

Wyoming Department of Education Required Virtual Education Course Syllabus

Washakie County School District # 1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	WOL-LAKF1	Grade Level	K
Course Name	WOL- Language Arts K	# of Credits	NA
SCED Code	NA	Curriculum Type	K-12 Fuel Education

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.

Phonics: PhonicsWorks prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills, using a kit of magnetized letter tiles and a variety of games and activities.

Literature and Comprehension: Plenty of read-aloud literature kindles the imagination while building comprehension and vocabulary. The emphasis is on classic literature—fairy tales, fables, and folktales—including many works that embody exemplary virtues.

Handwriting: Handwriting Without Tears provides gentle instruction to help students print letters correctly.

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).

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 1 Phonics Unit 1: Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/ 1: Sounds /m/ and /t/ 2: Sounds /n/ and /p/ 3: Sounds /ē/ and /h/ 4: Sounds /d/ and /ō/ 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.d	Unit 1: Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/ Students will be able to: <ul style="list-style-type: none"> Identify and use the sounds: /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/. Identify beginning, middle, and ending positions. Identify beginning sounds in words. Identify ending sounds in words. Identify individual sounds in words.
Unit 2 Phonics Unit 2: Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/ 1: Sounds /b/ and /f/ 2: Sound /ā/ 3: Sounds /g/ and /ō/ 4: Sound /j/ 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a	Unit 2: Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/ Students will be able to: <ul style="list-style-type: none"> Identify and use the sound /b/, /f/, /ā/, /g/, /ō/, and /j/. Identify ending sounds in words. Identify beginning sounds in words. Identify letters of the alphabet. Identify words that rhyme.
Unit 3 Phonics Unit 3: Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/ 1: Sound /s/ 2: Sounds /ā/ and /w/ 3: Sounds /z/ and /ī/ 4: Sound /l/ 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a	Unit 3: Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/ Students will be able to: <ul style="list-style-type: none"> Identify and use the sounds: /s/, /ā/, /w/, /z/, /ī/, and /l/. Identify ending sounds in words. Identify beginning sounds in words. Identify individual sounds in words.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Identify letters of the alphabet. • Identify words that rhyme.
Unit 4 Phonics Unit 4: Sounds /th/, /th/, /ě/, /k/, /v/, and /r/ 1: Sounds /th/ and /th/ 2: Sounds /ě/ and /k/ 3: Sound /v/ 4: Sound /r/ 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.c	Unit 4: Sounds /th/, /th/, /ě/, /k/, /v/, and /r/ Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: /th/, /th/, /ě/, /k/, /v/, and /r/. • Identify ending sounds in words. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify words that rhyme. • Identify a word when given the onset and rime.
Unit 5 Phonics Unit 5: Sounds /i/, /ü/, /ch/, and /y/ 1: Sound /i/ 2: Sound /ü/ 3: Sound /ch/ 4: Sound /y/ 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c	Unit 5: Sounds /i/, /ü/, /ch/, and /y/ Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: /i/, /ü/, /ch/, and /y/. • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify words that rhyme. • Identify a word when given the onset and rime. • Identify the number of syllables in a word. • Match capital letters to lowercase letters.
Unit 6 Phonics Unit 6: Sounds /sh/, /aw/, & /kw/ and Syllables 1: Sound /sh/ 2: Sound /aw/ 3: Sound /kw/ 4: Syllables and Sounds 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c	Unit 6: Sounds /sh/, /aw/, & /kw/ and Syllables Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: /sh/, /aw/, & /kw/. • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters.
Unit 7 Phonics Unit 7: Sounds /oi/, /ü/, & /ks/ and Sound Practice 1: Sound /sh/ 2: Sound /aw/ 3: Sound /kw/ 4: Syllables and Sounds 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c	Unit 7: Sounds /oi/, /ü/, & /ks/ and Sound Practice Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: /oi/, /ü/, & /ks/ • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters.
Unit 8 Phonics Unit 8: Sounds Long Double o & /ow/ and Sound Practice 1: Long Double o Sound 2: Sound /ow/ 3: Sound Practice (A) 4: Sound Practice (B) 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b	Unit 8: Sounds Long Double o & /ow/ and Sound Practice Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: Long Double o & /ow/ • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	RF.K.2.c	<ul style="list-style-type: none"> • Identify letters of the alphabet. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters.
Unit 9 Phonics Unit 9: Sounds for Letters a, m, s, t, b, f, c, h, and j 1: Sounds for Letters a, m, s, and t 2: Sounds for b and f 3: Sounds for c and h 4: Sound for j 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4	Unit 9: Sounds for Letters a, m, s, t, b, f, c, h, and j Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: a, m, s, t, b, f, c, h, and j • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words.
Unit 10 Phonics Unit 10: Sounds for Letters l, n, p, & r, Sound Review, and Vowels 1: Sounds for Letters l and n 2: Sounds for Letters p and r 3: Review Sounds for Letters 4: Vowels as Red Letters 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4	Unit 10: Sounds for Letters l, n, p, & r, Sound Review, and Vowels Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: l, n, p, & r, and vowels • Identify ending sounds in words. Identify beginning sounds in words. Identify middle sounds in words. Identify individual sounds in words. Identify letters of the alphabet. Given the sound, identify the most common letter or letters. Identify words that rhyme. Identify a word when given the onset and rime. Blend sounds to create words. Identify the number of syllables in a word. Identify and match capital letters to lowercase letters. Read instructional-level text with 90% accuracy. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Read sight words.
Unit 11 Phonics Unit 11: Sounds for o, d, g, k, and v 1: Sound for Letter o 2: Sounds for Letters d and g 3: Sounds for Letters k and v 4: Review Sounds for Letters o, d, g, k, and v 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4	Unit 11: Sounds for o, d, g, k, and v Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: o, d, g, k, and v. • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Read sight words.
<p>Unit 12 Phonics Unit 12: Getting Stronger: /ă/ and /ō/ 1: Getting Stronger: Sounds /ă/ and /ō/ (A) 2: Getting Stronger: Sounds /ă/ and /ō/ (B) 3: Getting Stronger: Sounds /ă/ and /ō/ (C) 4: Getting Stronger: Sounds /ă/ and /ō/ (D) 5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4	<p>Unit 12: Getting Stronger: /ă/ and /ō/ Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words.
<p>Unit 13 Phonics Unit 13: Sounds for i, qu, and z 1: Introduce Sounds for Letters i, qu, and z 2: Practice Sounds for Letters i, qu, and z (A) 3: Practice Sounds for Letters i, qu, and z (B) 4: Practice Sounds for Letters i, qu, and z (C) 5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4	<p>Unit 13: Sounds for i, qu, and z Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: i, qu, and z • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words.
<p>Unit 14 Phonics Unit 14: Getting Stronger: /ă/, /ī/, and /ō/ 1: Getting Stronger: Sounds /ă/, /ī/, and /ō/ (A) 2: Getting Stronger: Sounds /ă/, /ī/, and /ō/ (B) 3: Getting Stronger: Sounds /ă/, /ī/, and /ō/ (C) 4: Getting Stronger: Sounds /ă/, /ī/, and /ō/ (D) 5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4	<p>Unit 14: Getting Stronger: /ă/, /ī/, and /ō/ Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: /ă/, /ī/, and /ō/ • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words.
Unit 15 Phonics Unit 15: Sounds for u, w, and x 1: Introduce Sounds for Letters u, w, and x 2: Practice Sounds for Letters u, w, and x (A) 3: Practice Sounds for Letters u, w, and x (B) 4: Practice Sounds for Letters u, w, and x (C) 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	Unit 15: Sounds for u, w, and x Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: u, w, and x • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • 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.
Unit 16 Phonics Unit 16: Getting Stronger: /ă/, /ī/, /ō/, and /ū/ 1 : Getting Stronger: Sounds /ă/, /ī/, /ō/, and /ū/ (A) 2: Getting Stronger: Sounds /ă/, /ī/, /ō/, and /ū/ (B) 3: Getting Stronger: Sounds /ă/, /ī/, /ō/, and /ū/ (C) 4: Getting Stronger: Sounds /ă/, /ī/, /ō/, and /ū/ (D) 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	Unit 16: Getting Stronger: /ă/, /ī/, /ō/, and /ū/ Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: /ă/, /ī/, /ō/, and /ū/ • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • 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.
Unit 17 Phonics Unit 17: Sounds for e and y 1: Introduce Sounds for Letters e and y 2: Practice Sounds for Letters e and y (A) 3: Practice Sounds for Letters e and y (B) 4: Practice Sounds for Letters e and y (C) 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a	Unit 17: Sounds for e and y Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: e and y • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	LK.2.c LK.2.d	<ul style="list-style-type: none"> • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • 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.
<p>Unit 18 Phonics</p> <p>Unit 18: Getting Stronger: /ă/, /ě/, /ī/, /ō/, and /ū/ 1: Getting Stronger: /ă/, /ě/, /ī/, /ō/, and /ū/ (A) 2: Getting Stronger: /ă/, /ě/, /ī/, /ō/, and /ū/ (B) 3: Getting Stronger: /ă/, /ě/, /ī/, /ō/, and /ū/ (C) 4: Getting Stronger: /ă/, /ě/, /ī/, /ō/, and /ū/ (D) 5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	<p>Unit 18: Getting Stronger: /ă/, /ě/, /ī/, /ō/, and /ū/ Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: /ă/, /ě/, /ī/, /ō/, and /ū/ • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • 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.
<p>Unit 19 Phonics</p> <p>Unit 19: Review Short Vowels 1: Review Short Vowels (A) 2: Review Short Vowels (B) 3: Review Short Vowels (C) 4: Review Short Vowels (D) 5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	<p>Unit 19: Review Short Vowels Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: Short Vowels • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Read, write, and spell words containing short vowel sounds.
<p>Unit 20 Phonics</p> <p>Unit 20: Getting Stronger: Short Vowels 1: Getting Stronger: Short Vowels (A) 2: Getting Stronger: Short Vowels (B)</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d	<p>Unit 20: Getting Stronger: Short Vowels Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: Short Vowels • Identify ending sounds in words.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
3: Getting Stronger: Short Vowels (C) 4: Getting Stronger: Short Vowels (D) 5: Unit Checkpoint	RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	<ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
Unit 21 Phonics Unit 21: Digraphs sh and th 1: Introduce Digraph sh 2: Practice Digraph sh 3: Introduce Digraph th 4: Practice Digraph th 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	Unit 21: Digraphs sh and th Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: sh and th • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
Unit 22 Phonics Unit 22: Getting Stronger: Short Vowels and Digraphs 1: Getting Stronger: Short Vowels (A) 2: Getting Stronger: Short Vowels (B) 3: Getting Stronger: Digraphs (A) 4: Getting Stronger: Digraphs (B) 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	Unit 22: Getting Stronger: Short Vowels and Digraphs Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: Short Vowels and Digraphs • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
<p>Unit 23 Phonics</p> <p>Unit 23: Digraphs wh and ch</p> <p>1: Getting Stronger: Letter Sounds (A)</p> <p>2: Getting Stronger: Letter Sounds (B)</p> <p>3: Getting Stronger: Letter Sounds (C)</p> <p>4: Getting Stronger: Letter Sounds (D)</p> <p>5: Unit Checkpoint</p>	<p>RF.K.1</p> <p>RF.K.1.a</p> <p>RF.K.1.b</p> <p>RF.K.1.d</p> <p>RF.K.2</p> <p>RF.K.2.a</p> <p>RF.K.2.b</p> <p>RF.K.2.c</p> <p>RF.K.3</p> <p>RF.K.3.c</p> <p>RF.K.4</p> <p>LK.1.a</p> <p>LK.2.c</p> <p>LK.2.d</p>	<p>Unit 23: Digraphs wh and ch</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: wh and ch • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
<p>Unit 24 Phonics</p> <p>Unit 24: Getting Stronger: Letter Sounds</p> <p>1: Getting Stronger: Letter Sounds (A)</p> <p>2: Getting Stronger: Letter Sounds (B)</p> <p>3: Getting Stronger: Letter Sounds (C)</p> <p>4: Getting Stronger: Letter Sounds (D)</p> <p>5: Unit Checkpoint</p>	<p>RF.K.1</p> <p>RF.K.1.a</p> <p>RF.K.1.b</p> <p>RF.K.1.d</p> <p>RF.K.2</p> <p>RF.K.2.a</p> <p>RF.K.2.b</p> <p>RF.K.2.c</p> <p>RF.K.3</p> <p>RF.K.3.c</p> <p>RF.K.4</p> <p>LK.1.a</p> <p>LK.2.c</p> <p>LK.2.d</p>	<p>Unit 24: Getting Stronger: Letter Sounds</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: sh, ch, wh, th • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
<p>Unit 25 Phonics</p> <p>Unit 25: Trigraph –tch and Ending –ck</p> <p>1: Introduce Trigraph –tch</p> <p>2: Practice Trigraph –tch</p> <p>3: Introduce Ending -ck 1</p> <p>4: Practice Trigraph –tch and Ending -ck</p> <p>5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	<p>Unit 25: Trigraph –tch and Ending –ck</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: Trigraph –tch and Ending –ck • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
<p>Unit 26 Phonics</p> <p>Unit 26: Getting Stronger: Digraphs, Trigraph –tch, and Ending -ck</p> <p>1: Getting Stronger: Digraphs ch, sh, and th</p> <p>2: Getting Stronger: Digraph wh, Trigraph –tch, and Ending -ck</p> <p>3: Getting Stronger: Digraphs, Trigraph –tch, and Ending -ck</p> <p>4: Getting Stronger: Digraphs, Trigraph –tch, and Ending -ck</p> <p>5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	<p>Unit 26: Getting Stronger: Digraphs, Trigraph –tch, and Ending -ck</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: Digraphs, Trigraph –tch, and Ending -ck • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
<p>Unit 27 Phonics</p> <p>Unit 27: Review Digraphs and the Trigraph –tch</p>	RF.K.1 RF.K.1.a	<p>Unit 27: Review Digraphs and the Trigraph –tch</p> <p>Students will be able to:</p>

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
1: Review: Digraphs and the Trigraph –tch 2: Review: Digraphs and the Trigraph –tch 3: Review: Digraphs and the Trigraph –tch 4: Review: Digraphs and the Trigraph –tch 5: Unit Checkpoint	RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	<ul style="list-style-type: none"> • Identify and use the sounds: Digraphs and the Trigraph –tch • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
Unit 28 Phonics Unit 28: Getting Stronger: Digraphs and the Trigraph –tch 1: Getting Stronger: Digraphs and the Trigraph –tch 2: Getting Stronger: Digraphs and the Trigraph –tch 3: Getting Stronger: Digraphs and the Trigraph –tch 4: Getting Stronger: Digraphs and the Trigraph –tch 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	Unit 28: Getting Stronger: Digraphs and the Trigraph –tch Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: Digraphs and the Trigraph –tch • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
Unit 29 Phonics Unit 29: Telling and Asking Sentences 1: Capitalize Sentences 2: Punctuate Sentences 3: Create Sentences 4: Write Sentences 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3	Unit 29: Telling and Asking Sentences Students will be able to: <ul style="list-style-type: none"> • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	RF.K.3.c RF.K.4 LK.1 LK.1.a LK.2 LK.2.a LK.2.b LK.2.c LK.2.d	<ul style="list-style-type: none"> • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds. • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Use question marks for asking sentences.
Unit 30 Phonics Unit 30: Stronger: Short Vowels, Digraphs, and Sentences 1: Getting Stronger: Short Vowels 2: Getting Stronger: Digraphs 3: Getting Stronger: Capitalize and Punctuate Sentences 4: Getting Stronger: Write Sentences 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1 LK.1.a LK.2 LK.2.a LK.2.b LK.2.c LK.2.d	Unit 30: Stronger: Short Vowels, Digraphs, and Sentences Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: Short Vowels and Digraphs • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds. • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Use question marks for asking sentences.
Unit 31 Phonics Unit 31: Endings -s and -es 1: Introduce Ending -s 2: Practice Ending -s 3: Introduce Ending -es 4: Practice Ending -es 5: Unit Checkpoint	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c	Unit 31: Endings -s and -es Students will be able to: <ul style="list-style-type: none"> • Identify and use the sounds: Endings -s and -es • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	LK.2.d	<ul style="list-style-type: none"> • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
<p>Unit 32 Phonics</p> <p>Unit 32: Getting Stronger: Vowels</p> <p>1: Getting Stronger: Vowels (A)</p> <p>2: Getting Stronger: Vowels (B)</p> <p>3: Getting Stronger: Vowels (C)</p> <p>4: Getting Stronger: Vowels (D)</p> <p>5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	<p>Unit 32: Getting Stronger: Vowels</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: Vowels • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
<p>Unit 33 Phonics</p> <p>Unit 33: Endings -ff, -ll, -ss, -zz, and -all</p> <p>1: Introduce Endings -ff, -ll, -ss, and -zz</p> <p>2: Practice Endings -ff, -ll, -ss, and -zz</p> <p>3: Endings -all</p> <p>4: Practice Endings -ff, -ll, -ss, -zz, and -all</p> <p>5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.a RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	<p>Unit 33: Endings -ff, -ll, -ss, -zz, and -all</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use the sounds: Endings -ff, -ll, -ss, -zz, and -all • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
<p>Unit 34 Phonics Unit 34: Compound Words 1: Introduce Compound Words 2: Practice Compound Words (A) 3: Practice Compound Words (B) : Practice Compound Words (C) 5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.a RF.K.3.c RF.K.4 LK.1.a LK.2.c LK.2.d	<p>Unit 34: Compound Words Students will be able to:</p> <ul style="list-style-type: none"> • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds.
<p>Unit 35 Phonics Unit 35: Getting Stronger: Sentences, Endings, and Compound Words 1: Getting Stronger: Punctuation and Capitalization 2: Getting Stronger: Endings -s and -es 3: Getting Stronger: Endings -ff, -ll, -ss, -zz 4: Getting Stronger: Compound Words 5: Unit Checkpoint</p>	RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.d RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.3 RF.K.3.a RF.K.3.c RF.K.4 LK.1.a LK.2 LK.2.a LK.2.b LK.2.c LK.2.d	<p>Unit 35: Getting Stronger: Sentences, Endings, and Compound Words Students will be able to:</p> <ul style="list-style-type: none"> • Identify ending sounds in words. • Identify beginning sounds in words. • Identify middle sounds in words. • Identify individual sounds in words. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify a word when given the onset and rime. • Blend sounds to create words. • Identify the number of syllables in a word. • Identify and match capital letters to lowercase letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read sight words. • Write sight words. • Write words by applying grade-level phonics knowledge. • Read, write, and spell words containing short vowel sounds. • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Use question marks for asking sentences.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Literature and Comprehension Unit 1: Good Choices</p> <ol style="list-style-type: none"> 1: Introduce "Little Red Riding Hood" 2: Explore "Little Red Riding Hood" 3: Review "Little Red Riding Hood" 4: Introduce "Healthy Snacks" 5: Explore "Healthy Snacks" 6: Review "Healthy Snacks" 7: Introduce "Jack and the Beanstalk" 8: Explore "Jack and the Beanstalk" 9: Review "Jack and the Beanstalk" 10: (Optional) Your Choice 	<p>RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.9 RL.K.10 RI.K.9 SL.K.2 L.K.6</p>	<p>Unit 1: Good Choices Students will:</p> <ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Make predictions based on title, illustrations, and/or context clues. • Identify setting. • Identify the main character(s). • 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. Identify character(s). • Answer questions requiring literal recall of details. • Identify details that explain characters' actions. • Describe character(s). • Respond to text through art, writing, and/or drama. • Make connections with text: text-to-text, text-to-self, text-to- world. • Compare and contrast two texts on the same topic. • Compare and contrast elements within a text. • Increase concept and content vocabulary. • State the details of a text. • Evaluate predictions. Identify and define fantasy. • Describe illustrations and their relationship to story events. • Sequence pictures illustrating story events. • Sequence events from a text. • Retell a story using illustrations from the text as a guide.
<p>Literature and Comprehension Unit 2: Get Moving</p> <ol style="list-style-type: none"> 1: Introduce "Everyday Exercises" 2: Explore "Everyday Exercises" 3: Review "Everyday Exercises" 4: Introduce "The Gingerbread Man" 5: Explore "The Gingerbread Man" 6: Review "The Gingerbread Man" 7: Introduce "Lousy Litter" 8: Explore "Lousy Litter" 9: Review "Lousy Litter" 10: (Optional) Your Choice 	<p>RL.K.1 RL.K.2 RL.K.7 RL.K.9 RL.K.10 RI.K.10 L.K.6</p>	<p>Unit 2: Get Moving Students will:</p> <ul style="list-style-type: none"> • Make predictions based on title, illustrations, and/or context clues. • Use new vocabulary in written and spoken sentences. • Describe cause and effect relationships in text. • Increase concept and content vocabulary. • 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. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • State the details of a text. Sequence events from a text. • Describe illustrations and their relationship to story events. • Identify repetitive text. • Retell read aloud stories using various media. • Compare and contrast two texts on the same topic. • Use prior knowledge to aid understanding of text. • Describe cause-and-effect relationships in text. • Respond to text through art, writing, and/or drama. • Identify and comprehend environmental print.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Identify purpose of environmental print.
<p>Literature and Comprehension Unit 3: House and Home</p> <p>1: Introduce "Recycling Is Smart" 2: Explore "Recycling Is Smart" 3: Review "Recycling Is Smart" 4: Introduce A Chair for My Mother 5: Explore A Chair for My Mother 6: Review A Chair for My Mother 7: Introduce "Their Homes Were Their Castles" 8: Explore "Their Homes Were Their Castles" 9: Review "Their Homes Were Their Castles" 10: (Optional) Your Choice</p>	<p>RL.K.1 RL.K.2 RL.K.3 RL.K.6 RL.K.10 RI.K.1 RI.K.2 RI.K.10 L.K.6</p>	<p>Unit 3: House and Home Students will:</p> <ul style="list-style-type: none"> • Make predictions based on title, illustrations, and/or context clues. • Sequence events from a text. • State the details of a text. • 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. • Increase concept and content vocabulary. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Build vocabulary through listening, reading, and discussion. • Identify important details in informational text. • Make connections with text: text-to-text, text-to-self, text-to- world. • Identify important details in informational text. • Identify and comprehend environmental print. • Answer questions requiring literal recall of details. • Make predictions based on title, illustrations, and/or context clues. • Identify first-person point of view. • Describe role of author and/or illustrator. • Identify words that create mental imagery. • Listen and respond to texts representing a variety of cultures, time periods, and traditions • Identify the main idea. • Identify supporting details.
<p>Literature and Comprehension Unit 4: Three Fairy Tales</p> <p>1: Introduce "Cinderella" 2: Explore "Cinderella" 3: Review "Cinderella" 4: Introduce "Sleeping Beauty" 5: Explore "Sleeping Beauty" 6: Review "Sleeping Beauty" 7: Introduce "Rapunzel" 8: Explore "Rapunzel" 9: Review "Rapunzel" 10: (Optional) Your Choice</p>	<p>RL.K.1 RL.K.2 RL.K.9 RI.K.9 RI.K.10 L.K.6</p>	<p>Unit 4: Three Fairy Tales Students will:</p> <ul style="list-style-type: none"> • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Make predictions based on title, illustrations, and/or context clues. • Build vocabulary through listening, reading, and discussion. • Use new vocabulary in written and spoken sentences. • Identify the main character(s). • Identify character(s). • Activate prior knowledge by previewing text and/or discussing topic. • Identify genre. • Identify details that explain characters' actions. • Seek information in provided sources to answer questions. • Describe character(s). • Compare and contrast actions of characters in a text. • Respond to text through art, writing, and/or drama. • Compare and contrast two texts on the same topic.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		Identify setting. <ul style="list-style-type: none"> • Answer questions requiring literal recall of details. • Use prior knowledge to aid understanding of text. • Identify the main character(s). • Identify recurring characters in folk and fairy-tales. • Identify story structure elements—problem and solution. • Retell the beginning, middle, and end of a story. • 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.
Literature and Comprehension Unit 5: Dig Deep 1: Introduce "The Grand Canyon" 2: Explore "The Grand Canyon" 3: Review "The Grand Canyon" 4: Introduce Mike Mulligan and His Steam Shovel 5: Explore Mike Mulligan and His Steam Shovel 6: Review Mike Mulligan and His Steam Shovel	RL.K.1 RL.K.2 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.10 RI.K.1 RI.K.2 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10 L.K.4.b L.K.6	Unit 5: Dig Deep Students will: <ul style="list-style-type: none"> • Identify and define reality. • Answer questions requiring literal recall of details. Identify different types of text. • Make predictions based on title, illustrations, and/or context clues. • Increase concept and content vocabulary. • Identify the topic. • 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 facts in informational text. • Respond to text through art, writing, and/or drama. • Use visual text features to aid understanding of text. Identify purpose of environmental print. • Describe illustrations and their relationship to story events. Identify author. • Identify illustrator. • Describe role of author and/or illustrator. • Identify author's use of sensory language. • Compare and contrast two texts on the same topic. • Make inferences based on text and/or prior knowledge. • Create illustrations that represent personal connections to text.
Literature and Comprehension Unit 6: You Need To Make A Choice Alexander and the Terrible, Horrible, No Good, Very Bad Day Blueberries for Sal Corduroy Feelings Frederick Hattie and the Fox How the Stars Fell into the Sky Julius, the Baby of the World Millions of Cats Miss Rumphius The Napping House Ox-Cart Man The Popcorn Book Rosie's Walk The Runaway Bunny Strega Nona Where the Wild Things Are Why Mosquitoes Buzz in People's Ears	RL.K.1 RL.K.2 RL.K.3 RL.K.10	Unit 6: You Need To Make A Choice Students will: <ul style="list-style-type: none"> • Listen to a story, ask and answer questions about the story. Retell a story read aloud. • Describe characters based on speech, actions, or interactions with others. • Demonstrate comprehension of text. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • This unit requires that the student makes a choice before taking any lessons.
Literature and Comprehension Unit 7: Peter Rabbit 1: (Optional) Your Choice	RL.K.1 RL.K.2 RL.K.10	Unit 7: Peter Rabbit Students will: <ul style="list-style-type: none"> • Make predictions based on title, illustrations, and/or

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
2: Introduce "The Tale of Peter Rabbit" 3: Explore "The Tale of Peter Rabbit" 4: Review "The Tale of Peter Rabbit" 5: Introduce "The Tale of Benjamin Bunny" 6: Explore "The Tale of Benjamin Bunny" 7: Review "The Tale of Benjamin Bunny" 8: Introduce "The Tale of The Flopsy Bunnies" 9: Explore "The Tale of The Flopsy Bunnies" 10: Review "The Tale of The Flopsy Bunnies" 11: (Optional) Your Choice	RI.K.10 SL.K.3 L.K.6	context clues. <ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. • Make predictions before and during reading. • 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. • Evaluate predictions. • Activate prior knowledge by previewing text and/or discussing topic. • Identify and use picture clues to define words. • Identify and use context clues to define words. • Answer questions requiring literal recall of details. • Retell read aloud stories using various media. • Support inferences with evidence from text and/or prior knowledge. • Make inferences based on text and/or prior knowledge. • Respond to text through art, writing, and/or drama. • Use prior knowledge to aid understanding of text. • Make connections with text: text-to-text, text-to-self, text-to-world. • Demonstrate understanding through drawing, discussion, and/or writing.
Literature and Comprehension Unit 8: You Need To Make A Choice Alexander and the Terrible, Horrible, No Good, Very Bad Day Blueberries for Sal Corduroy Feelings Frederick Hattie and the Fox How the Stars Fell into the Sky Julius, the Baby of the World Millions of Cats Miss Rumphius The Napping House Ox-Cart Man The Popcorn Book Rosie's Walk The Runaway Bunny Strega Nona Where the Wild Things Are Why Mosquitoes Buzz in People's Ears	RL.K.1 RL.K.2 RL.K.3 RL.K.10	Unit 8: You Need To Make A Choice Students will: <ul style="list-style-type: none"> • Listen to a story, ask and answer questions about the story. • Retell a story read aloud. • Describe characters based on speech, actions, or interactions with others. • Demonstrate comprehension of text. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • This unit requires that the student makes a choice before taking any lessons.
Literature and Comprehension Unit 9: Among Animals 1: Introduce "The Velveteen Rabbit" 2: Explore "The Velveteen Rabbit" 3: Review "The Velveteen Rabbit" 4: Introduce "Rare and Wonderful Pandas" 5: Explore "Rare and Wonderful Pandas" 6: Review "Rare and Wonderful Pandas" 7: (Optional) Your Choice 8: Introduce "The Lion and the Mouse" 9: Explore "The Lion and the Mouse" 10: Review "The Lion and the Mouse" 11: Introduce Caps for Sale 12: Explore Caps for Sale 13: Review Caps for Sale	RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.9 RL.K.10 RI.K.3 RI.K.5 RI.K.7 RI.K.9 RI.K.10 L.K.6	Unit 9: Among Animals Students will: <ul style="list-style-type: none"> • Compare and contrast experiences of characters in a text. • Make predictions based on title, illustrations, and/or context clues. • 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. • Identify and define fantasy.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
14: Introduce "Emperors of the Ice" 15: Explore "Emperors of the Ice" 16: Review "Emperors of the Ice" 17: (Optional) Your Choice		<ul style="list-style-type: none"> • Support inferences with evidence from text and/or prior • Make inferences based on text and/or prior knowledge. • Compare and contrast elements within a text. • Demonstrate understanding through graphic organizers. • Identify the purpose of a text. • Increase concept and content vocabulary. • Identify the topic. • Identify facts in informational text. • Identify different types of text. • Activate prior knowledge by previewing text and/or discussing • topic. • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Listen and respond to texts representing a variety of cultures, • time periods, and traditions. • Identify the moral or lesson of a text. • Identify genre. • Compare and contrast two texts on the same topic. • Describe character(s). Identify character(s). • Identify illustrator. • Identify setting. • Identify story structure elements—problem and solution. • Make connections with text: text-to-text, text-to-self, text-to- • world. • Identify author's use of sensory language. • Make predictions based on title, illustrations, and/or context • clues. • Retell the beginning, middle, and end of a story. • Identify table of contents. • Identify the purpose of a text.
Literature and Comprehension Unit 10: Helping Hands 1: Introduce Make Way for Ducklings 2: Explore Make Way for Ducklings 3: Review Make Way for Ducklings 4: Introduce "The Elves and the Shoemaker" 5: Explore "The Elves and the Shoemaker" 6: Review "The Elves and the Shoemaker"	RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.10 RI.K.3 RI.K.5 RI.K.7 RI.K.9 RI.K.10 L.K.6	Unit 10: Helping Hands Students will: <ul style="list-style-type: none"> • Identify setting. • Identify character(s). • Make predictions based on title, illustrations, and/or context clues. • Answer questions requiring literal recall of details. • 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. • Answer questions requiring literal recall of details. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Draw conclusions using text, illustrations, and/or prior knowledge. • Respond to text through art, writing, and/or drama.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		Identify details that explain characters' actions. <ul style="list-style-type: none"> • Identify table of contents. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Retell the beginning, middle, and end of a story. Describe cause-and-effect relationships in text. • Make connections with text: text-to-text, text-to-self, text-to-world.
Literature and Comprehension Unit 11: You Need To Make A Choice Alexander and the Terrible, Horrible, No Good, Very Bad Day Blueberries for Sal Corduroy Feelings Frederick Hattie and the Fox How the Stars Fell into the Sky Julius, the Baby of the World Millions of Cats Miss Rumphius The Napping House Ox-Cart Man The Popcorn Book Rosie's Walk The Runaway Bunny Strega Nona Where the Wild Things Are Why Mosquitoes Buzz in People's Ears	RL.K.1 RL.K.2 RL.K.3 RL.K.10	Unit 11: You Need To Make A Choice Students will: <ul style="list-style-type: none"> • Listen to a story, ask and answer questions about the story. Retell a story read aloud. • Describe characters based on speech, actions, or interactions with others. • Demonstrate comprehension of text. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • This unit requires that the student makes a choice before taking any lessons.
Literature and Comprehension Unit 12: Amazing Tales 1: (Optional) Your Choice 2: Introduce "Migrating Monarchs: A Butterfly Vacation" 3: Explore "Migrating Monarchs: A Butterfly Vacation" 4: Review "Migrating Monarchs: A Butterfly Vacation" 5: Introduce A Story, A Story 6: Explore A Story, A Story 7: Review A Story, A Story 8: Introduce "Spider and Turtle and Good Manners" 9: Explore "Spider and Turtle and Good Manners" 10: Review "Spider and Turtle and Good Manners" 11: (Optional) Your Choice	RL.K.1 RL.K.2 RL.K.3 RL.K.7 RL.K.9 RL.K.10 RI.K.9 RI.K.10 L.K.5 L.K.6	Unit 12: Amazing Tales Students will: <ul style="list-style-type: none"> • State the main idea of a text. • Identify unknown words in text. Identify and define reality. • 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. • Make predictions based on title, illustrations, and/or context clues. • Increase concept and content vocabulary. • Sequence information in text. • Activate prior knowledge by previewing text and/or discussing topic. • Answer questions requiring literal recall of details. • Use visual text features to aid understanding of text. • Compare and contrast informational text and literary text. • Build vocabulary through listening, reading, and discussion. • 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. • Identify repetitive text. • Identify multiple-meaning words. • Identify and use context clues to define words. • Identify author's use of sensory language. • Identify the main character(s). • Describe character(s). • Sequence events from a text. • Retell read aloud stories. • Identify details that explain characters' actions.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Identify the moral or lesson of a text. • Draw and support conclusions using text, illustrations, and/or prior knowledge.
Literature and Comprehension Unit 13: You Need To Make A Choice Alexander and the Terrible, Horrible, No Good, Very Bad Day Blueberries for Sal Corduroy Feelings Frederick Hattie and the Fox How the Stars Fell into the Sky Julius, the Baby of the World Millions of Cats Miss Rumphius The Napping House Ox-Cart Man The Popcorn Book Rosie's Walk The Runaway Bunny Strega Nona Where the Wild Things Are Why Mosquitoes Buzz in People's Ears	RL.K.1 RL.K.2 RL.K.3 RL.K.10	Unit 13: You Need To Make A Choice Students will: <ul style="list-style-type: none"> • Listen to a story, ask and answer questions about the story. • Retell a story read aloud. • Describe characters based on speech, actions, or interactions with others. • Demonstrate comprehension of text. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • This unit requires that the student makes a choice before taking any lessons.
Literature and Comprehension Unit 14: A Visit to Australia 1: Introduce "The Wombat and the Kangaroo" 2: Explore "The Wombat and the Kangaroo" 3: Review "The Wombat and the Kangaroo" 4: Introduce "Go, Kangaroos, Go!" 5: Explore "Go, Kangaroos, Go!" 6: Review "Go, Kangaroos, Go!" 7: (Optional) Your Choice	RL.K.1 RL.K.10 RI.K.9 RI.K.10 L.K.6	Unit 14: A Visit to Australia Students will: <ul style="list-style-type: none"> • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Use new vocabulary in written and spoken sentences. • Make predictions based on title, illustrations, and/or context clues. • Identify the purpose of a text. Identify purpose for reading text. • Build vocabulary through listening, reading, and discussion. • Answer questions requiring literal recall of details. • Identify and use picture clues to define words. • Identify and use context clues to define words. • Activate prior knowledge by previewing text and/or discussing topic. • Increase concept and content vocabulary. • Distinguish fiction text from non-fiction text. • Demonstrate understanding through drawing, discussion, and/or writing. • Seek information in provided sources to answer questions. • Respond to text through art, writing, and/or drama. • Compare and contrast informational text and literary text. • Create illustrations that represent personal connections to text. • Make connections with text: text-to-text, text-to-self, text-to-world.
Literature and Comprehension Unit 15: Creature Features 1: Introduce "Insects of the Rain Forest" 2: Explore "Insects of the Rain Forest" 3: Review "Insects of the Rain Forest" 4: Introduce Tikki Tikki Tembo 5: Explore Tikki Tikki Tembo 6: Review Tikki Tikki Tembo 7: Introduce "The Story of Chicken Little"	RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.6 RL.K.10 RI.K.1 RI.K.2 RI.K.9	Unit 15: Creature Features Students will: <ul style="list-style-type: none"> • Increase concept and content vocabulary. • 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 the main idea. • Identify supporting details.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
8: Explore "The Story of Chicken Little" 9: Review "The Story of Chicken Little" 10: (Optional) Your Choice	RI.K.10 L.K.5 L.K.6	<ul style="list-style-type: none"> • Seek information in provided sources to answer questions. • Make connections with text: text-to-text, text-to-self, text-to-world. • Compare and contrast elements within a text. • Identify the purpose of a text. • Identify details that explain characters' actions. • Compare and contrast experiences of characters in a text. • Identify words that create mental imagery. • Summarize read aloud stories. • Make inferences based on text and/or prior knowledge. • Answer questions requiring literal recall of details. • Identify story structure elements—plot, setting, character(s). • Identify repetitive text. • Compare and contrast two texts on the same topic. • Sequence information in text.
Literature and Comprehension Unit 16: Listen to Learn 1: Introduce "The Foolish Rabbit" 2: Explore "The Foolish Rabbit" 3: Review "The Foolish Rabbit" 4: Introduce "Being Nosy About Smells" 5: Explore "Being Nosy About Smells" 6: Review "Being Nosy About Smells" 7: Introduce "The Honest Woodsman" 8: Explore "The Honest Woodsman" 9: Review "The Honest Woodsman" 10: (Optional) Your Choice	RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.9 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.9 RI.K.10 LK.4 L.K.5 L.K.6	Unit 16: Listen to Learn Students will: <ul style="list-style-type: none"> • Describe illustrations and their relationship to story events. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Make predictions based on title, illustrations, and/or context clues. • Use new vocabulary in written and spoken sentences. • Build vocabulary through listening, reading, and discussion. • Answer questions requiring literal recall of details. • Retell the beginning, middle, and end of a story. • Make inferences based on text and/or prior knowledge. • Identify character(s). • Describe character(s). • Identify the main character(s). • Identify story structure elements—plot, setting, character(s). • Summarize read aloud stories. • Sequence information in text. • Reenact a story in the correct sequence. • Respond to text through art, writing, and/or drama. • Compare and contrast two texts on the same topic. • Identify purpose for reading text. • Increase concept and content vocabulary. • Demonstrate understanding through graphic organizers. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Activate prior knowledge by previewing text and/or discussing topic. • Seek information in provided sources to answer questions. • Create illustrations that represent personal connections to text. • Use visual text features to aid understanding of text.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Identify the topic. • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Identify unknown words in text. • Ask and answer questions about unknown words in text. • Identify the moral or lesson of a text. • Identify multiple-meaning words. • Identify story structure elements—problem and solution. • Identify author's use of sensory language.
<p>Literature and Comprehension Unit 17: Out of the Mouths</p> <p>1: Introduce "Diamonds and Toads" 2: Explore "Diamonds and Toads" 3: Review "Diamonds and Toads" 4: Introduce "Talk" 5: Explore "Talk" 6: Review "Talk" 7: Introduce "That's Tasty!" 8: Explore "That's Tasty!" 9: Review "That's Tasty!" 10: (Optional) Your Choice</p>	<p>RL.K.1 RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RI.K.7 RI.K.9 RI.K.10 L.K.5 L.K.6</p>	<p>Unit 17: Out of the Mouths Students will:</p> <ul style="list-style-type: none"> • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Build vocabulary through listening, reading, and discussion. • Identify the moral or lesson of a story. • Answer questions requiring literal recall of details. • Identify details that explain characters' actions. • Demonstrate understanding through drawing, discussion, and/or writing. • Compare and contrast actions of characters in a text. • Describe illustrations and their relationship to story events. • Compare and contrast two texts on the same topic. • Create illustrations that represent personal connections to text. • Summarize read aloud stories. • Make predictions based on title, illustrations, and/or context clues. • Distinguish fantasy from realistic text. Identify setting. • Identify character(s). • Describe cause and effect relationships in text. • Respond to text through art, writing, and/or drama. • Describe illustrations and their relationship to story events. • Use visual text features to aid understanding of text. • Identify the topic. • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Ask and answer questions about unknown words in text. • Identify story structure elements—plot, setting, character(s). • Identify multiple-meaning words. • Identify story structure elements—problem and solution. • Identify author's use of sensory language.
<p>Literature and Comprehension Unit 18: You Need To Make A Choice</p> <p>Alexander and the Terrible, Horrible, No Good, Very Bad Day Blueberries for Sal Corduroy Feelings Frederick Hattie and the Fox How the Stars Fell into the Sky</p>	<p>RL.K.1 RL.K.2 RL.K.3 RL.K.10</p>	<p>Unit 18: You Need To Make A Choice Students will:</p> <ul style="list-style-type: none"> • Listen to a story, ask and answer questions about the story. • Retell a story read aloud. • Describe characters based on speech, actions, or interactions with others.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Julius, the Baby of the World Millions of Cats Miss Rumphius The Napping House Ox-Cart Man The Popcorn Book Rosie's Walk The Runaway Bunny Strega Nona Where the Wild Things Are Why Mosquitoes Buzz in People's Ears</p>		<ul style="list-style-type: none"> • Demonstrate comprehension of text. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • This unit requires that the student makes a choice before taking any lessons.
<p>Literature and Comprehension Unit 19: Tiny People 1: Introduce "The Story of Tom Thumb" 2: Explore "The Story of Tom Thumb" 3: Review "The Story of Tom Thumb" 4: Introduce "Thumbelina" 5: Explore "Thumbelina" 6: Review "Thumbelina" 7: (Optional) Your Choice</p>	<p>RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.10 L.K.6</p>	<p>Unit 19: Tiny People Students will:</p> <ul style="list-style-type: none"> • Build vocabulary through listening, reading, and discussion. Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Make predictions based on title, illustrations, and/or context clues. • Support inferences with evidence from text and/or prior knowledge. • Describe illustrations and their relationship to story events. • Make inferences based on text and/or prior knowledge. • Describe character(s). • Sequence events from a text. State the details of a text. • Identify story structure elements—plot, setting, character(s). • Sequence events from a text. • Retell a story using illustrations from the text as a guide. • Identify and use picture clues to define words. • Ask and answer questions about unknown words in text. • Identify recurring characters in folk and fairy-tales.
<p>Literature and Comprehension Unit 20: Help Yourself and Others 1: Introduce "Germs—Our Unwanted Guests" 2: Explore "Germs—Our Unwanted Guests" 3: Review "Germs—Our Unwanted Guests" 4: Introduce "The Little Red Hen" 5: Explore "The Little Red Hen" 6: Review "The Little Red Hen"</p>	<p>RL.K.1 RL.K.2 RL.K.3 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RI.K.1 RI.K.2 RI.K.6 RI.K.7 RI.K.9 RI.K.10 L.K.6</p>	<p>Unit 20: Help Yourself and Others Students will:</p> <ul style="list-style-type: none"> • Use new vocabulary in written and spoken sentences. • Answer questions requiring literal recall of details. • Identify the purpose of a text. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Make predictions based on title, illustrations, and/or context clues. • Identify important details in informational text. • Identify and comprehend environmental print. • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Describe character(s). • Make inferences based on text and/or prior knowledge. • Support inferences with evidence from text and/or prior knowledge. • Compare and contrast two texts on the same topic. • Retell a story using illustrations from the text as a guide.

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<p>Literature and Comprehension Unit 21: You Need To Make A Choice Alexander and the Terrible, Horrible, No Good, Very Bad Day Blueberries for Sal Corduroy Feelings Frederick Hattie and the Fox How the Stars Fell into the Sky Julius, the Baby of the World Millions of Cats Miss Rumphius The Napping House Ox-Cart Man The Popcorn Book Rosie's Walk The Runaway Bunny Strega Nona Where the Wild Things Are Why Mosquitoes Buzz in People's Ears</p>	<p>RL.K.1 RL.K.2 RL.K.3 RL.K.10</p>	<p>Unit 21: You Need To Make A Choice Students will:</p> <ul style="list-style-type: none"> • Listen to a story, ask and answer questions about the story. Retell a story read aloud. • Describe characters based on speech, actions, or interactions with others. • Demonstrate comprehension of text. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • This unit requires that the student makes a choice before taking any lessons.
<p>Literature and Comprehension Unit 22: Three 1: (Optional) Your Choice 2: Introduce "The Three Bears" 3: Explore "The Three Bears" 4: Review "The Three Bears" 5: Introduce "Three Billy Goats Gruff" 6: Explore "Three Billy Goats Gruff" 7: Review "Three Billy Goats Gruff" 8: Introduce "The Three Little Pigs" 9: Explore "The Three Little Pigs" 10: Review "The Three Little Pigs" 11: (Optional) Your Choice</p>	<p>RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10 L.K.6</p>	<p>Unit 22: Three Students will:</p> <ul style="list-style-type: none"> • Use new vocabulary in written and spoken sentences. • Sequence events from a text. • Identify genre. • 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 story structure elements—plot, setting, character(s). • Answer questions requiring literal recall of details. • Retell familiar stories. • State the details of a text. • Identify and describe character(s). • Identify story structure elements—problem and solution. • Identify author's use of sensory language. • Compare and contrast two texts on the same topic. Identify details that explain characters' actions.
<p>Literature and Comprehension Unit 23: Hot and Cold 1: Introduce "Hot and Cold" 2: Explore "Hot and Cold" 3: Review "Hot and Cold" 4: Introduce "The Amazing Sahara" 5: Explore "The Amazing Sahara" 6: Review "The Amazing Sahara" 7: Introduce The Snowy Day 8: Explore The Snowy Day 9: Review The Snowy Day 10: (Optional) Your Choice</p>	<p>RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.10 RI.K.2 RI.K.7 RI.K.9 RI.K.10 L.K.6</p>	<p>Unit 23: Hot and Cold Students will:</p> <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Use new vocabulary in written and spoken sentences. • Identify the main idea. • Read and listen to a variety of texts for information and pleasure independently or as part of a group. • Compare and contrast elements within a text. • Identify facts in informational text. • Identify the purpose of and information provided by illustrations, titles, charts, and graphs. • Identify different types of text. • Answer questions requiring literal recall of details. • Identify and comprehend environmental print. • Describe cause and effect relationships in text. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Support conclusions using text, illustrations, and/or prior knowledge. • Retell a story using illustrations from the text as a

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		guide. <ul style="list-style-type: none"> Summarize read aloud stories.
Vocabulary Unit 1: Colors, Body Parts, and Poems Lesson 1: Color Words (A) Lesson 2: Self-Portrait and Color Words Lesson 3: "One, Two, Buckle My Shoe" and Color Words Lesson 4: Body Part Words (A) Lesson 5: Self-Portrait and Body Part Words Lesson 6: "I Eat My Peas With Honey" and Body Part Words Lesson 7: Body Part Words (B) Lesson 8: My Hand & Foot and Body Part Words Lesson 9: "Old Mother Hubbard" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	RL.K.2 SL.K.4 L.K.1.f L.K.2.a L.K.4 L.K.5.c L.K.6	Unit 1: Colors, Body Parts, and Poems <ul style="list-style-type: none"> Increase oral vocabulary. Describe people, places, things, locations, actions, events, and/or feelings. Increase reading vocabulary. Draw and label pictures. Capitalize proper names. Read own first and last name. Respond to text through art, writing, and/or drama. Listen to and discuss poetry. Identify rhyme and rhythm in poetry. Use new vocabulary in written and spoken sentences. Increase concept vocabulary. Make connections with text: text-to-text, text-to-self, text-to-world. Sequence events from a text.
Vocabulary Unit 2: Body Parts, Jobs, and Poems Lesson 1: Body Part Words Lesson 2: How I Use My Arms, Fingers, & Legs and Body Part Words Lesson 3: "Teddy Bear, Teddy Bear" and Body Part Words Lesson 4: Job Words (A) Lesson 5: When I Grow Up and Job Words (A) Lesson 6: "Monday's Child" and Job Words Lesson 7: Job Words (B) Lesson 8: When I Grow Up and Job Words (B) Lesson 9: "Hey, Diddle, Diddle" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	RL.K.2 SL.K.4 L.K.1.f L.K.4 L.K.5.a-c W.K.3 W.K.5	Unit 2: Body Parts, Jobs, and Poems <ul style="list-style-type: none"> Increase oral vocabulary. Identify and use picture clues to define words. Classify and sort common words into categories. Increase reading vocabulary. Increase concept vocabulary. Describe people, places, things, locations, actions, events, and/or feelings. Write and/or draw narrative text. Identify repetitive text. Make connections with text: text-to-text, text-to-self, text-to-world. Identify rhyme and rhythm in poetry. Listen to and discuss poetry. Recite short poems or rhymes. Identify and use picture clues to define words. Dictate or write simple sentences describing experiences, stories, people, objects, or events. Use visual text features to aid understanding of text. Respond to text through art, writing, and/or drama. Discuss own drawing. Add supporting details to written or drawn work. Share finished written and drawn works.
Vocabulary Unit 3: Families, Friends, and Poems Lesson 1: Family Words (A) Lesson 2: My Family and Family Words (A) Lesson 3: "Open Hydrant" and Family Words Lesson 4: Family Words (B) Lesson 5: My Family and Family Words (B) Lesson 6: "The Wheels on the Bus" and Family Words Lesson 7: Friend Words Lesson 8: My Friends and Friend Words Lesson 9: "The Secret Place" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	L.K.1.b L.K.5.a, c W.K.3 W.K.5	Unit 3: Families, Friends, and Poems <ul style="list-style-type: none"> Increase reading vocabulary. Use synonyms. Increase concept vocabulary. 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 and use picture clues to define words. Classify and sort common words into categories. Discuss own drawing. Draw and label pictures.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Add supporting details to written or drawn work. • Respond to text through art, writing, and/or drama. • Identify repetitive text. • Write and/or draw narrative text. • Dictate or write simple sentences describing experiences, stories, people, objects, or events.
<p>Vocabulary</p> <p>Unit 4: Communities, Friends, and Poems</p> <p>Lesson 1: Community Words (A)</p> <p>Lesson 2: My Friends and Community Words</p> <p>Lesson 3: "Mary Had a Little Lamb" and Community Words</p> <p>Lesson 4: Community Words (B)</p> <p>Lesson 5: My Neighborhood and Community Words (A)</p> <p>Lesson 6: "Time to Rise" and Community Words</p> <p>Lesson 7: Community Words (C)</p> <p>Lesson 8: My Neighborhood and Community Words (B)</p> <p>Lesson 9: "Old King Cole" and Community Words</p> <p>Lesson 10: Unit Checkpoint</p>	<p>RL.K.3</p> <p>RL.K.10</p> <p>L.K.1.f</p> <p>SL.K.1</p> <p>SL.K.4</p> <p>SL.K.5</p> <p>SL.K.6</p> <p>W.K.3</p> <p>W.K.5</p>	<p>Unit 4: Communities, Friends, and Poems</p> <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Add supporting details to written or drawn work. • Discuss own drawing. • Write and/or draw narrative text. • Share finished written and drawn works. • Listen to and discuss poetry. • Identify and use picture clues to define words. • Respond to text through art, writing, and/or drama. • Use prior knowledge to aid understanding of text. • Describe people, places, things, locations, actions, events, and/or feelings. • Describe familiar and common objects and events. • Make predictions based on title, illustrations, and/or context clues. • Identify rhyme and rhythm in poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Describe character(s). • Identify character(s).
<p>Vocabulary</p> <p>Unit 5: Colors, Shapes, and Poems</p> <p>Lesson 1: Color Words (B)</p> <p>Lesson 2: My Favorite Color and Color Words (A)</p> <p>Lesson 3: "Engine, Engine, Number Nine" and Color Words</p> <p>Lesson 4: Color Words (C)</p> <p>Lesson 5: My Favorite Color and Color Words (B)</p> <p>Lesson 6: "How Much Wood Would a Woodchuck Chuck?" and Color Words</p> <p>Lesson 7: Shape Words</p> <p>Lesson 8: My Favorite Shape and Shape Words</p> <p>Lesson 9: "Baa Baa, Black Sheep" and Vocabulary Unit Review</p> <p>Lesson 10: Unit Checkpoint</p>	<p>RL.K.3</p> <p>RL.K.10</p> <p>L.K.1.f</p> <p>SL.K.1</p> <p>SL.K.4</p> <p>SL.K.5</p> <p>W.K.3</p> <p>W.K.5</p>	<p>Unit 5: Colors, Shapes, and Poems</p> <ul style="list-style-type: none"> • Identify words that create mental imagery. • Increase concept vocabulary. • Describe people, places, things, locations, actions, events, and/or feelings. • Increase oral vocabulary. • Add supporting details to written or drawn work. • Discuss own drawing. • Write and/or draw narrative text. • Share finished written and drawn works. • Listen to and discuss poetry. • Identify and use picture clues to define words. • Respond to text through art, writing, and/or drama. • Use prior knowledge to aid understanding of text. • Increase reading vocabulary. • Describe familiar and common objects and events. • Make predictions based on title, illustrations, and/or context clues. • Identify rhyme and rhythm in poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Describe character(s).
<p>Vocabulary</p> <p>Unit 6: Kitchens, Food, and Poems</p> <p>Lesson 1: Kitchen Words (A)</p> <p>Lesson 2: My Favorite Shape and Kitchen Words</p> <p>Lesson 3: "Jack and Jill" and Kitchen Words</p>	<p>RL.K.3</p> <p>RL.K.10</p> <p>L.K.1.f</p> <p>SL.K.1</p> <p>SL.K.4</p>	<p>Unit 6: Kitchens, Food, and Poems</p> <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept vocabulary. • Increase oral vocabulary. • Share finished written and drawn works.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Lesson 4: Food Words Lesson 5: My Favorite Foods and Food Words Lesson 6: "Jack Be Nimble" and Food Words Lesson 7: Kitchen Words (B) Lesson 8: My Favorite Foods and Kitchen Words Lesson 9: "Little Jack Horner" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	SL.K.5 RF.K.2.a W.K.3 W.K.5	<ul style="list-style-type: none"> • Discuss own drawing. • Describe people, places, things, locations, actions, events, and/or feelings. • Add supporting details to written or drawn work. • Describe familiar and common objects and events. • Listen to and discuss poetry. • Build vocabulary through listening, reading, and discussion. • Identify rhyme and rhythm in poetry. • Describe character(s). • 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. • Identify and use context clues to define words. • Describe character(s). • Identify and use picture clues to define words. • Classify and sort common words into categories.
Vocabulary Unit 7: Animals, Subjects, and Poems Lesson 1: Animal Words (A) Lesson 2: My Favorite Animal and Animal Words (A) Lesson 3: "Star Bright, Star Light" and Animal Words Lesson 4: Animal Words (B) This is an online lesson. Lesson 5: My Favorite Animal and Animal Words (B) Lesson 6: "Jack Sprat" and Animal Words Lesson 7: Subject Words Lesson 8: My Favorite Subject and Subject Words (A) Lesson 9: "Evening Red and Morning Gray" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	RL.K.3 RL.K.10 L.K.1.f SL.K.1 SL.K.4 SL.K.5 RF.K.2.a W.K.3 W.K.5	Unit 7: Animals, Subjects, and Poems <ul style="list-style-type: none"> • Increase concept vocabulary. • Increase oral vocabulary. • Classify and sort common words into categories. • Increase reading vocabulary. • Describe people, places, things, locations, actions, events, and/or feelings. • Identify rhyme and rhythm in poetry. • Listen to and discuss poetry. • Identify words that create mental imagery. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Add supporting details to written or drawn work. • Draw a picture or write about an idea generated through discussion. • Generate ideas for writing and drawing through discussion. • Describe character(s). • Respond to text through art, writing, and/or drama.
Vocabulary Unit 8: Music, Reading, and Poems Lesson 1: Music Words Lesson 2: My Favorite Subject and Music Words Lesson 3: "Three Blind Mice" and Music Lesson 4: Reading Words (A) Lesson 5: My Favorite Book and Reading Words (A) Lesson 6: "There Was a Little Girl" and Reading Words Lesson 7: Reading Words (B) Lesson 8: My Favorite Book and Reading Words (B) Lesson 9: "Mackerel Sky" & "Rain Before Seven" and Vocabulary Review Lesson 10: Unit Checkpoint	RL.K.3 RL.K.10 L.K.1.f SL.K.1 SL.K.4 SL.K.5 RF.K.2.a W.K.3 W.K.5	Unit 8: Music, Reading, and Poem <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept vocabulary. • Identify and use new meanings for known words. • Identify and use context clues to define words. • Listen and respond to texts representing a variety of cultures, time periods, and traditions. • Make predictions based on title, illustrations, and/or context clues. • Listen to and discuss poetry. • Identify rhyme and rhythm in poetry. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Write and/or draw narrative text. • Describe character(s). • Share finished written and drawn works. • Add supporting details to written or drawn work.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Vocabulary Unit 9: Travel, Comparison, and Poems Lesson 1: Travel Words (A) Lesson 2: My Best Day and Travel Words (A) Lesson 3: "Red at Night, Sailors Delight" and Travel Words Lesson 4: Travel Words (B) Lesson 5: My Best Day and Travel Words (B) Lesson 6: "The Little Elf" and Travel Words Lesson 7: Comparison Words (A) Lesson 8: My Best Friend and Comparison Words (A) Lesson 9: "This Little Pig Goes to Market" and Vocabulary Unit Review Lesson 10: Unit Checkpoint</p>	<p>RL.K.3 RL.K.10 L.K.1.f SL.K.1 SL.K.4 SL.K.5 RF.K.2.a W.K.3 W.K.5</p>	<p>Unit 9: Travel, Comparison, and Poems</p> <ul style="list-style-type: none"> • Increase concept vocabulary. • Increase reading vocabulary. • Increase oral vocabulary. • Describe people, places, things, locations, actions, events, and/or feelings. • Identify and use new meanings for known words. • Draw a picture or write about an idea generated through discussion. • Write and/or draw narrative text. • Generate ideas for writing and drawing through discussion. • Identify rhyme and rhythm in poetry. • Listen to and discuss poetry. • Describe character(s). • Recite short poems or rhymes. • Sequence events from a text.
<p>Vocabulary Unit 10: Comparison, Emotions, and Poems Lesson 1: Comparison Words (B) Lesson 2: My Best Friend and Comparison Words (B) Lesson 3: "The Caterpillar" and Comparison Words Lesson 4: Feelings Words (A) Lesson 5: Emotions and Feelings Words (A) Lesson 6: "Little Miss Muffet" and Feelings Words Lesson 7: Feelings Words (B) Lesson 8: Emotions and Feelings Words (B) Lesson 9: "Humpty Dumpty" and Vocabulary Unit Review Lesson 10: Unit Checkpoint</p>	<p>RL.K.3 RL.K.10 L.K.1.f SL.K.1 SL.K.4 SL.K.5 W.K.3 W.K.5</p>	<p>Unit 10: Comparison, Emotions, and Poems</p> <ul style="list-style-type: none"> • Increase reading vocabulary. • Use suffixes. • Identify and use picture clues to define words. • Increase concept vocabulary. • Increase oral vocabulary. • Classify and sort common words into categories. • Identify and use context clues to define words. • Discuss own drawing. • Share finished written and drawn works. • Write and/or draw narrative text. • Add supporting details to written or drawn work. • Dictate or write simple sentences describing experiences, stories, people, objects, or events.
<p>Vocabulary Unit 11: Position, Opposites, and Poems Lesson 1: Position Words (A) Lesson 2: Playing Inside and Outside and Position Words (A) Lesson 3: "Yankee Doodle" and Position Words Lesson 4: Position Words (B) Lesson 5: Playing Inside and Outside and Position Words (B) Lesson 6: "from The Island" and Position Words Lesson 7: Opposite Words (A) Lesson 8: Loud & Quiet and Opposite Words (A) Lesson 9: "Little Bo Peep" and Vocabulary Unit Review Lesson 10: Unit Checkpoint</p>	<p>RL.K.3 RL.K.10 L.K.1.f L.K.5.b SL.K.1 SL.K.4 SL.K.5 W.K.3 W.K.5</p>	<p>Unit 11: Position, Opposites, and Poems</p> <ul style="list-style-type: none"> • Identify and use context clues to define words. • Increase reading vocabulary. • Increase concept vocabulary. • Use antonyms. • Increase oral vocabulary. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Add supporting details to written or drawn work. • Identify and use picture clues to define words. • Make connections with text: text-to-text, text-to-self, text-to-world. • Identify words that create mental imagery. • Listen to and discuss poetry.
<p>Vocabulary Unit 12: Opposites and Poems Lesson 1: Opposite Words (B) Lesson 2: Loud and Quiet and Opposite Words (B) Lesson 3: "Ladybug, Ladybug" and Opposite Words Lesson 4: Opposite Words (C) Lesson 5: Hot & Cold and Opposite Words (A) Lesson 6: "Little Boy Blue" and Opposite Words Lesson 7: Opposite Words (D) Lesson 8: Hot & Cold and Opposite Words (B) Lesson 9: "Sing a Song of Sixpence" and Vocabulary Unit</p>	<p>RL.K.3 RL.K.10 L.K.1.f L.K.5.b SL.K.1 SL.K.4 SL.K.5 W.K.3 W.K.5</p>	<p>Unit 12: Opposites and Poems</p> <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary. • Increase reading vocabulary. • Use visual text features to aid understanding of text. • Use antonyms. • Identify and use context clues to define words. • Identify the purpose of a text. • Identify and use new meanings for known words. • Write and/or draw narrative text.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Review Lesson 10: Unit Checkpoint		<ul style="list-style-type: none"> • Add supporting details to written or drawn work. • Create illustrations that represent personal connections to text. • Draw and label pictures. • Share finished written and drawn works. • Dictate or write simple sentences describing experiences, stories, people, objects, or events.
Vocabulary Unit 13: Writing, Manners, and Poems Lesson 1: Writing Words (A) Lesson 2: A Letter to My Friend and Writing Words (A) Lesson 3: "Hushabye, Don't You Cry" and Writing Words Lesson 4: Writing Words (B) Lesson 5: Letter to My Friend and Writing Words (B) Lesson 6: "Bed in Summer" and Writing Words Lesson 7: Manners Words (A) Lesson 8: A Thank-You Note and Manners Words (A) Lesson 9: "A Bear Went Over the Mountain" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	RL.K.3 RL.K.10 L.K.1.f SL.K.1 SL.K.4 SL.K.5 W.K.3 W.K.5	Unit 13: Writing, Manners, and Poems <ul style="list-style-type: none"> • Increase concept vocabulary. • Increase oral vocabulary. • Increase reading vocabulary. • Generate ideas for writing and drawing through discussion. • Write and/or draw functional text. • Reread own writing. Communicate in writing. • Use proper spacing between words. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Share finished written and drawn works. • Reread own writing.
Vocabulary Unit 14: Manners, Traffic, and Poems Lesson 1: Manners Words (B) Lesson 2: A Thank-You Note and Manners Words (B) Lesson 3: Haikus and Manners Words Lesson 4: Traffic Words (A) Lesson 5: Signs in My Neighborhood and Traffic Words (A) Lesson 6: "Peter, Peter, Pumpkin Eater" and Traffic Words Lesson 7: Traffic Words (B) Lesson 8: Signs in My Neighborhood and Traffic Words (B) Lesson 9: "Cat Kisses" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	RL.K.3 RL.K.10 L.K.1.f SL.K.1 SL.K.4 SL.K.5 W.K.3 W.K.5	Unit 14: Manners, Traffic, and Poems <ul style="list-style-type: none"> • Identify and use picture clues to define words. • Identify purpose of environmental print. • Identify and comprehend environmental print. • Increase concept vocabulary. • Increase oral vocabulary. Increase reading vocabulary.
Vocabulary Unit 15: Ordinals, Sequences, and Poems Lesson 1: Ordinal Words (A) Lesson 2: A Race with My Friends and Ordinal Words (A) Lesson 3: "Hickory, Dickory, Dock" and Ordinal Words Lesson 4: Ordinal Words (B) Lesson 5: A Race with My Friends and Ordinal Words (B) Lesson 6: "from Teddy Bear" and Ordinal Words Lesson 7: Sequence Words (A) Lesson 8: My Mornings and Sequence Words (A) Lesson 9: "Patty-Cake, Patty-Cake" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	RL.K.3 RL.K.10 L.K.1.f L.K.4.b SL.K.1 SL.K.4 SL.K.5 W.K.3 W.K.5	Unit 15: Ordinals, Sequences, and Poems <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept vocabulary. • Increase reading vocabulary. • Use suffixes. • Draw and label pictures. • Generate ideas for writing and drawing through discussion. • Draw a picture or write about an idea generated through discussion. • Share finished written and drawn works. • Identify and capitalize appropriate words. • Discuss own drawing. • Reread own writing. • Add supporting details to written or drawn work. • Make connections with text: text-to-text, text-to-

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		self, text-to-world. <ul style="list-style-type: none"> • Identify rhyme and rhythm in poetry. • Listen to and discuss poetry.
Vocabulary Unit 16: Sequences, Growing, and Poems Lesson 1: Sequence Words (B) Lesson 2: My Mornings and Sequence Words (B) Lesson 3: "The Land of Counterpane" and Sequence Words Lesson 4: Growing Words (A) Lesson 5: When I Grow Up and Growing Words (A) Lesson 6: "Johnny on the Woodpile" and Growing Words Lesson 7: Growing Words (B) Lesson 8: When I Grow Up and Growing Words (B) Lesson 9: "Finger Games" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	RL.K.3 RL.K.10 L.K.1.f L.K.5.a SL.K.1 SL.K.4 SL.K.5 RF.K.2.a W.K.3 W.K.5	Unit 16: Sequences, Growing, and Poems <ul style="list-style-type: none"> • Increase concept vocabulary. • Increase reading vocabulary. • Classify and sort common words into categories. • Increase oral vocabulary. • Identify and use context clues to define words. • Sequence pictures of events in proper order. • Share finished written and drawn works. • Write and/or draw narrative text. • Draw and label pictures. • Make predictions based on title, illustrations, and/or context clues. • Respond to text through art, writing, and/or drama. • Listen to and discuss poetry. • Make connections with text: text-to-text, text-to-self, text-to-world. • Describe people, places, things, locations, actions, events, and/or feelings. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Use visual text features to aid understanding of text. • Listen to and discuss poetry. • Describe character(s). • Identify rhyme and rhythm in poetry.
Vocabulary Unit 17: Adults & Babies, Homographs, and Poems Lesson 1: Adult and Baby Words (A) Lesson 2: My Hand & My Foot and Adult & Baby Words Lesson 3: "The Three Foxes" and Adult & Baby Words Lesson 4: Adult and Baby Words (B) Lesson 5: My Body Language and Adult & Baby Words Lesson 6: "A Good Play" and Adult & Baby Words Lesson 7: Homographs Lesson 8: Things I Can Do and Homographs Lesson 9: "Three Little Kittens" and Vocabulary Unit Review Lesson 10: Unit Checkpoint	RL.K.3 RL.K.10 L.K.1.f L.K.5.b SL.K.1 SL.K.4 SL.K.5 W.K.3 W.K.5	Unit 17: Adults & Babies, Homographs, and Poems <ul style="list-style-type: none"> • Increase concept vocabulary. • Identify and use new meanings for known words. • Increase reading vocabulary. • Increase oral vocabulary. • Classify and sort common words into categories. • Share finished written and drawn works. • Draw and label pictures. • Discuss own drawing. • Identify unknown words in text. • Respond to text through art, writing, and/or drama. • Describe character(s). • Write and/or draw narrative text. • Share finished written and drawn works. • Dictate or write simple sentences describing experiences, stories, people, objects, or events. • Identify homographs. • Sequence events from a text. • Identify author's use of sensory language.
Vocabulary Unit 18: Review and Poems Lesson 1: Review Words (A) Lesson 2: Things I Can Do and Review Words Lesson 3: Counting-out Rhymes and Review Words Lesson 4: Review Words (B) This is an online lesson. Lesson 5: What I Have Learned and Review	RL.K.3 RL.K.10 L.K.1.f L.K.4.b L.K.5.b SL.K.1 SL.K.4 SL.K.5 RF.K.2.a	Unit 18: Review and Poems <ul style="list-style-type: none"> • Identify purpose of environmental print. • Use suffixes. • Use synonyms. • Classify and sort common words into categories. • Use antonyms. • Increase reading vocabulary. • Increase oral vocabulary. • Increase concept vocabulary. • Describe people, places, things, locations, actions,

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Words Lesson 6: "The Storm" and Review Words Lesson 7: Review Words (C) Lesson 8: Self-Portrait and Review Words Lesson 9: "We're Racing, Racing down the Walk" and Vocabulary Review Lesson 10: Unit Checkpoint</p>	<p>W.K.3 W.K.5</p>	<p>events, and/or feelings.</p> <ul style="list-style-type: none"> • Share finished written and drawn works. • Write and/or draw narrative text. • Add supporting details to written or drawn work. • Discuss own drawing. • Make connections with text: text-to-text, text-to-self, text-to-world. • Use visual text features to aid understanding of text. • Identify the purpose of a text. • Listen to and discuss poetry. • Identify rhyme and rhythm in poetry. • Identify author's use of sensory language. • Identify words that create mental imagery.
<p>Handwriting</p>		
<p>Unit 1: Handwriting 1 Readiness In this unit, students will learn and practice Writing from top to bottom. Correct posture when writing. Correct writing grip. Curves & Circles, Vertical, Horizontal, & Diagonal Positions.</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 1: Handwriting 1 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Learn writing from top to bottom. • Use correct posture when writing. • Use the correct writing grip. • Curves & Circles, Vertical, Horizontal, & Diagonal Positions.
<p>Unit 2: Handwriting 2 Readiness In this unit, students will learn and practice Capitals on the Mat: F E D P B R N M Show Me Magnetic Pieces: H K L U V W X Y Z Capitals on the Mat: C O Q G Show Me Magnetic Pieces: S A I T J</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 2: Handwriting 2 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Learn writing from top to bottom. • Using correct posture when writing. • Using the correct writing grip. • Curves & Circles, Vertical, Horizontal, & Diagonal Positions.
<p>Unit 3: Handwriting 3 In this unit, students will learn and practice Show Me Magnetic Pieces: F D E P Wet-Dry-Try Capitals: F D E P Writing Practice: F D E P Numbers: 1 2</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 3: Handwriting 3 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 4: Handwriting 4 In this unit, students will learn and practice Capitals on Door: B N R M Wet-Dry-Try Capitals: B N Writing Practice: B N R M Numbers: 3 4</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 4: Handwriting 4 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 5: Handwriting 5 In this unit, students will learn and practice Capitals Review Frog Jump Capitals : H K Wet-Dry-Try: Capitals H K Writing Practice: H K L Numbers: 5 6</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 5: Handwriting 5 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 6: Handwriting 6 In this unit, students will learn and practice Wet-Dry-Try: V X Capitals: V X W U Writing Practice: V X W U Numbers: 7 8</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 6: Handwriting 6 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 7: Handwriting 7 In this unit, students will learn and practice: Wet-Dry-Try: Z Capitals: Y Z Writing Practice: V X W U Numbers: 9 10 Capitals Review: Words for Me Number Review: Numbers for Me</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 7: Handwriting 7 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 8: Handwriting 8 In this unit, students will learn and practice: Wet-Dry-Try: C G Capitals: C G O Q Writing Practice: C G O Q</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 8: Handwriting 8 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • Write letters within a word closely, putting space

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>between words.</p> <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 9: Handwriting 9 In this unit, students will learn and practice: Wet-Dry-Try: S A Capitals: Magic C Capitals S A I Writing Practice: S A I</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 9: Handwriting 9 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 10: Handwriting 10 In this unit, students will learn and practice: Wet-Dry-Try: T J Capitals: T J Writing Practice: T J Capitals for Me: A - H</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 10: Handwriting 10 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 11: Handwriting 11 In this unit, students will learn and practice: Lowercase: Magic c letters: c o Capitals: I - Z Writing Practice: Capitals for Me I - Z</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 11: Handwriting 11 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 12: Handwriting 12 In this unit, students will learn and practice:</p>	<p>RF.K.1.c RF.K.1.d</p>	<p>Unit 12: Handwriting 12 In this unit, students will learn and practice:</p>

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Lowercase: s v Writing Practice: s words</p>	L.K.1.a	<ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 13: Handwriting 13 In this unit, students will learn and practice: Lowercase: Magic c letters a d and t p Writing Practice: c a d and Words for Me</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 13: Handwriting 13 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 14: Handwriting 14 In this unit, students will learn and practice: Lowercase: g u p Writing Practice: g u p and Sentences for Me</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 14: Handwriting 14 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 15: Handwriting 15 In this unit, students will learn and practice: Lowercase: e i l Writing Practice: e i l and Words & Sentences for Me</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 15: Handwriting 15 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Write letters and words with left-to-right directionality.
<p>Unit 16: Handwriting 16 In this unit, students will learn and practice: Lowercase: k y p j Writing Practice: k y p j and Words & Sentences for Me</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 16: Handwriting 16 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 17: Handwriting 17 In this unit, students will learn and practice: Lowercase: p r n Writing Practice: p r n and Words & Sentences for Me</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 17: Handwriting 17 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 18: Handwriting 18 In this unit, students will learn and practice: Lowercase: h b Writing Practice: h b / Words & Sentences for Me</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 18: Handwriting 18 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 19: Handwriting 19 In this unit, students will learn and practice: Lowercase: f q x Writing Practice: f q x / Words & Sentences for Me</p>	RF.K.1.c RF.K.1.d L.K.1.a	<p>Unit 19: Handwriting 19 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • Write letters within a word closely, putting space

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>between words.</p> <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 20: Handwriting 20 In this unit, students will learn and practice: L owercase: z Writing Practice: z / Words & Sentences for Me Magic c Mystery Letters Review</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 20: Handwriting 20 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 21: Handwriting 21 In this unit, students will learn and practice: S entences: Punctuation . ? ! Writing Practice: Words & Sentences for Me</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 21: Handwriting 21 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 22: Handwriting 22 In this unit, students will learn and practice: Writing Sentences: Sentences for Me</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 22: Handwriting 22 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 23: Handwriting 23 In this unit, students will learn and practice: Capitals: Missing letters Magic c Letters: c o a d g</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 23: Handwriting 23 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Writing Sentences: Sentences for Me</p>		<ul style="list-style-type: none"> • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 24: Handwriting 24 In this unit, students will learn and practice: Capitals: Write Road, Safety & Information Signs Diver Letters: p r n m h b Writing Sentences: Sentence Spacing with Pennies</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 24: Handwriting 24 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 25: Handwriting 25 In this unit, students will learn and practice: Capitals: Play the Mystery Letter Game for Frog Jump Lowercase Letters: c o s v w x z Writing Sentences: Magic c Word Review Numbers: Phone Number/Address</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 25: Handwriting 25 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 26: Handwriting 26 In this unit, students will learn and practice: Capitals: Review F E D P B R N M Lowercase Letters: Words with Diver Letters p r n m h b Writing Sentences: Alliterative Sentence Build Numbers: Calendar</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 26: Handwriting 26 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Write letters and words with left-to-right directionality.
<p>Unit 27: Handwriting 27 In this unit, students will learn and practice: Capitals: Review Diagonal Capitals Lowercase Letters: Where Do You Start Your Letters? Writing Sentences: Punctuation Practice Numbers: Calendar</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 27: Handwriting 27 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 28: Handwriting 28 In this unit, students will learn and practice: Capitals: An Alphabetical Roll Call Lowercase Letters: Review e o a t n s Writing Sentences: Extra! Extra! Write All About It! Numbers: Count & Write</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 28: Handwriting 28 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 29: Handwriting 29 In this unit, students will learn and practice: Capitals: A Capital Search Lowercase Letters: T & t Writing Sentences: Sentence Song Numbers: Hop Scotch Numbers</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 29: Handwriting 29 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 30: Handwriting 30 In this unit, students will learn and practice: Capitals: Sign In, Please! Lowercase Letters: Envelope Words with Two Letters Writing Words: Words with q Numbers: Number Cards</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 30: Handwriting 30 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 31: Handwriting 31 In this unit, students will learn and practice: Capitals: Teaching Initials Lowercase Letters: Envelope Words with Three Letters Writing Words: Word Endings Numbers: Play Pyramid</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 31: Handwriting 31 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 32: Handwriting 32 In this unit, students will learn and practice: Capitals: Make a Compass Rose with N S E W Lowercase Letters: e Search Writing Words: List of Rhymes Numbers: What's Missing?</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 32: Handwriting 32 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 33: Handwriting 33 In this unit, students will learn and practice: Capitals: Sounds & Capitals Lowercase Letters: Names Together Writing Words: Substitute the Letter Numbers: Missing Numbers</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 33: Handwriting 33 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 34: Handwriting 34 In this unit, students will learn and practice: Capitals: Mystery Letter Game</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 34: Handwriting 34 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Lowercase Letters: Descending Letter Teams Writing Words: Leaves & Trees Numbers: More or Less?</p>		<ul style="list-style-type: none"> • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 35: Handwriting 35 In this unit, students will learn and practice: Capitals: Beginning, Middle, & End of the Alphabet Lowercase Letters: What's the Match? Writing Words: Big Water Words Numbers: Mystery Numbers</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 35: Handwriting 35 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.
<p>Unit 36: Handwriting 36 In this unit, students will learn and practice: Capitals: What's the Match Lowercase Letters: Lowercase Letter Hunt Writing Words: Word Wall Words Numbers: Counting Pennies</p>	<p>RF.K.1.c RF.K.1.d L.K.1.a</p>	<p>Unit 36: Handwriting 36 In this unit, students will learn and practice:</p> <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Make letter strokes in the correct order. • Write the alphabet in lowercase letters. • Write the alphabet in uppercase letters. • Write in a consistent, grade-appropriate size. • 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. • Write with appropriate pencil grip. • Begin each letter and number correctly. • Write letters and words with left-to-right directionality.