

## Course Resources:

Reading Standards.pdf

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
School Year						
Module 1: Curious About Kindergarten  <i>(updated 8/31/19)</i>	RF.K.1(l) Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> RF.K.2(l) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•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/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> RF.K.3(l) Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>•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.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>		<u><b>Essential Question:</b></u> What will I discover in Kindergarten? <u><b>Learning Mindset:</b></u> Curiosity	<u><b>Week One:</b></u>  <b>BUILD KNOWLEDGE AND LANGUAGE</b> <ul style="list-style-type: none"> <li>• Oral Language: Topic Words</li> <li>• Active Listening and Viewing</li> <li>• Collaborative Discussion</li> </ul> <b>READING AND VOCABULARY</b> <ul style="list-style-type: none"> <li>• Oral Language: Academic Vocabulary</li> <li>• Story Elements: Characters and Setting</li> <li>• Match Pictures to Text</li> <li>• Print Concepts: Book Orientation</li> </ul> <b>FOUNDATIONAL SKILLS</b> <ul style="list-style-type: none"> <li>• Identify Words in Sentences</li> <li>• Identify Rhymes</li> <li>• Alphabet Knowledge: Identify and Form Letters Aa–Ff</li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Predecodable Text</li> </ul> <b>WRITING WORKSHOP</b> <ul style="list-style-type: none"> <li>• Opinion Writing</li> <li>• Writing Process</li> <li>• Grammar: Nouns for People</li> </ul> <u><b>Week Two:</b></u>  <b>BUILD KNOWLEDGE AND LANGUAGE</b> <ul style="list-style-type: none"> <li>• Social Communication: Introductions</li> <li>• Word Meaning: Meaning Clues</li> </ul> <b>READING AND VOCABULARY</b> <ul style="list-style-type: none"> <li>• Genre Characteristics:</li> </ul>	Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations	God is with us wherever we go! When we are afraid or excited to try new things God is with us! God has given us the ability to ask questions in order to know more about the world he created for us. God has given us teachers and schools to help us learn.

- Fiction
- Story Elements: Characters and Setting
- Oral Language: Academic Vocabulary
- Plot: Beginning, Middle, End
- Match Pictures to Text
- Print Concepts: Book Orientation

### **FOUNDATIONAL SKILLS**

- Identify Words in Sentences
- Identify Rhymes
- Alphabet Knowledge: Identify and Form Letters Gg–Pp
- High-Frequency Words: Words to Know
- Read Predecodable Text

### **WRITING WORKSHOP**

- Writing Process: Opinion
- Revision Focus: Reasons
- Edit for Nouns

### **Week Three:**

### **BUILD KNOWLEDGE AND LANGUAGE**

- Social Communication: Greetings
- Word Meaning: Meaning Clues

### **READING AND VOCABULARY**

- Genre Characteristics: Poetry
- Oral Language: Academic Vocabulary
- Monitor Comprehension
- Rhyme and Rhythm
- Story Elements: Characters, Setting, Events
- Use Picture Clues
- Print Concepts: Book Parts

### **FOUNDATIONAL SKILLS**

- Identify Rhymes
- Identify Syllables
- Alphabet Knowledge:

- Identify and Form Letters Qq–Zz
- High-Frequency Words: Words to Know
- Read Predecodable Text

**WRITING WORKSHOP**

- Opinion Writing
- Ideas: Choosing a Topic
- Grammar: Present-Tense Verbs

**Week Four:**

**BUILD KNOWLEDGE AND LANGUAGE**

- Following Directions
- Word Meaning: Meaning Clues
- Active Listening and Viewing

**READING AND VOCABULARY**

- Genre Characteristics: Informational Texts
- Oral Language: Academic Vocabulary
- Monitor Comprehension
- Identify Central Idea
- Story Elements: Characters, Setting, Events
- Use Picture Clues
- Print Concepts: Book Parts

**FOUNDATIONAL SKILLS**

- Identify Syllables
- Identify Initial Sounds
- Blend Syllables into Words
- Phonics: Consonants m and s
- High-Frequency Words: Words to Know
- Read Predecodable Text

**WRITING WORKSHOP**

- Writing Process: Opinion
- Revision Focus: Reasons
- Edit for Verbs

<p>Module 2: There's Only One Me!</p> <p><i>(updated 8/25/19)</i></p>	<p>RF.K.1(I) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(I) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•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/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RF.K.3(I) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p>L.K.2(I) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize the first word in a sentence and the pronoun I.</li> <li>•b. Recognize and name end punctuation.</li> <li>•c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>•d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>		<p><b><u>Essential Question:</u></b> What makes each of us special?</p> <p><b><u>Learning Mindset:</u></b> Self-Reflection</p>	<p><b><u>Week One:</u></b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Oral Language: Topic Words</li> <li>• Active Listening and Viewing</li> <li>• Collaborative Discussion</li> </ul> <p><b>READING AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Characters, Setting, Events</li> <li>• Oral Language: Academic Vocabulary</li> <li>• Monitor Comprehension</li> <li>• Plot: Problem and Solution</li> <li>• Genre Characteristics: Persuasive Texts</li> <li>• Opinion and Reasons</li> <li>• Print Concepts: Directionality</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Identify Syllables</li> <li>• Identify Final Sounds</li> <li>• Segment Syllables</li> <li>• Phonics: Consonants t and b</li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Predecodable Text</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Narrative Writing</li> <li>• Organization: Order of Events</li> <li>• Grammar: Past-Tense Verbs</li> </ul> <p><b><u>Week Two:</u></b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Social Communication: Asking for Help</li> <li>• Word Relationships: Synonyms and Antonyms</li> </ul> <p><b>READING AND VOCABULARY</b></p>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>I am a child of God, smart and unique. God made me who I am, smart and strong.</p>
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- Author and Illustrator Roles
- Story Elements: Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Monitor Comprehension
- Topic and Theme
- Topic and Central Idea
- Print Concepts: Concept of a Word

### **FOUNDATIONAL SKILLS**

- Blend Syllables
- Identify Medial Vowel Sounds
- Blend Phonemes into Words
- Segment Syllables
- Phonics: Short a and Long a
- High-Frequency Words: Words to Know
- Read Predecodable Text

### **WRITING WORKSHOP**

- Writing Process: Narrative
- Revision Focus: Characters and Setting
- Edit for Past-Tense Verbs

### **Week Three:**

### **BUILD KNOWLEDGE AND LANGUAGE**

- Social Communication: Expressing Needs and Wants
- Word Relationships: Synonyms and Antonyms

### **READING AND VOCABULARY**

- Author and Illustrator Roles
- Story Elements: Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Monitor Comprehension
- Plot: Problem and Solution
- Print Concepts: Concept

of a Sentence

**FOUNDATIONAL SKILLS**

- Identify Rhyme
- Identify Initial Sounds
- Produce Rhymes
- Phonics: Consonants n and d
- High-Frequency Words: Words to Know
- Read Predecodable Text

**WRITING WORKSHOP**

- Narrative Writing
- Ideas: Adding Details
- Grammar: Adjectives for Color and Size

**Week Four:**

**BUILD KNOWLEDGE AND LANGUAGE**

- Following Directions
- Word Relationships: Synonyms and Antonyms
- Active Listening and Viewing

**READING AND VOCABULARY**

- Genre Characteristics: Fables
- Story Elements: Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Monitor Comprehension
- Topic and Theme
- Print Concepts: One-to-One Correspondence

**FOUNDATIONAL SKILLS**

- Blend Syllables
- Identify Initial and Final Sounds
- Blend Onset and Rime Into Words
- Phonics: Consonants c and p
- High-Frequency Words: Words to Know
- Read Predecodable Text

				<p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Writing Process: Narrative</li> <li>• Revision Focus: Characters and Setting</li> <li>• Edit for Adjectives for Color and Size</li> </ul>		
<p>Module 3: My Community Heroes <i>(updated 8/25/19)</i></p>	<p>RF.K.1(l) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(l) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•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/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RF.K.3(l) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p>L.K.2(l) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize the first word in a sentence and the pronoun I.</li> <li>•b. Recognize and name end punctuation.</li> <li>•c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>•d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>		<p><b>Essential Question:</b> What makes a community?</p> <p><b>Learning Mindset:</b> Belonging</p>	<p><b>Week One:</b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Oral Language: Topic Words</li> <li>• Active Listening and Viewing</li> <li>• Collaborative Discussion</li> </ul> <p><b>READING AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Genre Characteristics: Informational Texts</li> <li>• Identify Topic, Central Idea, and Key Details</li> <li>• Oral Language: Academic Vocabulary</li> <li>• Give a Summary</li> <li>• Print Concepts: Concept of a Word</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Identify Rhyme</li> <li>• Identify Medial Vowel Sounds</li> <li>• Blend Phonemes Into Words</li> <li>• Produce Rhymes</li> <li>• Phonics: Short i and Long i</li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Decodable Text</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Informational Writing</li> <li>• Organization: Central Idea and Key Details</li> <li>• Grammar: Nouns for Places and Things</li> </ul> <p><b>Week Two:</b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>God has given me special people who help me stay safe. God has given us all special abilities,.</p>

- Collaborative Discussion: Listen Actively
- Word Relationships: Classify and Categorize

### **READING AND VOCABULARY**

- Make and Check Predictions
- Story Elements: Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Use Picture and Text Clues
- Describe Characters
- Identify Topic and Central Idea
- Print Concepts: One-to-One Correspondence

### **FOUNDATIONAL SKILLS**

- Identify Initial Sounds
- Isolate Initial Sounds
- Recognize Alliteration
- Phonics: Consonants r and f
- High-Frequency Words: Words to Know
- Read Decodable Text

### **WRITING WORKSHOP**

- Writing Process: Informational Writing
- Revision Focus: Adding Key Details
- Edit for Capitalization

### **Week Three:**

### **BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Respond in Complete Sentences
- Word Relationships: Classify and Categorize

### **READING AND VOCABULARY**

- Genre Characteristics: Fable
- Story Elements:



- Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Retell a Story
- Theme
- Make Connections
- Print Concepts: Concept of a Sentence

### **FOUNDATIONAL SKILLS**

- Identify Final Sounds
- Isolate Final Sounds
- Produce Rhymes
- Phonics: Inflection –s /s/ and –s /z/ (nouns)
- High-Frequency Words: Words to Know
- Read Decodable Text

### **WRITING WORKSHOP**

- Informational Writing
- Ideas: Relevant Details
- Grammar: Adjectives for Shape and Number

#### **Week Four:**

### **BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Respond in Complete Sentences
- Word Relationships: Classify and Categorize
- Active Listening and Viewing

### **READING AND VOCABULARY**

- Make and Check Predictions
- Story Elements: Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Use Picture and Text Clues
- Describe Characters
- Rhythm and Rhyme
- Print Concepts: One-to-One Correspondence

### **FOUNDATIONAL SKILLS**

				<ul style="list-style-type: none"> <li>• Blend Onsets and Rimes into Words</li> <li>• Isolate Final Sounds</li> <li>• Segment Words into Onsets and Rimes</li> <li>• Phonics: Inflection –s (verbs)</li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Decodable Text</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Writing Process: Informational Writing</li> <li>• Revision Focus: Adding Key Details</li> <li>• Edit for Adjectives and Articles</li> </ul>		
<p>Module 4: Happy Healthy Me <i>(updated 8/25/19)</i></p>	<p>RF.K.1(l) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(l) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RF.K.3(l) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>		<p><b>Essential Question:</b> How can I be my healthiest me?</p> <p><b>Learning Mindset:</b> Setting Goals</p>	<p><b>Week One:</b></p> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Research Writing</li> <li>• Ideas: Generating Questions</li> <li>• Grammar: Sentences and Capitalization</li> </ul> <p><b>READING AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions</li> <li>• Topic, Central Idea, and Key Details</li> <li>• Oral Language: Academic Vocabulary</li> <li>• Use Text Features</li> <li>• Print Concepts: Directionality</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Identify Initial Sounds</li> <li>• Isolate Final Sounds</li> <li>• Recognize Alliteration</li> <li>• Phonics: Consonants <i>g</i> and <i>k</i></li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Decodable Text</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Research Writing</li> <li>• Ideas: Generating Questions</li> <li>• Grammar: Sentences and Capitalization</li> </ul> <p><b>Week Two:</b></p>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>God has created me special. God wants me to talk care of the body that he has given to me.</p>

**BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Listen Actively
- Word Relationships: Shades of Meaning

**READING AND VOCABULARY**

- Ask and Answer Questions
- Identify Topic, Central Idea, and Key Details
- Oral Language: Academic Vocabulary
- Use Text Features
- Story Elements: Characters, Setting, Events
- Author's Craft
- Print Concepts: Directionality

**FOUNDATIONAL SKILLS**

- Identify Medial Vowel Sounds
- Isolate Medial Vowel Sounds
- Blend Phonemes into Words
- Produce Rhymes
- Phonics: Short o and Long o
- High-Frequency Words: Words to Know
- Read Decodable Text

**WRITING WORKSHOP**

- Writing Process: Research Writing
- Revision Focus: Key Details
- Edit for Capitalization

**Week Three:**

**BUILD KNOWLEDGE AND LANGUAGE**

- Social Communication: Asking for Help
- Word Relationships: Shades of Meaning

**READING AND VOCABULARY**

- Genre Characteristics: Fairy Tales
- Story Elements: Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Retell a Story
- Plot: Beginning, Middle, End
- Identify Topic, Central Idea, and Key Details
- Print Concepts: Directionality

### **FOUNDATIONAL SKILLS**

- Blend Onsets and Rimes into Words
- Isolate Initial Sounds
- Blend Phonemes into Words
- Phonics: Consonants *l* and *h*
- High-Frequency Words: Words to Know
- Read Decodable Text

### **WRITING WORKSHOP**

- Research Writing
- Ideas: Using a Variety of Sources
- Grammar: Sentences and Periods

#### **Week Four:**

### **BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Respond in Complete Sentences
- Oral Language: Shades of Meaning
- Active Listening and Viewing

### **READING AND VOCABULARY**

- Ask and Answer Questions
- Identify Topic, Central Idea, and Key Details
- Oral Language: Academic Vocabulary
- Use Text Features
- Rhyme and Rhythm
- Print Concepts: Directionality

				<p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Blend Onsets and Rimes into Words</li> <li>• Isolate Initial Sounds</li> <li>• Blend Phonemes into Words</li> <li>• Phonics: Consonants <i>w</i> and <i>j</i></li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Decodable Text</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Writing Process: Research Writing</li> <li>• Revision Focus: Key Details</li> <li>• Edit for Complete Sentences and Periods</li> </ul>		
<p>Module 5: I Can Do It! <i>(updated 8/25/19)</i></p>	<p>RF.K.1(l) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(l) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•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/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RF.K.3(l) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>		<p><b>Essential Question:</b> What does it mean to try hard?</p> <p><b>Learning Mindset:</b> Perseverance</p>	<p><b>Week One:</b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Oral Language: Topic Words</li> <li>• Active Listening and Viewing</li> <li>• Collaborative Discussion</li> </ul> <p><b>READING AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Make and Check Predictions</li> <li>• Story Elements: Characters, Setting, Events</li> <li>• Oral Language: Academic Vocabulary</li> <li>• Use Picture and Text Clues</li> <li>• Character Feelings</li> <li>• Print Concepts: Return Sweep</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes into Words</li> <li>• Isolate Medial Vowel Sounds</li> <li>• Produce Rhymes</li> <li>• Phonics: Short u and</li> </ul>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>God has given everyone their own unique abilities. If I try hard enough I can do my best in all things.</p>

- Long u
- High-Frequency Words:  
Words to Know
- Read Decodable Text

### **WRITING WORKSHOP**

- Narrative Writing
- Organization:  
Beginning, Middle, End
- Grammar: Pronouns

#### **Week Two:**

### **BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative  
Discussion: Speak  
Audibly
- Word Meaning:  
Multiple-Meaning Words

### **READING AND VOCABULARY**

- Genre Characteristics:  
Folktales
- Story Elements:  
Characters, Setting,  
Events
- Oral Language:  
Academic Vocabulary
- Make Inferences
- Character Traits
- Compare Characters
- Print Concepts: Reading  
a Play

### **FOUNDATIONAL SKILLS**

- Identify Final Sounds
- Isolate Initial Sounds
- Blend Phonemes into  
Words
- Phonics: Consonants v  
and y
- High-Frequency Words:  
Words to Know
- Read Decodable Text

### **WRITING WORKSHOP**

- Writing Process:  
Narrative
- Revision Focus:  
Beginning, Middle, End
- Edit for Pronouns

#### **Week Three:**

### **BUILD KNOWLEDGE**

**AND LANGUAGE**

- Social Communication: Greetings and Introductions
- Word Meaning: Multiple-Meaning Words

**READING AND VOCABULARY**

- Make and Check Predictions
- Story Elements: Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Make Inferences
- Plot: Problem and Solution
- Identify Central Idea and Key Details
- Print Concepts: Return Sweep

**FOUNDATIONAL SKILLS**

- Identify Medial Vowel Sounds
- Isolate Medial Vowel Sounds
- Blend Phonemes into Words
- Phonics: Short e and Long e
- High-Frequency Words: Words to Know
- Read Decodable Text

**WRITING WORKSHOP**

- Narrative Writing
- Organization: Order of Events

**Week Four:**

**BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Respond in Complete Sentences
- Word Meaning: Multiple-Meaning Words
- Active Listening and Viewing

**READING AND VOCABULARY**

				<ul style="list-style-type: none"> <li>• Genre Characteristics: Biography</li> <li>• Identify People, Places, Events</li> <li>• Oral Language: Academic Vocabulary</li> <li>• Make Inferences</li> <li>• Theme</li> <li>• Story Elements: Characters, Setting, Events</li> <li>• Print Concepts: Directionality</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Isolate Initial and Final Sounds</li> <li>• Segment Words into Onset and Rime</li> <li>• Phonics: Consonants q (qu) /kw/ and x /ks/</li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Decodable Text</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Writing Process: Narrative</li> <li>• Revision Focus: Order of Events</li> <li>• Edit for Singular and Plural Nouns</li> </ul>		
<p>Module 6: Home of the Free and the Brave</p> <p><i>(updated 8/25/19)</i></p>	<p>RF.K.1(l) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(l) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RF.K.3(l) Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p><b><u>Essential Question</u></b> What makes the USA special?</p> <p><b><u>Learning Mindset:</u></b> Asking for help.</p>	<p><b><u>Week One:</u></b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Oral Language: Topic Words</li> <li>• Active Listening and Viewing</li> <li>• Collaborative Discussion</li> </ul> <p><b>READING AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Genre Characteristics: Poetry and Songs</li> <li>• Oral Language: Academic Vocabulary</li> <li>• Visualize</li> <li>• Describe Connections</li> <li>• Identify Central Idea</li> <li>• Print Concepts: Concept of a Word</li> </ul>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>God Blesses our country. One of our freedoms is religion. God what's us to take care of the community he has given to us.!</p>



- 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.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

L.K.2(l)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**FOUNDATIONAL SKILLS**

- Isolate Final Sounds
- Isolate Initial Sounds
- Blend Phonemes into Words
- Phonics: Consonant z
- High-Frequency Words: Words to Know
- Read Decodable Text

**WRITING WORKSHOP**

- Informational Writing: Procedural Text
- Ideas: Important Information
- Grammar: Prepositions

**Week Two:**

**BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Initiate Conversations
- Word Meaning: Meaning Clues

**READING AND VOCABULARY**

- Make and Check Predictions
- Story Elements: Character, Setting, Events
- Oral Language: Academic Vocabulary
- Discuss Author's Purpose
- Rhythm and Rhyme
- Compare and Contrast Adventures
- Print Concepts: Concept of a Word

**FOUNDATIONAL SKILLS**

- Segment Words into Onset and Rime
- Blend Phonemes into Words
- Segment Words into Phonemes
- Phonics: Consonant Blends: *st, sp, sl, sn*
- High-Frequency Words: Words to Know
- Read Decodable Text

**WRITING WORKSHOP**

- Writing Process:  
Procedural Text
- Revision Focus: Order  
Steps in a Sequence
- Edit for Prepositions

Week Three:

**BUILD KNOWLEDGE  
AND LANGUAGE**

- Collaborative  
Discussion: Initiate  
Conversations
- Word Meaning: Meaning  
Clues

**READING AND  
VOCABULARY**

- Genre Characteristics:  
Biography
- Identify People, Places,  
and Events
- Oral Language:  
Academic Vocabulary
- Use Text Features
- Discuss Author's  
Purpose
- Print Concepts: Concept  
of a Sentence

**FOUNDATIONAL  
SKILLS**

- Blend Phonemes into  
Words
- Segment Words into  
Phonemes
- Phonics: Consonant  
Blends: Initial *cl, fl* and  
Final *st, nd*
- High-Frequency Words:  
Words to Know
- Read Decodable Text

**WRITING WORKSHOP**

- Informational Text  
Writing
- Ideas: Important Details
- Organization: Strong  
Beginnings
- Grammar: Pronouns

Week four:

**BUILD KNOWLEDGE  
AND LANGUAGE**

				<ul style="list-style-type: none"> <li>• Collaborative Discussion: Initiate Conversations</li> <li>• Word Meaning: Meaning Clues</li> <li>• Active Listening and Viewing</li> </ul> <p><b>READING AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Make and Check Predictions</li> <li>• Story Elements: Characters, Setting, Events</li> <li>• Oral Language: Academic Vocabulary</li> <li>• Visualize</li> <li>• Discuss Author's Purpose</li> <li>• Discuss Author's Craft</li> <li>• Print Concepts: Concept of a Sentence</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Isolate Medial Vowel Sounds</li> <li>• Segment Words into Phonemes</li> <li>• Phonics: Review Short Vowels and Consonant Blends</li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Decodable Text</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Writing Process: Informational Text</li> <li>• Revision Focus: Central Idea and Details</li> <li>• Edit for Pronouns</li> </ul>		
<p>Module 7: Zoom In! <i>(updated 8/25/19)</i></p>	<p>RF.K.2(l) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RF.K.3(l) Know and apply grade-level phonics and word analysis</p>		<p><b><u>Essential Questions:</u></b> What can I learn when I look closely?</p> <p><b><u>Learning Mindset:</u></b> Noticing</p>	<p><b><u>Week One:</u></b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Oral Language: Topic Words</li> <li>• Active Listening and Viewing</li> <li>• Collaborative Discussion</li> </ul> <p><b>READING AND VOCABULARY</b></p>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>God has made an amazing world for use to live in. The more we know about the world that God made, the better we can share his light with others.</p>

skills in decoding words.

- 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.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**L.K.2(l)**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

- Ask and Answer Questions
- Story Elements: Character, Setting, Events
- Oral Language: Academic Vocabulary
- Retell a Story
- Describe Setting
- Describe Connections
- Print Concepts: End Punctuation

**FOUNDATIONAL SKILLS**

- Produce Rhymes
- Isolate Final Sounds
- Segment Words into Phonemes
- Phonics: Double Final Consonants and Final -ck
- High-Frequency Words: Words to Know
- Read Decodable Text

**WRITING WORKSHOP**

- Creative Story Writing
- Word Choice: Sensory Words
- Grammar: Prepositions

**Week Two:**

**BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Add Details
- Word Relationships: Shades of Meaning

**READING AND VOCABULARY**

- Ask and Answer Questions
- Story Elements: Character, Setting, Events
- Oral Language: Academic Vocabulary
- Visualize
- Describe Setting
- Identify Topic and Central Idea
- Discuss Author's Purpose
- Print Concepts: End Punctuation

**FOUNDATIONAL SKILLS**

- Blend Phonemes into Words
- Isolate Initial Sounds
- Segment Words into Phonemes
- Phonics: Digraphs: Initial sh
- Phonics: Digraphs: Initial ch
- High-Frequency Words: Words to Know
- Read Decodable Text

**WRITING WORKSHOP**

- Writing Process: Creative Story Writing
- Revision Focus: Beginning, Middle, End
- Edit for Prepositions

**Week Three:**

**BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Add Details
- Word Relationships: Shades of Meaning

**READING AND VOCABULARY**

- Genre Characteristics: Biography
- Identify People, Places, and Events
- Oral Language: Academic Vocabulary
- Make Inferences
- Describe Connections
- Compare and Contrast Texts
- Print Concepts: End Punctuation

**FOUNDATIONAL SKILLS**

- Isolate Initial Sounds
- Segment Word into Phonemes
- Phonics: Digraphs *th* /TH/ and *wh* /w/
- High-Frequency Words: Words to Know
- Read Decodable Text

				<p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Poetry Writing</li> <li>• Organization: Poem Structure</li> <li>• Grammar: Exclamations</li> </ul> <p><b><u>Week Four:</u></b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Collaborative Discussion: Add Details</li> <li>• Word Relationships: Shades of Meaning</li> <li>• Active Listening and Viewing</li> </ul> <p><b>READING AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Genre Characteristics: Persuasive Text</li> <li>• Oral Language: Academic Vocabulary</li> <li>• Evaluate Details</li> <li>• Opinions and Reasons</li> <li>• Identify Central Idea</li> <li>• Make Connections</li> <li>• Print Concepts: End Punctuation</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes into Words</li> <li>• Produce Rhymes</li> <li>• Phonics: Review Double Final Consonants, Final -ck, and Digraphs</li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Decodable Text</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Writing Process: Poetry Writing</li> <li>• Revision Focus: Sensory Details</li> <li>• Edit for Exclamation Marks</li> </ul>		
<p>Module 8: From Plant to Plate</p> <p><i>(updated 8/25/19)</i></p>	<p>RF.K.1(l)                  Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in</li> </ul>		<p><b><u>Essential Question:</u></b>                  How do plants become food?</p> <p><b><u>Growth Mindset:</u></b></p>	<p><b><u>Week One:</u></b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Oral Language: Topic</li> </ul>	<p>Exit Tickets                  Running Records                  Formal Assessments (Formative and Summative)                  Teacher</p>	<p>Just like Adam and Eve grew there own food, so can we.                  God takes care of those who love Him.</p>

- print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2(l)**  
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3(l)**  
Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Problem Solving

- Active Listening and Viewing
- Collaborative Discussion

**READING AND VOCABULARY**

- Make and Check Predictions
- Identify Central Idea
- Oral Language: Academic Vocabulary
- Use Text Features
- Steps in a Sequence
- Print Concepts: One-to-One Correspondence

**FOUNDATIONAL SKILLS**

- Blend Phonemes into Words
- Isolate Medial Vowel Sounds
- Segment Words into Phonemes
- Phonics: Long a and Long i
- High-Frequency Words: Words to Know
- Read Decodable Text

**WRITING WORKSHOP**

- Opinion Writing
- Ideas: Fact and Opinion

**Week Two:****BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Multiple Exchanges
- Word Meaning: Multiple-Meaning Words

**READING AND VOCABULARY**

- Make and Check Predictions
- Identify Central Idea
- Oral Language: Academic Vocabulary
- Synthesize Information
- Compare and Contrast Information
- Make Connections
- Print Concepts:

## Observations

One-to-One  
Correspondence

**FOUNDATIONAL  
SKILLS**

- Isolate Final Sounds
- Isolate Medial Vowel Sounds
- Segment Words into Phonemes
- Phonics: Long o and Long u
- High-Frequency Words: Words to Know
- Read Decodable Text

**WRITING WORKSHOP**

- Writing Process: Opinion
- Revision Focus: Opinion and Reasons
- Edit for Complete Sentences

**Week Three:**

**BUILD KNOWLEDGE  
AND LANGUAGE**

- Collaborative Discussion: Multiple Exchanges
- Word Meaning: Multiple-Meaning Words

**READING AND  
VOCABULARY**

- Set a Purpose
- Identify Central Idea
- Oral Language: Academic Vocabulary
- Evaluate Details
- Steps in a Sequence
- Story Elements: Characters, Setting, Events
- Order of Events
- Print Concepts: One-to-One Correspondence

**FOUNDATIONAL  
SKILLS**

- Isolate Medial Vowel Sounds
- Segment Words into Phonemes
- Phonics: Long e
- High-Frequency Words:



- Words to Know
- Read Decodable Text

### **WRITING WORKSHOP**

- Opinion Writing
- Organization: Opinion and Reasons
- Grammar: Past-, Present-, and Future-Tense Verbs

#### **Week Four:**

### **BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Multiple Exchanges
- Word Meaning: Multiple-Meaning Words
- Active Listening and Viewing

### **READING AND VOCABULARY**

- Set a Purpose
- Story Elements: Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Visualize
- Author's Purpose and Craft
- Identify Central Idea
- Steps in a Sequence
- Print Concepts: One-to-One Correspondence

### **FOUNDATIONAL SKILLS**

- Add Syllables
- Isolate Final Sounds
- Delete Syllables
- Phonics: Soft c and Soft g
- High-Frequency Words: Words to Know
- Read Decodable Text

### **WRITING WORKSHOP**

- Writing Process: Opinion
- Revision Focus: Opinion and Reasons
- Edit for Verb Tense

<p>Module 9: Animal Habitats</p> <p><i>(updated 8/25/19)</i></p>	<p>RF.K.1(l) Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>•a. Follow words from left to right, top to bottom, and page by page.</li> <li>•b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>•c. Understand that words are separated by spaces in print.</li> <li>•d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>RF.K.2(l) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>•a. Recognize and produce rhyming words.</li> <li>•b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>•c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>•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/.)</li> <li>•e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RF.K.3(l) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>•c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>•d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p>L.K.2(l) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize the first word in a sentence and the pronoun I.</li> <li>•b. Recognize and name end punctuation.</li> <li>•c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>•d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>		<p><b><u>Essential Question:</u></b> What makes a habitat a home?</p> <p><b><u>Growth Mindset:</u></b> Seeking Challenges</p>	<p><b><u>Week One:</u></b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Oral Language: Topic Words</li> <li>• Active Listening and Viewing</li> <li>• Collaborative Discussion</li> </ul> <p><b>READING AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Set a Purpose</li> <li>• Oral Language: Academic Vocabulary</li> <li>• Evaluate Details</li> <li>• Identify Central Idea and Key Details</li> <li>• Review Print Concepts: Book Parts and Orientation</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Add Syllables</li> <li>• Delete Syllables</li> <li>• Phonics: Review Consonants and Short Vowels</li> <li>• High-Frequency Words: Words to Know</li> <li>• Read Decodable Text</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Research Writing</li> <li>• Ideas: Using a Variety of Sources</li> </ul> <p><b><u>Week Two:</u></b></p> <p><b>BUILD KNOWLEDGE AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Collaborative Discussion: Stay on Topic</li> <li>• Word Relationships: Classify and Categorize</li> </ul> <p><b>READING AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Set a Purpose</li> <li>• Story Elements: Characters, Setting, Events</li> <li>• Oral Language:</li> </ul>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>Animals are an important part of God's creation. God made each of His creatures (human and animal) unique. God gives his creation what they need to survive.</p>
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- Academic Vocabulary
- Synthesize Ideas
- Identify Central Idea
- Make Connections
- Review Print Concepts: Directionality

### **FOUNDATIONAL SKILLS**

- Add Phonemes
- Delete Phonemes
- Phonics: Review Consonant Blends and Short Vowels
- High-Frequency Words: Words to Know
- Read Decodable Text

### **WRITING WORKSHOP**

- Writing Process: Research Writing
- Revision Focus: Add Key Details
- Edit for End Punctuation

#### **Week Three:**

### **BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Stay on Topic
- Word Relationships: Classify and Categorize

### **READING AND VOCABULARY**

- Set a Purpose
- Identify Central Idea
- Oral Language: Academic Vocabulary
- Use Text Features
- Make Connections
- Story Elements: Characters, Setting
- Author's Purpose and Craft
- Review Print Concepts: Concept of a Word

### **FOUNDATIONAL SKILLS**

- Add Phonemes
- Substitute Phonemes
- Phonics: Review Digraphs and Short Vowels

- High-Frequency Words: Words to Know
- Read Decodable Text

### **WRITING WORKSHOP**

- Research Writing
- Ideas: Using a Variety of Sources
- Organization: Strong Endings
- Grammar: Sentences and End Punctuation
- Presentation: Diagrams and Labels

#### **Week Four:**

### **BUILD KNOWLEDGE AND LANGUAGE**

- Collaborative Discussion: Stay on Topic
- Word Relationships: Classify and Categorize
- Active Listening and Viewing

### **FOUNDATIONAL SKILLS**

- Add Phonemes
- Substitute Phonemes
- Phonics: Review Consonants and Long Vowels
- High-Frequency Words: Words to Know
- Read Decodable Text

### **READING AND VOCABULARY**

- Set a Purpose
- Story Elements: Characters, Setting, Events
- Oral Language: Academic Vocabulary
- Retell a Story
- Plot: Problem and Solution
- Identify Central Idea
- Make Connections
- Review Print Concepts: Concept of a Sentence

### **WRITING WORKSHOP**

- Writing Process: Research Writing
- Revision Focus: Add Key

**Curriculum Map - English Language Arts - 5K English Language Arts**

- Details
- Edit for End Punctuation
  - Presentation: Diagrams and Labels