

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	CALMS3537	Grade Level	K
Course Name	ELA Blue Summit	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

In this course, students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8	(Not applicable to literature)
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1.a	a. Follow words from left to right, top to bottom, and page by page.
RF.K.1.b	b. Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c	c. Understand that words are separated by spaces in print.
RF.K.1.d	d. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.a	a. Recognize and produce rhyming words
RF.K.2.b	b. Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.c	c. Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2.d	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2.e	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.a	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3.b	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.c	c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
RF.K.3.d	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4	Read emergent-reader texts with purpose and understanding.
W.K.1	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., <i>My favorite book is . . .</i>).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.4	(Begins in grade 3)
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	(Begins in grade 4)
W.K.10	(Begins in grade 3)
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.

SL.K.1.a	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1.b	b. Continue a conversation through multiple exchanges.
SL.K.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.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.a	a. Print many upper- and lowercase letters.
L.K.1.b	b. Use frequently occurring nouns and verbs
L.K.1.c	c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.K.1.d	d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K.1.e	e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.1.f	f. Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.a	a. Capitalize the first word in a sentence and the pronoun I.
L.K.2.b	b. Recognize and name end punctuation.
L.K.2.c	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.d	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.3	(Begins in grade 2)

L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .
L.K.4.a	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.K.4.b	b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.a	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.b	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.c	c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.d	d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1 Sounds /m/, /t/, /n/, /p/, /h/, /ē/, /d/, and /ō/ 1 Sounds /m/ and /t/	RF.K.1.a, RF.K.1.b, RF.K.2.d	<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Identify and use the sound /m/. • Identify and use the sound /t/. • Develop right hand awareness. • Identify beginning, middle, and ending positions.
1 Sounds /m/, /t/, /n/, /p/, /h/, /ē/, /d/, and /ō/ 2 Sounds /n/ and /p/	RF.K.1.b, RF.K.2.d	<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Identify and use the sound /m/. • Identify and use the sound /n/. • Identify and use the sound /p/. • Identify and use the sound /t/.

		<ul style="list-style-type: none"> • Develop right hand awareness. • Identify beginning, middle, and ending positions.
1 Sounds /m/, /t/, /n/, /p/, /h/, /ē/, /d/, and /ō/ 3 Sounds /ē/ and /h/	RF.K.2.d	<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Identify and use the sound /h/. • Identify and use the sound /ē/. • Develop right hand awareness.
1 Sounds /m/, /t/, /n/, /p/, /h/, /ē/, /d/, and /ō/ 4 Sounds /d/ and /ō/	RF.K.2.d	<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Identify and use the sound /d/. • Identify and use the sound /ō/. • Develop right hand awareness.
1 Sounds /m/, /t/, /n/, /p/, /h/, /ē/, /d/, and /ō/ 5 Unit Checkpoint	RF.K.1.b, RF.K.2.d	<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify and use the sound /d/. • Identify and use the sound /h/. • Identify and use the sound /n/. • Identify and use the sound /m/. • Identify and use the sound /p/. • Identify and use the sound /t/. • Identify and use the sound /ō/. • Identify and use the sound /ē/. • Identify individual sounds in words. • Identify beginning, middle, and ending positions.
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/ 1 Sounds /b/ and /f/	RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2.a. Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Identify words that rhyme. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Identify and use the sound /b/. • Identify and use the sound /f/.
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/ 2 Sound /ā/	RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Identify words that rhyme. • Identify beginning sounds in words. • Identify ending sounds in words.

	RF.K.2.a. Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Identify and use the sound /ā/. • Identify beginning, middle, and ending positions.
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/ 3 Sounds /g/ and /ō/	RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Identify words that rhyme. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify syllables in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Identify and use the sound /g/. • Identify and use the sound /ō/. • Develop right hand awareness.
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/ 4 Sound /j/	RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify syllables in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Identify and use the sound /j/.
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/ 5 Unit Checkpoint	RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Identify letters of the alphabet. • Identify words that rhyme. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify and use the sound /b/. • Identify and use the sound /f/. • Identify and use the sound /ā/. • Identify and use the sound /g/. • Identify and use the sound /ō/. • Identify and use the sound /j/.

<p>3 Sounds /s/, /ă/, /w/, /z/, /ī/, and /l/ 1 Sound /s/</p>	<p>RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<ul style="list-style-type: none"> • Identify a word when given the onset and rime. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Identify and use the sound /s/. • Blend sounds to create words. • Develop right hand awareness.
<p>3 Sounds /s/, /ă/, /w/, /z/, /ī/, and /l/ 2 Sounds /ă/ and /w/</p>		<ul style="list-style-type: none"> • Identify a word when given the onset and rime. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Identify words that rhyme. • Identify and use the sound /ă/. • Identify and use the sound /w/. • Blend sounds to create words.
<p>3 Sounds /s/, /ă/, /w/, /z/, /ī/, and /l/ 3 Sounds /z/ and /ī/</p>		<ul style="list-style-type: none"> • Identify syllables in words. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Identify and use the sound /z/. • Identify and use the sound /ī/.
<p>3 Sounds /s/, /ă/, /w/, /z/, /ī/, and /l/ 4 Sound /l/</p>	<p>RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<ul style="list-style-type: none"> • Identify the number of syllables in a word. • Identify syllables in words. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet.

		<ul style="list-style-type: none"> • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Identify and use the sound /l/.
3 Sounds /s/, /ă/, /w/, /z/, /ī/, and /l/ 5 Unit Checkpoint		<ul style="list-style-type: none"> • Identify words that rhyme. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify and use the sound /ă/. • Identify and use the sound /ī/. • Identify and use the sound /l/. • Identify and use the sound /s/. • Identify and use the sound /w/. • Identify and use the sound /z/.
4 Sounds /th/, /th/, /ě/, /k/, /v/, and /r/ 1 Sounds /th/ and /th/		<ul style="list-style-type: none"> • Identify words that rhyme. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Identify and use the sound /th/. • Identify and use the sound /th/. • Blend sounds to create words. • Develop right hand awareness.
4 Sounds /th/, /th/, /ě/, /k/, /v/, and /r/ 2 Sounds /ě/ and /k/		<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Identify and distinguish between consonants and vowels. • Match capital letters to lowercase letters. • Identify and use the sound /k/. • Identify and use the sound /ě/.
4 Sounds /th/, /th/, /ě/, /k/, /v/, and /r/ 3 Sound /v/		<ul style="list-style-type: none"> • Identify beginning sounds in words. • Develop right hand awareness. • Blend sounds to create words. • Identify and use the sound /v/. • Identify ending sounds in words. • Identify individual sounds in words. • Identify capital and lowercase letters. • Match capital letters to lowercase letters.

<p>4 Sounds /th/, /th/, /è/, /k/, /v/, and /r/ 4 Sound /r/</p>		<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Identify long vowel sounds. • Blend sounds to create words. • Identify and use the sound /r/.
<p>4 Sounds /th/, /th/, /è/, /k/, /v/, and /r/ 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify and use the sound /k/. • Identify and use the sound /è/. • Identify and use the sound /r/. • Identify and use the sound /v/. • Identify and use the sound /th/. • Identify and use the sound /th/. • Identify a word when given the onset and rime.
<p>5 Sounds /i/, /ü/, /ch/, and /y/ 1 Sound /i/</p>		<ul style="list-style-type: none"> • Identify words that rhyme. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Identify a word when given the onset and rime. • Identify and use the sound /i/. • Blend sounds to create words. • Develop right hand awareness. • Identify middle sounds in words.
<p>5 Sounds /i/, /ü/, /ch/, and /y/ 2 Sound /ü/</p>		<ul style="list-style-type: none"> • Identify complete sentences. • Identify words that rhyme. • Identify beginning sounds in words. • Identify the number of sounds within words. • Identify individual sounds in words. • Identify letters of the alphabet. • Orally create sentences from phrases. • Identify and use the sound /ü/.

<p>5 Sounds /i/, /ü/, /ch/, and /y/ 3 Sound /ch/</p>		<ul style="list-style-type: none"> • Identify complete sentences. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify the new word when one sound is removed from a word. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Orally create sentences from phrases. • Identify and use the sound /ch/.
<p>5 Sounds /i/, /ü/, /ch/, and /y/ 4 Sound /y/</p>	<p>RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<ul style="list-style-type: none"> • Identify the number of syllables in a word. • Identify beginning sounds in words. • Identify syllables in words. • Identify individual sounds in words. • Identify the new word when one sound is removed from a word. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Match capital letters to lowercase letters. • Identify and use the sound /y/. • Develop right hand awareness.
<p>5 Sounds /i/, /ü/, /ch/, and /y/ 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify words that rhyme. • Identify the number of syllables in a word. • Identify middle sounds in words. • Identify and use the sound /i/. • Identify and use the sound /ü/. • Identify and use the sound /y/. • Identify and use the sound /ch/. • Identify a word when given the onset and rime.
<p>6 Sounds /sh/, /aw/, & /kw/ and Syllables 1 Sound /sh/</p>		<ul style="list-style-type: none"> • Identify words that rhyme. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify middle sounds in words. • Identify letters of the alphabet. • Identify and use the sound /sh/. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Demonstrate one-to-one correspondence. • Identify individual sounds in words.
<p>6 Sounds /sh/, /aw/, & /kw/ and Syllables 2 Sound /aw/</p>		<ul style="list-style-type: none"> • Identify the number of syllables in a word. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify the new word when one sound is changed in a word. • Identify letters of the alphabet. • Identify capital and lowercase letters. • Identify syllables in words.

		<ul style="list-style-type: none"> • Identify and use the sound /aw/. • Identify individual sounds in words.
6 Sounds /sh/, /aw/, & /kw/ and Syllables 3 Sound /kw/		<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify and use the sound /kw/. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Develop right hand awareness. • Orally create sentences from phrases. • Identify individual sounds in words.
6 Sounds /sh/, /aw/, & /kw/ and Syllables 4 Syllables and Sounds	RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> • Identify words that rhyme. • Identify the number of syllables in a word. • Identify the new word when one sound is changed in a word. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Identify syllables in words. • Orally create sentences from phrases. • Identify individual sounds in words.
6 Sounds /sh/, /aw/, & /kw/ and Syllables 5 Unit Checkpoint		<ul style="list-style-type: none"> • Identify words that rhyme. • Identify the number of syllables in a word. • Identify a word when given the onset and rime. • Identify beginning sounds in words. • Identify letters of the alphabet. • Identify and use the sound /kw/. • Identify and use the sound /sh/. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Blend sounds to create words. • Identify syllables in words. • Identify and use the sound /aw/.
7 Sounds /oi/, /ū/, & /ks/ and Sound Practice 1 Sound /oi/		<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify the new word when one sound is changed in a word. • Identify letters of the alphabet. • Identify and use the sound /oi/. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Blend sounds to create words. • Identify individual sounds in words.
7 Sounds /oi/, /ū/, & /ks/ and Sound Practice 2 Sound /ū/		<ul style="list-style-type: none"> • Identify words that rhyme. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify letters of the alphabet. • Identify and use the sound /ū/. • Match capital letters to lowercase letters.

		<ul style="list-style-type: none"> • Identify capital and lowercase letters. • Blend sounds to create words. • Identify individual sounds in words.
7 Sounds /oi/, /ū/, & /ks/ and Sound Practice 3 Sound /ks/		<ul style="list-style-type: none"> • Identify ending sounds in words. • Identify the number of sounds within words. • Identify letters of the alphabet. • Identify and use the sound /ks/. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Develop right hand awareness. • Identify individual sounds in words.
7 Sounds /oi/, /ū/, & /ks/ and Sound Practice 4 Sound Practice		<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify the new word when one sound is changed in a word. • Identify letters of the alphabet. • Identify and use vowels and vowel sounds. • Match capital letters to lowercase letters. • Identify complete sentences. • Identify capital and lowercase letters. • Orally create sentences from phrases. • Identify individual sounds in words. • Identify and use the sound /oi/. • Identify and use the sound /ū/. • Identify and use the sound /ks/.
7 Sounds /oi/, /ū/, & /ks/ and Sound Practice 5 Unit Checkpoint		<ul style="list-style-type: none"> • Identify words that rhyme. • Identify a word when given the onset and rime. • Identify beginning sounds in words. • Identify letters of the alphabet • Identify and use the sound /ks/. • Identify and use the sound /ū/. • Identify and use the sound /oi/. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Blend sounds to create words. • Identify individual sounds in words.
8 Sounds Long Double o & /ow/ and Sound Practice 1 Long Double o Sound	RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> • Identify ending sounds in words. • Identify middle sounds in words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Identify individual sounds in words. • Identify and use the long double o sound.

<p>8 Sounds Long Double o & /ow/ and Sound Practice 2 Sound /ow/</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Identify words that rhyme. • Identify a word when given the onset and rime. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify middle sounds in words. • Identify the number of sounds within words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Blend sounds to create words. • Orally create sentences from phrases. • Identify and use the sound /ow/. • Identify individual sounds in words.
<p>8 Sounds Long Double o & /ow/ and Sound Practice 3 Sound Practice (A)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Identify the number of syllables in a word. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify middle sounds in words. • Identify letters of the alphabet. • Identify syllables in words. • Demonstrate one-to-one correspondence. • Identify and use the long double o sound. • Identify and use the sound /ow/. • Identify individual sounds in words.
<p>8 Sounds Long Double o & /ow/ and Sound Practice 4 Sound Practice (B)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify middle sounds in words. • Identify the number of sounds within words. • Identify the new word when one sound is added to word. • Identify the new word when one sound is changed in a word. • Identify letters of the alphabet. • Identify and use vowels and vowel sounds. • Identify short vowel sounds. • Develop right hand awareness. • Identify and use the sound /ow/. • Identify individual sounds in words. • Identify and use the long double o sound.
<p>8 Sounds Long Double o & /ow/ and Sound Practice 5 Unit Checkpoint</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Identify words that rhyme. • Identify a word when given the onset and rime. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Blend sounds to create words. • Identify and use the sound /ow/. • Identify individual sounds in words. • Identify and use the long double o sound.

<p>9 Sounds for Letters a, m, s, t, b, f, c, h, and j 1 Sounds for Letters a, m, s, and t</p>	<p>RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.4. Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> • Identify a word when given the onset and rime. • Identify beginning sounds in words. • Identify the new word when one sound is changed in a word. • Identify letters of the alphabet. • Identify the sound, given the letter <i>m</i>. • Identify the sound, given the letter <i>s</i>. • Identify the sound, given the letter <i>t</i>. • Identify the letter, given the sound /<i>ă</i>/. • Read sight words. • Identify and use the sound /<i>ă</i>/. • Identify and use the sound /<i>m</i>/. • Identify and use the sound /<i>s</i>/. • Identify and use the sound /<i>t</i>/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Spell sight words. • Blend sounds to create words. • Identify the sound, given the letter <i>a</i>. • Identify individual sounds in words. • Identify the letter, given the sound /<i>m</i>/. • Identify the letter, given the sound /<i>s</i>/. • Identify the letter, given the sound /<i>t</i>/. • Identify ending sounds in words.
<p>9 Sounds for Letters a, m, s, t, b, f, c, h, and j 2 Sounds for Letters b and f</p>	<p>RF.K.1.a. Follow words from left to right, top to bottom, and page by page. RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.d. Spell simple</p>	<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify the new word when one sound is changed in a word. • Identify sound, given the letter <i>b</i>. • Identify sound, given the letter <i>f</i>. • Read sight words. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Track text from left to right. • Turn pages sequentially. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Spell sight words. • Blend sounds to create words. • Identify individual sounds in words. • Identify the letter, given the sound /<i>b</i>/. • Identify the letter, given the sound /<i>f</i>/. • Identify ending sounds in words.

	<p>words phonetically, drawing on knowledge of sound-letter relationships.</p>	
<p>9 Sounds for Letters a, m, s, t, b, f, c, h, and j 3 Sounds for Letters c and h</p>	<p>RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<ul style="list-style-type: none"> • Identify a word when given the onset and rime. • Identify beginning sounds in words. • Identify the new word when one sound is changed in a word. • Identify letters of the alphabet. • Identify the sound, given the letter <i>c</i>. • Identify sound, given the letter <i>h</i>. • Read sight words. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Spell sight words. • Blend sounds to create words. • Identify individual sounds in words. • Identify the letter, given the sound /k/. • Identify the letter, given the sound /h/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>9 Sounds for Letters a, m, s, t, b, f, c, h, and j 4 Sound for Letter j</p>	<p>RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<ul style="list-style-type: none"> • Spell sight words. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify the new word when one sound is changed in a word. • Identify the sound, given the letter <i>j</i>. • Given the letter, identify the most common sound. • Blend sounds to create words. • Given the sound, identify the most common letter or letters. • Read sight words. • Identify the letter, given the sound /j/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.

		<ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>9 Sounds for Letters a, m, s, t, b, f, c, h, and j 5 Unit Checkpoint</p>	<p>RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<ul style="list-style-type: none"> • Identify letters of the alphabet. • Identify sound, given the letter <i>b</i>. • Identify the sound, given the letter <i>c</i>. • Identify the sound, given the letter <i>f</i>. • Identify the sound, given the letter <i>h</i>. • Identify the sound, given the letter <i>j</i>. • Identify the sound, given the letter <i>m</i>. • Identify the sound, given the letter <i>s</i>. • Identify the sound, given the letter <i>t</i>. • Identify the letter, given the sound /ă/. • Read instructional-level text with 90% accuracy. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the sound, given the letter <i>a</i>. • Identify individual sounds in words. • Identify the letter, given the sound /m/. • Identify the letter, given the sound /s/. • Identify the letter, given the sound /t/. • Identify the letter, given the sound /b/. • Identify the letter, given the sound /f/. • Identify the letter, given the sound /k/. • Identify the letter, given the sound /h/. • Identify the letter, given the sound /j/.
<p>10 Sounds for Letters l, n, p, & r, Sound Review, and Vowels 1 Sounds for Letters l and n</p>	<p>RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> • Spell sight words. • Read sight words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify ending sounds in words. • Identify a word when given the onset and rime. • Blend sounds to create words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the letter, given the sound /l/. • Identify the sound, given the letter <i>l</i>. • Identify and use the sound /l/. • Identify and use the sound /n/. • Identify the sound, given the letter <i>n</i>. • Identify the letter, given the sound /n/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and passing. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.

		<ul style="list-style-type: none"> • Identify beginning sounds in words. • Decode words by applying grade-level word analysis skills.
<p>10 Sounds for Letters l, n, p, & r, Sound Review, and Vowels 2 Sounds for Letters p and r</p>	<p>RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> • Spell sight words. • Read sight words. • Identify individual sounds in words. • Identify a word when given the onset and rime. • Blend sounds to create words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the sound, given the letter <i>p</i>. • Identify the letter, given the sound /<i>p</i>/. • Identify the letter, given the sound /<i>r</i>/. • Identify the sound, given the letter <i>r</i>. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Identify beginning sounds in words. • Identify ending sounds in words.
<p>10 Sounds for Letters l, n, p, & r, Sound Review, and Vowels 3 Review Sounds for Letters</p>	<p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> • Spell sight words. • Read sight words. • Identify individual sounds in words. • Identify a word when given the onset and rime. • Blend sounds to create words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify beginning sounds in words.
<p>10 Sounds for Letters l, n, p, & r, Sound Review, and Vowels 4 Vowels as Red Letters</p>		<ul style="list-style-type: none"> • Spell sight words. • Read sight words. • Identify and use vowels and vowel sounds. • Identify the new word when one sound is changed in a word. • Identify and distinguish between consonants and vowels. • Identify short vowel sounds. • Given the letter, identify the most common sound.

		<ul style="list-style-type: none"> • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>10 Sounds for Letters l, n, p, & r, Sound Review, and Vowels 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Read sight words. • Identify the sound, given the letter <i>p</i>. • Identify the letter, given the sound /<i>p</i>/. • Identify the letter, given the sound /<i>r</i>/. • Identify the sound, given the letter <i>r</i>. • Identify letters of the alphabet. • Identify the letter, given the sound /<i>l</i>/. • Identify the sound, given the letter <i>l</i>. • Identify the sound, given the letter <i>n</i>. • Identify the letter, given the sound /<i>n</i>/. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read instructional-level text with 90% accuracy. • Identify beginning sounds in words.
<p>11 Sounds for Letters o, d, g, k, and v 1 Sound for Letter o</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Identify beginning sounds in words. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify and use the sound /<i>ō</i>/. • Identify the letter, given the sound /<i>ō</i>/. • Identify the sound, given the letter <i>o</i>. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.

<p>11 Sounds for Letters o, d, g, k, and v 2 Sounds for Letters d and g</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify a word when given the onset and rime. • Identify and use the sound /d/. • Identify the letter, given the sound /d/. • Identify the sound, given the letter <i>d</i>. • Identify and use the sound /g/. • Identify the letter, given the sound /g/. • Identify the sound, given the letter <i>g</i>. • Blend sounds to create words. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Identify beginning sounds in words.
<p>11 Sounds for Letters o, d, g, k, and v 3 Sounds for Letters k and v</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use vowels and vowel sounds. • Identify the sound, given the letter <i>k</i>. • Identify the letter or letters, given the sound /k/. • Identify and use the sound /k/. • Identify and use the sound /v/. • Identify the letter, given the sound /v/. • Identify the sound, given the letter <i>v</i>. • Blend sounds to create words. • Identify words that rhyme. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify beginning sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>11 Sounds for Letters o, d, g, k, and v 4 Review Sounds for Letters o, d, g, k, and v</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify a word when given the onset and rime. • Blend sounds to create words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the sound /ō/.

		<ul style="list-style-type: none"> • Identify the letter, given the sound /ō/. • Identify and use the sound /d/. • Identify the letter, given the sound /d/. • Identify and use the sound /g/. • Identify the letter, given the sound /g/. • Identify and use the sound /k/. • Identify the letter or letters, given the sound /k/. • Identify and use the sound /v/. • Identify the letter, given the sound /v/. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Identify individual sounds in words.
<p>11 Sounds for Letters o, d, g, k, and v 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the sound /ō/. • Identify the letter, given the sound /ō/. • Identify and use the sound /d/. • Identify the letter, given the sound /d/. • Identify and use the sound /g/. • Identify the letter, given the sound /g/. • Identify and use the sound /k/. • Identify the letter or letters, given the sound /k/. • Identify and use the sound /v/. • Identify the letter, given the sound /v/. • Identify letters of the alphabet. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read instructional-level text with 90% accuracy.
<p>12 Getting Stronger: Sounds /ă/ and /ō/ 1 Getting Stronger: Sounds /ă/ and /ō/ (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify individual sounds in words. • Identify and use the sound /ă/. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify and use the sound /ō/. • Identify the letter, given the sound /ō/. • Identify the sound, given the letter o. • Given the letter, identify the most common sound.

		<ul style="list-style-type: none"> • Given the sound, identify the most common letter or letters • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>12 Getting Stronger: Sounds /ă/ and /ō/ 2 Getting Stronger: Sounds /ă/ and /ō/ (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify a word when given the onset and rime. • Blend sounds to create words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify and use the sound /ă/. • Identify the letter, given the sound /ō/. • Identify and use the sound /ō/. • Identify the sound, given the letter o.
<p>12 Getting Stronger: Sounds /ă/ and /ō/ 3 Getting Stronger: Sounds /ă/ and /ō/ (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify words that rhyme. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters • Blend sounds to create words. • Identify individual sounds in words. • Identify and use the sound /ă/. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify and use the sound /ō/. • Identify the letter, given the sound /ō/. • Identify the sound, given the letter o. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Decode words by applying grade-level word analysis skills.

<p>12 Getting Stronger: Sounds /ă/ and /ō/ 4 Getting Stronger: Sounds /ă/ and /ō/ (D)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify and use the sound /ă/. • Identify the letter, given the sound /ō/. • Identify the sound, given the letter o. • Identify and use the sound /ō/.
<p>12 Getting Stronger: Sounds /ă/ and /ō/ 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify the sound, given the letter o. • Identify the letter, given the sound /ō/. • Identify letters of the alphabet. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Spell sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
<p>13 Sounds for Letters i, qu, and z 1 Introduce Sounds for Letters i, qu, and z</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the letter, given the sound /i/. • Identify the sound, given the letter i. • Identify the letters, given the sound /kw/. • Identify the sound, given the letters qu. • Identify the letter, given the sound /z/. • Identify the sound, given the letter z. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use the sound /ō/.

		<ul style="list-style-type: none"> • Identify and use the sound /i/. • Decode words by applying grade-level word analysis skills.
<p>13 Sounds for Letters i, qu, and z 2 Practice Sounds for Letters i, qu, and z (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify words that rhyme. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify the letter, given the sound /i/. • Identify the sound, given the letter i. • Identify the letters, given the sound /kw/. • Identify the sound, given the letters qu. • Identify the letter, given the sound /z/. • Identify the sound, given the letter z.
<p>13 Sounds for Letters i, qu, and z 3 Practice Sounds for Letters i, qu, and z (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Identify and use vowels and vowel sounds. • Identify a word when given the onset and rime. • Identify individual sounds in words. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify words that rhyme. • Identify and use the sound /i/. • Identify the letter, given the sound /i/. • Identify the sound, given the letter i. • Identify and use the sound /z/. • Identify the letter, given the sound /z/. • Identify the sound, given the letter z. • Identify and use the sound /kw/. • Identify the letters, given the sound /kw/. • Identify the sound, given the letters qu. • Decode words by applying grade-level word analysis skills.
<p>13 Sounds for Letters i, qu, and z 4 Practice Sounds for Letters i, qu, and z (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters.

		<ul style="list-style-type: none"> • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify the letter, given the sound /i/. • Identify the sound, given the letter i. • Identify the letters, given the sound /kw/. • Identify the sound, given the letters qu. • Identify the letter, given the sound /z/. • Identify the sound, given the letter z.
<p>13 Sounds for Letters i, qu, and z 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the sound /i/. • Identify and use the sound /z/. • Identify and use the sound /kw/. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
<p>14 Getting Stronger: Sounds /ă/, /i/, and /ō/ 1 Getting Stronger: Sounds /ă/, /i/, and /ō/ (A)</p>	<p>RF.K.1.a. Follow words from left to right, top to bottom, and page by page.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the letter, given the sound /i/. • Identify the sound, given the letter i. • Identify and use the sound /i/. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify and use the sound /ă/. • Identify the letter, given the sound /ō/. • Identify the sound, given the letter o. • Identify and use the sound /ō/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.

<p>14 Getting Stronger: Sounds /ă/, /ĭ/, and /ō/ 2 Getting Stronger: Sounds /ă/, /ĭ/, and /ō/ (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use vowels and vowel sounds. • Identify and use the sound /ă/. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify and use the sound /ĭ/. • Identify the letter, given the sound /ĭ/. • Identify the sound, given the letter i. • Identify and use the sound /ō/. • Identify the letter, given the sound /ō/. • Identify the sound, given the letter o. • Identify individual sounds in words. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>14 Getting Stronger: Sounds /ă/, /ĭ/, and /ō/ 3 Getting Stronger: Sounds /ă/, /ĭ/, and /ō/ (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Identify letters of the alphabet. • Identify beginning sounds in words. • Identify and use the sound /ă/. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify and use the sound /ĭ/. • Identify the letter, given the sound /ĭ/. • Identify the sound, given the letter i. • Identify and use the sound /ō/. • Identify the letter, given the sound /ō/. • Identify the sound, given the letter o. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify words that rhyme. • Identify individual sounds in words. • Decode words by applying grade-level word analysis skills.

<p>14 Getting Stronger: Sounds /ă/, /î/, and /ô/ 4 Getting Stronger: Sounds /ă/, /î/, and /ô/ (D)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify middle sounds in words. • Identify and use the sound /ă/. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify and use the sound /î/. • Identify the letter, given the sound /î/. • Identify the sound, given the letter i. • Identify and use the sound /ô/. • Identify the letter, given the sound /ô/. • Identify the sound, given the letter o. • Identify and use vowels and vowel sounds. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.
<p>14 Getting Stronger: Sounds /ă/, /î/, and /ô/ 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify the letter, given the sound /ă/. • Identify the letter, given the sound /î/. • Identify the letter, given the sound /ô/. • Identify the sound, given the letter a. • Identify the sound, given the letter i. • Identify the sound, given the letter o. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify letters of the alphabet. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
<p>15 Sounds for Letters u, w, and x 1 Introduce Sounds for Letters u, w, and x</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify ending sounds in words. • Identify short vowel sounds. • Identify and use vowels and vowel sounds. • Identify the letter, given the sound /ŭ/. • Identify the sound, given the letter u. • Identify the letter, given the sound /w/. • Identify the sound, given the letter w. • Identify the letter, given the sound /ks/.

		<ul style="list-style-type: none"> • Identify the sound, given the letter <i>x</i>. • Identify individual sounds in words. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Identify and use the sound /<i>ü</i>/. • Identify and use the sound /<i>w</i>/. • Identify and use the sound /<i>ks</i>/. • Decode words by applying grade-level word analysis skills.
<p>15 Sounds for Letters <i>u</i>, <i>w</i>, and <i>x</i> 2 Practice Sounds for Letters <i>u</i>, <i>w</i>, and <i>x</i> (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify beginning sounds in words. • Identify short vowel sounds. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the letter, given the sound /<i>ü</i>/. • Identify the sound, given the letter <i>u</i>. • Identify the letter, given the sound /<i>w</i>/. • Identify the sound, given the letter <i>w</i>. • Identify the letter, given the sound /<i>ks</i>/. • Identify the sound, given the letter <i>x</i>. • Identify individual sounds in words. • Identify and use the sound /<i>ü</i>/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.
<p>15 Sounds for Letters <i>u</i>, <i>w</i>, and <i>x</i> 3 Practice Sounds for Letters <i>u</i>, <i>w</i>, and <i>x</i> (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Identify individual sounds in words. • Identify and use vowels and vowel sounds. • Identify short vowel sounds. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Identify and use the sound /<i>ü</i>/. • Identify the letter, given the sound /<i>ü</i>/. • Identify the sound, given the letter <i>u</i>. • Identify and use the sound /<i>w</i>/. • Identify the letter, given the sound /<i>w</i>/. • Identify the sound, given the letter <i>w</i>.

		<ul style="list-style-type: none"> • Identify and use the sound /ks/. • Identify the letter, given the sound /ks/. • Identify the sound, given the letter x. • Decode words by applying grade-level word analysis skills.
<p>15 Sounds for Letters u, w, and x 4 Practice Sounds for Letters u, w, and x (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify words that rhyme. • Identify individual sounds in words. • Identify the letter, given the sound /ü/. • Identify the sound, given the letter u. • Identify the letter, given the sound /w/. • Identify the sound, given the letter w. • Identify the letter, given the sound /ks/. • Identify the sound, given the letter x. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Write sight words. • Follow three-step directions. • Identify and use the sound /ü/. • Identify and use the sound /w/. • Identify and use the sound /ks/.
<p>15 Sounds for Letters u, w, and x 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify the letter, given the sound /ü/. • Identify the sound, given the letter u. • Identify the letter, given the sound /w/. • Identify the sound, given the letter w. • Identify the letter, given the sound /ks/. • Identify the sound, given the letter x. • Identify letters of the alphabet. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.
<p>16 Getting Stronger: Sounds /ă/, /î/, /ö/, and /ü/ 1 Getting Stronger: Sounds /ă/, /î/, /ö/, and /ü/ (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Identify beginning sounds in words.

		<ul style="list-style-type: none"> • Identify and use vowels and vowel sounds. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ÿ/. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills.
<p>16 Getting Stronger: Sounds /ă/, /ĭ/, /ŏ/, and /ÿ/ 2 Getting Stronger: Sounds /ă/, /ĭ/, /ŏ/, and /ÿ/ (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ÿ/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>16 Getting Stronger: Sounds /ă/, /ĭ/, /ŏ/, and /ÿ/ 3 Getting Stronger: Sounds /ă/, /ĭ/, /ŏ/, and /ÿ/ (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify individual sounds in words. • Identify and use vowels and vowel sounds. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ÿ/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.

<p>16 Getting Stronger: Sounds /ă/, /ĭ/, /ŏ/, and /ÿ/ 4 Getting Stronger: Sounds /ă/, /ĭ/, /ŏ/, and /ÿ/ (D)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify ending sounds in words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ÿ/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>16 Getting Stronger: Sounds /ă/, /ĭ/, /ŏ/, and /ÿ/ 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the sound /ă/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ÿ/. • Identify letters of the alphabet. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.
<p>17 Sounds for Letters e and y 1 Introduce Sounds for Letters e and y</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Identify beginning sounds in words. • Identify and use vowels and vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ÿ/. • Identify the letter, given the sound /ĕ/. • Identify the sound, given the letter e. • Identify the letter, given the sound /y/. • Identify the sound, given the letter y. • Identify individual sounds in words. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity,

		<p>prosody, accuracy, and rate.</p> <ul style="list-style-type: none"> • Identify and use the sound /ĕ/. • Identify and use the sound /y/. • Decode words by applying grade-level word analysis skills.
<p>17 Sounds for Letters e and y 2 Practice Sounds for Letters e and y (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use vowels and vowel sounds. • Blend sounds to create words. • Identify the letter, given the sound /ĕ/. • Identify the sound, given the letter e. • Identify and use the sound /ĕ/. • Identify the letter, given the sound /y/. • Identify the sound, given the letter y. • Identify and use the sound /y/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>17 Sounds for Letters e and y 3 Practice Sounds for Letters e and y (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Identify individual sounds in words. • Identify words that rhyme. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Identify and use the sound /ĕ/. • Identify the letter, given the sound /ĕ/. • Identify the sound, given the letter e. • Identify and use the sound /y/. • Identify the letter, given the sound /y/. • Identify the sound, given the letter y.

<p>17 Sounds for Letters e and y 4 Practice Sounds for Letters e and y (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify beginning sounds in words. • Identify and use vowels and vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ÿ/. • Identify the letter, given the sound /ĕ/. • Identify the sound, given the letter e. • Identify the letter, given the sound /y/. • Identify the sound, given the letter y. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify and use the sound /y/. • Identify individual sounds in words.
<p>17 Sounds for Letters e and y 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify the letter, given the sound /ĕ/. • Identify the sound, given the letter e. • Identify the letter, given the sound /y/. • Identify the sound, given the letter y. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.
<p>18 Getting Stronger: Sounds /ă/, /ĕ/, /ĭ/, /ŏ/, and /ÿ/ 1 Getting Stronger: Sounds /ă/, /ĕ/, /ĭ/, /ŏ/, and /ÿ/ (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ÿ/. • Identify individual sounds in words. • Identify the new word when one sound is changed in a word.

		<ul style="list-style-type: none"> • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills.
<p>18 Getting Stronger: Sounds /ă/, /ĕ/, /i/, /ō/, and /ŭ/ 2 Getting Stronger: Sounds /ă/, /ĕ/, /i/, /ō/, and /ŭ/ (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /i/. • Identify and use the sound /ō/. • Identify and use the sound /ŭ/. • Identify and use vowels and vowel sounds. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Track text from left to right. • Turn pages sequentially. • Identify individual sounds in words.
<p>18 Getting Stronger: Sounds /ă/, /ĕ/, /i/, /ō/, and /ŭ/ 3 Getting Stronger: Sounds /ă/, /ĕ/, /i/, /ō/, and /ŭ/ (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /i/. • Identify and use the sound /ō/. • Identify and use the sound /ŭ/. • Identify and use vowels and vowel sounds. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Blend sounds to create words. • Identify individual sounds in words. • Identify the new word when one sound is changed in a word. • Write words by applying grade-level phonics knowledge • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>18 Getting Stronger: Sounds /ă/, /ĕ/, /i/, /ō/, and /ŭ/ 4 Getting Stronger: Sounds /ă/, /ĕ/, /i/, /ō/, and /ŭ/ (D)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify middle sounds in words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/.

		<ul style="list-style-type: none"> • Identify and use the sound /i/. • Identify and use the sound /o/. • Identify and use the sound /u/. • Identify and use vowels and vowel sounds. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>18 Getting Stronger: Sounds /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/ 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.
<p>19 Review Short Vowels 1 Review Short Vowels (A)</p>	<p>RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>19 Review Short Vowels 2 Review Short Vowels (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Identify middle sounds in words.

		<ul style="list-style-type: none"> • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ō/. • Identify and use the sound /ŭ/. • Identify short vowel sounds. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the new word when one sound is changed in a word. • Identify words that rhyme. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Identify individual sounds in words.
<p>19 Review Short Vowels 3 Review Short Vowels (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify middle sounds in words. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ō/. • Identify and use the sound /ŭ/. • Identify short vowel sounds. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read, write, and spell words containing short vowel sounds. • Follow three-step directions. • Decode words by applying grade-level word analysis skills.
<p>19 Review Short Vowels 4 Review Short Vowels (D)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify short vowel sounds. • Identify and distinguish between consonants and vowels. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right.

		<ul style="list-style-type: none"> • Turn pages sequentially. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /i/. • Identify and use the sound /ō/. • Identify and use the sound /ŭ/.
<p>19 Review Short Vowels 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /i/. • Identify and use the sound /ō/. • Identify and use the sound /ŭ/. • Identify and use vowels and vowel sounds. • Identify short vowel sounds. • Read, write, and spell words containing short vowel sounds. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read sight words. • Write sight words.
<p>20 Getting Stronger: Short Vowels 1 Getting Stronger: Short Vowels (A)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Identify individual sounds in words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /i/. • Identify and use the sound /ō/. • Identify and use the sound /ŭ/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>20 Getting Stronger: Short Vowels 2 Getting Stronger: Short Vowels (B)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /i/. • Identify and use the sound /ō/.

		<ul style="list-style-type: none"> • Identify and use the sound /ŭ/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify complete sentences. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify individual sounds in words.
<p>20 Getting Stronger: Short Vowels 3 Getting Stronger: Short Vowels (C)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify middle sounds in words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>20 Getting Stronger: Short Vowels 4 Getting Stronger: Short Vowels (D)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify middle sounds in words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.

		<ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Follow three-step directions.
<p>20 Getting Stronger: Short Vowels 5 Unit Checkpoint</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /i/. • Identify and use the sound /ō/. • Identify and use the sound /ŭ/. • Identify and use vowels and vowel sounds. • Identify short vowel sounds. • Read, write, and spell words containing short vowel sounds. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read sight words. • Write sight words.
<p>21 Digraphs sh and th 1 Introduce Digraph sh</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Identify ending sounds in words. • Identify individual sounds in words. • Identify and use the sound /sh/. • Identify the letters, given the sound /sh/. • Identify and use the digraph sh. • Write words by applying grade-level phonics knowledge. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Follow three-step directions. • Decode words by applying grade-level word analysis skills.
<p>21 Digraphs sh and th 2 Practice Digraph sh</p>	<p>RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Identify and use the sound /sh/. • Identify the letters, given the sound /sh/. • Identify and use the digraph sh. • Identify a word when given the onset and rime. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Blend sounds to create words.

		<ul style="list-style-type: none"> • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>21 Digraphs sh and th 3 Introduce Digraph th</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify and use the sound /th/. • Identify and use the sound /<u>th</u>/. • Identify the letters, given the sound /th/. • Identify the letters, given the sound /<u>th</u>/. • Identify and use the digraph th. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use the sound /sh/. • Follow three-step directions. • Decode words by applying grade-level word analysis skills.
<p>21 Digraphs sh and th 4 Practice Digraphs sh and th</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify complete sentences. • Identify individual sounds in words. • Identify a word when given the onset and rime. • Identify and use the sound /th/. • Identify and use the sound /<u>th</u>/. • Identify the letters, given the sound /th/. • Identify the letters, given the sound /<u>th</u>/. • Identify and use the digraph th. • Identify the new word when one sound is changed in a word. • Identify and use the sound /sh/. • Identify the letters, given the sound /sh/. • Identify and use the digraph sh. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Follow three-step directions.

<p>21 Digraphs sh and th 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the sound /<u>th</u>/. • Identify and use the sound /th/. • Identify and use the digraph th. • Identify the letters, given the sound /<u>th</u>/. • Identify the letters, given the sound /th/. • Identify and use the sound /<u>sh</u>/. • Identify and use the digraph sh. • Identify the letters, given the sound /sh/. • Identify letters of the alphabet. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.
<p>22 Getting Stronger: Short Vowels and Digraphs 1 Getting Stronger: Short Vowels (A)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Match capital letters to lowercase letters. • Identify capital and lowercase letters. • Identify letters of the alphabet. • Identify and use the sound /<u>ă</u>/. • Identify and use the sound /<u>ě</u>/. • Identify and use the sound /<u>ĩ</u>/. • Identify and use the sound /<u>ö</u>/. • Identify and use the sound /<u>ů</u>/. • Identify short vowel sounds. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Blend sounds to create words. • Identify individual sounds in words. • Identify the new word when one sound is changed in a word. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>22 Getting Stronger: Short Vowels and Digraphs 2 Getting Stronger: Short Vowels (B)</p>	<p>RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words., RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify words that rhyme. • Identify short vowel sounds. • Identify and use the sound /<u>ă</u>/. • Identify and use the sound /<u>ě</u>/. • Identify and use the sound /<u>ĩ</u>/. • Identify and use the sound /<u>ö</u>/.

	<p>vowels.</p>	<ul style="list-style-type: none"> • Identify and use the sound /ŭ/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify complete sentences. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Identify individual sounds in words.
<p>22 Getting Stronger: Short Vowels and Digraphs 3 Getting Stronger: Digraphs (A)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Read aloud grade-level text with appropriate automaticity, prosody, • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify and use the sound /th/. • Identify and use the sound /th/. • Identify the letters, given the sound /th/. • Identify the letters, given the sound /th/. • Identify and use the sound /sh/. • Identify the letters, given the sound /sh/. • Decode words by applying grade-level word analysis skills.
<p>22 Getting Stronger: Short Vowels and Digraphs 4 Getting Stronger: Digraphs (B)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph ch. • Identify short vowel sounds. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.

		<ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Identify and use the sound /sh/. • Identify the letters, given the sound /sh/. • Identify and use the sound /th/. • Identify and use the sound /<u>th</u>/. • Identify the letters, given the sound /th/. • Identify the letters, given the sound /<u>th</u>/.
<p>22 Getting Stronger: Short Vowels and Digraphs 5 Unit Checkpoint</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /i/. • Identify and use the sound /ō/. • Identify and use the sound /ŭ/. • Identify short vowel sounds. • Identify and use the sound /<u>th</u>/. • Identify and use the sound /th/. • Identify and use the digraph th. • Identify the letters, given the sound /<u>th</u>/. • Identify the letters, given the sound /th/. • Identify and use the sound /sh/. • Identify and use the digraph sh. • Identify the letters, given the sound /sh/. • Read, write, and spell words containing short vowel sounds. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read sight words.
<p>23 Digraphs wh and ch 1 Introduce Digraph wh</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify beginning sounds in words. • Identify and use the digraph wh. • Identify the sound /w/, given the digraph wh. • Identify the digraph wh, given the sound /w/. • Write words by applying grade-level phonics knowledge. • Identify individual sounds in words. • Blend sounds to create words. • Identify and use the digraph sh. • Identify and use the digraph th. • Follow three-step directions. • Decode words by applying grade-level word analysis skills.

<p>23 Digraphs wh and ch 2 Practice Digraph wh</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Blend sounds to create words. • Identify and use the digraph wh. • Identify the sound /w/, given the digraph wh. • Identify the digraph wh, given the sound /w/. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.
<p>23 Digraphs wh and ch 3 Introduce Digraph ch</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify and use the sound /ch/. • Identify the letters, given the sound /ch/. • Identify and use the digraph ch. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Identify and use the sound /wh/. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>23 Digraphs wh and ch 4 Practice Digraphs wh and ch</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify a word when given the onset and rime. • Identify and use the sound /ch/. • Identify the letters, given the sound /ch/. • Identify and use the digraph ch. • Identify the new word when one sound is changed in a word. • Identify and use the digraph wh. • Identify the sound /w/, given the digraph wh. • Identify the digraph wh, given the sound /w/. • Identify and use the digraph sh.

		<ul style="list-style-type: none"> • Identify and use the sound /sh/. • Identify the letters, given the sound /sh/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>23 Digraphs wh and ch 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the digraph wh. • Identify the sound /w/, given the digraph wh. • Identify the digraph wh, given the sound /w/. • Identify the letters, given the sound /ch/. • Identify the sound /ch/, given the digraph ch. • Identify and use the digraph ch. • Identify letters of the alphabet. • Identify individual sounds in words. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.
<p>24 Getting Stronger: Letter Sounds 1 Getting Stronger: Letter Sounds (A)</p>	<p>RF.K.3.a. 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.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify beginning sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Identify the new word when one sound is changed in a word. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>24 Getting Stronger: Letter Sounds 2 Getting Stronger: Letter Sounds (B)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes)</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify words that rhyme. • Given the letter, identify the most common sound.

	<p>for the five major vowels.</p>	<ul style="list-style-type: none"> • Given the sound, identify the most common letter or letters. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify letters of the alphabet. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Identify and use the digraph ch. • Identify and use the digraph sh. • Identify and use the digraph wh. • Identify and use the digraph th.
<p>24 Getting Stronger: Letter Sounds 3 Getting Stronger: Letter Sounds (C)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify and use the digraph ch. • Identify and use the digraph sh. • Identify and use the digraph wh. • Identify and use the digraph th. • Decode words by applying grade-level word analysis skills.
<p>24 Getting Stronger: Letter Sounds 4 Getting Stronger: Letter Sounds (D)</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify ending sounds in words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify complete sentences. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.

		<ul style="list-style-type: none"> • Track text from left to right. • Turn pages sequentially.
<p>24 Getting Stronger: Letter Sounds 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify the digraph wh, given the sound /w/. • Identify the sound /w/, given the digraph wh. • Identify and use the digraph wh. • Identify the letters, given the sound /ch/. • Identify the sound /ch/, given the digraph ch. • Identify and use the digraph ch. • Identify and use the sound /<u>th</u>/. • Identify and use the sound /th/. • Identify and use the digraph th. • Identify the letters, given the sound /<u>th</u>/. • Identify the letters, given the sound /th/. • Identify and use the sound /sh/. • Identify the letters, given the sound /sh/. • Identify and use the digraph sh. • Read, write, and spell words containing short vowel sounds. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read sight words.
<p>25 Trigraph tch and Ending -ck 1 Introduce Trigraph -tch</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify ending sounds in words. • Identify and use the sound /ch/. • Identify and use the sound /th/. • Identify and use the sound /sh/. • Identify words that rhyme. • Identify and use the sound /ch/. • Identify the trigraph -tch, given the sound /ch/. • Identify individual sounds in words. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Follow three-step directions. • Decode words by applying grade-level word analysis skills.
<p>25 Trigraph tch and Ending -ck 2 Practice Trigraph -tch</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words.

		<ul style="list-style-type: none"> • Identify and use the sound /ch/. • Identify the trigraph –tch, given the sound /ch/. • Identify ending sounds in words. • Identify words that rhyme. • Identify beginning sounds in words. • Write words by applying grade-level phonics knowledge. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Follow three-step directions.
<p>25 Trigraph tch and Ending –ck 3 Introduce Ending –ck</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify individual sounds in words. • Identify the number of sounds within words. • Identify beginning sounds in words. • Identify and use the sound /k/. • Identify the letters, given the sound /k/. • Identify the sound /k/, given the letters ck. • Identify and use the digraph –ck. • Identify ending sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify words that rhyme. • Decode words by applying grade-level word analysis skills.
<p>25 Trigraph tch and Ending –ck 4 Practice Trigraph –tch and Ending –ck</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify ending sounds in words. • Identify the letters, given the sound /k/. • Identify and use the digraph –ck. • Identify the trigraph –tch, given the sound /ch/. • Identify and use the trigraph –tch. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify complete sentences. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Track text from left to right.

		<ul style="list-style-type: none"> • Turn pages sequentially. • Follow three-step directions.
<p>25 Trigraph tch and Ending –ck 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify the trigraph –tch, given the sound /ch/. • Identify the letters, given the sound /k/. • Identify the sound /ch/, given the trigraph –tch. • Identify the sound /k/, given the digraph –ck. • Identify and use the trigraph –tch. • Identify and use the digraph –ck. • Identify individual sounds in words. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.
<p>26 Getting Stronger: Digraphs, Trigraph –tch, and Ending –ck 1 Getting Stronger: Digraphs ch, sh, and th</p>	<p>RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify beginning sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the sound /ch/. • Identify the letters, given the sound /ch/. • Identify and use the digraph ch. • Identify and use the sound /sh/. • Identify the letters, given the sound /sh/. • Identify and use the digraph sh. • Identify and use the sound /th/. • Identify and use the sound /<u>th</u>/. • Identify and use the digraph th. • Identify the letters, given the sound /th/. • Identify the letters, given the sound /<u>th</u>/. • Identify the new word when one sound is changed in a word. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>26 Getting Stronger: Digraphs, Trigraph –tch, and Ending –ck 2 Getting Stronger: Digraph wh, Trigraph –tch, and Ending –ck</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify beginning sounds in words.

		<ul style="list-style-type: none"> • Identify words that rhyme. • Identify and use the sound /k/. • Identify the letters, given the sound /k/. • Identify the sound /k/, given the letters ck. • Identify and use the digraph –ck. • Identify the trigraph –tch, given the sound /ch/. • Identify the letters, given the sound /ch/. • Identify and use the sound /ch/. • Identify the letters, given the sound /w/. • Identify and use the digraph wh. • Identify the sound /w/, given the digraph wh. • Identify the digraph wh, given the sound /w/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>26 Getting Stronger: Digraphs, Trigraph –tch, and Ending –ck 3 Getting Stronger: Digraphs, Trigraph –tch, and Ending –ck (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify and use the digraph ch. • Identify and use the digraph –ck. • Identify the trigraph –tch, given the sound /ch/. • Identify and use the digraph sh. • Identify and use the digraph wh. • Identify and use the digraph th. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify complete sentences. • Decode words by applying grade-level word analysis skills.
<p>26 Getting Stronger: Digraphs, Trigraph –tch, and Ending –ck 4 Getting Stronger: Digraphs, Trigraph –tch, and Ending –ck (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify ending sounds in words. • Identify and use the digraph ch. • Identify and use the digraph sh. • Identify and use the digraph wh. • Identify and use the digraph th.

		<ul style="list-style-type: none"> • Identify and use the digraph –ck. • Identify and use the trigraph –tch. • Identify the trigraph –tch, given the sound /ch/. • Identify individual sounds in words. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>26 Getting Stronger: Digraphs, Trigraph –tch, and Ending –ck 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify the digraph wh, given the sound /w/. • Identify the sound /w/, given the digraph wh. • Identify and use the digraph wh. • Identify and use the digraph ch. • Identify the letters, given the sound /ch/. • Identify the sound /ch/, given the digraph ch. • Identify and use the sound /th/. • Identify the letters, given the sound /<u>th</u>/. • Identify and use the digraph th. • Identify the letters, given the sound /th/. • Identify and use the sound /<u>th</u>/. • Identify and use the sound /sh/. • Identify the letters, given the sound /sh/. • Identify and use the digraph sh. • Identify the sound /k/, given the letters ck. • Identify the letters, given the sound /k/. • Identify and use the digraph –ck. • Identify and use the sound /tch/. • Identify the letters, given the sound /tch/. • Identify the trigraph –tch, given the sound /ch/. • Read, write, and spell words containing short vowel sounds. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read sight words.
<p>27 Review Digraphs and the Trigraph –tch 1 Review Digraphs and the Trigraph –tch (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Identify and use the trigraph –tch. • Identify and use the digraph –ck.

		<ul style="list-style-type: none"> • Identify and use the digraph ch. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify words that rhyme. • Write words by applying grade-level phonics knowledge. • Identify individual sounds in words. • Blend sounds to create words. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>27 Review Digraphs and the Trigraph –tch 2 Review Digraphs and the Trigraph –tch (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the trigraph –tch. • Identify and use the digraph ch. • Identify and use the digraph –ck. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify ending sounds in words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Follow three-step directions.
<p>27 Review Digraphs and the Trigraph –tch 3 Review Digraphs and the Trigraph –tch (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify short vowel sounds. • Identify and use the trigraph –tch. • Identify and use the digraph ch. • Identify and use the digraph –ck. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Blend sounds to create words.

		<ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Identify ending sounds in words. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>27 Review Digraphs and the Trigraph –tch 4 Review Digraphs and the Trigraph –tch (D)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify beginning sounds in words. • Identify the new word when one sound is changed in a word. • Identify and use the trigraph –tch. • Identify and use the digraph ch. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify and use the sound /k/. • Identify and use the sound /th/. • Identify and use the sound /sh/. • Identify and use the sound /ch/. • Identify and use the sound /m/. • Identify and use the sound /n/. • Identify and use the sound /b/. • Identify and use the sound /w/. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>27 Review Digraphs and the Trigraph –tch 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the trigraph –tch. • Identify and use the digraph ch. • Identify and use the digraph –ck. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.

<p>28 Getting Stronger: Digraphs and the Trigraph –tch 1 Getting Stronger: Digraphs and the Trigraph –tch (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Identify and use the trigraph –tch. • Identify and use the digraph ch. • Identify and use the digraph –ck. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify ending sounds in words. • Identify beginning sounds in words. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the new word when one sound is changed in a word. • Identify the trigraph –tch, given the sound /ch/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>28 Getting Stronger: Digraphs and the Trigraph –tch 2 Getting Stronger: Digraphs and the Trigraph –tch (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify beginning sounds in words. • Identify and use the trigraph –tch. • Identify and use the digraph ch. • Identify and use the digraph –ck. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.
<p>28 Getting Stronger: Digraphs and the Trigraph –tch 3 Getting Stronger: Digraphs and the Trigraph –tch (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify words that rhyme. • Identify and use the trigraph –tch. • Identify and use the digraph ch. • Identify and use the digraph –ck.

		<ul style="list-style-type: none"> • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Follow three-step directions. • Decode words by applying grade-level word analysis skills.
<p>28 Getting Stronger: Digraphs and the Trigraph –tch 4 Getting Stronger: Digraphs and the Trigraph –tch (D)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the digraph ch. • Identify and use the digraph –ck. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify and use the trigraph –tch. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Follow three-step directions. • Identify the trigraph –tch, given the sound /ch/.
<p>28 Getting Stronger: Digraphs and the Trigraph –tch 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the digraph ch. • Identify and use the digraph –ck. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify and use the trigraph –tch. • Read, write, and spell words containing short vowel sounds. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read sight words.

<p>29 Telling and Asking Sentences 1 Capitalize Sentences</p>	<p>L.K.1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify beginning sounds in words. • Identify short vowel sounds. • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Identify complete sentences. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Follow three-step directions. • Identify individual sounds in words. • Decode words by applying grade-level word analysis skills.
<p>29 Telling and Asking Sentences 2 Punctuate Sentences</p>	<p>L.K.1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify a word when given the onset and rime. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify complete sentences. • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.
<p>29 Telling and Asking Sentences 3 Create Sentences</p>	<p>L.K.1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify ending sounds in words. • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Identify individual sounds in words. • Identify ending sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Follow three-step directions. • Decode words by applying grade-level word analysis skills.
<p>29 Telling and Asking Sentences 4 Write Sentences</p>	<p>L.K.1.d. Understand and use question words (interrogatives) (e.g.,</p>	<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify complete sentences.

	<p>who, what, where, when, why, how).</p>	<ul style="list-style-type: none"> • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.
<p>29 Telling and Asking Sentences 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
<p>30 Getting Stronger: Short Vowels, Digraphs, and Sentences 1 Getting Stronger: Short Vowels</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Given the sound, identify the most common letter or letters. • Identify complete sentences. • Given the letter, identify the most common sound. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>30 Getting Stronger: Short Vowels, Digraphs, and Sentences 2 Getting Stronger: Digraphs</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify the new word when one sound is changed in a word. • Identify and use the digraph ch. • Identify and use the digraph -ck.

		<ul style="list-style-type: none"> • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.
<p>30 Getting Stronger: Short Vowels, Digraphs, and Sentences 3 Getting Stronger: Capitalize and Punctuate Sentences</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Produce rhyming words. • Identify complete sentences. • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Use question marks to end asking sentences. • Decode words by applying grade-level word analysis skills.
<p>30 Getting Stronger: Short Vowels, Digraphs, and Sentences 4 Getting Stronger: Write Sentences</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify ending sounds in words. • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Use context and sentence structure to determine meaning of words, phrases, and/or sentences. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Track text from left to right. • Turn pages sequentially. • Identify individual sounds in words.
<p>30 Getting Stronger: Short Vowels, Digraphs, and Sentences 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Identify short vowel sounds. • Identify and use the digraph ch.

		<ul style="list-style-type: none"> • Identify and use the digraph –ck. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Read, write, and spell words containing short vowel sounds. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read sight words.
<p>31 Endings –s and –es 1 Introduce Ending –s</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify beginning sounds in words. • Identify a word when given the onset and rime. • Identify short vowel sounds. • Identify ending sounds in words. • Read, write, and spell words containing the ending –s. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>31 Endings –s and –es 2 Practice Ending –s</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify complete sentences. • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Identify individual sounds in words. • Identify ending sounds in words. • Read, write, and spell words containing the ending –s. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.

		<ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
31 Endings –s and –es 3 Introduce Ending –es		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Identify ending sounds in words. • Read, write, and spell words containing the ending –es. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
31 Endings –s and –es 4 Practice Ending –es		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify ending sounds in words. • Read, write, and spell words containing the ending –s. • Read, write, and spell words containing the ending –es. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
31 Endings –s and –es 5 Unit Checkpoint		<ul style="list-style-type: none"> • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Identify ending sounds in words. • Read, write, and spell words containing the ending –s. • Read, write, and spell words containing the ending –es. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write words by applying grade-level phonics knowledge.
32 Getting Stronger: Vowels 1 Getting Stronger: Vowels (A)		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words.

		<ul style="list-style-type: none"> • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Read, write, and spell words containing short vowel sounds. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Given the letter, identify the most common sound. • Identify individual sounds in words. • Decode words by applying grade-level word analysis skills.
<p>32 Getting Stronger: Vowels 2 Getting Stronger: Vowels (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the digraph ch. • Identify and use the digraph -ck. • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify the trigraph -tch, given the sound /ch/. • Identify beginning sounds in words • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Read, write, and spell words containing short vowel sounds.
<p>32 Getting Stronger: Vowels 3 Getting Stronger: Vowels (C)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Identify complete sentences.

		<ul style="list-style-type: none"> • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Use question marks to end asking sentences. • Read, write, and spell words containing short vowel sounds. • Identify short vowel sounds. • Identify individual sounds in words. • Identify the new word when one sound is changed in a word. • Identify words that rhyme. • Follow three-step directions. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/.
<p>32 Getting Stronger: Vowels 4 Getting Stronger: Vowels (D)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify ending sounds in words. • Read, write, and spell words containing the ending –s. • Read, write, and spell words containing the ending –es. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Given the letter, identify the most common sound. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Blend sounds to create words. • Read, write, and spell words containing short vowel sounds. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/.
<p>32 Getting Stronger: Vowels 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ŭ/. • Identify and use the digraph ch. • Identify and use the digraph –ck.

		<ul style="list-style-type: none"> • Identify and use the digraph sh. • Identify and use the digraph th. • Identify and use the digraph wh. • Identify the trigraph –tch, given the sound /ch/. • Read, write, and spell words containing the ending –s. • Read, write, and spell words containing the ending –es. • Identify short vowel sounds. • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Read, write, and spell words containing short vowel sounds. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read sight words.
<p>33 Endings –ff, –ll, –ss, –zz, and –all 1 Introduce Endings –ff, –ll, –ss, and –zz</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify ending sounds in words. • Identify a word when given the onset and rime. • Identify and use the ending –ff. • Identify and use the ending –ll. • Identify and use the ending –ss. • Identify and use the ending –zz. • Identify individual sounds in words. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
<p>33 Endings –ff, –ll, –ss, –zz, and –all 2 Practice Endings –ff, –ll, –ss, and –zz</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Blend sounds to create words. • Identify individual sounds in words. • Identify ending sounds in words. • Write words by applying grade-level phonics knowledge. • Identify and use the ending –ff. • Identify and use the ending –ll. • Identify and use the ending –ss. • Identify and use the ending –zz. • Read aloud grade-level text with appropriate automaticity,

		<p>prosody, accuracy, and rate.</p> <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Follow three-step directions.
<p>33 Endings –ff, –ll, –ss, –zz, and –all 3 Ending –all</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify and use the ending –ll. • Identify ending sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify letters of the alphabet. • Identify short vowel sounds. • Identify and use the ending –all. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify words that rhyme. • Identify complete sentences. • Decode words by applying grade-level word analysis skills.
<p>33 Endings –ff, –ll, –ss, –zz, and –all 4 Practice Endings –ff, –ll, –ss, –zz, and –all</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Produce rhyming words. • Identify ending sounds in words. • Identify and use the ending –all. • Identify and use the ending –ff. • Identify and use the ending –ll. • Identify and use the ending –ss. • Identify and use the ending –zz. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Write words by applying grade-level phonics knowledge. • Follow three-step directions.
<p>33 Endings –ff, –ll, –ss, –zz, and –all 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Identify ending sounds in words. • Identify and use the ending –all. • Identify and use the ending –ff. • Identify and use the ending –ll. • Identify and use the ending –ss. • Identify and use the ending –zz.

		<ul style="list-style-type: none"> • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.
<p>34 Compound Words 1 Introduce Compound Words</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use compound words. • Identify individual sounds in words. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify and use compound words. • Decode words by applying grade-level word analysis skills.
<p>34 Compound Words 2 Practice Compound Words (A)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify syllables in words. • Identify the number of sounds within words. • Write words by applying grade-level phonics knowledge. • Identify complete sentences. • Identify and use compound words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.
<p>34 Compound Words 3 Practice Compound Words (B)</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify syllables in words. • Identify the number of sounds within words. • Identify and use compound words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use compound words.

		<ul style="list-style-type: none"> • Identify individual sounds in words. • Decode words by applying grade-level word analysis skills.
34 Compound Words 4 Practice Compound Words (C)		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Produce rhyming words. • Identify individual sounds in words. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Follow three-step directions. • Identify and use compound words.
34 Compound Words 5 Unit Checkpoint		<ul style="list-style-type: none"> • Identify complete sentences. • Identify individual sounds in words. • Identify and use compound words. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge.
35 Getting Stronger: Sentences, Endings, and Compound Words 1 Getting Stronger: Punctuation and Capitalization		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify beginning sounds in words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Capitalize the first word in a sentence. • Identify complete sentences. • Use periods to end telling sentences. • Use question marks to end asking sentences. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills.
35 Getting Stronger: Sentences, Endings, and Compound Words 2 Getting Stronger: Endings –s and –es		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words.

		<ul style="list-style-type: none"> • Identify ending sounds in words. • Read, write, and spell words containing the ending –s. • Read, write, and spell words containing the ending –es. • Identify words that rhyme. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially.
<p>35 Getting Stronger: Sentences, Endings, and Compound Words 3 Getting Stronger: Endings –ff, –ll, –ss, –zz, and –all</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify words that rhyme. • Identify ending sounds in words. • Identify and use ending –all. • Identify and use ending –ff. • Identify and use ending –ll. • Identify and use ending –ss. • Identify and use ending –zz. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills.
<p>35 Getting Stronger: Sentences, Endings, and Compound Words 4 Getting Stronger: Compound Words</p>		<ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify ending sounds in words. • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Track text from left to right. • Turn pages sequentially. • Identify and use compound words. • Identify individual sounds in words.
<p>35 Getting Stronger: Sentences, Endings, and Compound Words 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use ending –all. • Identify and use ending –ff. • Identify and use ending –ll. • Identify and use ending –ss. • Identify and use ending –zz. • Read, write, and spell words containing the ending –s.

		<ul style="list-style-type: none"> • Read, write, and spell words containing the ending –es. • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Identify and use compound words. • Identify ending sounds in words. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read sight words.
<p>36 Words, Letters & Sounds, and Sentences 1 Read and Write Words</p>		<ul style="list-style-type: none"> • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Identify the new word when one sound is changed in a word. • Follow three-step directions. • Blend sounds to create words. • Read sight words. • Spell sight words. • Decode words by applying grade-level word analysis skills.
<p>36 Words, Letters & Sounds, and Sentences 2 Letters and Sounds</p>		<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify short vowel sounds. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Track text from left to right. • Turn pages sequentially. • Read sight words. • Spell sight words.
<p>36 Words, Letters & Sounds, and Sentences 3 Create Words</p>		<ul style="list-style-type: none"> • Identify ending sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Identify the new word when one sound is changed in a word. • Identify and use the digraph ch. • Identify and use the digraph sh. • Identify and use the digraph th.

		<ul style="list-style-type: none"> • Identify and use the digraph wh. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Follow three-step directions. • Read sight words. • Spell sight words. • Decode words by applying grade-level word analysis skills.
<p>36 Words, Letters & Sounds, and Sentences 4 Read and Write Sentences</p>		<ul style="list-style-type: none"> • Identify letters of the alphabet. • Match capital letters to lowercase letters. • Identify ending sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Use context and sentence structure to determine meaning of words, phrases, and/or sentences. • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Track text from left to right. • Turn pages sequentially. • Follow three-step directions. • Read sight words. • Spell sight words.
<p>36 Words, Letters & Sounds, and Sentences 5 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Identify and use compound words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify ending sounds in words. • Identify individual sounds in words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read sight words.
<p>1 Good Choices 1 Introduce "Little Red Riding Hood"</p>	<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story. L.K.6. Use words and</p>	<ul style="list-style-type: none"> • Identify character(s). • Identify main character(s). • Identify setting. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context

	<p>phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>clues.</p> <ul style="list-style-type: none"> • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
<p>1 Good Choices 2 Explore "Little Red Riding Hood"</p>	<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text. SL.K.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.</p>	<ul style="list-style-type: none"> • Describe character(s). • Identify details that explain characters' actions. • Identify setting. • Answer questions requiring literal recall of details. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
<p>1 Good Choices 3 Review "Little Red Riding Hood"</p>		<ul style="list-style-type: none"> • Identify details that explain characters' actions. • Make connections with text: text-to-text, text-to-self, text-to-world. • Respond to text through art, writing, and/or drama • Describe character(s). • Compare and contrast two texts on the same topic. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
<p>1 Good Choices 4 Introduce "Healthy Snacks"</p>		<ul style="list-style-type: none"> • Compare and contrast elements within a text. • State the details of a text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
<p>1 Good Choices 5 Explore "Healthy Snacks"</p>		<ul style="list-style-type: none"> • Compare and contrast elements within a text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Identify important details in informational text. • Make connections with text: text-to-text, text-to-self, text-to-world.

1 Good Choices 6 Review "Healthy Snacks"		<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Compare and contrast elements within a text. • Identify important details in informational text. • Make connections with text: text-to-text, text-to-self, text-to-world.
1 Good Choices 7 Introduce "Jack and the Beanstalk"		<ul style="list-style-type: none"> • Make predictions before and during reading. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions • Evaluate predictions.
1 Good Choices 8 Explore "Jack and the Beanstalk"		<ul style="list-style-type: none"> • Describe illustrations and their relationship to story events. • Identify and define fantasy. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions • Answer questions requiring literal recall of details. • Sequence events from a text.
1 Good Choices 9 Review "Jack and the Beanstalk"		<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Sequence events from a text. • Make connections with text: text-to-text, text-to-self, text-to-world. • Sequence pictures illustrating story events. • Retell a story using illustrations from the text as a guide.
1 Good Choices 10 Your Choice		n/a
2 Get Moving 1 Introduce "Everyday Exercises"	RL.K.10	<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Identify important details in informational text. • Describe cause and effect relationships in text.
2 Get Moving 2 Explore "Everyday Exercises"		<ul style="list-style-type: none"> • Identify important details in informational text. • Describe cause and effect relationships in text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.

		<ul style="list-style-type: none"> • Make connections with text: text-to-text, text-to-self, text-to-world.
2 Get Moving 3 Review "Everyday Exercises"		<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Identify important details in informational text. • Describe cause and effect relationships in text. • Make connections with text: text-to-text, text-to-self, text-to-world.
2 Get Moving 4 Introduce "The Gingerbread Man"	RL.K.2	<ul style="list-style-type: none"> • Retell read aloud stories. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • State the details of a text.
2 Get Moving 5 Explore "The Gingerbread Man"		<ul style="list-style-type: none"> • Sequence events from a text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Describe illustrations and their relationship to story events. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Identify repetitive text. • State the details of a text.
2 Get Moving 6 Review "The Gingerbread Man"		<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Sequence events from a text. • State the details of a text. • Make connections with text: text-to-text, text-to-self, text-to-world. • Retell read aloud stories using various media. • Compare and contrast two texts on the same topic.
2 Get Moving 7 Introduce "Lousy Litter"		<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Identify important details in informational text.
2 Get Moving 8 Explore "Lousy Litter"		<ul style="list-style-type: none"> • Identify important details in informational text. • Describe cause and effect relationships in text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Make connections with text: text-to-text, text-to-self, text-to-world.

		<ul style="list-style-type: none"> • Use prior knowledge to aid understanding of text. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
2 Get Moving 9 Review "Lousy Litter"		<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Identify important details in informational text. • Describe cause and effect relationships in text. • Make connections with text: text-to-text, text-to-self, text-to-world. • Respond to text through art, writing, and/or drama. • Identify purpose of environmental print. • Identify and comprehend environmental print.
2 Get Moving 10 Your Choice		n/a
3 House and Home 1 Introduce "Recycling Is Smart"	RI.K.1	<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • State the details of a text. • Sequence events from a text.
3 House and Home 2 Explore "Recycling Is Smart"		<ul style="list-style-type: none"> • Sequence events from a text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Identify important details in informational text. • Build vocabulary through listening, reading, and discussion.
3 House and Home 3 Review "Recycling Is Smart"		<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Sequence events from a text. • Identify important details in informational text. • Identify and comprehend environmental print. • Make connections with text: text-to-text, text-to-self, text-to-world.
3 House and Home 4 Introduce A Chair for My Mother		<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Identify first-person point of view. • Answer questions requiring literal recall of details.

<p>3 House and Home 5 Explore A Chair for My Mother</p>	<p>RL.K.6</p>	<ul style="list-style-type: none"> • Identify words that create mental imagery. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Describe the role of author and/or illustrator. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Answer questions requiring literal recall of details.
<p>3 House and Home 6 Review A Chair for My Mother</p>		<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Identify words that create mental imagery.
<p>3 House and Home 7 Introduce "Their Homes Were Their Castles"</p>		<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen to and respond to texts representing a variety of cultures, time periods, and traditions. • Answer questions requiring literal recall of details.
<p>3 House and Home 8 Explore "Their Homes Were Their Castles"</p>		<ul style="list-style-type: none"> • Listen to and respond to texts representing a variety of cultures, time periods, and traditions. • Identify the main idea. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Identify supporting details.
<p>3 House and Home 9 Review "Their Homes Were Their Castles"</p>		<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Identify the main idea. • Identify supporting details. • State the details of a text. • Respond to text through art, writing, and/or drama. • Listen to and respond to texts representing a variety of cultures, time periods, and traditions.
<p>3 House and Home 10 Your Choice</p>		<p>n/a</p>
<p>4 Three Fairy Tales 1 Introduce "Cinderella"</p>		<ul style="list-style-type: none"> • Identify character(s). • Identify the main character(s). • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Activate prior knowledge by previewing text and/or discussing topic • Listen to and respond to texts representing a variety of cultures, time periods, and traditions.

<p>4 Three Fairy Tales 2 Explore "Cinderella"</p>	<p>RL.K.9</p>	<ul style="list-style-type: none"> • Identify genre. • Describe character(s). • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Activate prior knowledge by previewing text and/or discussing topic • Listen to and respond to texts representing a variety of cultural time periods, and traditions. • Compare and contrast actions of characters in a text. • Seek information in provided sources to answer questions. • Identify details that explain characters' actions.
<p>4 Three Fairy Tales 3 Review "Cinderella"</p>		<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Describe character(s). • Compare and contrast actions of characters in a text. • Seek information in provided sources to answer questions. • Identify details that explain characters' actions. • Respond to text through art, writing, and/or drama. • Compare and contrast two texts on the same topic.
<p>4 Three Fairy Tales 4 Introduce "Sleeping Beauty"</p>		<ul style="list-style-type: none"> • Identify setting. • Use prior knowledge to aid understanding of text. • Identify the main character(s). • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen to and respond to texts representing a variety of cultural time periods, and traditions. • Seek information in provided sources to answer questions.
<p>4 Three Fairy Tales 5 Explore "Sleeping Beauty"</p>		<ul style="list-style-type: none"> • Identify genre. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Identify recurring characters in folk and fairy tales. • Activate prior knowledge by previewing text and/or discussing topic. • Listen to and respond to texts representing a variety of cultural time periods, and traditions.
<p>4 Three Fairy Tales 6 Review "Sleeping Beauty"</p>		<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Identify story structure elements - problem and solution.
<p>4 Three Fairy Tales 7 Introduce "Rapunzel"</p>		<ul style="list-style-type: none"> • Identify the main character(s). • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Use prior knowledge to aid understanding of text. • Listen to and respond to texts representing a variety of cultural time periods, and traditions.

		<p>time periods, and traditions.</p> <ul style="list-style-type: none"> • Answer questions requiring literal recall of details.
4 Three Fairy Tales 8 Explore "Rapunzel"		<ul style="list-style-type: none"> • Retell the beginning, middle, and end of a story. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Use prior knowledge to aid understanding of text. • Listen to and respond to texts representing a variety of cultural time periods, and traditions. • Identify story structure elements - problem and solution.
4 Three Fairy Tales 9 Review "Rapunzel"	RL.K.3	<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Describe character(s). • Compare and contrast actions of characters in text. • Make connections with text: text-to-text, text-to-self, text-to-world. • Sequence pictures illustrating story events. • Retell a story using illustrations from the text as guide.
4 Three Fairy Tales 10 Your Choice		n/a
5 Dig Deep 1 Introduce "The Grand Canyon"	RL.K.5, RI.K.1, RI.K.4	<ul style="list-style-type: none"> • Identify topic. • Identify and define reality. • Identify different types of text. • Answer questions requiring literal recall of details. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
5 Dig Deep 2 Explore "The Grand Canyon"		<ul style="list-style-type: none"> • Identify facts in informational text. • Identify topic. • Identify different types of text. • Answer questions requiring literal recall of details. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
5 Dig Deep 3 Review "The Grand Canyon"		<ul style="list-style-type: none"> • Use visual text features to aid understanding of text. • Identify purpose of environmental print. • Respond to text through art, writing, and/or drama. • Create illustrations that represent personal connections to text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences.

<p>5 Dig Deep 4 Introduce Mike Mulligan and His Steam Shovel</p>	<p>RL.K.5</p>	<ul style="list-style-type: none"> • Identify different types of text. • Answer questions requiring literal recall of details. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
<p>5 Dig Deep 5 Explore Mike Mulligan and His Steam Shovel</p>	<p>RL.K.6</p>	<ul style="list-style-type: none"> • Describe illustrations and their relationship to story events. • Identify author. • Identify illustrator. • Describe the role of author and/or illustrator. • Identify and use picture clues to define words. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
<p>5 Dig Deep 6 Review Mike Mulligan and His Steam Shovel</p>		<ul style="list-style-type: none"> • Identify author's use of sensory language. • Respond to text through art, writing, and/or drama. • Make inferences based on text and/or prior knowledge. • Create illustrations that represent personal connections to text. • Compare and contrast two texts on the same topic. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences.
<p>6 Choice Book #1 1 Introduce Choice Book</p>		<p>n/a</p>
<p>6 Reader's Choice #1 2 Explore Choice Book</p>		<p>n/a</p>
<p>6 Reader's Choice #1 3 Review Choice Book</p>		<p>n/a</p>
<p>7 Peter Rabbit 1 Your Choice</p>		<p>n/a</p>
<p>7 Peter Rabbit 2 Introduce "The Tale of Peter Rabbit"</p>		<ul style="list-style-type: none"> • Make predictions before and during reading. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations, and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Evaluate predictions.
<p>7 Peter Rabbit 3 Explore "The Tale of Peter Rabbit"</p>		<ul style="list-style-type: none"> • Identify and use context clues to define words. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Activate prior knowledge by previewing text and/or discussing

		<p>topic.</p> <ul style="list-style-type: none"> • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Identify and use picture clues to define words. • Answer questions requiring literal recall of details.
7 Peter Rabbit 4 Review "The Tale of Peter Rabbit"		<ul style="list-style-type: none"> • Make inferences based on text and/or prior knowledge. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Support inferences with evidence from text and/or prior knowledge. • Respond to text through art, writing, and/or drama. • Retell read aloud stories using various media.
7 Peter Rabbit 5 Introduce "The Tale of Benjamin Bunny"		<ul style="list-style-type: none"> • Use prior knowledge to aid understanding of text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations, and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Answer questions requiring literal recall of details.
7 Peter Rabbit 6 Explore "The Tale of Benjamin Bunny"		<ul style="list-style-type: none"> • Identify and use context clues to define words. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Activate prior knowledge by previewing and/or discussing to • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Identify and use picture clues to define words. • Make inferences based on text and/or prior knowledge. • Support inferences based on text and/or prior knowledge.
7 Peter Rabbit 7 Review "The Tale of Benjamin Bunny"	W.K.6	<ul style="list-style-type: none"> • Make inferences based on text and/or prior knowledge. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Support inferences with evidence from text and/or prior knowledge. • Respond to text through art, writing, and/or drama. • Demonstrate understanding through drawing, discussion, and writing. • Make connections with text: text-to-text, text-to-self, text-to-world.
7 Peter Rabbit 8 Introduce "The Tale of The Flopsy Bunnies"		<ul style="list-style-type: none"> • Use prior knowledge to aid understanding of text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure

		<p>independently or as part of a group.</p> <ul style="list-style-type: none"> • Answer questions requiring literal recall of details.
7 Peter Rabbit 9 Explore "The Tale of The Flopsy Bunnies"		<ul style="list-style-type: none"> • Activate prior knowledge by previewing text and/or discussing topic. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Identify and use picture clues to define words. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Identify and use context clues to define words.
7 Peter Rabbit 10 Review "The Tale of The Flopsy Bunnies"	L.K.6	<ul style="list-style-type: none"> • Make inferences based on text and/or prior knowledge. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Support inferences with evidence from text and/or prior knowledge. • Demonstrate understanding through drawing, discussion, and writing.
7 Peter Rabbit 11 Your Choice		n/a
8 Reader's Choice #2 1 Introduce Choice Book		n/a
8 Reader's Choice #2 2 Explore Choice Book		n/a
8 Reader's Choice #2 3 Review Choice Book		n/a
9 Among Animals 1 Introduce "The Velveteen Rabbit"	RL.K.9, SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify and define fantasy. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations, and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Compare and contrast experiences of characters in a text. • Answer questions requiring literal recall of details.
9 Among Animals 2 Explore "The Velveteen Rabbit"	RL.K.10, SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify and define fantasy. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Answer questions requiring literal recall of details. • Make inferences based on text and/or prior knowledge. • Support inferences with evidence from text and/or prior knowledge.

9 Among Animals 3 Review "The Velveteen Rabbit"	SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make inferences based on text and/or prior knowledge. • Support inferences with evidence from text and/or prior knowledge. • Demonstrate understanding through graphic organizers. • Compare and contrast elements within a text.
9 Among Animals 4 Introduce "Rare and Wonderful Pandas"	RF.K.4, SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify topic. • Identify the purpose of a text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Answer questions requiring literal recall of details.
9 Among Animals 5 Explore "Rare and Wonderful Pandas"	RL.K.5, SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify facts in informational text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Activate prior knowledge by previewing text and/or discussing topic. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Identify different types of text.
9 Among Animals 6 Review "Rare and Wonderful Pandas"	SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Build vocabulary through listening, reading, and discussion. • Identify facts in informational text.
9 Among Animals 7 Your Choice	SL.K.1.a, SL.K.1.b	n/a
9 Among Animals 8 Introduce "The Lion and the Mouse"	SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify genre • Identify the moral or lesson of a text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations, and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions • Answer questions requiring literal recall of details.
9 Among Animals 9 Explore "The Lion and the Mouse"	SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify character(s). • Describe character(s). • Identify story structure elements - problem and solution. • Build vocabulary through listening, reading, and discussion.

		<ul style="list-style-type: none"> • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Answer questions requiring literal recall of details.
9 Among Animals 10 Review "The Lion and the Mouse"	SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Identify author's use of sensory language. • Make inferences based on text and/or prior knowledge. • Re-enact a story in correct sequence. • Retell read aloud stories using various media. • Make connections with text: text-to-text, text-to-self, text-to-world. • Compare and contrast two texts on the same topic.
9 Among Animals 11 Introduce Caps for Sale	RL.K.6, SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify author. • Identify illustrator. • Describe role of author and/or illustrator. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Answer questions requiring literal recall of details.
9 Among Animals 12 Explore Caps for Sale	SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify setting. • Identify character(s). • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Answer questions requiring literal recall of details. • Retell the beginning, middle, and end of a story.
9 Among Animals 13 Review Caps for Sale	SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Retell the beginning, middle, and end of a story. • Re-enact a story in the correct sequence. • Respond to text through art, writing, and/or drama.
9 Among Animals 14 Introduce "Emperors of the Ice"	SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify topic. • Identify the purpose of a text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Identify table of contents. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure.

		<p>independently or as part of a group.</p> <ul style="list-style-type: none"> • Answer questions requiring literal recall of details.
9 Among Animals 15 Explore "Emperors of the Ice"	RI.K.7, SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Activate prior knowledge by previewing text and/or discussing topic. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Answer questions requiring literal recall of details.
9 Among Animals 16 Review "Emperors of the Ice"	RI.K.9, SL.K.1.a, SL.K.1.b	<ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Identify facts in informational text. • Distinguish most important details from less important details in text. • Compare and contrast two texts on the same topic.
9 Among Animals 17 Your Choice		n/a
10 Helping Hands 1 Introduce Make Way for Ducklings	RI.K.5, RI.K.10	<ul style="list-style-type: none"> • Identify setting. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • identify the front cover, back cover, title page, and title of book. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Answer questions requiring literal recall of details.
10 Helping Hands 2 Explore Make Way for Ducklings		<ul style="list-style-type: none"> • Draw conclusions using text, illustrations and/or prior knowledge. • Support conclusions using text, illustrations and/or prior knowledge. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Answer questions requiring literal recall of details.
10 Helping Hands 3 Review Make Way for Ducklings		<ul style="list-style-type: none"> • Identify details that explain characters' actions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Respond to text through art, writing, and/or drama. • Draw conclusions using text, illustrations and/or prior knowledge.

<p>10 Helping Hands 4 Introduce "The Elves and the Shoemaker"</p>		<ul style="list-style-type: none"> • Answer questions requiring literal recall of details. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Identify table of contents. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions
<p>10 Helping Hands 5 Explore "The Elves and the Shoemaker"</p>		<ul style="list-style-type: none"> • Describe cause and effect relationships in text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Identify character(s). • Listen and respond to texts representing a variety of cultures, time periods, and traditions • Retell familiar stories. • Retell the beginning, middle, and end of a story.
<p>10 Helping Hands 6 Review "The Elves and the Shoemaker"</p>		<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Distinguish fantasy from realistic text. • Describe cause and effect relationships in text. • Make connections with text: text-to-text, text-to-self, text-to-world.
<p>11 Reader's Choice #3 1 Introduce Choice Book</p>		<p>n/a</p>
<p>11 Reader's Choice #3 2 Explore Choice Book</p>		<p>n/a</p>
<p>11 Reader's Choice #3 3 Review Choice Book</p>		<p>n/a</p>
<p>12 Amazing Tales 1 Your Choice</p>		<p>n/a</p>
<p>12 Amazing Tales 2 Introduce "Migrating Monarchs: A Butterfly Vacation"</p>	<p>RI.K.4</p>	<ul style="list-style-type: none"> • State the main idea of a text. • Identify and define reality. • Identify unknown words in text. • Make predictions based on title, illustrations and/or context clues. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Use new vocabulary in written and spoken sentences.
<p>12 Amazing Tales 3 Explore "Migrating Monarchs: A Butterfly Vacation"</p>		<ul style="list-style-type: none"> • Sequence information in text. • Answer questions requiring literal recall of details. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.

		<ul style="list-style-type: none"> • Use new vocabulary in written and spoken sentences. • Activate prior knowledge by previewing text and/or discussing topic.
12 Amazing Tales 4 Review "Migrating Monarchs: A Butterfly Vacation"		<ul style="list-style-type: none"> • Use visual text features to aid understanding of text. • Sequence information in text. • Compare and contrast two texts on the same topic. • Compare and contrast informational text and literary text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Retell read aloud stories using various media.
12 Amazing Tales 5 Introduce A Story, A Story		<ul style="list-style-type: none"> • Identify the purpose of a text. • State the details of a text. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues.
12 Amazing Tales 6 Explore A Story, A Story		<ul style="list-style-type: none"> • Identify multiple-meaning words. • Identify author's use of sensory language. • Identify and use context clues to define words. • Identify repetitive text. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Activate prior knowledge by previewing text and/or discussing topic.
12 Amazing Tales 7 Review A Story, A Story		<ul style="list-style-type: none"> • Describe character(s). • Identify the main character(s). • Identify details that explain characters' actions. • Sequence events from a text. • Retell read aloud stories. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Activate prior knowledge by previewing text and/or discussing topic.
12 Amazing Tales 8 Introduce "Spider and Turtle and Good Manners"		<ul style="list-style-type: none"> • Identify the moral or lesson of a text. • Answer questions requiring literal recall of details. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues.

		<ul style="list-style-type: none"> • Activate prior knowledge by previewing text and/or discussing topic.
12 Amazing Tales 9 Explore "Spider and Turtle and Good Manners"	RL.K.3	<ul style="list-style-type: none"> • Draw conclusions using text, illustrations, and/or prior knowledge. • Support conclusions using text, illustrations, and/or prior knowledge. • Listen and respond to texts representing a variety of cultures time periods, and traditions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Answer questions requiring literal recall of details.
12 Amazing Tales 10 Review "Spider and Turtle and Good Manners"		<ul style="list-style-type: none"> • Describe character(s). • Identify details that explain characters' actions. • Draw conclusions using text, illustrations, and/or prior knowledge. • Support conclusions using text, illustrations, and/or prior knowledge. • Make connections with text: text-to-text; text-to-self; text-to-world. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
12 Amazing Tales 11 Your Choice		n/a
13 Reader's Choice #4 1 Introduce Choice Book		n/a
13 Reader's Choice #4 2 Explore Choice Book		n/a
13 Reader's Choice #4 3 Review Choice Book		n/a
14 A Visit to Australia 1 Introduce "The Wombat and the Kangaroo"		<ul style="list-style-type: none"> • Identify the purpose of a text. • Listen and respond to texts representing a variety of cultures time periods, and traditions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Answer questions requiring literal recall of details.
14 A Visit to Australia 2 Explore "The Wombat and the Kangaroo"		<ul style="list-style-type: none"> • Identify and use context clues to define words. • Identify and use picture clues to define words. • Listen and respond to texts representing a variety of cultures time periods, and traditions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.

		<ul style="list-style-type: none"> • Activate prior knowledge by previewing text and/or discussing topic.
14 A Visit to Australia 3 Review “The Wombat and the Kangaroo”	RL.K.5	<ul style="list-style-type: none"> • Identify different types of text. • Distinguish fiction text from nonfiction text. • Demonstrate understanding through drawing, discussion, and/or writing. • Answer questions requiring literal recall of details. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary.
14 A Visit to Australia 4 Introduce "Go, Kangaroos, Go!"	RI.K.10	<ul style="list-style-type: none"> • Demonstrate understanding through graphic organizers. • Identify purpose for reading text. • Generate literal level questions. • Activate prior knowledge by previewing text and/or discussing topic. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Answer questions requiring literal recall of details.
14 A Visit to Australia 5 Explore "Go, Kangaroos, Go!"		<ul style="list-style-type: none"> • Demonstrate understanding through graphic organizers. • Identify purpose for reading text. • Seek information in provided sources to answer questions. • Activate prior knowledge by previewing text and/or discussing topic. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Answer questions requiring literal recall of details. • Use new vocabulary in written and spoken sentences.
14 A Visit to Australia 6 Review "Go, Kangaroos, Go!"		<ul style="list-style-type: none"> • Identify different types of text. • Distinguish fiction text from nonfiction text. • Compare and contrast informational text and literary text. • Make connections with text: text-to-text, text-to-self, text-to-world. • Respond to text through art, writing, and/or drama. • Create illustrations that represent personal connections to text. • Seek information in provided sources to answer questions. • Demonstrate understanding through graphic organizers. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary.
14 A Visit to Australia 7 Your Choice		n/a

<p>15 Creature Features 1 Introduce "Insects of the Rainforest"</p>		<ul style="list-style-type: none"> • Identify the main idea. • State the main idea of a text. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
<p>15 Creature Features 2 Explore "Insects of the Rainforest"</p>	<p>RI.K.2, RI.K.3</p>	<ul style="list-style-type: none"> • State the main idea of a text. • Identify supporting details. • Retell the main idea and supporting details. • Activate prior knowledge by previewing text and/or discussing topic. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Use new vocabulary in written and spoken sentences.
<p>15 Creature Features 3 Review "Insects of the Rainforest"</p>		<ul style="list-style-type: none"> • Compare and contrast elements within a text. • Demonstrate understanding through graphic organizers. • Seek information in provided sources to answer questions. • Make connections with text: text-to-text, text-to-self, text-to-world. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary.
<p>15 Creature Features 4 Introduce Tikki Tikki Tembo</p>		<ul style="list-style-type: none"> • Make predictions before and during reading. • Evaluate predictions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
<p>15 Creature Features 5 Explore Tikki Tikki Tembo</p>		<ul style="list-style-type: none"> • Identify details that explain characters' actions. • Compare and contrast experiences of characters in text. • Identify the purpose of a text. • Activate prior knowledge by previewing text and/or discussing topic. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
<p>15 Creature Features 6 Review Tikki Tikki Tembo</p>		<ul style="list-style-type: none"> • Identify words that create mental imagery. • Make connections with text: text-to-text, text-to-self, text-to-world. • Use new vocabulary in written and spoken sentences.

<p>15 Creature Features 7 Introduce "Chicken Little"</p>		<ul style="list-style-type: none"> • Make predictions before and during reading. • Evaluate predictions. • Make inferences based on text and/or prior knowledge. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
<p>15 Creature Features 8 Explore "Chicken Little"</p>		<ul style="list-style-type: none"> • Identify story structure elements - plot, setting, character(s). • Identify repetitive text. • Answer questions requiring literal recall of details. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
<p>15 Creature Features 9 Review "Chicken Little"</p>		<ul style="list-style-type: none"> • Summarize read aloud stories. • Sequence information in text. • Compare and contrast two texts on the same topic. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
<p>15 Creature Features 10 Your Choice</p>		<p>n/a</p>
<p>16 Listen to Learn 1 Introduce "The Foolish Rabbit"</p>	<p>RL.K.7, SL.K.2</p>	<ul style="list-style-type: none"> • Describe illustrations and their relationship to story events. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
<p>16 Listen to Learn 2 Explore "The Foolish Rabbit"</p>		<ul style="list-style-type: none"> • Identify story structure elements - plot, setting, character(s). • Answer questions requiring literal recall of detail. • identify character(s). • Make inferences based on text and/or prior knowledge. • Retell the beginning, middle, and end of a story. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
<p>16 Listen to Learn 3 Review "The Foolish Rabbit"</p>		<ul style="list-style-type: none"> • Sequence information in text. • Re-enact story in the correct sequence. • Respond to text through art, writing, and/or drama. • Summarize read aloud stories. • Compare and contrast two texts on the same topic.

		<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
16 Listen to Learn 4 Introduce "Being Nosy About Smells"		<ul style="list-style-type: none"> • Demonstrate understanding through graphic organizers. • Identify purpose for reading text. • Generate literal level questions. • Seek information in provided sources to answer questions. • Activate prior knowledge by previewing text and/or discussing topic. • Answer questions requiring literal recall of details. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
16 Listen to Learn 5 Explore "Being Nosy About Smells"		<ul style="list-style-type: none"> • Demonstrate understanding through graphic organizers. • Identify purpose for reading text. • Seek information in provided sources to answer questions. • Activate prior knowledge by previewing text and/or discussing topic. • Answer questions requiring literal recall of detail. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
16 Listen to Learn 6 Review "Being Nosy About Smells"		<ul style="list-style-type: none"> • Demonstrate understanding through graphic organizers. • Seek information in provided sources to answer questions. • Identify the topic. • Identify purpose of information provided by illustrations, titles, charts, and graphs. • Use visual text features to aid understanding of text. • Sequence information from a text. • Make connections with text: text-to-text, text-to-self, text-to-world. • Respond to text through art, writing, and/or drama. • Create illustrations that represent personal connections to text. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences.
16 Listen to Learn 7 Introduce "The Honest Woodsman"	RL.K.1, RL.K.4, SL.K.2, SL.K.3, SL.K.6	<ul style="list-style-type: none"> • Identify the moral or lesson of a story. • Answer questions requiring literal recall of details. • Identify unknown words in text. • Ask and answer questions about unknown words in text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues.

		<ul style="list-style-type: none"> • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
16 Listen to Learn 8 Explore "The Honest Woodsman"		<ul style="list-style-type: none"> • Identify multiple-meaning words. • Identify and use context clues to define words. • Identify story structure elements: plot, setting, character(s). • Identify story structure elements: problem and solution. • Identify the main character(s). • Describe character(s). • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
16 Listen to Learn 9 Review "The Honest Woodsman"		<ul style="list-style-type: none"> • Identify author's use of sensory language. • Demonstrate understanding through drawing, discussion, and writing. • Create illustrations that represent personal connections to text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
16 Listen to Learn 10 Your Choice		n/a
17 Out of the Mouths 1 Introduce "Diamonds and Toads"		<ul style="list-style-type: none"> • Identify the moral or lesson of a story. • Identify and define fantasy. • Answer questions requiring literal recall of details. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
17 Out of the Mouths 2 Explore "Diamonds and Toads"	RL.K.7, SL.K.6	<ul style="list-style-type: none"> • Compare and contrast actions of characters in a text. • Identify details that explain characters' actions. • Describe illustrations and their relationship to story events. • Demonstrate understanding through drawing, discussion, and writing. • Activate prior knowledge by previewing text and/or discussing topic. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
17 Out of the Mouths 3 Review "Diamonds and Toads"	RL.K.1, RL.K.4	<ul style="list-style-type: none"> • Summarize read aloud stories. • Create illustrations that represent personal connections to text. • Compare and contrast two texts on the same topic.

		<ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
17 Out of the Mouths 4 Introduce "Talk"		<ul style="list-style-type: none"> • Distinguish fantasy from realistic text. • Answer questions requiring literal recall of details. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
17 Out of the Mouths 5 Explore "Talk"		<ul style="list-style-type: none"> • Identify setting. • Identify character(s). • Identify details that explain characters' actions. • Describe cause and effect relationships in text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Answer questions requiring literal recall of details. • Activate prior knowledge by previewing text and/or discussing topic.
17 Out of the Mouths 6 Review "Talk"		<ul style="list-style-type: none"> • Describe illustrations and their relationship to story events. • Describe cause and effect relationships in text. • Respond to text through art, writing, and/or drama.. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
17 Out of the Mouths 7 Introduce "That's Tasty!"	RI.K.4, RI.K.8, RI.K.10	<ul style="list-style-type: none"> • Identify the topic. • Identify the purpose of a text. • Answer questions requiring literal recall of details. • Activate prior knowledge by previewing text and/or discussing topic. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
17 Out of the Mouths 8 Explore "That's Tasty!"		<ul style="list-style-type: none"> • State the details of a text. • Identify important details in informational text. • Distinguish the most important details from less important details in text. • Activate prior knowledge by previewing text and/or discussing topic. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary.

		<ul style="list-style-type: none"> • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
17 Out of the Mouths 9 Review "That's Tasty!"		<ul style="list-style-type: none"> • Describe cause and effect relationships in text. • Demonstrate understanding through graphic organizers. • Answer questions requiring literal recall of details. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary.
17 Out of the Mouths 10 Your Choice		n/a
18 Reader's Choice #5 1 Introduce Choice Book		n/a
18 Reader's Choice #5 2 Explore Choice Book		n/a
18 Reader's Choice #5 3 Review Choice Book		n/a
19 Tiny People 1 Introduce "Tom Thumb"		<ul style="list-style-type: none"> • Make predictions before and during reading. • Evaluate predictions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
19 Tiny People 2 Explore "Tom Thumb"		<ul style="list-style-type: none"> • State the details of a text. • Make inferences based text and/or prior knowledge. • Support inferences with evidence from text and/or prior knowledge. • Sequence events from a text. • Describe character(s). • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
19 Tiny People 3 Review "Tom Thumb"	RL.K.2	<ul style="list-style-type: none"> • Identify story structure elements - plot, setting, character(s). • Sequence events from text. • Describe illustrations and their relationship to story events. • Retell a story using illustrations from the text as a guide. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
19 Tiny People 4 Introduce "Thumbelina"	RL.K.4, SL.K.3	<ul style="list-style-type: none"> • Identify unknown words in text. • Ask and answer questions about unknown words in text. • Compare and contrast the experiences of Tom Thumb and Thumbelina.

		<ul style="list-style-type: none"> • Identify and use picture clues to define words. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Identify recurring characters in folk and fairy tales.
19 Tiny People 5 Explore "Thumbelina"		<ul style="list-style-type: none"> • Activate prior knowledge by previewing text and/or discussing topic. • Sequence events from a text. • Describe illustrations and their relationship to story events. • Answer questions requiring literal recall of details. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
19 Tiny People 6 Review "Thumbelina"		<ul style="list-style-type: none"> • Summarize read aloud stories. • Make connections with text: text-to-text, text-to-self, text-to-world. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Compare and contrast the experiences of Tom Thumb and Thumbelina.
19 Tiny People 7 Your Choice		n/a
20 Help Yourself and Others 1 Introduce "Germs—Our Unwanted Guests"	RI.K.8	<ul style="list-style-type: none"> • Identify the purpose of a text. • Answer questions requiring literal recall of details. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
20 Help Yourself and Others 2 Explore "Germs—Our Unwanted Guests"		<ul style="list-style-type: none"> • Describe cause and effect relationships in text. • Identify important details in informational text. • Answer questions requiring literal recall of details. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
20 Help Yourself and Others 3 Review "Germs—Our Unwanted Guests"		<ul style="list-style-type: none"> • Use visual text features to aid understanding of text. • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Identify and comprehend environmental print.

		<ul style="list-style-type: none"> • Make connections with text: text-to-text, text-to-self, text-to-world. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary.
20 Help Yourself and Others 4 Introduce "The Little Red Hen"		<ul style="list-style-type: none"> • Identify the moral or lesson of a story. • Identify repetitive text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
20 Help Yourself and Others 5 Explore "The Little Red Hen"		<ul style="list-style-type: none"> • Identify character(s). • Identify the main character(s). • Describe character(s). • Compare and contrast elements within a text. • Make inferences based on text and/or prior knowledge. • Support inferences with evidence from text and/or prior knowledge. • Make connections with text: text-to-text, text-to-self, text-to-world. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
20 Help Yourself and Others 6 Review "The Little Red Hen"	RL.K.2	<ul style="list-style-type: none"> • Summarize read aloud stories. • Sequence pictures illustrating story events. • Retell a story using illustrations from the text as a guide. • Compare and contrast two texts on the same topic. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
21 Reader's Choice #6 1 Introduce Choice Book		n/a
21 Reader's Choice #6 2 Explore Choice Book		n/a
21 Reader's Choice #6 3 Review Choice Book		n/a
22 Three 1 Your Choice		n/a
22 Three 2 Introduce "The Three Bears"		<ul style="list-style-type: none"> • Sequence events from a text. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues.

		<ul style="list-style-type: none"> • Listen and respond to texts representing a variety of cultures time periods, and traditions.
22 Three 3 Explore "The Three Bears"		<ul style="list-style-type: none"> • Identify repetitive text. • Identify story structure elements - plot, setting, character(s). • Answer questions requiring literal recall of details. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures time periods, and traditions.
22 Three 4 Review "The Three Bears"		<ul style="list-style-type: none"> • Retell familiar stories. • Identify story structure elements - plot, setting, character(s). • Demonstrate understanding through graphic organizers. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
22 Three 5 Introduce "Three Billy Goats Gruff"		<ul style="list-style-type: none"> • Identify genre. • State the details of a text. • Identify character(s). • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures time periods, and traditions.
22 Three 6 Explore "Three Billy Goats Gruff"		<ul style="list-style-type: none"> • Identify character(s) • Identify genre. • Identify story structure elements - problem and solution. • Identify author's use of sensory language. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures time periods, and traditions.
22 Three 7 Review "Three Billy Goats Gruff"	RL.K.2	<ul style="list-style-type: none"> • Retell a story using illustrations from the text as a guide. • Sequence events from a text. • Reenact a story in correct sequence. • Respond to text through art, writing, and/or drama. • Compare and contrast two texts on the same topic. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
22 Three 8 Introduce "The Three Little Pigs"		<ul style="list-style-type: none"> • Identify repetitive text. • Identify recurring characters in folk and fairy tales. • Describe character(s). • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues.

		<ul style="list-style-type: none"> • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
22 Three 9 Explore "The Three Little Pigs"		<ul style="list-style-type: none"> • Identify story structure elements - plot, setting, character(s) • Describe character(s). • Identify story structure elements - problem and solution • Identify details that explain characters' actions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
22 Three 10 Review "The Three Little Pigs"		<ul style="list-style-type: none"> • Retell familiar stories. • Sequence events from a text. • Demonstrate understanding through graphic organizers. • Identify story structure elements - plot, setting, character(s) • Compare and contrast two texts on the same topic. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences.
22 Three 11 Your Choice		n/a
23 Hot and Cold 1 Introduce "Hot and Cold"		<ul style="list-style-type: none"> • Identify genre. • Identify the main idea. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
23 Hot and Cold 2 Explore "Hot and Cold"		<ul style="list-style-type: none"> • Identify facts in informational text. • Compare and contrast elements within a text. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
23 Hot and Cold 3 Review "Hot and Cold"		<ul style="list-style-type: none"> • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Use visual text features to aid understanding of text. • Make inferences based on text and/or prior knowledge. • Compare and contrast elements within a text. • Demonstrate understanding through graphic organizers. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary.
23 Hot and Cold 4 Introduce "The Amazing Sahara"	RL.K.5	<ul style="list-style-type: none"> • Identify different types of text. • Identify the purpose of a text. • Activate prior knowledge by previewing text and/or discussing

		<p>topic.</p> <ul style="list-style-type: none"> • Answer questions requiring literal recall of details. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
23 Hot and Cold 5 Explore "The Amazing Sahara"		<ul style="list-style-type: none"> • Describe cause and effect relationships in text. • Identify purpose of environmental print. • Identify and comprehend environmental print. • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Make inferences based on text and/or prior knowledge. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group.
23 Hot and Cold 6 Review "The Amazing Sahara"		<ul style="list-style-type: none"> • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Use visual text features to aid understanding of text. • Make inferences based on text and/or prior knowledge. • Describe cause and effect relationships in text. • Demonstrate understanding through graphic organizers. • Use new vocabulary in written and spoken sentences. • Increase concept and content vocabulary.
23 Hot and Cold 7 Introduce The Snowy Day		<ul style="list-style-type: none"> • Make predictions before and during reading. • Evaluate predictions. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
23 Hot and Cold 8 Explore The Snowy Day		<ul style="list-style-type: none"> • Draw conclusions using text, illustrations, and/or prior knowledge. • Support conclusions using text, illustrations, and/or prior knowledge. • Identify author's use of sensory language. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Listen and respond to texts representing a variety of cultures, time periods, and traditions.
23 Hot and Cold 9 Review The Snowy Day		<ul style="list-style-type: none"> • Summarize read aloud stories. • Sequence events from a text.

		<ul style="list-style-type: none"> • Retell a story using illustrations from the text. • Re-enact a story in the correct sequence. • Make connections with text: text-to-text, text-to-self, text-to-world. • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences.
23 Hot and Cold 10 Your Choice		n/a
1 Colors, Body Parts, and Poems 1 Color Words (A)	SL.K.4, L.K.1.b	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Describe people, places, things, locations, actions, events, and feelings.
1 Colors, Body Parts, and Poems 2 Self-Portrait and Color Words		<ul style="list-style-type: none"> • Read own first and last name. • Capitalize proper names. • Draw and label pictures. • Increase oral vocabulary. • Increase concept vocabulary. • Describe people, places, things, locations, actions, events, and feelings.
1 Colors, Body Parts, and Poems 3 "One, Two, Buckle My Shoe" and Color Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and or drama. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase concept vocabulary. • Describe people, places, things, locations, actions, events, and feelings.
1 Colors, Body Parts, and Poems 4 Body Part Words (A)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
1 Colors, Body Parts, and Poems 5 Self-Portrait and Body Part Words		<ul style="list-style-type: none"> • Draw and label pictures. • Use new vocabulary in written and spoken sentences. • Increase concept vocabulary. • Increase oral vocabulary.
1 Colors, Body Parts, and Poems 6 "I Eat My Peas with Honey" and Body Part Words	L.K.5.c	<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and or drama. • Make connections to text: text-to-text, text-to-self, text-to-world. • Increase oral vocabulary. • Increase concept vocabulary.
1 Colors, Body Parts, and Poems 7 Body Part Words (B)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary. • Use new vocabulary in written and spoken sentences.

<p>1 Colors, Body Parts, and Poems 8 My Hand & Foot and Body Part Words</p>		<ul style="list-style-type: none"> • Draw and label pictures. • Increase oral vocabulary. • Increase concept vocabulary.
<p>1 Colors, Body Parts, and Poems 9 "Old Mother Hubbard" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify rhyme and rhythm in poetry. • Sequence events from a text. • Increase oral vocabulary.
<p>1 Colors, Body Parts, and Poems 10 Unit Checkpoint</p>	<p>SL.K.4</p>	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Describe people, places, things, locations, actions, events, and feelings. • Use new vocabulary in written and spoken sentences. • Increase concept vocabulary.
<p>2 Body Parts, Jobs, and Poems 1 Body Part Words (C)</p>	<p>L.K.5.b</p>	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary.
<p>2 Body Parts, Jobs, and Poems 2 How I Use My Arms, Fingers, & Legs and Body Part Words</p>		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Write and/or draw narrative text. • Increase concept vocabulary. • Increase oral vocabulary.
<p>2 Body Parts, Jobs, and Poems 3 "Teddy Bear, Teddy Bear" and Body Part Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify rhyme and rhythm in poetry. • Identify repetitive text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>2 Body Parts, Jobs, and Poems 4 Job Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary.
<p>2 Body Parts, Jobs, and Poems 5 When I Grow Up and Job Words (A)</p>	<p>W.K.2</p>	<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Write and/or draw narrative text. • Identify and use picture clues to define words. • Increase oral vocabulary. • Increase concept vocabulary.
<p>2 Body Parts, Jobs, and Poems 6 "Monday's Child" and Job Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify rhyme and rhythm in poetry. • Use visual text features to aid understanding of text. • Identify and use picture clues to define words.

		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary.
2 Body Parts, Jobs, and Poems 7 Job Words (B)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary.
2 Body Parts, Jobs, and Poems 8 When I Grow Up and Job Words (B)	L.K.1.f, L.K.5.a	<ul style="list-style-type: none"> • Write and/or draw narrative text. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Classify and sort common words into categories. • Increase oral vocabulary. • Increase concept vocabulary.
2 Body Parts, Jobs, and Poems 9 "Hey, Diddle, Diddle" and Vocabulary Unit Review	RL.K.5	<ul style="list-style-type: none"> • Listen to and discuss poetry. • Recite short poems or rhymes. • Make connections with text: text-to-text, text-to-self, text-to-world. • Respond to text through art, writing, and/or drawing. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary.
2 Body Parts, Jobs, and Poems 10 Unit Checkpoint		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words. • Classify and sort common words into categories.
3 Families, Friends, and Poems 1 Family Words (A)	L.K.1.b	<ul style="list-style-type: none"> • Increase oral vocabulary. • Use synonyms. • Increase concept vocabulary.
3 Families, Friends, and Poems 2 My Family and Family Words (A)		<ul style="list-style-type: none"> • Draw and label pictures. • Discuss own drawing. • Increase oral vocabulary. • Increase concept vocabulary. • Use synonyms.
3 Families, Friends, and Poems 3 "Open Hydrant" and Family Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify author's use of sensory language. • Increase oral vocabulary. • Use synonyms. • Increase concept vocabulary.
3 Families, Friends, and Poems 4 Family Words (B)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary. • Increase reading vocabulary • Identify and use picture clues to define words. • Classify and sort words into categories.

<p>3 Families, Friends, and Poems 5 My Family and Family Words (B)</p>		<ul style="list-style-type: none"> • Draw and label pictures. • Add supporting details to written or drawn work. • Discuss own drawing. • Increase oral vocabulary. • Increase concept vocabulary.
<p>3 Families, Friends, and Poems 6 "The Wheels on the Bus" and Family Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify author's use of sensory language. • Respond to text through art, writing, and/or drama. • Identify repetitive text. • Increase concept vocabulary. • Increase oral vocabulary.
<p>3 Families, Friends, and Poems 7 Friend Words</p>	<p>L.K.5.a</p>	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Use synonyms. • Increase concept vocabulary.
<p>3 Families, Friends, and Poems 8 My Friends and Friend Words</p>		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Write and/or draw narrative text. • Increase oral vocabulary. • Increase concept vocabulary. • Use synonyms.
<p>3 Families, Friends, and Poems 9 "The Secret Place" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Use visual text features to aid understanding of text. • Increase oral vocabulary.
<p>3 Families, Friends, and Poems 10 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use synonyms.
<p>4 Communities, Friends, and Poems 1 Community Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>4 Communities, Friends, and Poems 2 My Friends and Community Words</p>	<p>L.K.1.f</p>	<ul style="list-style-type: none"> • Write and/or draw narrative text. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.

<p>4 Communities, Friends, and Poems 3 "Mary Had a Little Lamb" and Community Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Use prior knowledge to aid understanding of text. • Identify and use picture clues to define words. • Respond to text through art, writing, and/or drama. • Increase concept vocabulary. • Increase oral vocabulary. • Increase reading vocabulary.
<p>4 Communities, Friends, and Poems 4 Community Words (B)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>4 Communities, Friends, and Poems 5 My Neighborhood and Community Words (A)</p>	<p>SL.K.4</p>	<ul style="list-style-type: none"> • Describe familiar and common objects and events. • Write and/or draw narrative text. • Describe people, places, things, locations, actions, events, and feelings. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>4 Communities, Friends, and Poems 6 "Time to Run" and Community Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make predictions based on title, illustrations, and or context clues. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>4 Communities, Friends, and Poems 7 Community Words (C)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>4 Communities, Friends, and Poems 8 My Neighborhood and Community Words (B)</p>	<p>SL.K.5</p>	<ul style="list-style-type: none"> • Describe familiar and common objects and events. • Write and/or draw narrative text. • Describe people, places, things, locations, actions, events, and feelings. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>4 Communities, Friends, and Poems 9 "Old King Cole" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify rhyme and rhythm in poetry. • Identify character(s). • Describe character(s). • Increase oral vocabulary.

		<ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept vocabulary.
4 Communities, Friends, and Poems 10 Unit Checkpoint		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
5 Colors, Shapes, and Poems 1 Color Words (B)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary.
5 Colors, Shapes, and Poems 2 My Favorite Color and Color Words (A)		<ul style="list-style-type: none"> • Describe familiar and common objects and events. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Describe people, places, things, locations, actions, events, and feelings. • Increase oral vocabulary. • Increase concept vocabulary. • Identify words that create mental imagery.
5 Colors, Shapes, and Poems 3 "Engine, Engine, Number Nine" and Color Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Identify repetitive text. • Increase oral vocabulary. • Increase concept vocabulary.
5 Colors, Shapes, and Poems 4 Color Words (C)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary. • Describe people, places, things, locations, actions, events, and feelings.
5 Colors, Shapes, and Poems 5 My Favorite Color and Color Words (B)		<ul style="list-style-type: none"> • Describe familiar and common objects and events. • Describe people, places, things, locations, actions, events, and feelings. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase concept vocabulary.
5 Colors, Shapes, and Poems 6 "How Much Wood Would a Woodchuck Chuck?" and Color Words	RF.K.2.a	<ul style="list-style-type: none"> • Listen to and discuss poetry. • Recite short poems or rhymes. • Use visual text features to aid understanding of text. • Increase oral vocabulary. • Increase concept vocabulary. • Describe people, places, things, locations, actions, events, and feelings.
5 Colors, Shapes, and Poems 7 Shape Words		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary.

<p>5 Colors, Shapes, and Poems 8 My Favorite Shape and Shape Words</p>		<ul style="list-style-type: none"> • Describe familiar and common objects and events. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Generate ideas for writing and drawing through discussion. • Draw a picture or write about an idea generated through discussion. • Increase oral vocabulary. • Increase concept vocabulary.
<p>5 Colors, Shapes, and Poems 9 "Baa Baa, Black Sheep" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify rhyme and rhythm in poetry. • Identify character(s). • Make connections with text: text-to-text, text-to-self, text-to-world. • Increase oral vocabulary. • Increase concept vocabulary.
<p>5 Colors, Shapes, and Poems 10 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify words that create mental imagery. • Describe people, places, things, locations, actions, events, and feelings.
<p>6 Kitchens, Food, and Poems 1 Kitchen Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>6 Kitchens, Food, and Poems 2 My Favorite Shape and Kitchen Words</p>		<ul style="list-style-type: none"> • Describe familiar and common objects and events. • Describe people, places, things, locations, actions, events, and feelings. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase concept vocabulary. • Increase reading vocabulary.
<p>6 Kitchens, Food, and Poems 3 "Jack and Jill" and Kitchen Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Build vocabulary through listening, speaking, and discussion. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>6 Kitchens, Food, and Poems 4 Food Words</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.

6 Kitchens, Food, and Poems 5 My Favorite Foods and Food Words	W.K.8	<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Generate ideas for writing and drawing through discussion. • Draw a picture or write about an idea generated through discussion. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
6 Kitchens, Food, and Poems 6 "Jack Be Nimble" and Food Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify and use context clues to define words. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
6 Kitchens, Food, and Poems 7 Kitchen Words (B)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
6 Kitchens, Food, and Poems 8 My Favorite Foods and Kitchen Words		<ul style="list-style-type: none"> • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
6 Kitchens, Food, and Poems 9 "Little Jack Horner" and Vocabulary Unit Review		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
6 Kitchens, Food, and Poems 10 Unit Checkpoint	L.K.6	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
7 Animals, Subject and Poems 1 Animal Words (A)	L.K.5.a	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
7 Animals, Subject and Poems 2 My Favorite Animal and Animal Words (A)		<ul style="list-style-type: none"> • Describe people, places, things, locations, actions, events, and feelings. • Increase oral vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.

<p>7 Animals, Subject and Poems 3 "Star Bright, Star Light" and Animal Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify words that create mental imagery. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>7 Animals, Subject and Poems 4 Animal Words (B)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Increase oral vocabulary. • Increase concept vocabulary.
<p>7 Animals, Subject and Poems 5 My Favorite Animal and Animal Words (B)</p>		<ul style="list-style-type: none"> • Describe people, places, things, locations, actions, events, and feelings. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>7 Animals, Subject and Poems 6 "Jack Sprat" and Animal Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>7 Animals, Subject and Poems 7 Subject Words</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary.
<p>7 Animals, Subject and Poems 8 My Favorite Subject and Subject Words (A)</p>	<p>W.K.8</p>	<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Generate ideas for writing and drawing through discussion. • Draw a picture or write about an idea generated through discussion. • Describe people, places, things, locations, actions, events, and feelings. • Increase oral vocabulary. • Increase concept vocabulary.
<p>7 Animals, Subject and Poems 9 "Evening Red and Morning Gray" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Identify the purpose of a text. • Increase oral vocabulary. • Increase concept vocabulary.

<p>7 Animals, Subject and Poems 10 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>8 Subject, Reading, and Poems 1 Music Words</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>8 Subject, Reading, and Poems 2 My Favorite Subject and Music Words</p>		<ul style="list-style-type: none"> • Add supporting details to written or drawn work. • Discuss own drawing. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>8 Subject, Reading, and Poems 3 "Three Blind Mice" and Music Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make predictions based on title, illustrations and/or context clues. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>8 Subject, Reading, and Poems 4 Reading Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>8 Subject, Reading, and Poems 5 My Favorite Book and Reading Words (A)</p>		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Write and/or draw narrative text. • Increase oral vocabulary. • Increase concept vocabulary.
<p>8 Subject, Reading, and Poems 6 "There Was a Little Girl" and Reading Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify and use context clues to define words. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase concept vocabulary.
<p>8 Subject, Reading, and Poems 7 Reading Words (B)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use new meanings for known words. • Increase oral vocabulary. • Increase concept vocabulary.

<p>8 Subject, Reading, and Poems 8 My Favorite Book and Reading Words (B)</p>		<ul style="list-style-type: none"> • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase concept vocabulary.
<p>8 Subject, Reading, and Poems 9 "Mackerel Sky" and "Rain Before Seven" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Identify the purpose of a text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>8 Subject, Reading, and Poems 10 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use new meanings for known words.
<p>9 Travel, Comparison, and Poems 1 Travel Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use new meanings for known words.
<p>9 Travel, Comparison, and Poems 2 My Best Day and Travel Words (A)</p>		<ul style="list-style-type: none"> • Write and/or draw narrative text. • Generate ideas for writing and drawing through discussion. • Draw a picture or write about an idea generated through discussion. • Describe people, places, things, locations, actions, events, and feelings.
<p>9 Travel, Comparison, and Poems 3 "Red at Night, Sailors Delight" and Travel Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Recite short poems or rhymes. • Identify rhyme and rhythm in poetry. • Identify the purpose of a text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use new meanings for known words.
<p>9 Travel, Comparison, and Poems 4 Travel Words (B)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>9 Travel, Comparison, and Poems 5 My Best Day and Travel Words (B)</p>		<ul style="list-style-type: none"> • Write and/or draw narrative text. • Draw a picture or write about an idea generated through discussion. • Describe people, places, things, locations, actions, events, and feelings. • Add supporting details to written or drawn work. • Increase oral vocabulary.

		<ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept vocabulary.
9 Travel, Comparison, and Poems 6 "The Little Elf" and Travel Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify rhyme and rhythm and poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
9 Travel, Comparison, and Poems 7 Comparison Words (A)		<ul style="list-style-type: none"> • Describe people, places, things, locations, actions, events, and feelings. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
9 Travel, Comparison, and Poems 8 My Best Friend and Comparison Words (A)		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Describe people, places, things, locations, actions, events, and feelings.
9 Travel, Comparison, and Poems 9 "This Little Pig Goes to Market" and Vocabulary Unit Review		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and/or drama. • Sequence events from a text. • Increase oral vocabulary.
9 Travel, Comparison, and Poems 10 Unit Checkpoint		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Describe people, places, things, locations, actions, • Identify and use new meanings for known words.
10 Comparison, Emotions, and Poems 1 Comparison Words (B)	L.K.4.b	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
10 Comparison, Emotions, and Poems 2 My Best Friend and Comparison Words (B)	L.K.1.f, L.K.4.b	<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Use suffixes. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.

<p>10 Comparison, Emotions, and Poems 3 "The Caterpillar" and Comparison Words</p>	<p>L.K.4.b</p>	<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Describe character(s). • Use suffixes. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>10 Comparison, Emotions, and Poems 4 Feelings Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words.
<p>10 Comparison, Emotions, and Poems 5 Emotions and Feelings Words (A)</p>	<p>L.K.1.b</p>	<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Write and/or draw narrative text. • Describe people, places, things, locations, actions, events, and feelings. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words.
<p>10 Comparison, Emotions, and Poems 6 "Little Miss Muffet" and Feelings Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify and use context clues to define words. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words.
<p>10 Comparison, Emotions, and Poems 7 Feelings Words (B)</p>		<ul style="list-style-type: none"> • Identify and use context clues to define words. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>10 Comparison, Emotions, and Poems 8 Emotions and Feelings Words (B)</p>		<ul style="list-style-type: none"> • Write and/or draw narrative text. • Describe people, places, things, locations, actions, events, and feelings. • Add supporting details to written or drawn work. • Discuss own drawing. • Identify and use context clues to define words. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.

<p>10 Comparison, Emotions, and Poems 9 "Humpty Dumpty" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify rhyme and rhythm in poetry • Identify and use context clues to define words. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>10 Comparison, Emotions, and Poems 10 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Identify and use context clues to define words. • Increase oral vocabulary. • Increase reading vocabulary. • Use suffixes. • Identify and use picture clues to define words. • Increase concept vocabulary.
<p>11 Location, Opposites, and Poems 1 Position Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words.
<p>11 Location, Opposites, and Poems 2 Playing Inside & Outside and Position Words (A)</p>		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words.
<p>11 Location, Opposites, and Poems 3 "Yankee Doodle" and Position Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Recite short poems or rhymes. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words.
<p>11 Location, Opposites, and Poems 4 Position Words (B)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words.
<p>11 Location, Opposites, and Poems 5 Playing Inside & Outside and Position Words (B)</p>		<ul style="list-style-type: none"> • Write and/or draw narrative text. • Draw and label pictures. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words.

<p>11 Location, Opposites, and Poems 6 "from The Island" and Position Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify and use context clues to define words. • Identify words that create mental imagery. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words.
<p>11 Location, Opposites, and Poems 7 Opposite Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
<p>11 Location, Opposites, and Poems 8 Loud & Quiet and Opposite Words (A)</p>		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
<p>11 Location, Opposites, and Poems 9 "Little Bo Peep" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words. • Use antonyms.
<p>11 Location, Opposites, and Poems 10 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use picture clues to define words. • Use antonyms.
<p>12 Opposites and Poems 1 Opposite Words (B)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
<p>12 Opposites and Poems 2 Loud & Quiet and Opposite Words (B)</p>		<ul style="list-style-type: none"> • Write and/or draw narrative text. • Draw and label pictures. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary.

		<ul style="list-style-type: none"> • Increase concept vocabulary. • Use antonyms.
12 Opposites and Poems 3 "Lady Bug, Lady Bug" and Opposite Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Use visual text features to aid understanding of text. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
12 Opposites and Poems 4 Opposite Words (C)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
12 Opposites and Poems 5 Hot & Cold and Opposite Words (A)		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
12 Opposites and Poems 6 "Little Boy Blue" and Opposite Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Create illustrations that represent personal connections to text. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
12 Opposites and Poems 7 Opposite Words (D)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
12 Opposites and Poems 8 Hot & Cold and Opposite Words (B)		<ul style="list-style-type: none"> • Write and/or draw narrative text. • Draw and label pictures. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
12 Opposites and Poems 9 "Sing a Song of Sixpence" and Vocabulary Unit Review	SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking)	<ul style="list-style-type: none"> • Listen to and discuss poetry. • Build vocabulary through listening, reading, and discussion. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary.

	about the topics and texts under discussion).	<ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
12 Opposites and Poems 10 Unit Checkpoint		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms.
13 Writing, Manners, and Poems 1 Writing Words (A)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
13 Writing, Manners, and Poems 2 A Letter to My Friend and Writing Words (A)	W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> • Communicate in writing. • Write and/or draw functional text. • Generate ideas for writing and drawing through discussion. • Use proper spacing between words. • Reread own writing. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
13 Writing, Manners, and Poems 3 "Hushabye, Don't You Cry" and Writing Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify words that create mental imagery. • Identify rhyme and rhythm in poetry. • Identify the purpose of a text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
13 Writing, Manners, and Poems 4 Writing Words (B)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
13 Writing, Manners, and Poems 5 A Letter to My Friend and Writing Words (B)		<ul style="list-style-type: none"> • Communicate in writing. • Write and/or draw functional text. • Generate ideas for writing and drawing through discussion. • Use proper spacing between words. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Reread own writing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
13 Writing, Manners, and Poems 6 "Bed in Summer" and Writing Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify author's use of sensory language.

		<ul style="list-style-type: none"> • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
13 Writing, Manners, and Poems 7 Manners Words (A)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
13 Writing, Manners, and Poems 8 A Thank-You Note and Manners Words (A)		<ul style="list-style-type: none"> • Communicate in writing. • Write and/or draw functional text. • Generate ideas for writing and drawing through discussion. • Use proper spacing between words. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Reread own writing. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
13 Writing, Manners, and Poems 9 "A Bear Went Over the Mountain" and Vocabulary Unit Review		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Use visual text features to aid understanding of text. • Identify repetitive text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
13 Writing, Manners, and Poems 10 Unit Checkpoint		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 1 Manners Words (B)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 2 A Thank-You Note and Manners Words (B)		<ul style="list-style-type: none"> • Communicate in writing. • Write and/or draw functional text. • Generate ideas for writing and drawing through discussion. • Use proper spacing between words. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Capitalize proper names. • Reread own writing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 3 Haikus and Manners Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify words that create mental imagery. • Listen and respond to texts representing a variety of cultures

		<p>time periods, and traditions.</p> <ul style="list-style-type: none"> • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 4 Traffic Words (A)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 5 Signs in My Neighborhood and Traffic Words (A)		<ul style="list-style-type: none"> • Describe familiar and common objects and events. • Reread own writing. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 6 "Peter, Peter, Pumpkin Eater" and Traffic Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 7 Traffic Words (B)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 8 Signs in My Neighborhood and Traffic Words (B)		<ul style="list-style-type: none"> • Reread own writing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 9 "Cat Kisses" and Vocabulary Unit Review		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify author's use of sensory language. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
14 Manners, Traffic, and Poems 10 Unit Checkpoint		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
15 Ordinals, Sequences, and Poems 1 Ordinal Words (A)	L.K.2.a. Capitalize the first word in a sentence and the pronoun I.	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.

<p>15 Ordinals, Sequences, and Poems 2 A Race with My Friends and Ordinal Words (A)</p>		<ul style="list-style-type: none"> • Generate ideas for writing and drawing through discussion. • Draw a picture or write about an idea generated through discussion. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>15 Ordinals, Sequences, and Poems 3 "Hickory, Dickory, Dock" and Ordinal Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Identify repetitive text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>15 Ordinals, Sequences, and Poems 4 Ordinal Words (B)</p>	<p>L.K.4.b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use suffixes.
<p>15 Ordinals, Sequences, and Poems 5 A Race with My Friends and Ordinal Words (B)</p>	<p>L.K.4.b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. L.K.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> • Draw a picture or write about an idea generated through discussion. • Reread own writing. • Draw and label pictures. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use suffixes.
<p>15 Ordinals, Sequences, and Poems 6 "from Teddy Bear" and Ordinal Words</p>	<p>L.K.4.b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Respond to text through art, writing, and/or drama. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use suffixes.

<p>15 Ordinals, Sequences, and Poems 7 Sequence Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>15 Ordinals, Sequences, and Poems 8 My Mornings and Sequence Words (A)</p>		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>15 Ordinals, Sequences, and Poems 9 "Patty-Cake, Patty-Cake" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use suffixes.
<p>15 Ordinals, Sequences, and Poems 10 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Use suffixes.
<p>16 Sequences, Growing, and Poems 1 Sequence Words (B)</p>	<p>L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>16 Sequences, Growing, and Poems 2 My Mornings and Sequence Words (B)</p>	<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Sequence pictures of events in proper order. • Write and/or draw narrative text. • Discuss own drawing. • Share finished written and drawn works. • Draw and label pictures. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.

<p>16 Sequences, Growing, and Poems 3 "The Land of Counterpane" and Sequence Words</p>	<p>L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make predictions based on title, illustrations, and/or context clues. • Make connections with text: text-to-text, text-to-self, text-to-world. • Respond to text through art, writing, and/or drama. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>16 Sequences, Growing, and Poems 4 Growing Words (A)</p>	<p>L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>16 Sequences, Growing, and Poems 5 When I Grow Up and Growing Words (A)</p>	<p>L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Write and/or draw narrative text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>16 Sequences, Growing, and Poems 6 "Johnny on the Woodpile" and Growing Words</p>	<p>L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Listen to and discuss poetry. • Use visual text features to aid understanding of text. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>16 Sequences, Growing, and Poems 7 Growing Words (B)</p>	<p>L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>16 Sequences, Growing, and Poems 8 When I Grow Up and Growing Words (B)</p>	<p>L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Write and/or draw narrative text. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Draw and label pictures. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.

<p>16 Sequences, Growing, and Poems 9 Finger Games and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Use visual text features to aid understanding of text. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.
<p>16 Sequences, Growing, and Poems 10 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>17 Mamas, Babies, and Poems 1 Adult and Baby Words (A)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>17 Mamas, Babies, and Poems 2 My Hand & Foot and Adult & Baby Words</p>		<ul style="list-style-type: none"> • Discuss own drawing. • Share finished written and drawn works. • Draw and label pictures. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>17 Mamas, Babies, and Poems 3 "from The Three Foxes" and Adult & Baby Words</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify unknown words in text. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Describe character(s). • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories.
<p>17 Mamas, Babies, and Poems 4 Adult and Baby Words (B)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Identify and use new meanings for known words.
<p>17 Mamas, Babies, and Poems 5 My Body Language and Adult & Baby Words</p>		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Write and/or draw narrative text. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.

		<ul style="list-style-type: none"> • Classify and sort common words into categories. • Identify and use new meanings for known words.
17 Mamas, Babies, and Poems 6 "from A Good Play" and Adult & Baby Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Respond to text through art, writing, and/or drama. • Identify rhyme and rhythm in poetry. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Identify and use new meanings for known words.
17 Mamas, Babies, and Poems 7 Homographs		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify homographs. • Classify and sort common words into categories.
17 Mamas, Babies, and Poems 8 Things I Can Do and Homographs		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Write and/or draw narrative text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify homographs.
17 Mamas, Babies, and Poems 9 "Three Little Kittens" and Vocabulary Unit Review		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify author's use of sensory language. • Describe character(s). • Sequence events from a text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Identify homographs. • Identify and use new meanings for known words.
17 Mamas, Babies, and Poems 10 Unit Checkpoint		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Identify homographs. • Identify and use new meanings for known words.
18 Nouns, Adjectives, Review, and Poems 1 Review Words (A)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary.

		<ul style="list-style-type: none"> • Classify and sort common words into categories. • Use synonyms.
18 Nouns, Adjectives, Review, and Poems 2 Things I Can Do and Review Words		<ul style="list-style-type: none"> • Write and/or draw narrative text. • Add supporting details to written or drawn work. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Use synonyms.
18 Nouns, Adjectives, Review, and Poems 3 Counting-Out Rhymes and Review Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Use visual text features to aid understanding of text. • Identify rhyme and rhythm in poetry. • Identify the purpose of a text. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Use synonyms.
18 Nouns, Adjectives, Review, and Poems 4 Review Words (B)		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Use antonyms
18 Nouns, Adjectives, Review, and Poems 5 What I Have Learned and Review Words		<ul style="list-style-type: none"> • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Discuss own drawing. • Share finished written and drawn works. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Use antonyms
18 Nouns, Adjectives, Review, and Poems 6 "The Storm" and Review Words		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify author's use of sensory language. • identify words that create mental imagery. • Respond to text through art, writing, and/or drama. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Use antonyms

<p>18 Nouns, Adjectives, Review, and Poems 7 Review Words (C)</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Identify purpose of environmental print. • Use suffixes
<p>18 Nouns, Adjectives, Review, and Poems 8 Self-Portrait and Review Words</p>		<ul style="list-style-type: none"> • Capitalize proper names. • Draw and label pictures. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Identify purpose of environmental print. • Use suffixes
<p>18 Nouns, Adjectives, Review, and Poems 9 "We're Racing, Racing down the Walk" and Vocabulary Unit Review</p>		<ul style="list-style-type: none"> • Listen to and discuss poetry. • Identify author's use of sensory language. • identify words that create mental imagery. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Identify purpose of environmental print. • Use suffixes • Use synonyms. • Use antonyms
<p>18 Nouns, Adjectives, Review, and Poems 10 Unit Checkpoint</p>		<ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Classify and sort common words into categories. • Identify purpose of environmental print. • Use suffixes • Use synonyms. • Use antonyms
<p>Handwriting 1 Get Set for School 1</p>	<p>L.K.1.a. Print many upper- and lowercase letters.</p>	<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.

Handwriting 1 Get Set for School 2	L.K.1.a. Print many upper- and lowercase letters.	
Handwriting 1 Get Set for School 3	L.K.1.a. Print many upper- and lowercase letters.	
Handwriting 1 Get Set for School 4	L.K.1.a. Print many upper- and lowercase letters.	
Handwriting 1 Get Set for School 5	L.K.1.a. Print many upper- and lowercase letters.	
Handwriting 2 Get Set for School 1	L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 2 Get Set for School 2	RF.K.1.c. Understand that words are separated by spaces in print.	
Handwriting 2 Get Set for School 3	L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	
Handwriting 2 Get Set for School 4	L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	
Handwriting 2 Get Set for School 5	L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	

Handwriting 3 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 3 Get Set for School 2		
Handwriting 3 Get Set for School 3		
Handwriting 3 Get Set for School 4		
Handwriting 3 Get Set for School 5		
Handwriting 4 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 4 Get Set for School 2		
Handwriting 4 Get Set for School 3		
Handwriting 4 Get Set for School 4		
Handwriting 4 Get Set for School 5		
Handwriting 5 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers.

		<ul style="list-style-type: none"> • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 5 Get Set for School 2		
Handwriting 5 Get Set for School 3		
Handwriting 5 Get Set for School 4		
Handwriting 5 Get Set for School 5		
Handwriting 6 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 6 Get Set for School 2		
Handwriting 6 Get Set for School 3		
Handwriting 6 Get Set for School 4		
Handwriting 6 Get Set for School 5		
Handwriting 7 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size.

		<ul style="list-style-type: none"> • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 7 Get Set for School 2		
Handwriting 7 Get Set for School 3		
Handwriting 7 Get Set for School 4		
Handwriting 7 Get Set for School 5		
Handwriting 8 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 8 Get Set for School 2		
Handwriting 8 Get Set for School 3		
Handwriting 8 Get Set for School 4		
Handwriting 8 Get Set for School 5		
Handwriting 9 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 9 Get Set for School 2		

Handwriting 9 Get Set for School 3		
Handwriting 9 Get Set for School 4		
Handwriting 9 Get Set for School 5		
Handwriting 10 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 10 Get Set for School 2		
Handwriting 10 Get Set for School 3		
Handwriting 10 Get Set for School 4		
Handwriting 10 Get Set for School 5		
Handwriting 11 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 11 Get Set for School 2		
Handwriting 11 Get Set for School 3		
Handwriting 11 Get Set for School 4		

Handwriting 11 Get Set for School 5		
Handwriting 12 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 12 Get Set for School 2		
Handwriting 12 Get Set for School 3		
Handwriting 12 Get Set for School 4		
Handwriting 12 Get Set for School 5		
Handwriting 13 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 13 Get Set for School 2		
Handwriting 13 Get Set for School 3		
Handwriting 13 Get Set for School 4		
Handwriting 13 Get Set for School 5		
Handwriting 14 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters.

		<ul style="list-style-type: none"> • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 14 Get Set for School 2		
Handwriting 14 Get Set for School 3		
Handwriting 14 Get Set for School 4		
Handwriting 14 Get Set for School 5		
Handwriting 15 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 15 Get Set for School 2		
Handwriting 15 Get Set for School 3		
Handwriting 15 Get Set for School 4		
Handwriting 15 Get Set for School 5		
Handwriting 16 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly.

		<ul style="list-style-type: none"> • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 16 Get Set for School 2		
Handwriting 16 Get Set for School 3		
Handwriting 16 Get Set for School 4		
Handwriting 16 Get Set for School 5		
Handwriting 17 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 17 Get Set for School 2		
Handwriting 17 Get Set for School 3		
Handwriting 17 Get Set for School 4		
Handwriting 17 Get Set for School 5		
Handwriting 18 Get Set for School 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size.

		<ul style="list-style-type: none"> • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 18 Get Set for School 2		
Handwriting 18 Get Set for School 3		
Handwriting 18 Get Set for School 4		
Handwriting 18 Get Set for School 5		
Handwriting 19 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 19 Letters and Numbers for Me 2		
Handwriting 19 Letters and Numbers for Me 3		
Handwriting 19 Letters and Numbers for Me 4		
Handwriting 19 Letters and Numbers for Me 5		
Handwriting 20 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.

Handwriting 20 Letters and Numbers for Me 2		
Handwriting 20 Letters and Numbers for Me 3		
Handwriting 20 Letters and Numbers for Me 4		
Handwriting 20 Letters and Numbers for Me 5		
Handwriting 21 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 21 Letters and Numbers for Me 2		
Handwriting 21 Letters and Numbers for Me 3		
Handwriting 21 Letters and Numbers for Me 4		
Handwriting 21 Letters and Numbers for Me 5		
Handwriting 22 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 22 Letters and Numbers for Me 2		

Handwriting 22 Letters and Numbers for Me 3		
Handwriting 22 Letters and Numbers for Me 4		
Handwriting 22 Letters and Numbers for Me 5		
Handwriting 23 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 23 Letters and Numbers for Me 2		
Handwriting 23 Letters and Numbers for Me 3		
Handwriting 23 Letters and Numbers for Me 4		
Handwriting 23 Letters and Numbers for Me 5		
Handwriting 24 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 24 Letters and Numbers for Me 2		
Handwriting 24 Letters and Numbers for Me 3		

Handwriting 24 Letters and Numbers for Me 4		
Handwriting 24 Letters and Numbers for Me 5		
Handwriting 25 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 25 Letters and Numbers for Me 2		
Handwriting 25 Letters and Numbers for Me 3		
Handwriting 25 Letters and Numbers for Me 4		
Handwriting 25 Letters and Numbers for Me 5		
Handwriting 26 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 26 Letters and Numbers for Me 2		
Handwriting 26 Letters and Numbers for Me 3		
Handwriting 26 Letters and Numbers for Me 4		

Handwriting 26 Letters and Numbers for Me 5		
Handwriting 27 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 27 Letters and Numbers for Me 2		
Handwriting 27 Letters and Numbers for Me 3		
Handwriting 27 Letters and Numbers for Me 4		
Handwriting 27 Letters and Numbers for Me 5		
Handwriting 28 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 28 Letters and Numbers for Me 2		
Handwriting 28 Letters and Numbers for Me 3		
Handwriting 28 Letters and Numbers for Me 4		
Handwriting 28 Letters and Numbers for Me 5		

Handwriting 29 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 29 Letters and Numbers for Me 2		
Handwriting 29 Letters and Numbers for Me 3		
Handwriting 29 Letters and Numbers for Me 4		
Handwriting 29 Letters and Numbers for Me 5		
Handwriting 30 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 30 Letters and Numbers for Me 2		
Handwriting 30 Letters and Numbers for Me 3		
Handwriting 30 Letters and Numbers for Me 4		
Handwriting 30 Letters and Numbers for Me 5		
Handwriting 31 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters.

		<ul style="list-style-type: none"> • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 31 Letters and Numbers for Me 2		
Handwriting 31 Letters and Numbers for Me 3		
Handwriting 31 Letters and Numbers for Me 4		
Handwriting 31 Letters and Numbers for Me 5		
Handwriting 32 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 32 Letters and Numbers for Me 2		
Handwriting 32 Letters and Numbers for Me 3		
Handwriting 32 Letters and Numbers for Me 4		
Handwriting 32 Letters and Numbers for Me 5		
Handwriting 33 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words.

		<ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 33 Letters and Numbers for Me 2		
Handwriting 33 Letters and Numbers for Me 3		
Handwriting 33 Letters and Numbers for Me 4		
Handwriting 33 Letters and Numbers for Me 5		
Handwriting 34 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 34 Letters and Numbers for Me 2		
Handwriting 34 Letters and Numbers for Me 3		
Handwriting 34 Letters and Numbers for Me 4		
Handwriting 34 Letters and Numbers for Me 5		
Handwriting 35 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction.

		<ul style="list-style-type: none"> • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 35 Letters and Numbers for Me 2		
Handwriting 35 Letters and Numbers for Me 3		
Handwriting 35 Letters and Numbers for Me 4		
Handwriting 35 Letters and Numbers for Me 5		
Handwriting 36 Letters and Numbers for Me 1		<ul style="list-style-type: none"> • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write letters within a word closely, putting space between words. • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write with appropriate pencil grip.
Handwriting 36 Letters and Numbers for Me 2		
Handwriting 36 Letters and Numbers for Me 3		
Handwriting 36 Letters and Numbers for Me 4		
Handwriting 36 Letters and Numbers for Me 5		