts to everyday items

Formative Assessment: AP 10.1

K.SL.CC.1, K.RI.KID.3, K.FL.VA.7ai, K.RI.KID.3

5 Knowledge 4

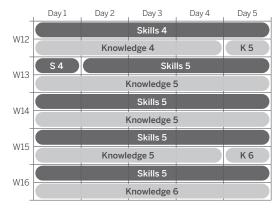
Lesson 11 George Washington Carver

- Discuss Johnny Appleseed
- Explain achievements of George Washington Carver
- Word Work: crops
- Demonstrate understanding of saying great oaks from little acorns grow

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.2, K.FL.VA.7ai, K.FL.VA.7a

WEEK TWELVE



Knowledge 4: Plants Knowledge 5: Farms

Knowledge 6: Native Americans

Skills 4

Lesson 13 Basic Code: Student Performance Assessment

- · Orally segment words
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Track print and read some phrases aloud
- Write previously-learned lowercase vowels and consonants
- Read, spell, write simple CVC words

Formative Assessment: Observation, AP 12.2

K.FFL.PA.2d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.WC.4g, K.FFL.WC.4b, K.FFL.WC.4c

Skills 4

Lesson 14 Tricky Word: Introduce The

- Read Tricky Word the
- · Read simple CVC words
- · Read phrases

Formative Assessment: AP 12.2

K.FFL.PWR.3c, K.FFL.PWR.3a, K.FFL.PWR.3b , K.FFL.WC.4, K.FFL.WC.4f

5 Skills 4

Lesson 15 Tricky Word: Introduce A

- Read Tricky Word a
- Read and spell CVC words

Formative Assessment: AP 12.2

K.FFL.PWR.3c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c , K.FFL.WC.4f

4 Skills 4

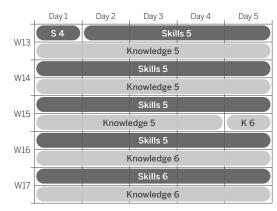
Pausing Point Day 1

Skills 4

Pausing Point Day 2

Mnowledge 4 Domain Review Day 1	Z Knowledge 4 Domain Assessment Day 1	Knowledge 4 Culminating Activities Day 1
+ Knowledge 4 Culminating Activities Day 2	 Knowledge 5 Lesson 1 Old MacDonald Has a Farm Use details to describe a farm Explain importance of farms Word Work: tools Recite "Old MacDonald Has a Farm" 	
	Formative Assessment: Exit Pass K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.RI.RRTC.10	

WEEK THIRTEEN



Knowledge 5: Farms

Knowledge 6: Native Americans

Skills 4

Pausing Point Day 3

Skills 5



Lesson 1 Basic Code: Introduce /b/ > 'b'

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Provide word with /b/ sound
- Distinguish between /b/ and /p/ sounds
- · Read and write CVC words with spelling 'b'
- · Create new words

Formative Assessment: Observation, AP 1.1

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PWR.3e

5 Skills 5



Lesson 2 Basic Code: Introduce /I/ > 'I'

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Identify words with /I/ sound
- Read and write CVC words with spelling 'I'
- Read similarly spelled CVC words
- · Read, copy, illustrate phrases

Formative Assessment: Observation, AP 2.1, Exit Pass

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4g, K.FFL.WC.4, K.FFL.WC.4c

4 Skills 5



Lesson 3 Basic Code: Introduce /r/ > 'r'

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Identify words with /r/ sound
- Read and write CVC words with spelling 'r'
- Read similarly spelled CVC words

Formative Assessment: Observation, AP 3.1, AP 3.2

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4g, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PWR.3e

) Skills 5



Lesson 4 Basic Code: Introduce /u/ > 'u'

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Provide word with /u/ sound
- Distinguish between spoken words
- · Read and write CVC words with spelling 'u'

Formative Assessment: Observation, AP 4.1

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, KFFL.WC.4g, K.FFL.WC.4c, K.FFL.WR.3d

Lesson 2 With a Moo, Moo Here

- Describe cows
- Identify main idea of informational text about cows
- Word Work: grazing
- · Illustrate details of cows

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.1, K.FL.VA.7ai, K.W.TTP.2

2 Knowledge 5

Lesson 3 And a Cluck, Cluck There

- Describe chickens
- Identify main idea of informational text about chickens
- Word Work: collects
- Demonstrate understanding of the early bird gets the worm
- Demonstrate understanding of feed

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.1, K.FL.VA.7ai, K.FL.VA.7a

Knowledge 5

Lesson 4 Here an Oink, There an Oink

- Describe pigs
- Identify main idea of informational text about pigs
- Word Work: valuable
- Illustrate details of pigs

Formative Assessment: Drawing Activity

K.SL.CC.1, K.RI.KID.1, K.FL.VA.7biii, K.W.TTP.2

+ Knowledge 5

Lesson 5 Everywhere a Baa, Baa

- Describe sheep
- Identify main idea of informational text about sheep
- Word Work: responsibilities
- Demonstrate understanding of pen

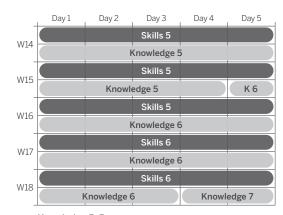
Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.1, K.FL.VA.7biii, K.FL.VA.7a

) Knowledge 5

Pausing Point Day 1

WEEK FOURTEEN



Knowledge 5: Farms
Knowledge 6: Native Americans
Knowledge 7: King and Oueen

Skills 5

Lesson 5 Tricky Word: Introduce Blue

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Read Tricky Word blue
- · Create new words
- · Read and write CVC words

Formative Assessment: Observation, AP 5.1, AP 5.2, AP 5.3

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.WC.4g

Skills 5



Lesson 6 Basic Code: Introduce /w/ > 'w'

- Provide corresponding sound for previouslylearned yowel and consonant letters
- Identify spoken words with /w/ sound
- · Read and write CVC word with spelling 'w'
- Spell and write simple CVC words

Formative Assessment: Observation, AP 6.1

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4g, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c

5 Skills 5



Lesson 7 Basic Code: Introduce /j/ > 'j'

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Identify spoken words with /j/ sound
- Read and write CVC words with spelling 'j'
- Track print and read some phrases aloud
- · Read, copy, illustrate phrases

Formative Assessment: Observation, AP 7.1, Exit Pass

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4g, K.FFL.WC.4, K.FFL.WC.4c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c

Skills 5



Lesson 8 Basic Code/Tricky Word: Introduce /y/ > 'y' and Yellow

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Provide word with /y/ sound
- Read and write CVC words with spelling 'y'
- Read Tricky Word vellow

Formative Assessment: Observation, AP 8.1, AP 8.2

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4g, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PWR.3c

) Skills 5



Lesson 9 Basic Code: Introduce /x/ > 'x'

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Identify spoken words with /x/ sound
- Read and write CVC words with spelling 'x'
- · Create new words

Formative Assessment: Observation, AP 9.1

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4g, K.FFL.WC.4c, K.FFL.WR.3e

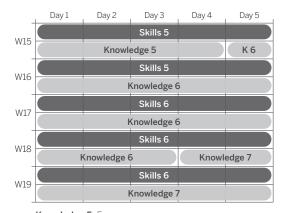
Knowledge 5 Knowledge 5 Knowledge 5 Pausing Point Day 2 Lesson 7 The Little Red Hen Lesson 6 All Kinds of Crops • Discuss where food comes from · Discuss details about chickens and hens • Explain the importance of crops • Describe actions of main character • Word Work: produce • Word Work: ripe • Illustrate kinds of crops • Sequence events Formative Assessment: Exit Pass **Formative Assessment:** AP 7.1 K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.2 K.SL.CC.1, K.RL.IKI.9, K.FL.VA.7biii, K.RL.KID.2 ← Knowledge 5 Knowledge 5 Lesson 8 The Seasons of Farming **Lesson 9** From Farm to Market · Discuss four seasons Discuss farming · Describe farming season · Explain how crops become food · Word Work: pests Word Work: spoil • Sequence events · Sequence events Formative Assessment: Drawing Activity Formative Assessment: AP 9.1

K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.2

AmplifyCKLA

K.SL.CC.1, K.RI.KID.3, K.FL.VA.7ai, K.W.TTP.2

WEEK FIFTEEN



Knowledge 5: Farms
Knowledge 6: Native Americans
Knowledge 7: King and Oueen

Skills 5

Lesson 12 Basic Code: Student Performance Assessment

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Create new words
- · Read CVC phrases

Formative Assessment: Observation, AP 12.2

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e

Skills 5

Lesson 10 Spelling Alternative: Introduce /k/ > 'k'

- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Identify spoken words with /k/ sound
- · Read and write CVC words with spelling 'k'
- · Create new words

Formative Assessment: Observation, AP 10.1

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.WC.4g, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PWR.3e

Skills 5

Lesson 11 Tricky Word: Introduce Look

- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Read, spell, write CVC words
- Write previously-learned lowercase vowels and consonants
- Read Tricky Word look

Formative Assessment: Observation, Exit Pass, AP 11.1

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.WC.4g, K.FFL.PWR.3c

4 Skills 5

Lesson 13 Basic Code: Student Performance Assessment

- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Track print and read some sentences aloud
- Create new words

Formative Assessment: Observation

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6h, K.FFL.SC.6i, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c

Skills 5

Lesson 14 Basic Code: Student Performance Assessment

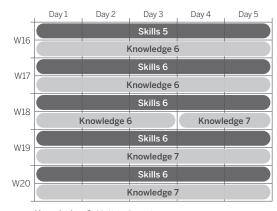
- Provide corresponding sound for previouslylearned vowel and consonant letters
- Track print and read some sentences aloud
- · Mark and copy correct written CVC word
- Read CVC phrases and match them to a picture
- Read and sort CVC words

Formative Assessment: Observation, AP 14.1, AP 14.2, AP 14.3

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6h, K.FFL.SC.6i, K.FFL.WC.4g, K.FFL.WC.4c

Knowledge 5 Domain Review Day 1	Z Knowledge 5 Domain Assessment Day 1	Knowledge 5 Culminating Activities Day 1
+ Knowledge 5	5 Knowledge 6	
Culminating Activities Day 2	Lesson 1 Introduction to Native Americans Identify background information about Native Americans Compare experiences of Native Americans Word Work: roamed	
	Describe basic needs	
	Formative Assessment: AP 1.1 K.SL.PKI.4, K.RI.KID.3, K.FL.VA.7biii, K.FL.VA.7biv, K.W.RBPK.8	
	Formative Assessment: AP 1.1	

WEEK SIXTEEN



Knowledge 6: Native Americans Knowledge 7: King and Queen

Skills 5

Lesson 15 Basic Code: Student Performance Assessment

- Provide corresponding sound for previouslylearned vowel and consonant letters
- Track print and read some sentences aloud
- Read, spell, write simple CVC words
- · Match corresponding spelling to sounds

Formative Assessment: Observation

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6h, K.FFL.SC.6i, K.FFL.WC.4g, K.FFL.WC.4c

Skills 5

Lesson 16 Basic Code: Student Performance Assessment

- Provide corresponding sound for previouslylearned vowel and consonant letters
- · Track print and read some sentences aloud
- Write previously-learned lowercase vowels and consonants
- Match corresponding spelling to sounds
- Read, spell, write CVC words

Formative Assessment: Observation, Exit Pass, AP 16.1

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6h, K.FFL.SC.6i, K.FFL.WC.4g, K.FFL.WC.4c

5 Skills 5

Pausing Point Day 1

4 Skills 5

Pausing Point Day 2

) Skills 5

Lesson 2 The Lakota Sioux and the Buffalo

- Identify characteristics of the Great Plains and buffalo
- Describe the importance of buffalo
- Word Work: agile
- Describe the environment of the Lakota Sioux

Formative Assessment: AP 2.1

K.SL.CC.2, K.RI.KID.2, K.FL.VA.7biii, K.W.RBPK.8

2 Knowledge 6

Lesson 3 Where's Winona?

- · Review information about the Lakota Sioux
- Describe daily life of main character
- Word Work: mischief
- Draw clothing and shelter of the Lakota Sioux

Formative Assessment: AP 3.1

K.SL.CC.1, K.RL.KID.3, K.FL.VA.7bii, K.W.TTP.2

5 Knowledge 6

Lesson 4 Little Bear Goes Hunting

- Review key information about the Lakota Sioux
- Describe daily life of main character
- Word Work: succulent
- Respond to questions about images

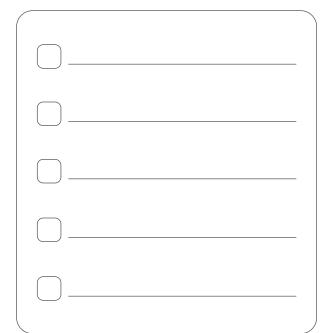
Formative Assessment: Exit Pass

K.SL.PKI.4, K.RL.KID.3, K.FL.VA.7ai, K.SL.CC.3

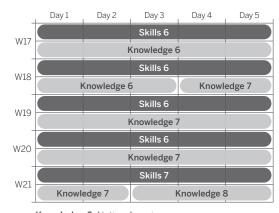
4 Knowledge 6

Pausing Point Day 1

) Knowledge 6



WEEK SEVENTEEN



Knowledge 6: Native Americans Knowledge 7: King and Queen Knowledge 8: Seasons and Weather

Skills 6

Lesson 1 Tricky Word: Introduce I

- Orally blend sounds to form words
- Recognize and name lowercase letters
- Read Tricky Word I
- · Track print and answer questions about text

Formative Assessment: Observation

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1d, K.FFL.PWR.3c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.KID.3, K.RL.IKI.7

Skills 6

Lesson 2 Basic Code: Consonant Clusters

- Orally blend sounds to form words
- Recognize and name lowercase letters
- Read and spell one-syllable, short-vowel words
- Track print and answer questions about text

Formative Assessment: Observation, AP 2.1

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1d, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.KID.3, K.RL.KI.7

5 Skills 6

Lesson 3 Tricky Spelling: Introduce 's' > /z/

- · Orally blend sounds to form words
- Read and spell one-syllable, short-vowel words
- Read and write words in which 's' > /s/ as in cats or /z/ as in his
- Track print and answer questions about text

Formative Assessment: Observation

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.KID.3, K.RL.IKI.7

4 Skills 6

Lesson 4 Tricky Spelling: Review 's' > /z/

- · Orally blend sounds to form words
- Read and write words in which 's' > /s/ as in cats or /z/ as in his
- · Read "Kit's Hats"

Formative Assessment: Observation, AP 4.1

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.IKI.7

Skills 6

Lesson 5 Letter Names: Review Letter Names

- Orally blend sounds to form words
- · Name lowercase letters
- Track print and answer questions about text
- · Read "Kit's Cats"

Formative Assessment: Observation

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1d, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.RL.KID.1, K.FFL.SC.6i, K.RL.KID.3, K.RL.IKI.7, K.FFL.F.5a, K.FFL.WC.4

Lesson 5 Bear, Gull, and Crow

- Identify cultural and geographic characteristics of New England
- Identify food eaten by Wampanoag
- · Word Work: feast
- · Describe basic needs of Wampanoag

Formative Assessment: AP 1.1

K.SL.CC.1, K.RI.KID.1, K.FL.VA.7ai, K.W.RBPK.8

Knowledge 6

Lesson 6 The Lenape: The People of the Seasons

- · Recall information about the Wampanoag
- · Compare activities of the Lenape
- Word Work: cozy
- · Describe basic needs of Lenape

Formative Assessment: Exit Pass

K.SL.PKI.4, K.RI.KID.2, K.FL.VA.7biv, K.RI.IKI.9, K.W.TTP.2

5 Knowledge 6

Lesson 7 A Native American Alphabet

- Describe geographic locations of Native American tribes
- Identify items, homes, foods from Native American tribes
- Word Work: moccasins
- Write and illustrate details from Read-Aloud

Formative Assessment: Exit Pass

K.SL.PKI.4, K.RI.KID.1, K.FFL.SC.6d, K.FL.VA.7biii, K.W.TTP.2, K.W.PDW.5

← Knowledge 6

Lesson 8 Native Americans Today

- Compare characteristics of Native American tribes
- Explain Native American life today
- Word Work: traditions
- Write a story

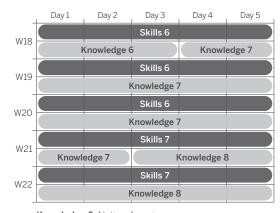
Formative Assessment: AP 8.1

K.SL.CC.1, K.RI.KID.2, K.FFL.SC.6d, K.FL.VA.7bi, K.W.TTP.3, K.W.PDW.5

) Knowledge 6

Domain Review Day 1

WEEK EIGHTEEN



Knowledge 6: Native Americans Knowledge 7: King and Queen Knowledge 8: Seasons and Weather

.....

Skills 6

Lesson 8 Basic Code: Spelling

- Orally blend sounds to form words
- · Name lowercase letters
- Spell one-syllable, short-vowel words
- · Track print and answer questions about text
- · Read "Kit's Mom"

Formative Assessment: Observation, AP 8.1

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1d, K.FFL.WC.4, K.FFL.WC.4c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.KID.3, K.RL.IKI.7, K.FFL.F.5a

Skills 6

Lesson 6 Tricky Word: Introduce Are

- · Orally blend sounds to form words
- · Name lowercase letters
- · Read Tricky Word are
- Spell one-syllable, short-vowel words

Formative Assessment: Observation, AP 6.2

K.FFL.PA.2c, K.FL.PC.1d, K.FFL.PWR.3c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c

Skills 6

Lesson 7 Basic Code: Consonant Clusters

- · Orally blend sounds to form words
- · Name lowercase letters
- Read one-syllable, short vowel words
- · Track print and read "Kit's Cats"

Formative Assessment: Observation

K.FFL.PA.2c, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FL.PC.1a, K.FFL.F.5a, K.RL.KID.1, K.RL.KID.3, K.RL.KID.7

4 Skills 6

Lesson 9 Basic Code: Spelling

- · Orally blend sounds to form words
- Produce rhyming words
- Spell one-syllable, short-vowel words
- · Read "Kit's Mom"

Formative Assessment: Observation

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2a, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.F.5a

Skills 6

Lesson 10 Basic Code: Spelling

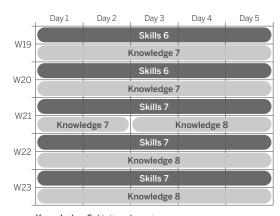
- Orally blend sounds to form words
- · Name lowercase letters
- Spell one-syllable, short-vowel words
- Track print and answer questions about text
- · Read "Kit's Pants"

Formative Assessment: Observation, AP 10.1

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1d, K.FFL.WC.4, K.FFL.WC.4c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.RL.KID.1, K.RL.KID.3, K.FFL.F.5a

Throwledge 6 Domain Assessment Day 1	Z Knowledge 6 Culminating Activities Day 1	Knowledge 6 Culminating Activities Day 2
Knowledge 7 Lesson 1 What Are Kings and Queens? Identify facts about kings and queens Identify details about kings and queens Word Work: royal Demonstrate understanding of rules Discuss illustration about kings and queens Formative Assessment: Drawing Activity K.SL.CC.1, K.R.I.IKI.7, K.FL.VA.7bi, K.FL.VA.7a, K.R.I.KID.3	 Knowledge 7 Lesson 2 The Royal Family Recall facts about kings and queens; discuss characteristics of families Describe life for royal families Word Work: advantages Demonstrate understanding of reign Compare experiences Formative Assessment: Drawing Activity K.SL.CC.1, K.RI.KID.3, K.FL.VA.7biii, K.FL.VA.7a 	

WEEK NINETEEN



Knowledge 6: Native Americans Knowledge 7: King and Queen Knowledge 8: Seasons and Weather

5 Skills 6

Lesson 13 Basic Code: Spelling

- · Orally blend sounds to form words
- Name lowercase letters
- Produce rhyming words
- Read and spell one-syllable, short-vowel words
- · Read "Mumps"

Formative Assessment: Observation

K.FFL.PA.2c, K.FL.PC.1d, K.FFL.PA.2a, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.F.5a

Skills 6

Lesson 11 Tricky Word: Introduce Little

- · Orally blend sounds to form words
- · Name lowercase letters
- Produce rhyming words
- Read Tricky Words I, are, little
- Read and spell one-syllable, short-vowel words

Formative Assessment: Observation

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1d, K.FFL.PA.2a, K.FFL.PWR.3c, K.FFL.WC.4, K.FFL.WC.4c

Skills 6

Lesson 12 Basic Code: Spelling

- · Orally blend sounds to form words
- · Name lowercase letters
- Read and spell one-syllable, short-vowel words
- Track print and answer questions about text
- · Read "Mumps"

Formative Assessment: Observation

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1d, K.FFL.WC.4, K.FFL.WC.4c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.RL.KID.1, K.RL.KID.3, K.RL.IKI.7, K.FFL.F.5a

4 Skills 6

Lesson 14 Review: Letter Names/Rhyming

- · Orally blend sounds to form words
- Name lowercase letters
- · Produce rhyming words
- · Track print and answer questions about text
- Read "Up"

Formative Assessment: Observation

K.FFL.PA.2c, K.FL.PC.1d, K.FFL.PA.2a, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.RL.KID.3, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a

Skills 6

Lesson 15 Basic Code: Spelling

- · Orally blend sounds to form words
- · Name lowercase letters
- Read and spell one-syllable, short-vowel words

Formative Assessment: Observation, AP 15.1

K.FFL.PA.2c, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c

Lesson 3 King Midas and the Golden Touch

- Locate Greece; identify gold as valuable
- Analyze actions of King Midas
- Word Work: treasures
- Retell events of story

Formative Assessment: AP 3.1

K.SL.PKI.4, K.RL.KID.3, K.FL.VA.7biii, K.RL.KID.2

\sum Knowledge 7

Lesson 4 Old King Cole

- Recall facts about kings and queens; review rhyme
- Describe Old King Cole's actions
- Word Work: merry
- Create compound sentences
- Draft story about Old King Cole

Formative Assessment: Writing Activity

K.SL.PKI.4, K.FFL.PA.2a, K.RL.KID.1, K.FL.VA.7bii, K.FFL.SC.6g, K.W.TTP.3, K.RL.KID.3, K.FFL.SC.6a, K.FFL.SC.6b

5 Knowledge 7

Lesson 5 Sing a Song of Sixpence

- Locate England on a map; review rhyme
- Compare experiences of main characters
- Word Work: dainty
- · Revise stories based on feedback

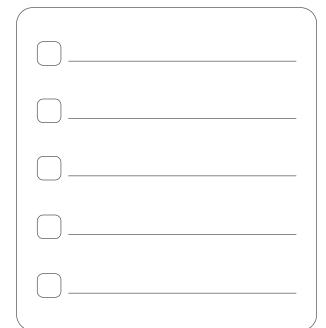
Formative Assessment: Old King Cole Story

 $\begin{array}{l} \text{K.SL.PKI.4, K.FFL.PA.2a, K.RL.KID.3, K.FL.VA.7biii, K.W.TTP.3, K.W.PDW.5} \end{array}$

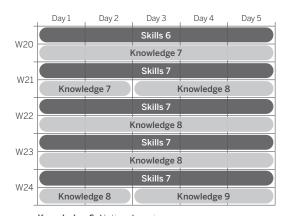
4 Knowledge 7

Pausing Point Day 1

Knowledge 7



WEEK TWENTY



Knowledge 6: Native Americans Knowledge 7: King and Queen Knowledge 8: Seasons and Weather

Skills 6

Lesson 16 Language: Spelling

- Orally blend sounds to form words
- Name lowercase letters
- Read and spell one-syllable, short-vowel words
- Track print and answer questions about text
- · Read "Fast Fred"

Formative Assessment: Observation, AP 16.1

K.FFL.PA.2c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1d, K.FFL.WC.4, K.FFL.WC.4c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.RL.KID.1, K.RL.KID.3, K.RL.IKI.7, K.FFL.F.5

Skills 6

Lesson 17 Unit Assessment

· Read "Fast Fred"

Formative Assessment: AP 17.1, AP 17.2, Observation, AP 17.4

K.FFL.F.5a

5 Skills 6

Pausing Point Day 1

4 Skills 6

Pausing Point Day 2

Skills 6

Lesson 6 The Princess and the Pea

- Recall facts about royal families; locate Denmark on map
- Identify main idea of story
- Word Work: graceful
- Describe character, setting, plot of story

Formative Assessment: AP 6.1

K.SL.CC.1, K.RL.IKI.7, K.FL.VA.7bii, K.RL.IKI.7

Z Knowledge 7

Lesson 7 Cinderella

- Locate France on map; describe fairness
- Describe events of story
- Word Work: tattered
- Demonstrate understanding of ball
- Sequence events

Formative Assessment: AP 7.1

K.SL.CC.1, K.RL.KID.3, K.FL.VA.7bii, K.FL.VA.7a, K.RL.KID.2

5 Knowledge 7

Lesson 8 Snow White and the Seven Dwarfs

- Recall facts about kings and queens; locate Germany
- Analyze actions of main characters
- Word Work: stomped
- Sequence events

Formative Assessment: AP 8.1

K.SL.CC.1, K.RL.KID.3, K.FL.VA.7biv, K.RL.KID.2

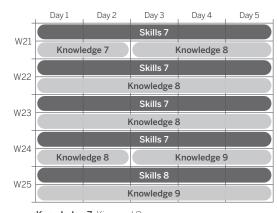
+ Knowledge 7

Domain Review Day 1

Knowledge 7

Domain Assessment Day 1

WEEK TWENTY-ONE



Knowledge 7: King and Queen **Knowledge 8:** Seasons and Weather **Knowledge 9:** Columbus abd the Pilgrims

Skills 7



Lesson 1 Basic Code: Introduce /ch/ > 'ch'

- Orally segment up to five sounds in a singlesyllable word
- Provide proper sound and letter name
- Distinguish similar sounds: /ch/ and /j/
- Read and spell single-syllable, short-vowel words

Formative Assessment: Observation

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c

Skills 7



Lesson 2 Basic Code: Introduce /sh/ > 'sh'

- Orally segment up to five sounds in a singlesyllable word
- Provide proper sound and letter name
- Read and spell single-syllable, short-vowel words

Formative Assessment: Observation

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 7

Lesson 3 Tricky Word: Introduce Down

- Orally segment up to five sounds in a singlesyllable word
- · Provide proper sound and letter name
- Read Tricky Word down
- Read and spell single-syllable, short-vowel words

Formative Assessment: Observation, AP 3.2

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e

4 Skills 7



Lesson 4 Basic Code: Introduce /th/ > 'th'

- Orally segment up to five sounds in a singlesyllable word
- Provide proper sound and letter name
- Read and spell single-syllable, short-vowel words

Formative Assessment: Observation

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 7



Lesson 5 Basic Code: Introduce /th/ > 'th'

- Orally segment up to five sounds in a singlesyllable word
- Provide proper sound and letter name
- Read and spell single-syllable, short-vowel words

Formative Assessment: Observation

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e

Knowledge 7	Z Knowledge 7	5 Knowledge 8
Culminating Activities Day 1	Culminating Activities Day 2	Lesson 1 What's the Weather Like?
		Discuss purpose of a calendar
		Identify four seasons; describe types of weather
		Word Work: characteristics
		Describe characteristics of weather; make weather predictions
		Formative Assessment: AP 1.1
		K.SL.CC.1, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.2
Knowledge 8	5 Knowledge 8	
Lesson 2 Winter	Lesson 3 Spring	
Discuss seasons and months	Recall characteristics of winter; identify spring months	
Identify characteristics of winter Word Work: frigid	Describe characteristics of spring	
Word Work: frigid Describe characteristics of weather: make	Word Work: gradually	
weather predictions	Describe characteristics of weather; make	
Formative Assessment: AP 1.1	weather predictions	

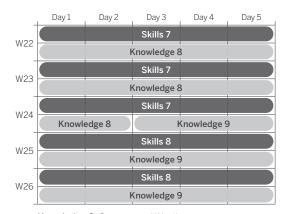
Formative Assessment: AP 1.1

K.SL.CC.2, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.2

AmplifyCKLA

K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.2

WEEK TWENTY-TWO



Knowledge 8: Seasons and Weather **Knowledge 9:** Columbus abd the Pilgrims

Skills 7

Lesson 6 Basic Code: Review /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th' and / \underline{th} / > 'th' and / \underline{th} / > 'th'

- Orally segment up to five sounds in a singlesyllable word
- Provide proper sound and letter name
- Read and spell single-syllable, short-vowel words

Formative Assessment: Observation, AP 6.1

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e

Skills 7



Lesson 7 Basic Code: Introduce /qu/ > 'qu'

- Provide sound and letter name
- Read and spell single-syllable, short-vowel words

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e

5 Skills 7



Lesson 8 Basic Code: Introduce /ng/ > 'ng'

- · Provide sound and letter name
- Distinguish similar sounds in word pairs
- Read and spell single-syllable, short-vowel words

Formative Assessment: Observation, AP 8.4

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e

4 Skills 7

Lesson 9 Tricky Word: Introduce Out

- Orally segment up to five sounds in a singlesyllable word
- · Provide sound and letter name
- Read Tricky Word out
- Count number of phonemes in single-syllable, short-vowel words
- Track print and answer questions about text

Formative Assessment: Observation, AP 9.2

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1

Skills 7

Lesson 10 Basic Code: Review Single-Syllable, Short-Vowel Words

- Orally segment up to five sounds in a singlesyllable word
- Provide sound and letter name
- Read and spell single-syllable, short-vowel words
- · Track print and answer questions about text
- · Read "Seth's Mom"

Formative Assessment: Observation, AP 10.1

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a

Lesson 4 Summer

- Compare characteristics of winter, spring; identify summer months
- Describe characteristics of summer
- Word Work: distinct
- Describe current weather; identify weather patterns

Formative Assessment: AP 1.1

K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.2

2 Knowledge 8

Lesson 5 Autumn

- Compare characteristics of winter, spring, summer; identify fall months
- Describe characteristics of autumn
- Word Work: progresses
- Draw four seasons

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.2

5 Knowledge 8

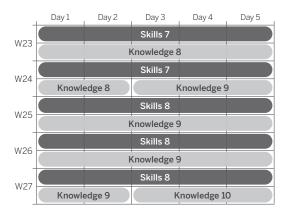
Pausing Point Day 1	

4 Knowledge 8

Pausing Point Day 2

) Knowledge 8

WEEK TWENTY-THREE



Knowledge 8: Seasons and Weather
Knowledge 9: Columbus abd the Pilgrims
Knowledge 10: Colonial Towns and Townspeople

Skills 7

Lesson 11 Tricky Word/Student Assessment: Introduce Of

- Orally segment up to five sounds in a singlesyllable word
- · Provide sound and letter name
- Read Tricky Word of
- Track print and answer questions about text

Formative Assessment: Observation, AP 11.1

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a, K.FFL.WC.4

Skills 7

Lesson 12 Student Performance Assessment

- Orally segment up to five sounds in a singlesyllable word
- Provide sound and letter name
- Read and spell single-syllable, short-vowel words
- · Read "Seth's Dad"

Formative Assessment: Observation, AP 12.2

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e, K.FFL.F.5a

5 Skills 7

Lesson 13 Basic Code: Review Single-Syllable, Short-Vowel Words

- Orally segment up to five sounds in a singlesyllable word
- Read and spell single-syllable, short-vowel words
- · Track print and answer questions about text
- Read "Sal's Fish Shop"

Formative Assessment: Observation

K.FFL.PA.2d, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a

4 Skills 7

Lesson 14 Student Performance Assessment

- Orally segment up to five sounds in a singlesyllable word
- · Provide sound and letter name
- Track print and answer questions about text
- · Read "Lunch"

Formative Assessment: Observation, AP 12.2

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a, K.FFL.WC.4

Skills 7

Lesson 15 Student Performance Assessment

- Orally segment up to five sounds in a singlesyllable word
- Provide sound and letter name
- Read and spell single-syllable, short-vowel words
- · Read "Lunch"

Formative Assessment: Observation, AP 12.2

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e, K.FFL.F.5a

Lesson 6 The Grasshopper and the Ants

- Describe characteristics of a fable
- Discuss how seasons correspond to main events; identify moral of fable
- Word Work: last
- Sequence seasons

Formative Assessment: AP 6.1

 $\mbox{K.SL.PKI.4}, \mbox{K.RL.IKI.9}, \mbox{ no matching standard for L.K.5c, K.W.TTP.2}$

Z Knowledge 8

Lesson 7 Safety in Storms

- Review types of weather; discuss safety
- Describe thunderstorms and how to stay safe
- Word Work: severe
- Illustrate a thunderstorm; describe safety during dangerous weather

Formative Assessment: Drawing Activity

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.2

5 Knowledge 8

Lesson 8 Meteorology

- Discuss terms *meteorology, meteorologist*; discuss importance of weather prediction
- Identify key terms; describe importance of weather prediction
- Word Work: warning
- Predict weather

Formative Assessment: AP 1.1

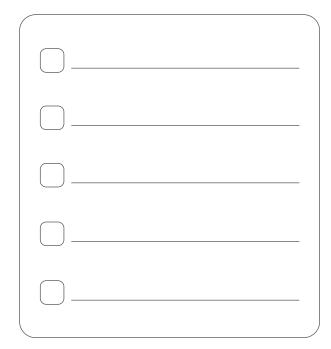
K.SL.CC.1, K.RI.KID.3, K.FL.VA.7biii, K.SL.PKI.5, K.W.TTP.1

4 Knowledge 8

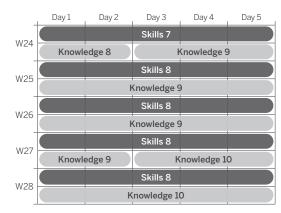
Domain Review Day 1

5 Knowledge 8

Domain Assessment Day 1



WEEK TWENTY-FOUR



Knowledge 8: Seasons and Weather
Knowledge 9: Columbus abd the Pilgrims
Knowledge 10: Colonial Towns and Townspeople

Skills 7

Lesson 16 Student Performance Assessment

- Segment up to five sounds in a single-syllable word
- Read and spell single-syllable, short-vowel words
- · Track print and answer questions about text
- · Read "Seth's Finch"

Formative Assessment: Observation, AP 12.2

K.FFL.PA.2d, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.PWR.3e, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a

Skills 7

Lesson 17 Tricky Words: Review Down, Out, Of

- Orally segment up to five sounds in a singlesyllable word
- Provide sound and letter name
- · Read Tricky Words down, out, of
- Read "Seth's Finch"

Formative Assessment: Observation, AP 17.1

K.FFL.PA.2d, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.F.5a

5 Skills 7

Pausing Point Day 1

4 Skills 7

Pausing Point Day 2

Skills 7

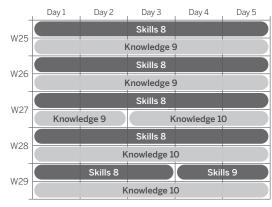
_ Knowledge 8	Z Knowledge 8	5 Knowledge 9
Culminating Activities Day 1	Culminating Activities Day 2	Lesson 1 The Spice Seekers
		Identify world map; compare travel
		Explain why Europeans traveled Asia
		Word Work: spices
		Locate Europe, Asia, Africa
		Formative Assessment: AP 1.1
		K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.SL.CC.1
	_	
- Knowledge 9	→ Knowledge 9	
Lesson 2 Ferdinand and Isabella	Lesson 3 1492	
Review information about "spice seekers" Pagarilla Calumbur's route identific Calumbur's	Locate Europe, Asia, Africa; recall Columbus's route	
Describe Columbus's route; identify Columbus's supporters	Identify facts about Columbus's voyage	
Word Work: victorious	Word Work: shore	
Describe Columbus's actions	Identify three ships	
Formative Assessment: Drawing Activity	Formative Assessment: AP 3.1	

K.SL.CC.2, K.RI.KID.2, K.FL.VA.7biii

 ${\bf Amplify} {\tt CKLA}$

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.RI.KID.2

WEEK TWENTY-FIVE



Knowledge 9: Columbus abd the Pilgrims Knowledge 10: Colonial Towns and Townspeople

Skills 8

Lesson 1 Tricky Word: Introduce Funny

- Identify provided sound and letter names
- · Read Tricky Word funny
- Track print and answer questions about text

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.KID.3, K.RL.IKI.7

Skills 8

Lesson 2 Tricky Word: Introduce All

- Provide sound and letter name
- · Read Tricky Word all
- Track print and read aloud
- Read "Sam and the Fish" independently

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.FFL.F.5a

3 Skills 8

Lesson 3 Review: Tricky Words

- · Provide sound and letter name
- · Read and spell Tricky Words funny, all, the, of
- Track print, ask and answer questions using illustrations
- Read "Fun at the Pond" aloud
- · Read "Fun at the Pond" independently

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a

4 Skills 8

Lesson 4 Tricky Words and Rhyming Words

- · Provide sound and letter name
- Make and read phrases with Tricky Words a, the, of
- · Recognize and produce rhyming words
- Read "Fun at the Pond" independently

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.PA.2a, K.FFL.F.5a

Skills 8

Lesson 5 Tricky Word: Introduce From

- Read Tricky Word from
- Track print and answer questions about text

Formative Assessment: Observation

K.FFL.PWR.3c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.F.5a, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7

Lesson 4 Not the Indies

- Describe Columbus's voyage
- Describe what happened when Columbus reached land
- Word Work: courage
- Describe an event

Formative Assessment: Drawing Activity

K.RI.KID.2, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.3

2 Knowledge 9

Lesson 5 Further Adventures of Christopher Columbus

- · Review details about Columbus
- Describe Columbus's other trips; explain Columbus Day
- Word Work: ashamed
- Illustrate a journey

Formative Assessment: AP 5.1

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.3

D) Knowledge 9	
	Pausing Point Day 1	
-		

Knowledge 9

Pausing Point Day 2

5 Knowledge 9

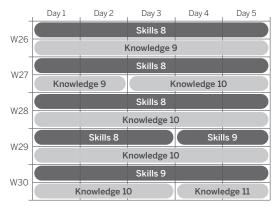
Lesson 6 Colonies in Native American Lands

- Compare maps
- Explain why people left England
- Word Work: disappointed
- Identify important dates

Formative Assessment: Exit Pass

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.SL.PKI.4

WEEK TWENTY-SIX



Knowledge 9: Columbus abd the Pilgrims **Knowledge 10:** Colonial Towns and Townspeople

Knowledge 11: Taking Care of the Earth

Skills 8

Lesson 6 Review: Spelling

- · Provide sound and letter name
- Read single-syllable, short-vowel words
- · Track print and answer questions about text
- · Read "Tasks" independently

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2e, K.FFL.PWR.3e, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.FFL.F.5a

Skills 8

Lesson 7 Review: Basic Code

- · Provide sound and letter name
- Spell simple, short-vowel words
- Read single-syllable, short-vowel words
- · Read "Tasks" independently

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PA.2e, K.FFL.F.5a

5 Skills 8

Lesson 8 Tricky Word: Introduce Was

- Read and write Tricky Words was, from, funny, all, the, of
- Track print and answer questions about text
- Read "The Van" independently

Formative Assessment: Observation

K.FFL.PWR.3c, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.FFL.F.5a

4 Skills 8

Lesson 9 Tricky Words and Rhyming Words

- · Provide sound and letter name
- Read Tricky Words funny, from, all, was, down, out, of, are, I, little
- · Recognize and produce rhyming words
- Read simple phrases and sentences

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.PA.2a, K.FFL.PWR.3, K.FFL.F.5a

) Skills 8

Lesson 10 Spelling Alternatives: Double-Letter Spellings for Consonant Sounds

- Provide sound and letter name
- · Track print, ask and answer questions about text
- Read single-syllable, short-vowel words

Formative Assessment: Observation, AP 10.2

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1

Lesson 7 The Voyage of the Mayflower

- Review key details about Separatists
- Describe Pilgrims' journey on Mayflower
- Word Work: glory
- Describe Pilgrims

Formative Assessment: AP 7.1

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.RI.KID.2

\sum Knowledge 9

Lesson 8 The Wampanoag

- Recall facts about Pilgrims and Native Americans
- Describe relationship between Pilgrims and the Wampanoag Tribe
- · Word Work: fascinated
- · Illustrate important events

Formative Assessment: Drawing Activity

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.3

5 Knowledge 9

Lesson 9 Thanksgiving

- Recall facts about Pilgrims
- Describe first Thanksgiving; explain Thanksgiving today
- Word Work: celebration
- Write thank-you letter to Squanto

Formative Assessment: AP 9.1

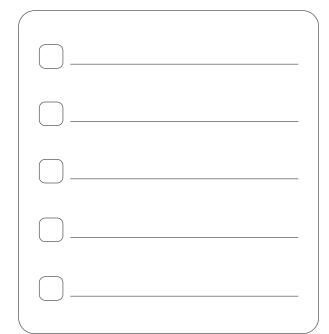
K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.3

Knowledge 9

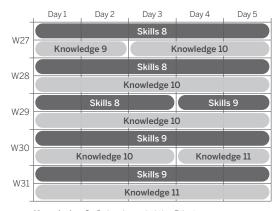
Domain Review Day 1

5 Knowledge 9

Domain Assessment Day 1



WEEK TWENTY-SEVEN



Knowledge 9: Columbus abd the Pilgrims **Knowledge 10:** Colonial Towns and Townspeople

Knowledge 11: Taking Care of the Earth

Skills 8

Lesson 11 Review: Double-Letter Spellings and Tricky Words

- · Provide sound and letter name
- · Read words with double-letter spellings
- Spell Tricky Words the, one, from, was and simple, short-vowel words
- · Read "On the Bus" independently

Formative Assessment: Observation, AP 11.1

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.F.5a

Skills 8

Lesson 12 Spelling Alternatives: Double-Letter Spellings for Consonant Sounds

- Read words with double-letter spellings
- Track print, identify and use punctuation, ask and answer questions about text
- Read "Sam in Class" independently

Formative Assessment: Observation

K.FFL.PWR.3a, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a

5 Skills 8

Lesson 13 Review: Double-Letter Spellings for Consonant Sounds

- · Provide sound and letter name for letters
- Spell single-syllable, short-vowel words with double-letter spellings
- Read simple sentences of single-syllable, short vowel words
- Track print, identify and use punctuation, ask and answer questions about text

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.F.5a, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7

4 Skills 8

Lesson 14 Spelling Alternatives: Double-Letter Spellings for Consonant Sounds

- · Provide sound and letter name for letters
- Read simple phrases of single-syllable, shortvowel words with double-letter spellings
- Read "The Chills" independently

Formative Assessment: Observation, AP 14.1

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a

Skills 8

Lesson 15 Student Performance Assessment: Word Recognition

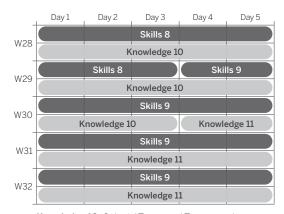
- Track print, identify punctuation, ask and answer questions about text
- Count number of phonemes in single-syllable, short-yowel words

Formative Assessment: AP 15.1, 15.2, Observation

K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.PA.2d

Culminating Activities Day 1	Culminating Activities Day 2	Lesson 1 The Country Family Become familiar with concept of chores;
		understand importance of towns Identify key details Describe types of chores Word Work: country Compare colonial life and present-day life Formative Assessment: Exit Pass K.SL.CC.1, K.RI.KID.1, K.FL.VA.7biii, K.W.RBPK.8
Knowledge 10 Lesson 2 A Trip to Town Identify types of tradespeople Describe types of tradespeople Word Work: everyday Illustrate bartering system Formative Assessment: Exit K.SL.PKI.4, K.RI.KID.1, K.FL.VA.7bii, K.W.TTP.2	 Knowledge 10 Lesson 3 The Bread Makers: Millers and Bakers Review concept of bartering; identify information about bread Describe how to make bread Word Work: customers Sequence process of making bread Formative Assessment: AP 3.1 	

WEEK TWENTY-EIGHT



Knowledge 10: Colonial Towns and Townspeople **Knowledge 11:** Taking Care of the Earth

Skills 8

Lesson 16 Student Performance Assessment: Lowercase Letter Names

- Read "Stop that Bus!" independently
- · Read single-syllable, short vowel words
- · Recognize and produce rhyming words

Formative Assessment: AP 16.1, Observation, AP 16.5, AP 16.2 or 16.3

K.FFL.F.5a, K.FFL.PA.2d, K.FFL.PA.2a

Skills 8

Lesson 17 Student Performance Assessment: Tricky Words

- Track print, identify punctuation, ask and answer questions about text
- Read simple phrases and sentences of singlesyllable, short-vowel words

Formative Assessment: AP 17.1. Observation

K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a

5 Skills 8

Lesson 18 Student Performance Assessment: Reading and Code Knowledge

- · Provide sound and letter name for letters
- Read "Sam and the Duck" independently
- Read single-syllable, short-vowel words

Formative Assessment: Observation, AP 18.1, AP 18.2

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a

4 Skills 8

Lesson 19 Review/Assessment: Student Assessment

- · Provide sound and letter names for letters
- Read single-syllable, short-vowel words
- Track print, identify punctuation, ask and answer questions about text
- Read "Max in the Mud" independently

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1a, K.FL.PC.1b, K.FL.PC.1c, K.FFL.SC.6i, K.RL.KID.1, K.RL.IKI.7, K.FFL.F.5a

Skills 8

Lesson 20 Review/Assessment: Unit Assessment

- · Provide sound and letter name for letters
- Recognize single-syllable, short-vowel words
- Read and match rhyming words
- · Read "The Band" independently

Formative Assessment: AP 20.1, AP 20.2, Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2a, K.FFL.F.5a

Lesson 4 The Cloth Makers: Spinners and Weavers

- Identify term *cloth*; compare colonial and today's clothing
- · Describe how clothing was made
- Word Work: garments
- Retell a nursery rhyme

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.3, K.FL.VA.7bii, K.SL.PKI.4

Knowledge 10



Lesson 5 Dressmakers, Tailors, Hatters, and Cobblers

- Identify differences in buying clothes
- Identify tradespeople associated with making clothes; describe jobs and tools
- Word Work: measure
- Act out read-aloud; demonstrate knowledge of tradespeople

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.3, K.FL.VA.7bii, K.SL.PKI.4

5 Knowledge 10

Lesson 6 The Elves and the Shoemaker

- Identify differences in selling goods
- Discuss details about a literary text
- Word Work: thrilled
- Draw tradespeople and trades

Formative Assessment: Exit Pass

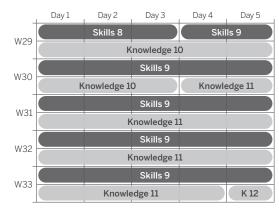
K.SL.CC.1, K.RL.KID.1, K.FL.VA.7bii, K.W.TTP.2

4 Knowledge 10

Pausing Point Day 1

Knowledge 10

WEEK TWENTY-NINE



Knowledge 10: Colonial Towns and Townspeople Knowledge 11: Taking Care of the Earth

Knowledge 12: Presidents and American Symbols

Skills 8

Pausing Point Day 1

Skills 8

Pausing Point Day 2

5 Skills 8

Pausing Point Day 3

4 Skills 9

Lesson 1 Tricky Words and Uppercase Letter: Introduce When and Word and 'A,' 'B,' 'C,' 'D'

- · Orally blend two-syllable words
- Name lowercase letters and provide corresponding sound
- Read Tricky Words: when, word
- Recognize, name, and write some uppercase letters

Formative Assessment: Observation

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.WC.4g

Skills 9

Lesson 2 Tricky Words: Introduce Why and To

- Read and write Tricky Words why, to
- · Read "The Bad Crab," answer questions about text

Formative Assessment: Observation

K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.RL.KID.3

Lesson 7 The House Builders: Bricklayers, Masons, and Carpenters

- · Identify building materials
- · Describe how houses were built
- Word Work: patiently
- Demonstrate understanding of "better safe than sorry"
- Describe tradespeople and jobs

Formative Assessment: Exit Pass

K.SL.CC.1, K.RI.KID.2, K.FL.VA.7biii, K.FL.VA.7a, K.SL.PKI.4

Z Knowledge 10

Lesson 8 The Blacksmiths

- Review tradespeople who made houses; identify blacksmiths
- Describe importance of blacksmith
- · Word Work: essential
- Demonstrate understanding of *iron* and question word *where*

Formative Assessment: Exit Pass

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.FL.VA.7a, K.FFL.SC.6e

5 Knowledge 10

Lesson 9 The Little Gray Pony

- Review blacksmiths; identify coal is important fuel
- Sequence events
- Word Work: merry, downcast
- Sequence read-aloud

Formative Assessment: Exit Pass

K.SL.CC.2, K.RI.KID.2, K.FL.VA.7biii

4 Knowledge 10

Lesson 10 Stone Soup

- Describe how townspeople helped soldiers
- Describe how tradespeople helped soldiers
- Word Work: sympathy
- Demonstrate understanding of tradespeople

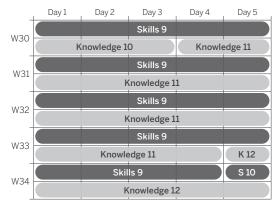
Formative Assessment: AP 10.1

K.SL.CC.1, K.RL.KID.1, K.FL.VA.7biii, K.W.TTP.3

Control Name (No. 10) Name (No

Domain Review Day 1

WEEK THIRTY



 $\textbf{Knowledge 10:} \ \mathsf{Colonial} \ \mathsf{Towns} \ \mathsf{and} \ \mathsf{Townspeople}$

Knowledge 11: Taking Care of the Earth

Knowledge 12: Presidents and American Symbols

Skills 9

Lesson 3 Uppercase Letters: Introduce 'E', 'F', 'G', 'H'

- Read previously taught Tricky Words
- Recognize, name, and write some uppercase letters
- Read "Ann's Dress," answer questions about text

Formative Assessment: Observation

K.FFL.PWR.3c, K.RL.PC.1d, K.FFL.WC.4g, K.FFL.F.5a, K.RL.KID.1, K.RL.IKI.7

Skills 9

Lesson 4 Review: Tricky Words and Uppercase Letters

- Read previously taught Tricky Words
- Name and give sound for uppercase and lowercase letters
- Read "Ann's Dress" and answer questions about text

Formative Assessment: Observation

K.FFL.PWR.3c, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1

5 Skills 9

Lesson 5 Tricky Words: Introduce Where and No

- Orally blend two-syllable words
- Name and provide sound for lowercase letters
- Read Tricky Words where, no
- Read a sentence and choose corresponding picture
- Fill in the blank using previously learned Tricky Words

Formative Assessment: Observation, AP 5.1, AP 5.2

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.WC.4g, K.FFL.F.5a

Skills 9

Lesson 6 Uppercase Letters: Introduce 'I', 'J', 'K', 'L', 'M'

- Recognize, name, and write uppercase letters
- Write and match uppercase letter with its corresponding lowercase letter
- Read "Zack Gets a Pet" and answer questions about the text

Formative Assessment: AP 6.1, Observation

K.FL.PC.1d, K.FFL.WC.4g, K.FFL.F.5a, K.RL.KID.1

Skills 9

Lesson 7 Review: Tricky Words and Uppercase Letters: Introduce What and So and 'N', 'O', 'P', 'Q', 'R'

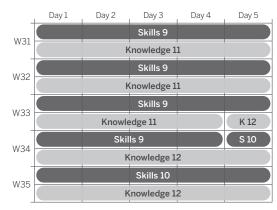
- Orally blend two-syllable words
- Name lowercase letters and provide corresponding sound
- · Read Tricky Words what, so
- Recognize, name, write uppercase letters
- Answer simple written questions

Formative Assessment: Observation, AP 7.1

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.WC.4g

Throwledge 10 Domain Assessment Day 1	Knowledge 10 Culminating Activities Day 1	Knowledge 10 Culminating Activities Day 2
Lesson 1 Introducing the Earth Discuss Earth Identify what Earth is made of and why we should care for it Word Work: responsibility Demonstrate understanding of earth Identify facts about Earth Formative Assessment: Exit Pass K.SL.CC.1, K.RI.KID.3, K.FL.VA.7biii, K.FL.VA.7a, K.RI.KID.2	 Knowledge 11 Lesson 2 Garbage Recall information about Earth Describe a landfill's purpose Word Work: hazardous Describe what happens to garbage Formative Assessment: Writing Activity K.SL.CC.2, K.RI.KID.2, K.FL.VA.7bii, K.W.TTP.2 	

WEEK THIRTY-ONE



Knowledge 11: Taking Care of the Earth

 $\textbf{Knowledge 12:} \ \mathsf{Presidents} \ \mathsf{and} \ \mathsf{American} \ \mathsf{Symbols}$

Skills 9

Lesson 8 Review: Tricky Words

- Read previously taught Tricky Words
- Spell single-syllable, short-vowel words
- Recognize, name, and give sound for some uppercase letters
- Read "On the Mat" and answer questions about the text

Formative Assessment: Observation

K.FFL.PWR.3c, K.FFL.PA.2d, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.WC.4b, K.FFL.F.5a, K.RL.KID.1

Skills 9

Lesson 9 Review: Tricky Words

- · Orally blend words
- Name and provide sounds for lowercase letters
- Fill in the blank with previously learned Tricky Words
- Read "On the Mat" and answer questions about text

Formative Assessment: Observation, AP 9.1, AP 9.2

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3, K.SL.PKI.5

Z Skills 9

Lesson 10 Assessment, Tricky Words, and Uppercase Letters: Introduce Which and 'S', 'T', 'U', 'V', 'W'

- Read previously taught Tricky Words and Tricky Word which
- Recognize, name, and write uppercase letters, match uppercase and lowercase letters
- · Read "Fix that Ship," answer questions about text

Formative Assessment: AP 10.1, AP 10.2, Observation

K.FFL.PWR.3c, K.FL.PC.1d, K.FFL.WC.4g, K.FFL.F.5a, K.RL.KID.1, K.RL.KID.3

4 Skills 9

Lesson 11 Tricky Word: Introduce Once

- · Orally blend words
- Name and provide sounds for lowercase letters
- Name previously learned uppercase letters
- Read Tricky Word once
- Read "Fix that Ship," answer questions about text. create illustrations

Formative Assessment: Observation, AP 11.1

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3, K.SL.PKI.5

Skills 9

Lesson 12 Uppercase Letters: Introduce 'X', 'Y', 'Z'

- Recognize, name, write uppercase letters
- Fill in the blanks with previously learned Tricky Words
- Read "The Tent," answer questions about text, create illustrations

Formative Assessment: Observation, AP 12.2

K.FL.PC.1d, K.FFL.WC.4c, K.FFL.WC.4g, K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3, K.SL.PKI.5

Lesson 3 Natural Resources

- Recall facts about garbage; identify ways people use natural resources
- Describe importance of natural resources
- Word Work: conserve
- · Identify natural resources

Formative Assessment: AP 3.1

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7bii, K.RI.KID.1

Z Knowledge 11

Lesson 4 Reduce, Reuse, Recycle

- Recall facts about natural resources and garbage
- Describe importance of reduce, reuse, recycle
- Word Work: reduce
- Write opinion about natural resources

Formative Assessment: Writing Activity

 $\begin{array}{l} \text{K.SL.CC.2, K.RI.KID.3, K.FL.VA.7bii, K.W.TTP.1, K.W.PDW.5,} \\ \text{K.W.PDW.4} \end{array}$

5 Knowledge 11

Lesson 5 Recycle! Recycle! Recycle!

- Recall three ways to conserve natural resources
- Explain why recycling is important
- Word Work: solution
- Describe recycling process

Formative Assessment: Recycling Process Writing

K.SL.CC.2, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.3, K.W.PDW.4

4 Knowledge 11

Lesson 6 Composting

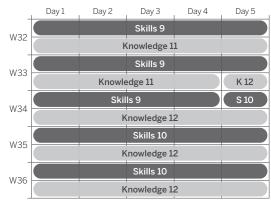
- Review ways to conserve natural resources
- Describe composting; explain importance of taking care of Earth
- Word Work: compost
- Write about composting process

Formative Assessment: My Composting Story

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.3

Knowledge 11

WEEK THIRTY-TWO



Knowledge 11: Taking Care of the Earth **Knowledge 12:** Presidents and American Symbols

Skills 9

Lesson 13 Tricky Words: Introduce Said and Says

- Read and write previously taught Tricky Words and said, says
- Read "A Gift from Mom," answer questions about text

Formative Assessment: Observation

K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1

Skills 9

Lesson 14 Review: Tricky Words

- · Read previously taught Tricky Words
- Provide sound and name for lowercase letters
- Write and match uppercase letter with corresponding lowercase letter
- Read "A Gift from Mom," answer questions about text, create illustrations

Formative Assessment: Observation, AP 14.1, AP 14.2

K.FFL.PWR.3c, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3, K.SL.PKI.5

5 Skills 9

Lesson 15 Review: Basic Code and Tricky Words

- · Orally blend words
- Name lowercase letters, provide corresponding sounds
- Choose proper sentence to describe picture
- Fill in the blanks with previously learned Tricky Words

Formative Assessment: Observation, AP 15.1, AP 15.2

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5, K.FFL.F.5a, K.FFL.PWR.3c

/ + Skills 9

Lesson 16 Tricky Word: Introduce Were

- Read previously taught Tricky Words and were
- Read "Bug and Frog," answer questions about text

Formative Assessment: Observation, AP 16.1

K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1

Skills 9

Lesson 17 Tricky Words: Introduce Here and There

- Read and write previously taught Tricky Words and here, there
- Read "Swing that Net," answer questions about text, create illustration

Formative Assessment: Observation, AP 17.2

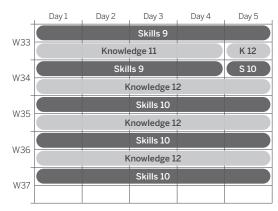
K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3, K.SL.PKI.5

Knowledge 11 Knowledge 11 Knowledge 11 Pausing Point Day 2 Lesson 7 Pollution Lesson 8 Air Pollution · Recall facts about composting and ways to take • Discuss facts about pollution care of the earth • Discuss pollution and how to reduce air pollution • Recall facts about pollution; describe solutions Word Work: global for pollution • Illustrate air pollution • Word Work: toxic Formative Assessment: Drawing Activity • Demonstrate understanding of litter K.SL.CC.2, K.RI.KID.3, K.FL.VA.7bii, K.RI.KID.2 · Identify key details Formative Assessment: Exit Pass K.SL.CC.2, K.RI.KID.3, K.FL.VA.7bii, K.FL.VA.7a, K.RI.KID.2 **↓** Knowledge 11 Knowledge 11 Lesson 9 Willy the Water Drop Lesson 10 Good-bye from Good Old Earth Identify types of water • Recall facts about air and water pollution • Differentiate freshwater and wastewater; explain · Describe ways to take care of the earth importance of clean water • Word Work: effort Word Work: supply · Help create class book

K.SL.PKI.4, K.RI.KID.3, K.FL.VA.7biii

· Write understanding of types of water Formative Assessment: Writing Activity K.SL.CC.1, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.3, K.W.PDW.6 Formative Assessment: Class Book

WEEK THIRTY-THREE



Knowledge 11: Taking Care of the Earth Knowledge 12: Presidents and American Symbols

Skills 9

Lesson 18 Review: Tricky Words

- Read and write previously taught Tricky Words
- Fill in the blank with previously taught Tricky Words
- Read "Spot's Bath," answer questions about text

Formative Assessment: AP 18.1, AP 18.2, Observation

K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1

Skills 9

Lesson 19 Review: Punctuation Marks

- Use punctuation correctly
- Read "Spot's Bath," answer questions about text, create illustrations

Formative Assessment: Observation, AP 19.2

K.FFL.SC.6i, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3, K.SL.PKI.5

5 Skills 9

Lesson 20 Student Performance Assessment: Tricky Words, Uppercase Letters, and Punctuation

 Read "The Pots and Pans Band," answer questions about the text

Formative Assessment: AP 20.1, Observation, AP 20.2, AP 20.3

K.FFL.F.5a, K.RL.KID.1

4 Skills 9

Lesson 21 Student Performance Assessment: Uppercase Letters and Punctuation

- Read "The Pots and Pans Band," answer questions about text, create illustrations
- Fill in the blanks with previously taught Tricky Words
- Read simple sentences and Tricky Words
- Match uppercase with lowercase letters

Formative Assessment: Observation, AP 21.1, AP 21.5

K.FFL.F.5, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3, K.SL.PKI.5, K.FFL.PWR.3c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FL.PC.1d

Skills 9

Lesson 22 Student Performance Assessment: Uppercase Letters and Punctuation

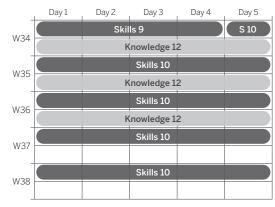
- Read "When It's Hot," answer questions about text
- Answer simple written yes/no questions

Formative Assessment: Observation, AP 22.1, AP 21.5

K.FFL.F.5a, K.RL.KID.1, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c

1 Knowledge 11 Domain Review Day 1	Z Knowledge 11 Domain Assessment Day 1	Knowledge 11 Culminating Activities Day 1
Knowledge 11 Culminating Activities Day 2	Esson 1 The Home of the President: Washington, D.C. Review details about kings, queens, and Pilgrims Describe Washington, D.C.; compare a president and a king Word Work: liberties Compare monarchs and presidents Formative Assessment: Exit Pass	
	K.SL.CC.1, K.RI.KID.3, K.FL.VA.7biii	

WEEK THIRTY-FOUR



Knowledge 12: Presidents and American Symbols

Skills 9

Lesson 23 Student Performance Assessment: Uppercase Letters and Punctuation

- Read "Ann's Hat Box", answer questions about text, create illustrations
- Read simple sentences, select correct sentence to match picture

Formative Assessment: Observation, AP 23.1, AP 21.5

K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3, K.SL.PKI.5, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c

Skills 9

Pausing Point Day 1

5 Skills 9

Pausing Point Day 2

4 Skills 9

Pausing Point Day 3

Skills 10



Lesson 1 Basic Code: Introduce /ee/ > 'ee'

- Orally segment two-syllable words
- Provide sound and name of lowercase letters
- Identify spoken words with /ee/ sound, write digraph spelling 'ee'
- · Read "Scott and Lee," answer questions about text

Formative Assessment: Observation

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.F.5a, K.RL.KID.1, K.RL.IKI.7

Knowledge 12

Lesson 2 A Dishonest Story About an Honest Man

- Review details about Washington, D.C.; describe presidents
- Recognize cherry tree story as a legend; describe facts about George Washington
- Word Work: respect
- Retell legend of cherry tree

Formative Assessment: AP 2.1

K.SL.CC.2, K.RL.KID.3, K.FL.VA.7biii, K.RL.KID.2

Z Knowledge 12

Lesson 3 A Clever General

- Compare a president and a king
- Describe how General Washington and Colonel Knox worked together
- · Word Work: clever
- · Publish a legend

Formative Assessment: AP 2.1

K.SL.CC.1, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.3

5 Knowledge 12

Lesson 4 George Washington

- Review details about George Washington
- Describe George Washington's sacrifices and identify him as first president
- Word Work: monarchy
- Sequence George Washington's life

Formative Assessment: Exit Pass

K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.RI.KID.2

4 Knowledge 12

Lesson 5 Thomas Jefferson

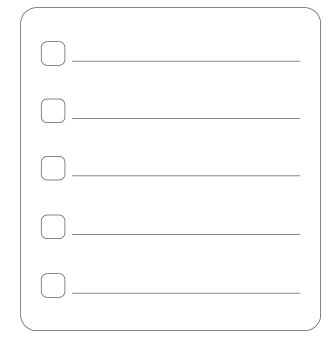
- Review George Washington; describe Founding Fathers
- Describe why Thomas Jefferson is a Founding Father
- Word Work: independence
- Draw Thomas Jefferson

Formative Assessment: Exit Pass

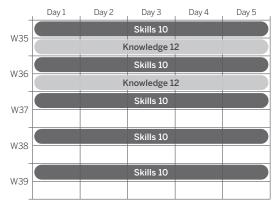
K.SL.CC.2, K.RI.KID.2, K.FL.VA.7biii, K.W.TTP.2

)	Knowledge	12

Pausing Point Day 1



WEEK THIRTY-FIVE



Knowledge 12: Presidents and American Symbols

Skills 10

Lesson 2 Basic Code: Review /ee/ > 'ee'

- Read previously taught Tricky Words
- Read single-syllable words with 'ee' spelling, fill in the blank with correct word
- Read "Scott and Lee," answer questions about text, create illustration

Formative Assessment: Observation, AP 2.2

K.FFL.PWR.3c, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

Skills 10

Lesson 3 Tricky Words: Introduce He, She, and We

- Orally segment two-syllable words
- · Provide sound and name of lowercase letters
- Read and spell single-syllable, similarly spelled words
- · Read Tricky Words he, she, we
- Read "Red Ants" and answer questions about text

Formative Assessment: Observation

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.RL.IKI.7

Skills 10

Lesson 4 Review: Basic Code and Tricky Words

- Read previously taught Tricky Words
- Spell single-syllable, similarly spelled words
- Read "Red Ants," answer questions about text, create illustration

Formative Assessment: Observation, AP 4.1

K.FFL.PWR.3c, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

4 Skills 10

Lesson 5 Tricky Words: Introduce Be and Me

- · Orally segment two-syllable words
- Provide corresponding name and sound of letters
- Read Tricky Words be, me
- Read "The Bees," answer questions about text, create illustration

Formative Assessment: Observation, AP 5.2

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

Skills 10

Lesson 6 Review: Basic Code and Tricky Words

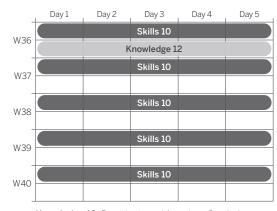
- Read simple yes/no questions of single-syllable words
- Read and write Tricky Words he, she, we, be, me, here, there
- · Fill in the blanks with Tricky Words

Formative Assessment: AP 6.1, AP 6.3

K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a, K.FFL.PWR.3c

Knowledge 12	Z Knowledge 12	5 Knowledge 12
Pausing Point Day 2	Pausing Point Day 3	Lesson 6 Abraham Lincoln Review details about Founding Fathers Explain why Abraham Lincoln was important Word Work: serious Draw Abraham Lincoln Formative Assessment: AP 6.1 K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.W.TTP.2
- Knowledge 12 Lesson 7 Teddy Roosevelt Review Washington, Jefferson, and Lincoln Explain why Theodore Roosevelt was important Word Work: expert Sequence Theodore Roosevelt's life Formative Assessment: AP 7.1 K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.RI.KID.2	 Knowledge 12 Lesson 8 Barack Obama Review Washington, Jefferson, Lincoln, and Roosevelt Identify Barack Obama as 44th and first African American president Word Work: accomplishment Demonstrate understanding of "where there's a will, there's a way" Draw favorite president Formative Assessment: Drawing Activity K.SL.CC.2, K.RI.KID.2, K.FL.VA.7biii, K.FL.VA.7a, K.W.TTP.1 	

WEEK THIRTY-SIX



Knowledge 12: Presidents and American Symbols

Skills 10

|al /b/

Lesson 7 Basic Code: Introduce /ae/ > 'a_e'

- · Provide sound and name of lowercase letters
- Identify spoken words with /ae/ sound, write digraph spelling 'a_e'
- Read "Cake and Grapes," answer questions about text

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.F.5a, K.RL.KID.1, K.RL.IKI.7, K.FFL.WC.4c

Skills 10

Lesson 8 Tricky Words: Introduce They and Their

- Read and spell single-syllable, similarly spelled words
- · Read Tricky Words they, their
- Read "Cake and Grapes," answer questions about text, create illustration

Formative Assessment: Observation, AP 8.1

K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

Skills 10

Lesson 9 Basic Code: Review /ae/ > 'a_e'

- Read previously taught Tricky Words
- Read single-syllable words with 'a' and 'a_e' spellings
- Read "Fun in the Sand," answer questions about text, create illustration

Formative Assessment: AP 9.1, Observation, AP 9.2

K.FFL.PWR.3c, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

4 Skills 10

Lesson 10 Review: Basic Code and Tricky Words

- Provide corresponding name and sounds of letters
- · Identify single-syllable word
- Read "Skates," answer questions about text, create illustration

Formative Assessment: Observation, AP 10.2

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.RL.IKI.7, K.W.TTP.3

Skills 10



Lesson 11 Basic Code: Introduce /ie/ > 'i_e'

- Orally segment two-syllable words
- Identify words with /ie/ sound, write digraph spelling 'i e'
- Read "A Fine Hike," answer questions about text

Formative Assessment: Observation

K.FFL.PA.2b, K.FFL.PA.2d, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1, K.RL.IKI.7

A^Bc Knowledge 12 Knowledge 12 Knowledge 12 Domain Review Day 1 **Domain Assessment** Day 1 Lesson 9 Carving Mount Rushmore • Review Washington, Jefferson, Lincoln, Roosevelt, and Obama • Describe importance of Mount Rushmore • Word Work: determined • Discuss facts about Mount Rushmore Formative Assessment: AP 9.1, AP 9.2 K.SL.CC.2, K.RI.KID.3, K.FL.VA.7biii, K.RI.KID.2 Knowledge 12 Knowledge 12 **Culminating Activities** Day 1 **Culminating Activities** Day 2

WEEK THIRTY-SEVEN

Skills 10

Lesson 12 Basic Code: Review /ie/ > 'i_e'

- · Read previously taught Tricky Words
- Read single-syllable words with previously taught spellings, correctly fill in the blank
- Read "A Fine Hike," answer questions about text, create illustration

Formative Assessment: AP 12.1, Observation, AP 12.2

K.FFL.PWR.3c, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

Skills 10

Lesson 13 Tricky Word: Introduce My

- · Provide sound and name of lowercase letters
- Read and spell single-syllable, similarly spelled words
- Read Tricky Word my
- Read "The Bike Ride," answer questions about text

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.WC.4c, K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1

5 Skills 10

Lesson 14 Basic Code: Review Long-Vowel Patterns

- · Orally segment two-syllable words
- Read single-syllable words with 'i' and 'ie' spellings
- Read "The Bike Ride," answer questions about text, create illustration

Formative Assessment: Observation, AP 14.1, AP 14.2

K.FFL.PA.2b, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

4 Skills 10

Lesson 15 Tricky Word: Introduce By

- · Read previously taught Tricky Words and by
- Read "The Plane Ride," answer questions about text, create illustration

Formative Assessment: Observation, AP 15.1

K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

Skills 10

Lesson 16 Review: Tricky Words

- Provide sound and name of lowercase letters
- Read simple yes/no questions of single-syllable words
- Read and write Tricky Words they, their, my, by, be, me, we, he

Formative Assessment: Observation, AP 16.1

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a, K.FFL.PWR.3c

WEEK THIRTY-EIGHT

Skills 10



Lesson 17 Basic Code: Introduce /oe/ > 'o_e'

- · Orally segment two-syllable words
- Identify spoken words with /oe/ sound, write digraph spelling 'o_e'
- · Read "The Gift," answer questions about text

Formative Assessment: Observation

K.FFL.PA.2b, K.FFL.PA.2d, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1

Skills 10

Lesson 18 Basic Code: Review /oe/ > 'o_e'

- Read previously taught Tricky Words
- Read single-syllable words with the 'ee', 'a_e', 'i_e', and 'o_e' spellings
- Read "The Gift," answer questions about text, create illustrations

Formative Assessment: AP 18.1, Observation, AP 18.2

K.FFL.PWR.3c, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

3 Skills 10

Lesson 19 Basic Code: Review

- Provide sound and name of lowercase letters
- Read "The Sled Ride," answer questions about text. create illustration

Formative Assessment: Observation, AP 19.1

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a, K.RL. KID.1, K.W.TTP.3

4 Skills 10

Lesson 20 Basic Code: Review

- Orally segment two-syllable words
- Read single-syllable words 'o', 'o_e' or 'a' and 'a_e' spellings
- Match long vowel sound-spellings to singlesyllable words
- Read "Scott's Snack Stand," answer questions about text

Formative Assessment: Observation, AP 20.1, AP 20.2

K.FFL.PA.2b, K.FFL.PWR.3b, K.FFL.PWR.3a, K.FFL.F.5a, K.RL.KID.1

Skills 10

Lesson 21 Basic Code: Review

- Read and spell single-syllable, similarly-spelled words
- Read "Scott's Snack Stand," answer questions about text. create illustration

Formative Assessment: Observation, AP 21.1

K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

WEEK THIRTY-NINE

W40 Day 1 Day 2 Day 3 Day 4 Day 5 Skills 10 W41 Stills 10

Skills 10



Lesson 22 Basic Code: Introduce /ue/ > 'u_e'

- · Provide sound and name of lowercase letters
- Identify spoken words with /ue/ sound, write digraph spelling 'u_e'
- Read "In the Pet Shop," answer questions about text

Formative Assessment: Observation

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PA.2d, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

Skills 10

Lesson 23 Tricky Words: Introduce You and Your

- Read and spell single-syllable, similarly spelled words
- Read Tricky Words you, your
- Read "In the Pet Shop," answer questions about text, create illustration

Formative Assessment: Observation, AP 23.1

K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.PWR.3c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

Skills 10

Lesson 24 Basic Code: Review

- Provide sound and name of lowercase letters
- Read and spell single-syllable, similarly spelled
 words
- Read "Scott Bakes a Cake," answer questions about text_create illustration

Formative Assessment: Observation, AP 24.1

K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

4 Skills 10

Lesson 25 Basic Code: Review

- · Orally segment two-syllable words
- Read simple yes/no questions of single-syllable words
- Read and write Tricky Words they, their, you, your, my, by, she
- · Fill in the blank with Tricky Words

Formative Assessment: Observation, AP 25.1, AP 25.3

K.FFL.PA.2b, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a, K.FFL.PWR.3c

Skills 10

Lesson 26 Student Performance Assessment: Word Reading

 Read "The Cave," answer questions about text, create illustration

Formative Assessment: Observation, AP 26.4

Summative Assessment: AP 26.1, AP 26.2

K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

WEEK FORTY

Skills 10

Lesson 27 Student Performance Assessment: Sound Writing

- · Orally segment two-syllable words
- Provide sound and name of lowercase letters
- Read "The Skiff Ride," answer questions about text, create illustration

Formative Assessment: Observation, AP 27.2

Summative Assessment: AP 27.1

K.FFL.PA.2b, K.FL.PC.1d, K.FFL.PWR.3a, K.FFL.PWR.3b, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

Skills 10

Lesson 28 Student Performance Assessment: Letter Names

- Read and spell single-syllable, similarly spelled words
- Read single-syllable words with 'ee', 'o_e', 'a_e', 'i_e', or 'u_e' spellings
- Read "Lunch Trades," answer questions about text

Formative Assessment: Observation

Summative Assessment: AP 28.1, AP 28.2

K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4a, K.FFL.WC.4c, K.FFL.F.5a, K.RL.KID.1

Skills 10

Lesson 29 Review: Long-Vowel Patterns

- Orally segment two-syllable words
- Read and spell single-syllable, similarly spelled words
- Read "Lunch Trades," ask questions about text, create illustrations

Formative Assessment: Observation, AP 29.1

K.FFL.PA.2b, K.FFL.PWR.3b, K.FFL.PWR.3e, K.FFL.WC.4, K.FFL.WC.4c, K.FFL.F.5a, K.RL.KID.1, K.W.TTP.3

Skills 10

Pausing Point Day 1

Skills 10

Pausing Point Day 2

[№] WEEK FORTY-ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
14/47	S 10				
W41					
_					
-					
_					

	_	
•	1	Skills 10
		Pausing Point Day 3

	,

Additional Resources

In this section

- Master Supply List
- Standards Alignment
- Standards Checklist
- 4-year Calendar
- Contacts
- Notes

Amplify CKLA Supply List Kindergarten Materials

The general items list provides a list of items that are used throughout domains and units. Some of these items may already be in your classroom; others may need to be purchased or gathered.

Please refer to your Teacher Guide for details.

	blank white paper
	chalk (1-2 boxes)
	chart paper
	clipboard
	drawing tools for each student (pencils, crayons, colored pencils, etc.)
	glue or glue sticks (one per student)
	index cards - blue, green, yellow, and red
	index cards (white)
	masking tape
	monthly calendar
	primary ruled writing paper for students
	ruler
	scissors (one pair per student)
	standard pocket chart
	stapler
	transparent tape
	U.S. map
	world map
П	vardstick

CKLA Supply List Kindergarten Materials

Below is a list of specific materials beyond common classroom materials that can be used in each unit and domain. Some materials are listed as optional because they are a part of Universal Access, a Pausing Point, or a Culminating Activity. **Please refer to your Teacher Guide for details.**

Materials					ŀ	\(now	ledg	е									Ski	ills				
Waterials	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
assortment of mirrors, spoons, or other objects in which students can see their own reflection	0																					
assortment of socks or stockings	0																					
bag or box of objects that relate to the various nursery rhymes	0																					
beanbags, small balls, or other small objects (one per student)													√									
belts with buckles (one or more)	0																					
blindfold		0																				
blue paper									√													
books about clocks (esp. grandfather clocks)	0																					
books about farms, farm animals, and the seasons					√																	
books about Native Americans and their geographic regions						√																
books about Native Americans in ABC format						√																
books about sheep	0																					
books about Washington, D.C.; national monuments; Thomas Jefferson; Abraham Lincoln; Theodore Roosevelt; George Washington												0										
books about weather (various)								0														
books of nursery rhymes	√																					
books or videos about stars	0																					
books related to colonial times										0												
bouquet of flowers				0																		
bricks, trowel, wood, horseshoe, measuring tape										0												
broken crayons for all students (Please refer to your Teacher Guide for details)													√									

Materials					ŀ	Know	ledge	е				Skills												
Materials	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10		
candlestick	√																							
class picture									0															
clear bottle, funnel, ruler, tape								0																
clear glass or plastic jar with lid, dish soap, glitter								0																
clipboard																√								
colored paper or card stock																	√							
construction paper (various colors)						√																		
cotton balls				√																				
cotton balls, blue construction paper, paint								0																
cotton balls, various extracts, plastic bags that seal		0																						
counting cubes (four per student plus five for you); other manipulatives may be used													√											
cups, water, carnations or celery, red and blue food coloring				0																				
different types of flowers				0																				
different types of fruit				0																				
display-size lowercase alphabet strip																		0						
domain-related informational book					0																			
domain-related informational trade book, other related books											√													
domain-related trade book			√	0			0																	
examples of seeds				√																				
finger puppets (paper or fabric)		√																						
flour, water, and yeast; old-fashioned butter churn; grindstone; spindle and carder; measuring tape; dough; etc.										0														
food samples		√																						
foods from a farm					0																			
four packets of seeds, four containers, soil, water				0																				

Materials					ŀ	\(now	ledge	е									Sk	ills				
materials	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
globe									√		√											
grapefruit, orange									0													
grass or balloon, construction paper, string								0														
gumball or marble		√																				
illustrated book version of "Cinderella"							0															
illustrated book version of "Snow White and the Seven Dwarfs"							0															
illustrated book version of "The Princess and Pea," a pea							0															
image of a honeybee				√																		
image of the current king or queen of Great Britain							√															
images of crews on ships, airplanes, and spaceships									0													
images of different kinds of deciduous and evergreen trees				0																		
images of people wearing gold or jewelry							√															
images of plants				√																		
index cards		√							√	√	√											
index cards (yellow and white [or green])																		√				
informational trade books about each of the seasons								√														
iron objects										√												
items for students to identify using senses (various)		√																				
items related to colonial times such as sewing patterns, candles, yarn, etc.										0												
items that are made from plants				0																		
items that can be recycled											√											
items with specific sounds		0																				
☐ large calendar									0													
leaves or small branches of deciduous and evergreen trees				0																		

Materials					ŀ	\(now	ledg	е									Sk	ills				
iviate: iais	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
☐ local map								√														
magazines (various)		0			0																	
mats, one per student; may be a placemat, construction paper													√									
measuring tape, masking tape									0													
measuring tools, old books, map of France, image of a violin												0										
modeling clay or other soft modeling compound													\checkmark									
monthly calendar								√	0													
mural paper, craft materials						√																
music CDs, construction paper, art supplies							0															
objects with different textures/temperatures (various)		0																				
"One Fish, Two Fish, Red Fish, Blue Fish" by Dr. Seuss																			0			
peach			√																			
peel and stick green stars (one per student)													\checkmark									
peel and stick red dots (one per student)													√									
peel-and-stick magnetic strips													√									
pieces of brick			√																			
pieces of straw			√																			
primary ruled writing paper																√						
puppet or stuffed animal														\checkmark								
puppet-making supplies (socks, paper bags, fabric or paper scraps)					0																	
puppet-making supplies (up to teacher to create/procure puppet)	√																					
real plants				0																		
recording of "Old MacDonald Had a Farm"					√																	
recording of an alphabet song															0	0	0					

Materials					k	(now	ledge	Э									Sk	ills				
Materials	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
recycling bins											√											
rhythm band instruments or other objects that make sounds													√									
rough or silky-textured glove													√									
sealed clear plastic bag of bean seeds, paper towels				0																		
small pieces of crayons for all students														√								
small stickers, any type													√									
small, handheld speech mirror (one per student)															√	√						
small, safe objects for students to jump over	√																					
soft modeling clay for all students														√								
stamp and ink pad													√									
sticks			√																			
storybooks (various)			√																			
thermometer								√														
tracing paper or plastic sheet protectors (If plastic sheet protectors are used, dry-erase markers or grease pencils will be needed for all students.)														√								
turnip				0																		
U.S. map				0		\checkmark		√				√										
unlined large index cards or card stock																	√	√				
unlined large index cards (yellow and white [or green])																	√		√	√	√	√
unlined, white 4"x 6" or 5"x 7" index cards															√	√						
world map or globe							√		√													
yarn										√												

O = optional ✓ = needed for unit/domain

Kindergarten Overview

Common Core Alignment

READING STANDARDS FOR LITERATURE (RL)

With prompt	ting a	nd su	ippor	t, ask	k and	ansv	ver q	uesti	ons a	bout	key d	etails in a text. [RL.K.1]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
With prompt	ting a	nd su	ippor	t, ret	ell fa	milia	r stor	ies, i	ncluc	ling k	key de	tails. [RL.K.2]
Skills	1	2	3	4	5	6	7		9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
				+ ida	ntify	char	acter	s, se	ttings	s, and	d majo	or events in a story. [RL.K.3]
With prompt	ting a	nd su	ippor	t, ide	iitiiy	Oriai					_	_
With prompt	ting a	nd su	ippor 3	4	5	6	7	8	9	10	-	

	and ans	wer a	nuesti	tions a	ahout	Linki	าดพท	word	ds in	a text	- IBI	K 41	
Knowledge 1 2 3 4 5 6 7 8 9 10 11 12		7	Tucoti	10115	10001	. arma	10 1111	WOIG	25 111	u tox	c. Live.		
	Skills	1	2	3	4	5	6	7	8	9	10		
Recognize common types of texts (e.g., storybooks, poems). [RL.K.5]	Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Skills 1 2 3 4 5 6 7 8 9 10						```		orybo			, - 	RL.K.5	5]
	SKIIIS							/			10		
Knowledge 1 2 3 4 5 6 7 8 9 10 11 12	Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
vach in talling tha ctary fol V cl		ar tha	story:	ry. [RL	.K.6]								
each in telling the story. [RL.K.6]	ach in tellir	ig the											
Skills 1 2 3 4 5 6 7 8 9 10			2	3	4	5	6	7		9	10		

ith prompt/	ing a	nd su	npor	t. des	scribe	e the	relat	ionsł	ain be	etwee	en illu	ıstrati	ons and the story in
vhich they a													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(Not applica	ble to	liter	ature) [RL.	K.8]							,	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With prompt	ing a	nd su	ippor	t, cor	mpar	e and	d con	trast	the a	dver	itures	s and e	experiences of
characters in	n fam	iliar s	torie	S. [RL	K.9]								
Skills	1	2	3	4	5	6	7	8	9	10			

Range of Re	adin	g an	d Le	vel o	f Tex	t Co	mple	exity	,			
Actively enga	age ir	grou	ıp rea	ading	activ	vities	with	purp	ose a	and u	nder	rstanding. [RL.K.10]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

ey Ideas a	nd D	etail	S									
With prompt	ing a	nd su	ıppor	t, ask	k and	ansv	ver q	uesti	ons a	about	key	details in a text. [RI.K.1]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
With prompt	ing a	nd su	ıppor	t, ide	ntify	the r	nain	topic	and	retel	l key	details of a text. [RI.K.2]
Skills	1	2	3	4	5	6	7	8	9	10		
						6		8				

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3]

Skills	1	2	3	4	5	6	7		9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			

in bromb	ing a	nd su	ippor	t, ask	k and	ansv	ver q	uesti	ons a	bout	unkr	nown words	in a text. [R
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
dentify the	front	cover	, bac	k cov	er, ar	nd tit	le pa	ge of	a bo	ok. [R	I.K.5]		
Skills	1	2	3	4	5	6	7		9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Milowieuge												in presenti	ng the idea
Name the aun nformation			RI.K.6]										
			RI.K.6]	4	5	6	7	8	9	10			

With prompt	ing ar	nd su	nnor	t de	scrib	o tho	rolat	ionsk	nin ha	2tw/2	ıllı na	ustrations and the text in whi
	_											lustration depicts). [RI.K.7]
	(0.8.,	vviiat	. рего	, CII, F	Tacc,	, (11111)	5, 01	Taca		LOXE	ann	astration depicts). [Ki.K.7]
Skills	1	2	3	4	5	6	7		9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
RI.K.8]											ves t	o support points in a text.
	ting an	nd su	ppor 3	t, ide	entify 5	the r	reaso 7	ns ar	auth	nor gi	ves t	to support points in a text.
RI.K.8]											ves t	to support points in a text.
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Skills Knowledge With prompt	1 1 ting ar	2 2 nd su	3 3 ppor	4 4 t, ide	5 5 entify	6 6 basic	7 7 c sim	8 8 ilarit	9 9 ies in	10 10 and	11 diffe	12 rences between two texts on
Skills Knowledge	1 1 ting ar	2 2 nd su	3 3 ppor	4 4 t, ide	5 5 entify	6 6 basic	7 7 c sim	8 8 ilarit	9 9 ies in	10 10 and	11 diffe	12 rences between two texts on

Actively engage in group reading activities with purpose and understanding. [RI.K.10] Skills 1 2 3 4 5 6 7 8 9 10 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12	Range of Re	adin	g an	d Le	vel o	f Tex	t Co	mpl	exity	,				
	Actively enga	age ir	ı grou	ıp rea	ading	activ	vities	with	purp	ose a	and u	nder	stano	ding. [RI.K.10]
Knowledge 1 2 3 4 5 6 7 8 9 10 11 12	Skills	1	2	3	4	5	6	7	8	9	10			
	Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

emonstrat	e und	ersta	ndin	g of t	he or	ganiz	atior	n and	basi	c feat	tures	of pr	nt. [RF.K	1]
Skills	1	2	3	4	5	6	7		9	10				
Knowledge	1	2	3	4	5	6	7		9	10	11	12		
ollow words	fron	ı left	to rig	ght, to	op to	botto	om, a	nd pa	age b	y pag	ge. [R l	F.K.1a]		
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Recognize thetters. [RF.K				_	e repi			_	_		age b	by spe	ecific sec	uences
Recognize th	nat sp	oken	word	ds are	e repi	resen	ited i	n wri	tten I	angu	age t	by spe	ecific sec	luences
tters. [RF.K Skills	1b]	2	3	4	5	6	7	8	9	10			ecific sec	quences
Skills Knowledge	1b]	2	3	4	5	6	7	8	9	10 10	11	by spe	ecific sec	quences
Skills Knowledge	1b]	2	3	4	5	6	7	8	9	10 10	11		ecific sec	quences
Skills Knowledge	1b]	2	3	4	5	6	7	8	9	10 10	11		ecific sec	quences
Skills Knowledge Understand	1 1 that v	2 vords	3 3 s are	4 sepai	5 rated	6 6 by s	7 7 paces	8 8 s in p	9 9 rint.	10 10 [RF.K.:	11		ecific sec	quences
Skills Knowledge Understand Skills	that v	2 2 words 2 2	3 3 3 3 3	4 4 separ	5 5 7 5 5	6 by s 6 6	7 7 paces	8 8 s in p 8	9 9 rint. 9	10 10 [RF.K.: 10	11 lc]	12		quences
Skills Knowledge Understand Skills Knowledge	that v	2 2 words 2 2	3 3 3 3 3	4 4 separ	5 5 7 5 5	6 by s 6 6	7 7 paces	8 8 s in p 8	9 9 rint. 9	10 10 [RF.K.: 10	11 lc]	12		quences

			ess										
Demonstrat	e und	ersta	ndin	g of s	poke	n wo	rds, s	yllab	les, a	and s	ound	s (ph	onemes). [RF.K.2]
Skills	1	2	3	4	5	6	7		9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Recognize a	nd pro	oduc	e rhy	ming	word	s. [R	F.K.2a	l					
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Count, pron	ounce	e, bler	nd, ar	nd se	gmer	nt syl	lable	s in s	poke	n wo	rds. [RF.K.2	2b]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Blend and se	egme	nt on	sets	and r	imes	of si	ngle-	syllal	ole sp	ooker	n wor	ds. [F	RF.K.2c]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Isolate and p													mes) in three-phonem Cs ending with /l/, /r/
(consonant- or /x/.) [RF.K													
•		2	3	4	5	6	7	8	9	10			
or /x/.) [RF.K	2d]	2	3	4	5	6	7 7	8	9	10	11	12	
or /x/.) [RF.K Skills Knowledge	1 1 titute	2	3	4	5	6	7	8	9	10			words to make new
or /x/.) [RF.K Skills Knowledge Add or subs	1 1 titute	2	3	4	5	6	7	8	9	10			words to make new

honics and	l Woı	d Re	cog	nitio	n								
Know and ap	ply g	rade [.]	-level	phoi	nics a	and w	ord a	analy	sis sk	kills ii	n dec	oding	g words. [RF.K.3]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. [RF.K.3a]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. [RF.K.3b]

Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7		9	10	11	12		

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). **[RF.K.3c]**

Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7		9	10	11	12		

Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **[RF.K.3d]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Fluency

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

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

WRITING STANDARDS (W)

Text Types and Purposes

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). [W.K.1]

Skills	1	2	3	4	5	6	7	9	10		
Knowledge	1	2	3	4	5	6	7	9	10	11	12

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [W.K.2]

Skills	1	2	3	4	5	6	7		9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [w.k.3]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge 1	1	2	3	4	5	6	7	8	9	10	11	12	

Production and Distribution of Writing

(Begins in grade 3) [w.k.4]

Skills	1	2	3	4	5	6	7	9	10			
Knowledge	1	2	3	4	5	6	7	9	10	11	12	

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [w.k.5]

Skills	1	2	3	4	5	6	7		9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.K.6]

Skills	1	2	3	4	5	6	7		9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Research to Build and Present Knowledge

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [W.K.7]

Knowledge 1 2 3 4 5 6 7 8 9 10 11 12	Skills	1	2	3	4	5	6	7		9	10				
Minimode 1 2 0 1 1 1 1 1	Knowledge	1	2	3	4		6	7	8	9	10	11	12		

With guidand information f											periences or gather
Skills	1	2	3	4	5	6	7	9	10		
Knowledge	1	2	3	4	5	6	7	9	10	11	12
(Begins in gr	ade 4	1) [w.i	K.9]								
Skills	1	2	3	4	5	6	7	9	10		
Knowledge	1	2	3	4	5	6	7	9	10	11	12

Range of Wr	riting	5											
(Begins in gr	ade 3	B) [w.i	K.10]										
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

SPEAKING AND LISTENING STANDARDS (SL)

Comprehens	sion	and	Colla	abora	atior	1						
Participate in texts with pe											s abo	out kindergarten topics and
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Follow agree	d-upo	n rul	les fo	r disa	^IIeei	one (0 0	lictor	ina +	o oth	orc o	nd taking turns anadiing
about the top	pics a	and te	exts u	ınder	disc	ussio	n). [\$	SL.K.1a	a]		ег5 а	nd taking turns speaking
Skills Knowledge						•	on). [\$	8 8	_	10	11	12
Skills	pics a	and te	exts u	ınder 4 4	disc 5	ussic 6	on). [\$ 7 7	8 8 8	9	10		
Skills	pics a	and te	exts u	ınder 4 4	disc 5	ussic 6	on). [\$ 7 7	8 8 8	9	10		

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [SL.K.2] Skills Knowledge 10 11 12 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3] Skills 1 5 6 10 3 9 11 Knowledge 2 4 5 12

	n of l	Knov	vied	ge ar	1d Id	eas										
Describe fan additional de				aces,	thing	gs, ar	nd eve	ents	and, '	with p	orom	pting a	ınd su	pport,	provi	de
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Add drawing	soro	ther	visua	al disi	nlavs	to de	escri	otion	s as o	desire	ed to	provid	e addi	tional	detai	l.
Add drawing [SL.K.5] Skills	s or c	other	visua 3	al disp	plays 5	to de	escrip	otion 8	s as (desire	ed to	provic	e addi	tional	detai	l.
[SL.K.5]						_			_		ed to	provic	e addi	tional	detai	l.
[SL.K.5] Skills	1	2	3	4	5 5	6	7	8	9	10 10	11	12	e addi	tional	detai	l.
[SL.K.5] Skills Knowledge	1	2	3	4	5 5	6	7	8	9	10 10	11	12	e addi	tional	detai	1.

LANGUAGE STANDARDS (L)

Conventions	s of S	Stan	dard	Eng	lish							
Demonstrate or speaking.			d of t	he co	onver	ntions	s of s	tand	ard E	nglis	h gra	ammar and usage when writing
	1	2	3	4	5	6	7	8	9	10		
Skills	_	_		_			/			10		

Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Jse frequen	tly oc	curri	ng no	ouns	and v	erbs	. [L.K.:	lb]								
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
orm regula	r plura	al noi	uns o	rally	by ac	dding	/s/ c	or /es	s/ (e.	g., do	og, do	ogs; v	ish, w	ishes). [L.K.	1c]
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Jse the mos	t freq	uent	ly oc	currir	ng pr	eposi	tions	(e.g	., to,	from,	in, o	ut, or	, off, f	or, ot	, by, w	ith`
Jse the mos	st freq	uent	ly oc	currir	ng pr	eposi	tions	s (e.g	., to,	from,	in, o	ut, or	, off, f	or, of	, by, w	ith)
	t freq	uent 2	ly oc	currir 4	ng pro	eposi 6	tions	s (e.g	., to,	from,	in, o	ut, or	, off, f	or, ot	, by, w	ith)
[L.K.1e]						_	_				in, o	ut, or	, off, f	or, of	, by, w	ith)
[L.K.1e] Skills	1	2	3	4	5	6	7 7	8 8	9	10	11	12		or, of	, by, w	ith)
Skills Knowledge	1	2	3	4	5	6	7 7	8 8	9	10	11	12		or, of	, by , w	ith)
Skills Knowledge Produce and	1 1 d expa	2 2	3 3 cmpl	4 ete se	5 5 enter	6 6 nces i	7 7 n sha	8 8 ared	9 9 angu	10 10 lage 8	11	12		or, ot	, by , w	ith)
Skills Knowledge Produce and Skills	1 1 1 1 1 1 1 e com	2 and co	3 ompl 3 3 d of t	4 4 ete se	5 5 enter 5	6 6 nces i	7 7 n sha 7	8 8 8 8 8	9 9 angu 9	10 10 age a	11 activi	ties.	L.K.1f]			
Skills Knowledge Produce and Skills Knowledge Demonstrat	1 1 1 1 1 1 1 e com	2 and co	3 ompl 3 3 d of t	4 4 ete se	5 5 enter 5	6 6 nces i	7 7 n sha 7	8 8 8 8 8	9 9 angu 9	10 10 age a	11 activi	ties.	L.K.1f]			
Skills Knowledge Produce and Skills Knowledge Demonstrat spelling whe	1 1 1 1 1 1 e comen write	2 2 2 2 2 mman	3 ompl 3 3 d of t	4 ete se	5 enter 5 5 onver	6 6 6 6 ntions	7 7 n sha 7 7 s of s	8 ared 8 8 8	9 angu 9 ard E	10 10 10 10 10 10 nglis	11 activi	ties.	L.K.1f]			
Skills Knowledge Produce and Skills Knowledge Demonstrat spelling whe	1 1 1 1 1 e comen writ	2 2 man cing. [3 3 mpl 3 3 d of t [L.K.2] 3 3	4 4 ete se	5 enter 5 5 onver	6 6 6 ntions	7 7 n sha 7 7 s of s	8 8 8 8 tanda	9 9 angu 9 ard E	10 10 10 10 nglis	11 11 11 11 11	ties.	L.K.1f]			
Skills Knowledge Produce and Skills Knowledge Demonstrat spelling whe Skills Knowledge	1 1 1 1 1 e comen writ	2 2 man cing. [3 3 mpl 3 3 d of t [L.K.2] 3 3	4 4 ete se	5 enter 5 5 onver	6 6 6 ntions	7 7 n sha 7 7 s of s	8 8 8 8 tanda	9 9 angu 9 ard E	10 10 10 10 nglis	11 11 11 11 11	ties.	L.K.1f]			
Skills Knowledge Produce and Skills Knowledge Demonstrat Spelling whe Skills Knowledge Capitalize th	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 and co 2 aman cing. 2 2 t wor	3 3 3 d of t	4 4 4 che co	5 5 enter 5 5 onver	6 6 6 ntions 6 6 and	7 n sha 7 7 s of s	8 8 8 tanda	9 angu 9 ard E 9 oun I.	10 10 10 10 nglis 10 10 [L.K.2	11 11 11 11 11	ties.	L.K.1f]			
Skills Knowledge Produce and Skills Knowledge Demonstrat Spelling whe Skills Knowledge Capitalize th	a e comen write	2 2 and co	3 3 3 d of t 3 3 d in a 3 3	the coll 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	5 enter 5 5 onver 5 cence 5	6 6 ntions 6 and 6	7 n sha 7 7 s of s 7 the p	8 8 8 8 tanda	9 angu 9 ard E 9 oun I.	10 10 10 10 nglis 10 10 [L.K.2	11 h cap	ties. 12 pitaliz	L.K.1f]			
Skills Knowledge Produce and Skills Knowledge Demonstrat Spelling whe Skills Knowledge Capitalize th Skills Knowledge	a e comen write	2 2 and co	3 3 3 d of t 3 3 d in a 3 3	the coll 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	5 enter 5 5 onver 5 cence 5	6 6 ntions 6 and 6	7 n sha 7 7 s of s 7 the p	8 8 8 8 tanda	9 angu 9 ard E 9 oun I.	10 10 10 10 nglis 10 10 [L.K.2	11 h cap	ties. 12 pitaliz	L.K.1f]			

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
pell simple	word								lge o	f soui			elationships. [L.K.2d]
pell simple Skills	word	ls ph		cally,	draw	ving o	n kno	owlec	ige of	f soui			elationships. [L.K.2d]

Knowledge of	f La	ngua	age										
(Begins in grad	de 2	() [L.K	(.3]										
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	

Determine o kindergarter		_		•			wn a	nd m	ultipl	le-me	eanin	g word	s and p	hrases	based
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
dentify new	cai	85		۵	G. VV O			~~') '		4000					
and learning Skills	the v	erb t	o dud	ck). [L	L.K.4 a	6	7	8	9	10					
											11	12			
	1 1	2 2 uent	3 3 ly occ	4 4 currir	5 5 ng inf	6 6	7 7 ons a	8 8 nd af	9 9 ffixes	10 10 (e.g.	11	12			
Skills Knowledge Use the mos	1 1	2 2 uent	3 3 ly occ	4 4 currir	5 5 ng inf	6 6	7 7 ons a	8 8 nd af	9 9 ffixes	10 10 (e.g.	11	12			

Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
ort commo	n obje	ects i	nto c		ories	(e.g.) to g	gain a		e of the	conc	epts the
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
emonstrat neir opposi			-	-		ently	occu	rring	verb	s and	l adje	ctive	s by rela	ating 1	hem to
	-1	2	3	4	5	6	7	8	9	10					
Skills	1	_													
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
Knowledge dentify real	life co	2	3										ces at s	choo	that are
Knowledge dentify real	life co	2	3										ces at s	schoo	that are
Knowledge dentify real olorful). [L.	1 -life co	2 onne	3 ction	s bet	weer	word	ds an	d the	eir us	e (e.g			ces at s	choo	that are
Knowledge dentify real olorful). [L. Skills Knowledge	life co	2 2 2 2 s of r	3 ction 3 3 mean	s bet 4 4 ing a	weer 5 5 mong	6 6 g verl	ds an	d the	eir us 9 9	e (e.g	g., no	te pla			
Knowledge dentify real olorful). [L. Skills Knowledge	life co	2 2 2 2 s of r	3 ction 3 3 mean	s bet 4 4 ing a	weer 5 5 mong	6 6 g verl	ds an	d the	eir us 9 9	e (e.g	g., no	te pla			
Knowledge dentify real olorful). [L.] Skills Knowledge vistinguish sharch, strut	life co	2 2 2 s of r ce) b	3 3 mean y act	s bet 4 4 ing a ing o	weer 5 5 mons	6 6 g verbe med	ds an 7 7 os de aning	d the	9 9 sing t	10 10 he sa	g., no	te pla			
Knowledge dentify real olorful). [L.] Skills Knowledge distinguish sharch, strut Skills Knowledge	-life co K.5c] 1 shade c, pran 1 nd ph	2 2 s of r ce) b 2 rases	3 3 mean y act 3 3 action	s bet 4 4 ing a ing o 4	weer 5 monsut the	6 6 g verlee med	ds and 7 7 7 os de aning 7 7	d the	9 9 sing t K.5d]	10 10 he sa	11 me g	12 enera	al actior	n (e.g.	, walk,
Knowledge dentify real olorful). [L.] Skills Knowledge Distinguish sharch, strut	-life co K.5c] 1 shade c, pran 1 nd ph	2 2 s of r ce) b 2 rases	3 3 mean y act 3 3 action	s bet 4 4 ing a ing o 4	weer 5 monsut the	6 6 g verlee med	ds and 7 7 7 os de aning 7 7	d the	9 9 sing t K.5d]	10 10 he sa	11 me g	12 enera	al actior	n (e.g.	, walk,

Tennessee Standards Checklist

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
	Foundational Litera	cy Standard	s		
Print Concept	ts				
K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.				
K.FL.PC.1a	Follow words from left to right, top to bottom, and page by page.				
K.FL.PC.1b	Recognize that spoken words are represented in written language by specific sequences of letters.				
K.FL.PC.1c	Understand that words are separated by spaces in print; demonstrate one-to-one correspondences between voice and print.				
K.FL.PC.1d	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.				
K.FL.PC.1e	Distinguish between pictures and words.				
Phonological	Awareness				'
K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
K.FFL.PA.2a	Recognize and begin to produce rhyming words.				
K.FFL.PA.2b	Count, pronounce, blend, and segment syllables in spoken words.				
K.FFL.PA.2c	Blend and segment onsets and rimes of single-syllable spoken words.				
K.FFL.PA.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.				
K.FFL.PA.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				
Phonics and \	Nord Recognition				
K.FFL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
K.FFL.PWR.3a	Demonstrate knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant.				
K.FFL.PWR.3b	Associate the long and short phonemes with the common spellings for the five major vowels.				
K.FFL.PWR.3c	Read common high-frequency words by sight.				
K.FFL.PWR.3d	Decode regularly spelled CVC words.				
K.FFL.PWR.3e	Distinguish between similarly spelled words by identifying the letters that differ.				
Word Compos	sition	1	1	1	1
K.FFL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed	
K.FFL.WC.4a	Write uppercase and lowercase manuscript letters from memory.					
K.FFL.WC.4b	Write a letter/letters for most consonant and short vowel sounds (phonemes).					
K.FFL.WC.4c	Represent phonemes first to last in simple words using letters (graphemes) such as <i>rop</i> for <i>rope</i> .					
K.FFL.WC.4d	Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, g 0) words with long vowels.					
K.FFL.WC.4e	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.					
K.FFL.WC.4f	Write some common, frequently used words (<i>am, and, like, the</i>).					
K.FFL.WC.4g	Print many upper and lowercase letters.					
Fluency						
K.FFL.F.5	Read with sufficient accuracy and fluency to support comprehension.					
K.FFL.F.5a	Read emergent-reader texts with purpose and understanding.					
Sentence Co	mposition					
K.FFL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.					
K.FFL.SC.6a	With modeling or verbal prompts, orally produce complete sentences.					
K.FFL.SC.6b	Follow one-to-one correspondence between voice and print when writing a sentence.					
K.FFL.SC.6c	Use frequently occurring nouns and verbs when speaking and in shared language activities.					
K.FFL.SC.6d	Form regular plural nouns when speaking and in shared language activities.					
K.FFL.SC.6e	Understand and use question words (interrogatives) when speaking and in shared language activities.					
K.FFL.SC.6f	Use the most frequently occurring prepositions when speaking and in shared language activities.					
K.FFL.SC.6g	Produce and expand complete sentences in shared language activities.					
K.FFL.SC.6h	Capitalize the first word in a sentence and the pronoun <i>I</i> .					
K.FFL.SC.6i	Recognize and name end punctuation.					
Vocabulary Acquisition						
K.FL.VA.7a	Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on Kindergarten conversations, reading, and content.					
K.FL.VA.7ai	Identify new meanings for familiar words and apply them accurately.					

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
K.FL.VA.7aii	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.				
K.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings.				
K.FL.VA.7bi	Sort common objects into categories to gain a sense of the concepts the categories represent.				
K.FL.VA.7bii	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.				
K.FL.VA.7biii	Make real-life connections between words and their use.				
K.FL.VA.7biv	Distinguish shades of meaning among verbs describing the same general action.				
K.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
	Reading Star	ndards			
Literature					
Key Ideas an	d Details				
K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.				
K.RL.KID.2	With prompting and support, orally retell familiar stories, including key details.				
K.RL.KID.3	With prompting and support, orally identify characters, settings, and major events in a story.				
Craft and St	ructure				
K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in text.				
K.RL.CS.5	Recognize common types of texts.				
K.RL.CS.6	With prompting and support, define the role of authors and illustrators in the telling of a story.				
Integration of	f Knowledge and Ideas				
K.RL.IKI.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.				
K.RL.IKI.8	Standard #8 is not applicable to literature.				
K.RL.IKI.9	With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.				
Range of Rea	ding and Level of Text Complexity				
K.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.				
Informationa	ıl Text				
Key Ideas an	d Details				
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.				
K.RI.KID.2	With prompting and support, orally identify the main topic and retell key details of a text.				

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
K.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.				
Craft and Str	ructure				
K.RI.CS.4	With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.				
K.RI.CS.5	Know various text features.				
K.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.				
Integration o	f Knowledge and Ideas				
K.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.				
K.RI.IKI.8	With prompting and support, identify the reasons an author provides to support points in a text.				
K.RI.IKI.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.				
Range of Rea	ding and Level of Text Complexity				
K.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for Kindergarten.				
	Speaking and Listeni	ng Standar	ds		
Comprehens	ion and Collaboration				
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics				
K.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				
K.SL.CC.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.				
Presentation	of Knowledge and Ideas				
K.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.				
K.SL.PKI.5	Add drawings or other visual displays of descriptions as desired to provide additional detail.				
K.SL.PKI.6	With guidance and support, express thoughts, feelings, and ideas through speaking.				
	Writing Stand	dards			
Text Types ar	nd Protocol				
K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.				
K.W.TTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.				
K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.				

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Production a	and Distribution of Writing				
K.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.				
K.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.				
Research to	Build and Present Knowledge				
K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.				
K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
K.W.RBPK.9	(Begins in grade 3)				
Range of Wr	iting				
K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.				

	20	20		
	20	20		
January S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	February S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22	March S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	April S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	
26 27 28 29 30 31	23 24 25 26 27 28 29	29 30 31	26 27 28 29 30	
May	June	July	August	
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
September S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	

	2021					
January S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	March S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			
May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			
September S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			

	2022					
January S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	March S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			
May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			
September S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			

2023					
January S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	March S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		
May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		
September S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		

AmplifyCKLA

(800) 823-1969

adaunnart@nmplifi.com	EMAIL:
edsupport@amplify.com	
55 Washington St #800,	ADDRESS:
Brooklyn, NY 11201	
www.amplify.com	
www.ampmy.com	
NAME:	NAME:
PHONE:	PHONE:
FAMALL	FMAIL
EMAIL:	EMAIL:
ADDRESS:	ADDRESS:
NAME:	NAME:
PHONE:	PHONE:
EMAIL:	EMAIL:
ADDRESS:	ADDRESS:
NAME:	NAME:
PHONE:	PHONE:
THOME.	THORE.
EMAIL:	EMAIL:
ADDRESS:	ADDRESS:

NAME: -

PHONE: -

Notes

Notes

Core Knowledge Language Arts Amplify.

General Manager K-8 ELA and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Editorial

Elizabeth Wade, PhD, Director, Elementary ELA Content Patricia Erno, Associate Director, Elementary ELA Instruction Kristen Kirchner, Content Writer Christina Cox, Copy Editor

Product & Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 ELA Amber McWilliams, Senior Product Manager Leslie Johnson, Associate Director, K-8 ELA Zara Chaudhury, Associate Project Manager

Design and Production

Tory Novikova, Product Design Director Erin O'Donnell, Product Design Manager Paige Womack, Product Designer

Contributors

Bill Cheng Nicole Galuszka Ken Harney Molly Hensley David Herubin Ian Horst Sara Hunt James Mendez-Hodes Christopher Miller Sheri Pineault Diana Projansky Todd Rawson Jennifer Skelley Julia Sverchuk Elizabeth Thiers Jeanne Thornton Amanda Tolentino