



Kindergarten

This planner belongs to:

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# Hello, Educator!

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

Each page in the Lesson Planning Pages includes five days of Amplify CKLA instruction, listing brief lesson objectives, formative assessment objectives, and lesson standards. In each two-page spread, both Skills and Knowledge daily lessons are listed. There is space in each lesson for your own notes. Another feature on the lesson pages is a chart from the Year-Long Pacing Guide to help keep you on track during the school year.

## **Below is a list of the resources in the planner:**

- Year-long Pacing Guide
- Lesson Planning Pages

## **Additional Resources:**

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



# Lesson Planning

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



# Kindergarten Pacing Guide

| Week 1       |          |    |             |              | Week 2      |             |   |              |              | Week 3      |             |   |    |              | Week 4       |             |             |   |      | Week 5    |          |     |   |   | Week 6  |   |   |   |   |          |  |  |  |  |
|--------------|----------|----|-------------|--------------|-------------|-------------|---|--------------|--------------|-------------|-------------|---|----|--------------|--------------|-------------|-------------|---|------|-----------|----------|-----|---|---|---------|---|---|---|---|----------|--|--|--|--|
| 1            | 2        | 3  | 4           | 5            | 1           | 2           | 3 | 4            | 5            | 1           | 2           | 3 | 4  | 5            | 1            | 2           | 3           | 4 | 5    | 1         | 2        | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 |          |  |  |  |  |
| Knowledge 1  |          |    |             |              | PP          | Knowledge 1 |   |              |              |             | Knowledge 2 |   |    |              |              | PP          | Knowledge 2 |   |      |           |          | K 3 |   |   |         |   |   |   |   |          |  |  |  |  |
| Skills 1     |          |    |             |              |             |             |   |              |              | PP          |             |   |    |              | Skills 2     |             |             |   |      |           |          |     |   |   | PP      |   |   |   |   | Skills 3 |  |  |  |  |
| Week 7       |          |    |             |              | Week 8      |             |   |              |              | Week 9      |             |   |    |              | Week 10      |             |             |   |      | Week 11   |          |     |   |   | Week 12 |   |   |   |   |          |  |  |  |  |
| 1            | 2        | 3  | 4           | 5            | 1           | 2           | 3 | 4            | 5            | 1           | 2           | 3 | 4  | 5            | 1            | 2           | 3           | 4 | 5    | 1         | 2        | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 |          |  |  |  |  |
| K 3          |          |    | PP          | Knowledge 3  |             |             |   |              | Knowledge 4  |             |             |   |    | PP           | Knowledge 4  |             |             |   |      |           |          |     |   |   | K 5     |   |   |   |   |          |  |  |  |  |
| Skills 3     |          |    |             |              |             |             |   |              |              | PP          |             |   |    |              | Skills 4     |             |             |   |      |           |          |     |   |   |         |   |   |   |   | PP       |  |  |  |  |
| Week 13      |          |    |             |              | Week 14     |             |   |              |              | Week 15     |             |   |    |              | Week 16      |             |             |   |      | Week 17   |          |     |   |   | Week 18 |   |   |   |   |          |  |  |  |  |
| 1            | 2        | 3  | 4           | 5            | 1           | 2           | 3 | 4            | 5            | 1           | 2           | 3 | 4  | 5            | 1            | 2           | 3           | 4 | 5    | 1         | 2        | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 |          |  |  |  |  |
| Knowledge 5  |          |    |             | PP           | Knowledge 5 |             |   |              |              | Knowledge 6 |             |   |    |              | PP           | Knowledge 6 |             |   |      |           | K 7      |     |   |   |         |   |   |   |   |          |  |  |  |  |
| PP           | Skills 5 |    |             |              |             |             |   |              |              |             |             |   |    |              |              | PP          |             |   |      |           | Skills 6 |     |   |   |         |   |   |   |   |          |  |  |  |  |
| Week 19      |          |    |             |              | Week 20     |             |   |              |              | Week 21     |             |   |    |              | Week 22      |             |             |   |      | Week 23   |          |     |   |   | Week 24 |   |   |   |   |          |  |  |  |  |
| 1            | 2        | 3  | 4           | 5            | 1           | 2           | 3 | 4            | 5            | 1           | 2           | 3 | 4  | 5            | 1            | 2           | 3           | 4 | 5    | 1         | 2        | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 |          |  |  |  |  |
| K 7          |          |    | PP          | Knowledge 7  |             |             |   |              | Knowledge 8  |             |             |   |    | PP           | Knowledge 8  |             |             |   |      | K 9       |          |     |   |   |         |   |   |   |   |          |  |  |  |  |
| Skills 6     |          |    |             |              |             |             |   |              |              | PP          |             |   |    |              | Skills 7     |             |             |   |      |           |          |     |   |   |         |   |   |   |   | PP       |  |  |  |  |
| Week 25      |          |    |             |              | Week 26     |             |   |              |              | Week 27     |             |   |    |              | Week 28      |             |             |   |      | Week 29   |          |     |   |   | Week 30 |   |   |   |   |          |  |  |  |  |
| 1            | 2        | 3  | 4           | 5            | 1           | 2           | 3 | 4            | 5            | 1           | 2           | 3 | 4  | 5            | 1            | 2           | 3           | 4 | 5    | 1         | 2        | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 |          |  |  |  |  |
| K 9          |          | PP | Knowledge 9 |              |             |             |   | Knowledge 10 |              |             |             |   | PP | Knowledge 10 |              |             |             |   | K 11 |           |          |     |   |   |         |   |   |   |   |          |  |  |  |  |
| Skills 8     |          |    |             |              |             |             |   |              |              |             |             |   |    |              | PP           |             |             |   |      | Skills 9  |          |     |   |   |         |   |   |   |   |          |  |  |  |  |
| Week 31      |          |    |             |              | Week 32     |             |   |              |              | Week 33     |             |   |    |              | Week 34      |             |             |   |      | Week 35   |          |     |   |   | Week 36 |   |   |   |   |          |  |  |  |  |
| 1            | 2        | 3  | 4           | 5            | 1           | 2           | 3 | 4            | 5            | 1           | 2           | 3 | 4  | 5            | 1            | 2           | 3           | 4 | 5    | 1         | 2        | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 |          |  |  |  |  |
| Knowledge 11 |          |    | PP          | Knowledge 11 |             |             |   |              | Knowledge 12 |             |             |   |    | PP           | Knowledge 12 |             |             |   |      |           |          |     |   |   |         |   |   |   |   |          |  |  |  |  |
| Skills 9     |          |    |             |              |             |             |   |              |              |             |             |   |    |              | PP           |             |             |   |      | Skills 10 |          |     |   |   |         |   |   |   |   |          |  |  |  |  |
| Week 37      |          |    |             |              | Week 38     |             |   |              |              | Week 39     |             |   |    |              | Week 40      |             |             |   |      | Week 41   |          |     |   |   |         |   |   |   |   |          |  |  |  |  |
| 1            | 2        | 3  | 4           | 5            | 1           | 2           | 3 | 4            | 5            | 1           | 2           | 3 | 4  | 5            | 1            | 2           | 3           | 4 | 5    | 1         | 2        | 3   | 4 | 5 |         |   |   |   |   |          |  |  |  |  |
| Skills 10    |          |    |             |              |             |             |   |              |              |             |             |   |    |              | PP           |             |             |   |      |           |          |     |   |   |         |   |   |   |   |          |  |  |  |  |

# WEEK ONE

|    | Day 1 | Day 2       | Day 3       | Day 4    | Day 5 |
|----|-------|-------------|-------------|----------|-------|
| W1 |       |             | Skills 1    |          |       |
|    |       |             | Knowledge 1 |          |       |
| W2 |       |             | Skills 1    |          |       |
|    |       |             | Knowledge 1 |          |       |
| W3 |       | Skills 1    |             | Skills 2 |       |
|    |       | Knowledge 1 |             |          |       |
| W4 |       |             | Skills 2    |          |       |
|    | K 1   |             | Knowledge 2 |          |       |
| W5 |       |             | Skills 2    |          |       |
|    |       |             | Knowledge 2 |          |       |

**Knowledge 1:** Nursery Rhymes and Fables

**Knowledge 2:** The Five Senses

## 1 Skills 1

**Lesson 1** Prerequisite Skills: Reading and Writing

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

**Formative Assessment:** Observation

RF.K.2, RF.K.1a

## 2 Skills 1

**Lesson 2** Prerequisite Skills: Reading and Writing

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

**Formative Assessment:** Observation

RF.K.2, RF.K.1a

## 3 Skills 1

**Lesson 3** Prerequisite Skills: Reading and Writing

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

**Formative Assessment:** Observation, AP 3.1

RF.K.2, RF.K.1a

## 4 Skills 1

**Lesson 4** Prerequisite Skills: Reading and Writing

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

**Formative Assessment:** Observation, AP 4.2, AP 4.1

RF.K.2, RF.K.1a

## 5 Skills 1

**Lesson 5** Prerequisite Skills: Reading and Writing

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

**Formative Assessment:** Observation, AP 5.1

RF.K.2, RF.K.1a



# 1 Knowledge 1

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

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

Word Work: *sweet* and *ring*

**Formative Assessment:** Exit Pass

RL.K.2, SL.K.2, L.K.5c

# 2 Knowledge 1

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

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

**Formative Assessment:** Exit Pass, Drawing Activity

RL.K.3, RF.K.2a, W.K.3

# 3 Knowledge 1

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

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

**Formative Assessment:** Exit Pass

RL.K.2, RL.K.3, L.K.5c, RF.K.2a

# 4 Knowledge 1

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

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

**Formative Assessment:** Exit Pass

RL.K.1, RL.K.3, L.K.5c

# 5 Knowledge 1

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

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

**Formative Assessment:** Exit Pass, Drawing Activity

RF.K.2a, RL.K.3, RL.K.5, L.K.5c, W.K.3

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# WEEK TWO

|    | Day 1 | Day 2       | Day 3       | Day 4       | Day 5 |
|----|-------|-------------|-------------|-------------|-------|
| W2 |       |             | Skills 1    |             |       |
|    |       |             | Knowledge 1 |             |       |
| W3 |       | Skills 1    |             | Skills 2    |       |
|    |       |             | Knowledge 1 |             |       |
| W4 |       |             | Skills 2    |             |       |
|    | K 1   |             | Knowledge 2 |             |       |
| W5 |       |             | Skills 2    |             |       |
|    |       |             | Knowledge 2 |             |       |
| W6 | S 2   |             | Skills 3    |             |       |
|    |       | Knowledge 2 |             | Knowledge 3 |       |

**Knowledge 1:** Nursery Rhymes and Fables  
**Knowledge 2:** The Five Senses  
**Knowledge 3:** Stories

1 Skills 1

**Lesson 6** Prerequisite Skills: Student Performance Assessment

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

**Formative Assessment:** Observation, AP 6.1, AP 6.2

RF.K.2, RF.K.1a

2 Skills 1

**Lesson 7** Prerequisite Skills: Reading and Writing

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

**Formative Assessment:** Observation, AP 7.1

RF.K.2, RF.K.1a

3 Skills 1

**Lesson 8** Prerequisite Skills: Reading and Writing

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

**Formative Assessment:** Observation, AP 8.1

RF.K.2

4 Skills 1

**Lesson 9** Prerequisite Skills: Reading and Writing

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

**Formative Assessment:** Observation, AP 9.2

RF.K.2, RF.K.1a

5 Skills 1

**Lesson 10** Unit Assessment: Student Performance Assessment

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

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

RF.K.2, RF.K.1a

# 1 Knowledge 1

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

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

**Formative Assessment:** Exit Pass

RL.K.1, RL.K.3, SL.K.2, L.K.5c, RF.K.2a

# 2 Knowledge 1

**Pausing Point** Day 1

# 3 Knowledge 1

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

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

**Formative Assessment:** Exit Pass

SL, K.1, L.K.5c, RL.K.3, RL.K.10

# 4 Knowledge 1

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

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

**Formative Assessment:** Exit Pass

RL.K.5, RL.K.9, RF.K.2a, RL.K.2

# 5 Knowledge 1

**Lesson 9** Baa, Baa, Black Sheep and Humpty Dumpty

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

**Formative Assessment:** Exit Pass

RL.K.1, RL.K.2, RL.K.3, RF.K.2a

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# WEEK THREE

|    | Day 1       | Day 2       | Day 3    | Day 4       | Day 5 |
|----|-------------|-------------|----------|-------------|-------|
| W3 | Skills 1    |             |          | Skills 2    |       |
|    | Knowledge 1 |             |          |             |       |
| W4 |             |             | Skills 2 |             |       |
|    | K 1         | Knowledge 2 |          |             |       |
| W5 |             |             | Skills 2 |             |       |
|    | Knowledge 2 |             |          |             |       |
| W6 | S 2         |             |          | Skills 3    |       |
|    | Knowledge 2 |             |          | Knowledge 3 |       |
| W7 |             |             | Skills 3 |             |       |
|    | Knowledge 3 |             |          |             |       |

Knowledge 1: Nursery Rhymes and Fables  
Knowledge 2: The Five Senses  
Knowledge 3: Stories

## 1 Skills 1 Pausing Point Day 1

## 2 Skills 1 Pausing Point Day 2

## 3 Skills 1 Pausing Point Day 3

## 4 Skills 2 Lesson 1 Prerequisite Skills: Blending and Prewriting

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

Formative Assessment: Observation, AP 1.2  
RF.K.2b, RF.K.1a

## 5 Skills 2 Lesson 2 Prerequisite Skills: Blending and Prewriting

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

Formative Assessment: Observation, AP 2.1  
RF.K.2b

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## Knowledge 1

### Lesson 10 The Lion and the Mouse

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

**Formative Assessment:** Exit Pass

RL.K.5, RL.K.3, L.K.5c

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## Knowledge 1

### Lesson 11 The Dog and His Reflection

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

**Formative Assessment:** AP 11.1

L.K.5c, RL.K.3, W.K.3

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## Knowledge 1

### Lesson 12 The Hare and the Tortoise

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

**Formative Assessment:** Exit Pass

SL.K.6, RL.K.3, L.K.5c, L.K.1f

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## Knowledge 1

### Domain Review Day 1

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## Knowledge 1

### Domain Assessment Day 1

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# WEEK FOUR

|    | Day 1 | Day 2 | Day 3       | Day 4 | Day 5 |
|----|-------|-------|-------------|-------|-------|
| W4 | K 1   |       | Skills 2    |       |       |
| W5 |       |       | Knowledge 2 |       |       |
| W6 | S 2   |       | Skills 3    |       |       |
| W7 |       |       | Knowledge 3 |       |       |
| W8 |       |       | Skills 3    |       |       |
|    |       |       | Knowledge 3 |       |       |

Knowledge 2: The Five Senses  
Knowledge 3: Stories

## 1 Skills 2

**Lesson 3** Prerequisite Skills: Blending and Prewriting

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

**Formative Assessment:** Observation, AP 3.2

RF.K.2b

## 2 Skills 2

**Lesson 4** Prerequisite Skills: Blending and Prewriting

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

**Formative Assessment:** Observation, AP 4.1

RF.K.2b, RF.K.2d, RF.K.1a

## 3 Skills 2

**Lesson 5** Prerequisite Skills: Blending and Prewriting

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

**Formative Assessment:** Observation, AP 5.1

RF.K.2b, RF.K.2d

## 4 Skills 2

**Lesson 6** Prerequisite Skills: Blending and Prewriting

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

**Formative Assessment:** Observation, AP 6.1

RF.K.2b, RF.K.2d

## 5 Skills 2

**Lesson 7** Prerequisite Skills: Blending and Prewriting

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

**Formative Assessment:** Observation, AP 7.1

RF.K.2b, RF.K.2d

# 1 Knowledge 1

**Culminating Activity** Day 1

# 2 Knowledge 2

**Lesson 1** My Senses Are Amazing

- Describe senses
- Identify five senses and associated body parts; describe how senses help people
- Word Work: *harm*
- Create drawings of five senses and associated body parts

**Formative Assessment:** Drawing Activity

SL.K.1, RI.K.2, L.K.5c, W.K.2

# 3 Knowledge 2

**Lesson 2** The Sense of Sight

- Review five senses
- Describe sense of sight, recall facts about the eye
- Word Work: *protect*
- Demonstrate understanding of saying “look before you leap”
- Draw and describe the sense of sight and how it helps people

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.1, L.K.5c, L.K.4, W.K.2

# 4 Knowledge 2

**Lesson 3** The Sense of Hearing

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

**Formative Assessment:** AP 3.1

SL.K.4, RI.K.1, L.K.5c, W.K.2

# 5 Knowledge 2

**Lesson 4** The Sense of Smell

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.2, L.K.5c, L.K.4, RI.K.3

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# WEEK FIVE

|    | Day 1       | Day 2       | Day 3       | Day 4       | Day 5 |
|----|-------------|-------------|-------------|-------------|-------|
| W5 |             |             | Skills 2    |             |       |
|    |             |             | Knowledge 2 |             |       |
| W6 | S 2         |             | Skills 3    |             |       |
|    |             | Knowledge 2 |             | Knowledge 3 |       |
| W7 |             |             | Skills 3    |             |       |
|    |             |             | Knowledge 3 |             |       |
| W8 |             |             | Skills 3    |             |       |
|    |             |             | Knowledge 3 |             |       |
| W9 |             | Skills 3    |             | Skills 4    |       |
|    | Knowledge 3 |             | Knowledge 4 |             |       |

**Knowledge 2:** The Five Senses

**Knowledge 3:** Stories

**Knowledge 4:** Plants

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## Skills 2

**Lesson 8** Prerequisite Skills: Blending and Prewriting

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

**Formative Assessment:** Observation, AP 8.1

RF.K.2b, RF.K.2d

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## Skills 2

**Lesson 9** Prerequisite Skills: Blending and Prewriting

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

**Formative Assessment:** Observation, AP 9.1

RF.K.2b, RF.K.2e

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## Skills 2

**Lesson 10** Unit Assessment: Student Performance Assessment

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

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

RF.K.2b, RF.K.2e

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## Skills 2

**Pausing Point** Day 1

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## Skills 2

**Pausing Point** Day 2



# 1 Knowledge 2

## Lesson 5 The Sense of Taste

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.2, L.K.5c, W.K.2

# 2 Knowledge 2

## Lesson 6 The Sense of Touch

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

**Formative Assessment:** Exit Pass

SL.K.4, RI.K.2, L.K.5c, W.K.2

# 3 Knowledge 2

## Pausing Point Day 1

# 4 Knowledge 2

## Lesson 7 Ray Charles

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

**Formative Assessment:** Drawing Activity

SL.K.4, RI.K.3, L.K.5c, RI.K.2

# 5 Knowledge 2

## Lesson 8 Helen Keller

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

**Formative Assessment:** Drawing Activity

SL.K.1, RI.K.4, L.K.5c, RI.K.2

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# WEEK SIX

|     | Day 1       | Day 2       | Day 3       | Day 4    | Day 5 |
|-----|-------------|-------------|-------------|----------|-------|
|     | Skills 2    |             | Skills 3    |          |       |
| W6  | Knowledge 2 |             | Knowledge 3 |          |       |
|     |             |             | Skills 3    |          |       |
| W7  | Knowledge 3 |             |             |          |       |
|     |             |             | Skills 3    |          |       |
| W8  | Knowledge 3 |             |             |          |       |
|     |             | Skills 3    |             | Skills 4 |       |
| W9  | Knowledge 3 | Knowledge 4 |             |          |       |
|     |             |             | Skills 4    |          |       |
| W10 | Knowledge 4 |             |             |          |       |

**Knowledge 2:** The Five Senses

**Knowledge 3:** Stories

**Knowledge 4:** Plants

## 1 Skills 2 Pausing Point Day 3

## 2 Skills 3 Lesson 1 Basic Code: Introduce /m/ > 'm'

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

**Formative Assessment:** Observation, AP 1.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a

## 3 Skills 3 Lesson 2 Basic Code: Introduce /a/ > 'a'

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

**Formative Assessment:** Observation, AP 2.1

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a

## 4 Skills 3 Lesson 3 Basic Code: Introduce /t/ > 't'

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

**Formative Assessment:** Observation, AP 3.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, RF.K.2e, RF.K.3d

## 5 Skills 3 Lesson 4 Basic Code: Introduce /d/ > 'd'

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

**Formative Assessment:** Observation, AP 4.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, RF.K.2e, RF.K.3d

# 1 Knowledge 2

Domain Review Day 1

# 2 Knowledge 2

Domain Assessment Day 1

# 3 Knowledge 2

Culminating Activities Day 1

# 4 Knowledge 3

Lesson 1 Chicken Little

- Identify character, plot, and setting in familiar stories
- Describe actions of main character in a literary text
- Word Work: *sly*
- Sequence literary text

**Formative Assessment:** AP 1.1

RL.K.3, L.K.5c, W.K.3

# 5 Knowledge 3

Lesson 2 The Three Little Pigs

- Recall meaning of *character*, *plot*; identify story details
- Describe plot of literary text
- Word Work: *blazing*
- Sequence events of literary text

**Formative Assessment:** AP 2.1

SL.K.1, RL.K.3, L.K.5c, W.K.3

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# WEEK SEVEN

|     | Day 1       | Day 2    | Day 3       | Day 4    | Day 5 |
|-----|-------------|----------|-------------|----------|-------|
| W7  |             |          | Skills 3    |          |       |
|     |             |          | Knowledge 3 |          |       |
| W8  |             |          | Skills 3    |          |       |
|     |             |          | Knowledge 3 |          |       |
| W9  |             | Skills 3 |             | Skills 4 |       |
|     | Knowledge 3 |          | Knowledge 4 |          |       |
| W10 |             |          | Skills 4    |          |       |
|     |             |          | Knowledge 4 |          |       |
| W11 |             |          | Skills 4    |          |       |
|     |             |          | Knowledge 4 |          |       |

**Knowledge 3:** Stories  
**Knowledge 4:** Plants

## 1 Skills 3

### Lesson 5 Basic Code: Review

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

**Formative Assessment:** Observation, AP 5.1

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.2e, RF.K.3d

## 2 Skills 3

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

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

**Formative Assessment:** Observation, AP 6.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, RF.K.2e, RF.K.3d

## 3 Skills 3

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

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

**Formative Assessment:** Observation, AP 7.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, RF.K.2e, RF.K.3d

## 4 Skills 3

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

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

**Formative Assessment:** Observation, AP 8.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, RF.K.2e, RF.K.3d

## 5 Skills 6

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

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

**Formative Assessment:** Observation, AP 9.1

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, RF.K.2e, RF.K.3d

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## Knowledge 3

### Lesson 3 The Three Billy Goats Gruff

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

**Formative Assessment:** Exit Pass

RL.K.3, L.K.5c, W.K.3, W.K.6

2

## Knowledge 3

### Lesson 4 The Wolf and the Seven Little Kids

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

**Formative Assessment:** AP 4.1

RL.K.5, L.K.5c, W.K.3

3

## Knowledge 3

### Lesson 5 The Bremen Town Musicians

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

**Formative Assessment:** Exit Pass

RL.K.5, RL.K.3, L.K.5c, W.K.8

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## Knowledge 3

### Pausing Point Day 1

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## Knowledge 3

### Lesson 6 Momotaro, Peach Boy

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

**Formative Assessment:** Exit Pass

RL.K.5, RL.K.3, L.K.5c, W.K.1

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# WEEK EIGHT

|     | Day 1 | Day 2       | Day 3       | Day 4       | Day 5 |
|-----|-------|-------------|-------------|-------------|-------|
| W8  |       |             | Skills 3    |             |       |
|     |       |             | Knowledge 3 |             |       |
| W9  |       | Skills 3    |             | Skills 4    |       |
|     |       | Knowledge 3 |             | Knowledge 4 |       |
| W10 |       |             | Skills 4    |             |       |
|     |       |             | Knowledge 4 |             |       |
| W11 |       |             | Skills 4    |             |       |
|     |       |             | Knowledge 4 |             |       |
| W12 |       |             | Skills 4    |             |       |
|     |       |             | Knowledge 4 |             | K 5   |

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

## 1 Skills 3

**Lesson 10** Basic Code: Short Vowel Discrimination

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

**Formative Assessment:** Observation

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.2e, RF.K.3d,

## 2 Skills 3

**Lesson 11** Basic Code: Student Performance Assessment

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

**Formative Assessment:** Observation

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.2e, RF.K.3d, L.K.1a

## 3 Skills 3

**Lesson 12** Basic Code: Student Performance Assessment

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

**Formative Assessment:** Observation

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.2e, RF.K.3d, L.K.2c, L.K.2d

## 4 Skills 3

**Lesson 13** Assessment and Tricky Words: Introduce One and Two

- Orally blend words
- Provide corresponding sound for previously-learned vowel and consonant letters
- Read and spell CVC words
- Read Tricky Words *one* and *two*

**Formative Assessment:** Observation

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c

## 5 Skills 3

**Lesson 14** Assessment and Tricky Words: Introduce Three

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

**Formative Assessment:** Observation

RF.K.2d, RF.K.3a, RF.K.3b, L.K.2c, L.K.2d, RF.K.3c

# 1 Knowledge 3

## Lesson 7 The Story of Jumping Mouse, Part I

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

**Formative Assessment:** Exit Pass

RL.K.9, L.K.5c, W.K.8

# 2 Knowledge 3

## Lesson 8 The Story of Jumping Mouse, Part II

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

**Formative Assessment:** Exit Pass

RL.K.5, RL.K.3, L.K.5c, W.K.1

# 3 Knowledge 3

## Lesson 9 Goldilocks and the Three Bears

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

**Formative Assessment:** AP 9.1

RL.K.3, L.K.5c, W.K.8

# 4 Knowledge 3

## Lesson 10 Tug-of-War

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

**Formative Assessment:** Exit Pass

RL.K.5, RL.K.3, L.K.5c, W.K.8

# 5 Knowledge 3

## Domain Review Day 1

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# WEEK NINE

|     | Day 1       | Day 2    | Day 3       | Day 4 | Day 5 |
|-----|-------------|----------|-------------|-------|-------|
| W9  | Skills 3    |          | Skills 4    |       |       |
|     | Knowledge 3 |          | Knowledge 4 |       |       |
| W10 | Skills 4    |          | Skills 4    |       |       |
|     | Knowledge 4 |          | Knowledge 4 |       |       |
| W11 | Skills 4    |          | Skills 4    |       |       |
|     | Knowledge 4 |          | Knowledge 4 |       |       |
| W12 | Skills 4    |          | Skills 4    |       |       |
|     | Knowledge 4 |          | K 5         |       |       |
| W13 | S 4         | Skills 5 |             |       |       |
|     | Knowledge 5 |          | Knowledge 5 |       |       |

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

## 1 Skills 3 Pausing Point Day 1

## 2 Skills 3 Pausing Point Day 2

## 3 Skills 3 Pausing Point Day 3

## 4 Skills 4 Lesson 1 Basic Code: Introduce /n/ > 'n'

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

**Formative Assessment:** Observation, AP 1.1  
RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, L.K.2c, RF.K.2e, RF.K.3d

## 5 Skills 4 Lesson 2 Basic Code: Introduce /h/ > 'h'

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

**Formative Assessment:** Observation, AP 2.1  
RF.K.2d, RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, L.K.2c, RF.K.2e, RF.K.3d



# 1 Knowledge 3

**Domain Assessment** Day 1

# 2 Knowledge 3

**Culminating Activities** Day 1

# 3 Knowledge 4

**Lesson 1** Introduction to Plants

- Differentiate between living and nonliving things
- Identify plants basic needs
- Word Work: *soil*
- Understand word *plant*

**Formative Assessment:** Drawing Activity

SL.K.2, RI.K.2, L.K.4a

# 4 Knowledge 4

**Lesson 2** Plant Parts

- Recall characteristics of living things
- Explain purposes of plant parts
- Word Work: *survival*
- Identify plant parts and their function

**Formative Assessment:** AP 2.1

SL.K.2, RI.K.1, L.K.4a, RI.K.2

# 5 Knowledge 4

**Lesson 3** The Life Cycle of a Plant

- Review parts of a plant
- Explain basic life cycle of a plant
- Word Work: *mature*
- Using illustrations, explain the life cycle of a plant

**Formative Assessment:** Drawing Activity

SL.K.2, RI.K.2, L.K.4a

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# WEEK TEN

|     | Day 1 | Day 2 | Day 3       | Day 4 | Day 5 |
|-----|-------|-------|-------------|-------|-------|
| W10 |       |       | Skills 4    |       |       |
|     |       |       | Knowledge 4 |       |       |
| W11 |       |       | Skills 4    |       |       |
|     |       |       | Knowledge 4 |       |       |
| W12 |       |       | Skills 4    |       |       |
|     |       |       | Knowledge 4 |       | K 5   |
| W13 | S 4   |       | Skills 5    |       |       |
|     |       |       | Knowledge 5 |       |       |
| W14 |       |       | Skills 5    |       |       |
|     |       |       | Knowledge 5 |       |       |

**Knowledge 4:** Plants

**Knowledge 5:** Farms

## 1 Skills 4

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

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

**Formative Assessment:** Observation, AP 3.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, L.K.2c, RF.K.2e, RF.K.3d

## 2 Skills 4

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

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

**Formative Assessment:** Observation, AP 4.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, L.K.2c, RF.K.2e, RF.K.3d

## 3 Skills 4

**Lesson 5** Basic Code: Review

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

**Formative Assessment:** Observation, AP 5.1

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.2e, RF.K.3d

## 4 Skills 4

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

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

**Formative Assessment:** Observation, AP 6.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, L.K.2c, RF.K.2e, RF.K.3d

## 5 Skills 4

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

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

**Formative Assessment:** Observation, AP 7.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, L.K.2c, RF.K.2e, RF.K.3d

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## Knowledge 4

**Lesson 4** The Gigantic Turnip

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

**Formative Assessment:** AP 4.1

SL.K.4, RL.K.2, L.K.4a, RI.K.2

2

## Knowledge 4

**Pausing Point** Day 1

3

## Knowledge 4

**Pausing Point** Day 2

4

## Knowledge 4

**Lesson 5** Polly the Honeybee's Flower Tour

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

**Formative Assessment:** Exit Pass

SL.K.2, RI.K.2, L.K.4a, RI.K.3

5

## Knowledge 4

**Lesson 6** The Fruits of Polly's Labor

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.2, L.K.4a, SL.K.2

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# WEEK ELEVEN

|     | Day 1 | Day 2 | Day 3       | Day 4 | Day 5 |
|-----|-------|-------|-------------|-------|-------|
| W11 |       |       | Skills 4    |       |       |
|     |       |       | Knowledge 4 |       |       |
| W12 |       |       | Skills 4    |       |       |
|     |       |       | Knowledge 4 |       | K 5   |
| W13 | S 4   |       | Skills 5    |       |       |
|     |       |       | Knowledge 5 |       |       |
| W14 |       |       | Skills 5    |       |       |
|     |       |       | Knowledge 5 |       |       |
| W15 |       |       | Skills 5    |       |       |
|     |       |       | Knowledge 5 |       | K 6   |

Knowledge 4: Plants  
 Knowledge 5: Farms  
 Knowledge 6: Native Americans

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Skills 4

Lesson 8

Basic Code: Introduce /p/ > 'p'

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

Formative Assessment: Observation, AP 8.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, L.K.2c, RF.K.2e, RF.K.3d

2

Skills 4

Lesson 9

Basic Code: Introduce /e/ > 'e'

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

Formative Assessment: Observation, AP 9.1

RF.K.2d, RF.K.3a, RF.K.3b, L.K.1a, L.K.2c, RF.K.2e, RF.K.3d

3

Skills 4

Lesson 10

Basic Code: Review

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

Formative Assessment: Observation

RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3d, L.K.1a, L.K.2c, RF.K.1c, RF.K.3a, RF.K.3b

4

Skills 4

Lesson 11

Basic Code: Student Performance Assessment

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

Formative Assessment: Observation, AP 11.1

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.2e, RF.K.3d, L.K.1a, L.K.2c, RF.K.1c

5

Skills 4

Lesson 12

Basic Code: Student Performance Assessment

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

Formative Assessment: Observation, AP 12.2

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.1a, RF.K.1b, RF.K.1c, RF.K.3d, L.K.2c, L.K.2d

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## Knowledge 4

**Lesson 7** Johnny Appleseed

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

**Formative Assessment:** Exit Pass

SL.K.2, RL.K.3, L.K.4a, RL.K.2

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## Knowledge 4

**Lesson 8** Deciduous Trees

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

**Formative Assessment:** AP 8.1

RI.K.9, RI.K.2, L.K.4a, W.K.2

3

## Knowledge 4

**Lesson 9** Evergreen Trees

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

**Formative Assessment:** Drawing Activity

SL.K.2, RI.K.9, L.K.4a, W.K.2

4

## Knowledge 4

**Lesson 10** Plants and People

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

**Formative Assessment:** AP 10.1

SL.K.1, RI.K.3, L.K.4a, RI.K.3

5

## Knowledge 4

**Lesson 11** George Washington Carver

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.2, L.K.4a, L.K.4

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# WEEK TWELVE

|     | Day 1       | Day 2    | Day 3    | Day 4 | Day 5 |
|-----|-------------|----------|----------|-------|-------|
| W12 |             |          | Skills 4 |       |       |
|     | Knowledge 4 |          |          |       | K 5   |
| W13 | S 4         | Skills 5 |          |       |       |
|     | Knowledge 5 |          |          |       |       |
| W14 |             |          | Skills 5 |       |       |
|     | Knowledge 5 |          |          |       |       |
| W15 |             |          | Skills 5 |       |       |
|     | Knowledge 5 |          |          |       | K 6   |
| W16 |             |          | Skills 5 |       |       |
|     | Knowledge 6 |          |          |       |       |

Knowledge 4: Plants  
Knowledge 5: Farms  
Knowledge 6: Native Americans

1

Skills 4

Lesson 13 Basic Code: Student Performance Assessment

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

Formative Assessment: Observation, AP 12.2

RF.K.2d, RF.K.3a, RF.K.3b, RF.K.1a, RF.K.1b, RF.K.1c, L.K.1a, L.K.2c, L.K.2d

2

Skills 4

Lesson 14 Tricky Word: Introduce The

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

Formative Assessment: AP 12.2

RF.K.3c, RF.K.3a, RF.K.3b

3

Skills 4

Lesson 15 Tricky Word: Introduce A

- Read Tricky Word *a*
- Read and spell CVC words

Formative Assessment: AP 12.2

RF.K.3c, RF.K.3a, RF.K.3b, L.K.2d

4

Skills 4

Pausing Point Day 1

5

Skills 4

Pausing Point Day 2

# 1 Knowledge 4

Domain Review Day 1

# 2 Knowledge 4

Domain Assessment Day 1

# 3 Knowledge 4

Culminating Activities Day 1

# 4 Knowledge 4

Culminating Activities Day 2

# 5 Knowledge 5

**Lesson 1** Old MacDonald Has a Farm

- Use details to describe a farm
- Explain importance of farms
- Word Work: *tools*
- Recite "Old MacDonald Has a Farm"

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.2, L.K.5c, RI.K.10

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# WEEK THIRTEEN

|     | Day 1       | Day 2    | Day 3 | Day 4 | Day 5 |
|-----|-------------|----------|-------|-------|-------|
| W13 | S 4         | Skills 5 |       |       |       |
|     | Knowledge 5 |          |       |       |       |
| W14 | Skills 5    |          |       |       |       |
|     | Knowledge 5 |          |       |       |       |
| W15 | Skills 5    |          |       |       |       |
|     | Knowledge 5 |          |       |       | K 6   |
| W16 | Skills 5    |          |       |       |       |
|     | Knowledge 6 |          |       |       |       |
| W17 | Skills 6    |          |       |       |       |
|     | Knowledge 6 |          |       |       |       |

**Knowledge 5:** Farms

**Knowledge 6:** Native Americans

## 1 Skills 4 Pausing Point Day 3

## 2 Skills 5 Lesson 1 Basic Code: Introduce /b/ > 'b'

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

**Formative Assessment:** Observation, AP 1.1

RF.K.3a, RF.K.3b, RF.K.2d, L.K.2d, RF.K.3d

## 3 Skills 5

**Lesson 2** Basic Code: Introduce /l/ > 'l'

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

**Formative Assessment:** Observation, AP 2.1, Exit Pass

RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, L.K.2d

## 4 Skills 5

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

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

**Formative Assessment:** Observation, AP 3.1, AP 3.2

RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, L.K.2d, RF.K.3d

## 5 Skills 5

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

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

**Formative Assessment:** Observation, AP 4.1

RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, L.K.2d



# 1 Knowledge 5

## Lesson 2 With a Moo, Moo Here

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.1, L.K.4a, W.K.2

# 2 Knowledge 5

## Lesson 3 And a Cluck, Cluck There

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.1, L.K.4a, L.K.4

# 3 Knowledge 5

## Lesson 4 Here an Oink, There an Oink

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

**Formative Assessment:** Drawing Activity

SL.K.1, RI.K.1, L.K.5c, W.K.2

# 4 Knowledge 5

## Lesson 5 Everywhere a Baa, Baa

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.1, L.K.5c, L.K.4

# 5 Knowledge 5

## Pausing Point Day 1

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| <input type="checkbox"/> | _____ |

# WEEK FOURTEEN

|     | Day 1 | Day 2 | Day 3       | Day 4       | Day 5 |
|-----|-------|-------|-------------|-------------|-------|
| W14 |       |       | Skills 5    |             |       |
|     |       |       | Knowledge 5 |             |       |
| W15 |       |       | Skills 5    |             |       |
|     |       |       | Knowledge 5 |             | K 6   |
| W16 |       |       | Skills 5    |             |       |
|     |       |       | Knowledge 6 |             |       |
| W17 |       |       | Skills 6    |             |       |
|     |       |       | Knowledge 6 |             |       |
| W18 |       |       | Skills 6    |             |       |
|     |       |       | Knowledge 6 | Knowledge 7 |       |

**Knowledge 5:** Farms

**Knowledge 6:** Native Americans

**Knowledge 7:** King and Queen

## 1 Skills 5

### Lesson 5 Tricky Word: Introduce Blue

- Provide corresponding sound for previously-learned vowel and consonant letters
- Read Tricky Word *blue*
- Create new words
- Read and write CVC words

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

RF.K.3a, RF.K.3b, RF.K.3c, SL.K.2a, RF.K.3d, L.K.2d, L.K.1a

## 2 Skills 5

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

- Provide corresponding sound for previously-learned vowel and consonant letters
- Identify spoken words with /w/ sound
- Read and write CVC word with spelling 'w'
- Spell and write simple CVC words

**Formative Assessment:** Observation, AP 6.1

RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, RF.K.3d, L.K.2d

## 3 Skills 5

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

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

**Formative Assessment:** Observation, AP 7.1, Exit Pass

RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, L.K.2d, RF.K.1a, RF.K.1b, RF.K.1c

## 4 Skills 5

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

- Provide corresponding sound for previously-learned vowel and consonant letters
- Provide word with /y/ sound
- Read and write CVC words with spelling 'y'
- Read Tricky Word *yellow*

**Formative Assessment:** Observation, AP 8.1, AP 8.2

RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, L.K.2d, RF.K.3c

## 5 Skills 5

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

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

**Formative Assessment:** Observation, AP 9.1

RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, L.K.2d, RF.K.3d

# 1 Knowledge 5

**Pausing Point** Day 2

# 2 Knowledge 5

**Lesson 6** All Kinds of Crops

- Discuss where food comes from
- Explain the importance of crops
- Word Work: *produce*
- Illustrate kinds of crops

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.2, L.K.5c, W.K.2

# 3 Knowledge 5

**Lesson 7** The Little Red Hen

- Discuss details about chickens and hens
- Describe actions of main character
- Word Work: *ripe*
- Sequence events

**Formative Assessment:** AP 7.1

SL.K.1, RL.K.9, L.K.5c, RL.K.2

# 4 Knowledge 5

**Lesson 8** The Seasons of Farming

- Discuss four seasons
- Describe farming season
- Word Work: *pests*
- Sequence events

**Formative Assessment:** Drawing Activity

SL.K.1, RI.K.3, L.K.4a, W.K.2

# 5 Knowledge 5

**Lesson 9** From Farm to Market

- Discuss farming
- Explain how crops become food
- Word Work: *spoil*
- Sequence events

**Formative Assessment:** AP 9.1

SL.K.1, RI.K.2, L.K.5c, W.K.2

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# WEEK FIFTEEN

|     | Day 1 | Day 2       | Day 3    | Day 4       | Day 5 |
|-----|-------|-------------|----------|-------------|-------|
| W15 |       |             | Skills 5 |             |       |
|     |       | Knowledge 5 |          |             | K 6   |
| W16 |       |             | Skills 5 |             |       |
|     |       | Knowledge 6 |          |             |       |
| W17 |       |             | Skills 6 |             |       |
|     |       | Knowledge 6 |          |             |       |
| W18 |       |             | Skills 6 |             |       |
|     |       | Knowledge 6 |          | Knowledge 7 |       |
| W19 |       |             | Skills 6 |             |       |
|     |       | Knowledge 7 |          |             |       |

**Knowledge 5:** Farms

**Knowledge 6:** Native Americans

**Knowledge 7:** King and Queen

## 1 Skills 5

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

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

**Formative Assessment:** Observation, AP 10.1

RF.K.3a, RF.K.3b, RF.K.2d, L.K.1a, L.K.2d, RF.K.3d

## 2 Skills 5

**Lesson 11** Tricky Word: Introduce Look

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

**Formative Assessment:** Observation, Exit Pass, AP 11.1

RF.K.3a, RF.K.3b, L.K.2d, L.K.1a, RF.K.3c

## 3 Skills 5

**Lesson 12** Basic Code: Student Performance Assessment

- Provide corresponding sound for previously-learned vowel and consonant letters
- Create new words
- Read CVC phrases

**Formative Assessment:** Observation, AP 12.2

RF.K.3a, RF.K.3b, RF.K.3d

## 4 Skills 5

**Lesson 13** Basic Code: Student Performance Assessment

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

**Formative Assessment:** Observation

RF.K.3a, RF.K.3b, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2a, L.K.2b, RF.K.3d, L.K.2d

## 5 Skills 5

**Lesson 14** Basic Code: Student Performance Assessment

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

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

RF.K.3a, RF.K.3b, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2a, L.K.2b, L.K.1a, L.K.2d

# 1 Knowledge 5

Domain Review Day 1

# 2 Knowledge 5

Domain Assessment Day 1

# 3 Knowledge 5

Culminating Activities Day 1

# 4 Knowledge 5

Culminating Activities Day 2

# 5 Knowledge 6

**Lesson 1** Introduction to Native Americans

- Identify background information about Native Americans
- Compare experiences of Native Americans
- Word Work: *roamed*
- Describe basic needs

**Formative Assessment:** AP 1.1

SL.K.4, RI.K.3, L.K.5c, L.K.5d, W.K.8

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# WEEK SIXTEEN

|     | Day 1 | Day 2       | Day 3       | Day 4       | Day 5 |
|-----|-------|-------------|-------------|-------------|-------|
| W16 |       |             | Skills 5    |             |       |
|     |       |             | Knowledge 6 |             |       |
| W17 |       |             | Skills 6    |             |       |
|     |       |             | Knowledge 6 |             |       |
| W18 |       |             | Skills 6    |             |       |
|     |       | Knowledge 6 |             | Knowledge 7 |       |
| W19 |       |             | Skills 6    |             |       |
|     |       |             | Knowledge 7 |             |       |
| W20 |       |             | Skills 6    |             |       |
|     |       |             | Knowledge 7 |             |       |

Knowledge 6: Native Americans  
Knowledge 7: King and Queen

1 Skills 5

Lesson 15 Basic Code: Student Performance Assessment

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

Formative Assessment: Observation

RF.K.3a, RF.K.3b, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2a, L.K.2b, L.K.1a, L.K.2d

2 Skills 5

Lesson 16 Basic Code: Student Performance Assessment

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

Formative Assessment: Observation, Exit Pass, AP 16.1

RF.K.3a, RF.K.3b, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2a, L.K.2b, L.K.1a, L.K.2d

3 Skills 5

Pausing Point Day 1

4 Skills 5

Pausing Point Day 2

5 Skills 5

Pausing Point Day 3

# 1 Knowledge 6

## Lesson 2 The Lakota Sioux and the Buffalo

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

**Formative Assessment:** AP 2.1

SL.K.2, RI.K.2, L.K.5c, WK.8

# 2 Knowledge 6

## Lesson 3 Where's Winona?

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

**Formative Assessment:** AP 3.1

SL.K.1, RL.K.3, L.K.5b, WK.2

# 3 Knowledge 6

## Lesson 4 Little Bear Goes Hunting

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

**Formative Assessment:** Exit Pass

SL.K.4, RL.K.3, L.K.4a, SL.K.3

# 4 Knowledge 6

## Pausing Point Day 1

# 5 Knowledge 6

## Pausing Point Day 2

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# WEEK SEVENTEEN

|     | Day 1 | Day 2 | Day 3       | Day 4       | Day 5 |
|-----|-------|-------|-------------|-------------|-------|
| W17 |       |       | Skills 6    |             |       |
|     |       |       | Knowledge 6 |             |       |
| W18 |       |       | Skills 6    |             |       |
|     |       |       | Knowledge 6 | Knowledge 7 |       |
| W19 |       |       | Skills 6    |             |       |
|     |       |       | Knowledge 7 |             |       |
| W20 |       |       | Skills 6    |             |       |
|     |       |       | Knowledge 7 |             |       |
| W21 |       |       | Skills 7    |             |       |
|     |       |       | Knowledge 7 | Knowledge 8 |       |

**Knowledge 6:** Native Americans

**Knowledge 7:** King and Queen

**Knowledge 8:** Seasons and Weather

## 1 Skills 6

### Lesson 1 Tricky Word: Introduce I

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

#### Formative Assessment: Observation

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.1d, RF.K.3c, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.3, RL.K.7

## 2 Skills 6

### Lesson 2 Basic Code: Consonant Clusters

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

#### Formative Assessment: Observation, AP 2.1

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3d, L.K.2d, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.3, RL.K.7

## 3 Skills 6

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

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

#### Formative Assessment: Observation

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.3d, L.K.2d, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.3, RL.K.7

## 4 Skills 6

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

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

#### Formative Assessment: Observation, AP 4.1

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.4, RL.K.7

## 5 Skills 6

### Lesson 5 Letter Names: Review Letter Names

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

#### Formative Assessment: Observation

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.1d, RF.K.1a, RF.K.1b, RF.K.1c, RL.K.1, L.K.2b, RL.K.3, RL.K.7, RF.K.4



# 1 Knowledge 6

## Lesson 5 Bear, Gull, and Crow

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

**Formative Assessment:** AP 1.1

SL.K.1, RI.K.1, L.K.4a, W.K.8

# 2 Knowledge 6

## Lesson 6 The Lenape: The People of the Seasons

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

**Formative Assessment:** Exit Pass

SL.K.4, RI.K.2, L.K.5d, RI.K.9, W.K.2

# 3 Knowledge 6

## Lesson 7 A Native American Alphabet

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

**Formative Assessment:** Exit Pass

SL.K.4, RI.K.1, L.K.1c, L.K.5c, W.K.2, W.K.5

# 4 Knowledge 6

## Lesson 8 Native Americans Today

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

**Formative Assessment:** AP 8.1

SL.K.1, RI.K.2, L.K.1c, L.K.5a, W.K.3, W.K.5

# 5 Knowledge 6

## Domain Review Day 1

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# WEEK EIGHTEEN

|     | Day 1       | Day 2       | Day 3       | Day 4       | Day 5 |
|-----|-------------|-------------|-------------|-------------|-------|
| W18 |             |             | Skills 6    |             |       |
|     | Knowledge 6 |             |             | Knowledge 7 |       |
| W19 |             |             | Skills 6    |             |       |
|     |             | Knowledge 7 |             |             |       |
| W20 |             |             | Skills 6    |             |       |
|     |             | Knowledge 7 |             |             |       |
| W21 |             |             | Skills 7    |             |       |
|     | Knowledge 7 |             | Knowledge 8 |             |       |
| W22 |             |             | Skills 7    |             |       |
|     |             | Knowledge 8 |             |             |       |

**Knowledge 6:** Native Americans

**Knowledge 7:** King and Queen

**Knowledge 8:** Seasons and Weather

## 1 Skills 6

**Lesson 6** Tricky Word: Introduce Are

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

**Formative Assessment:** Observation, AP 6.2

RF.K.2c, RF.K.1d, RF.K.3c, RF.K.3a, RF.K.3b, L.K.2d

## 2 Skills 6

**Lesson 7** Basic Code: Consonant Clusters

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

**Formative Assessment:** Observation

RF.K.2c, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3d, L.K.2d, RF.K.1a, RF.K.4, RL.K.1, RL.K.3, RL.K.7

## 3 Skills 6

**Lesson 8** Basic Code: Spelling

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

**Formative Assessment:** Observation, AP 8.1

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.3, RL.K.7, RF.K.4

## 4 Skills 6

**Lesson 9** Basic Code: Spelling

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

**Formative Assessment:** Observation

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.2a, L.K.2d, RF.K.4

## 5 Skills 6

**Lesson 10** Basic Code: Spelling

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

**Formative Assessment:** Observation, AP 10.1

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.1d, L.K.2d, RF.K.1a, RF.K.1b, RF.K.1c, RL.K.1, RL.K.3, RF.K.4

# 1 Knowledge 6

Domain Assessment Day 1

# 2 Knowledge 6

Culminating Activities Day 1

# 3 Knowledge 6

Culminating Activities Day 2

# 4 Knowledge 7

Lesson 1 What Are Kings and Queens?

- Identify facts about kings and queens
- Identify details about kings and queens
- Word Work: *royal*
- Demonstrate understanding of *rules*
- Discuss illustration about kings and queens

**Formative Assessment:** Drawing Activity

SL.K.1, RI.K.7, L.K.5a, L.K.4, RI.K.3

# 5 Knowledge 7

Lesson 2 The Royal Family

- Recall facts about kings and queens; discuss characteristics of families
- Describe life for royal families
- Word Work: *advantages*
- Demonstrate understanding of *reign*
- Compare experiences

**Formative Assessment:** Drawing Activity

SL.K.1, RI.K.3, L.K.5c, L.K.4

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# WEEK NINETEEN

|     | Day 1 | Day 2       | Day 3       | Day 4       | Day 5 |
|-----|-------|-------------|-------------|-------------|-------|
| W19 |       |             | Skills 6    |             |       |
|     |       |             | Knowledge 7 |             |       |
| W20 |       |             | Skills 6    |             |       |
|     |       |             | Knowledge 7 |             |       |
| W21 |       |             | Skills 7    |             |       |
|     |       | Knowledge 7 |             | Knowledge 8 |       |
| W22 |       |             | Skills 7    |             |       |
|     |       |             | Knowledge 8 |             |       |
| W23 |       |             | Skills 7    |             |       |
|     |       |             | Knowledge 8 |             |       |

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

1

Skills 6

Lesson 11

Tricky Word: Introduce Little

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

Formative Assessment: Observation

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.1d, RF.K.2a, RF.K.3c, L.K.2d

2

Skills 6

Lesson 12

Basic Code: Spelling

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

Formative Assessment: Observation

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.1d, L.K.2d, RF.K.1a, RF.K.1b, RF.K.1c, RL.K.1, RL.K.3, RL.K.7, RF.K.4

3

Skills 6

Lesson 13

Basic Code: Spelling

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

Formative Assessment: Observation

RF.K.2c, RF.K.1d, RF.K.2a, RF.K.3a, RF.K.3b, L.K.2d, RF.K.4

4

Skills 6

Lesson 14

Review: Letter Names/Rhyming

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

Formative Assessment: Observation

RF.K.2c, RF.K.1d, RF.K.2a, RF.K.1a, RF.K.1b, RF.K.1c, RL.K.3, RL.K.1, RL.K.7, RF.K.4

5

Skills 6

Lesson 15

Basic Code: Spelling

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

Formative Assessment: Observation, AP 15.1

RF.K.2c, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d

# 1 Knowledge 7

## Lesson 3 King Midas and the Golden Touch

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

**Formative Assessment:** AP 3.1

SL.K.4, RL.K.3, L.K.5c, RL.K.2

# 2 Knowledge 7

## Lesson 4 Old King Cole

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

**Formative Assessment:** Writing Activity

SL.K.4, RF.K.2a, RL.K.1, L.K.5b, L.K.1f, W.K.3, RL.K.3

# 3 Knowledge 7

## Lesson 5 Sing a Song of Sixpence

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

**Formative Assessment:** Old King Cole Story

SL.K.4, RF.K.2a, RL.K.3, L.K.5c, W.K.3, W.K.5

# 4 Knowledge 7

## Pausing Point Day 1

# 5 Knowledge 7

## Pausing Point Day 2

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# WEEK TWENTY

|     | Day 1       | Day 2 | Day 3       | Day 4 | Day 5 |
|-----|-------------|-------|-------------|-------|-------|
| W20 |             |       | Skills 6    |       |       |
|     |             |       | Knowledge 7 |       |       |
| W21 |             |       | Skills 7    |       |       |
|     | Knowledge 7 |       | Knowledge 8 |       |       |
| W22 |             |       | Skills 7    |       |       |
|     |             |       | Knowledge 8 |       |       |
| W23 |             |       | Skills 7    |       |       |
|     |             |       | Knowledge 8 |       |       |
| W24 |             |       | Skills 7    |       |       |
|     | Knowledge 8 |       | Knowledge 9 |       |       |

**Knowledge 6:** Native Americans

**Knowledge 7:** King and Queen

**Knowledge 8:** Seasons and Weather

1

## Skills 6

**Lesson 16** Language: Spelling

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

**Formative Assessment:** Observation, AP 16.1

RF.K.2c, RF.K.3a, RF.K.3b, RF.K.1d, L.K.2d, RF.K.1a, RF.K.1b, RF.K.1c, RL.K.1, RL.K.3, RL.K.7, RF.K.4

2

## Skills 6

**Lesson 17** Unit Assessment

- Read "Fast Fred"

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

RF.K.4

3

## Skills 6

**Pausing Point** Day 1

4

## Skills 6

**Pausing Point** Day 2

5

## Skills 6

**Pausing Point** Day 3

# 1 Knowledge 7

## Lesson 6 The Princess and the Pea

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

**Formative Assessment:** AP 6.1

SL.K.1, RL.K.7, L.K.5b, RL.K.7

# 2 Knowledge 7

## Lesson 7 Cinderella

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

**Formative Assessment:** AP 7.1

SL.K.1, RL.K.3, L.K.5b, L.K.4, RL.K.2

# 3 Knowledge 7

## Lesson 8 Snow White and the Seven Dwarfs

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

**Formative Assessment:** AP 8.1

SL.K.1, RL.K.3, L.K.5d, RL.K.2

# 4 Knowledge 7

## Domain Review Day 1

# 5 Knowledge 7

## Domain Assessment Day 1

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# WEEK TWENTY-ONE

|     | Day 1       | Day 2 | Day 3       | Day 4 | Day 5 |
|-----|-------------|-------|-------------|-------|-------|
| W21 |             |       | Skills 7    |       |       |
|     | Knowledge 7 |       | Knowledge 8 |       |       |
| W22 |             |       | Skills 7    |       |       |
|     |             |       | Knowledge 8 |       |       |
| W23 |             |       | Skills 7    |       |       |
|     |             |       | Knowledge 8 |       |       |
| W24 |             |       | Skills 7    |       |       |
|     | Knowledge 8 |       | Knowledge 9 |       |       |
| W25 |             |       | Skills 8    |       |       |
|     |             |       | Knowledge 9 |       |       |

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

1

Skills 7

Lesson 1

Basic Code: Introduce /ch/ > 'ch'

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

Formative Assessment: Observation

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3d, L.K.2d

2

Skills 7

Lesson 2

Basic Code: Introduce /sh/ > 'sh'

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

Formative Assessment: Observation

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.2e, RF.K.3d

3

Skills 7

Lesson 3

Tricky Word: Introduce Down

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

Formative Assessment: Observation, AP 3.2

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.2d, RF.K.2e, RF.K.3d

4

Skills 7

Lesson 4

Basic Code: Introduce /th/ > 'th'

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

Formative Assessment: Observation

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.2e, RF.K.3d

5

Skills 7

Lesson 5

Basic Code: Introduce /th/ > 'th'

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

Formative Assessment: Observation

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.2e, RF.K.3d



# 1 Knowledge 7

**Culminating Activities** Day 1

# 2 Knowledge 7

**Culminating Activities** Day 2

# 3 Knowledge 8

**Lesson 1** What's the Weather Like?

- Discuss purpose of a calendar
- Identify four seasons; describe types of weather
- Word Work: *characteristics*
- Describe characteristics of weather; make weather predictions

**Formative Assessment:** AP 1.1

SL.K.1, RI.K.3, L.K.5c, W.K.2

- # 4 Knowledge 8
- Lesson 2** Winter
- Discuss seasons and months
  - Identify characteristics of winter
  - Word Work: *frigid*
  - Describe characteristics of weather; make weather predictions

**Formative Assessment:** AP 1.1

SL.K.1, RI.K.2, L.K.5c, W.K.2

- # 5 Knowledge 8
- Lesson 3** Spring
- Recall characteristics of winter; identify spring months
  - Describe characteristics of spring
  - Word Work: *gradually*
  - Describe characteristics of weather; make weather predictions

**Formative Assessment:** AP 1.1

SL.K.2, RI.K.2, L.K.5c, W.K.2

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# WEEK TWENTY-TWO

|     | Day 1       | Day 2 | Day 3       | Day 4 | Day 5 |
|-----|-------------|-------|-------------|-------|-------|
| W22 |             |       | Skills 7    |       |       |
|     |             |       | Knowledge 8 |       |       |
| W23 |             |       | Skills 7    |       |       |
|     |             |       | Knowledge 8 |       |       |
| W24 |             |       | Skills 7    |       |       |
|     | Knowledge 8 |       | Knowledge 9 |       |       |
| W25 |             |       | Skills 8    |       |       |
|     |             |       | Knowledge 9 |       |       |
| W26 |             |       | Skills 8    |       |       |
|     |             |       | Knowledge 9 |       |       |

**Knowledge 8:** Seasons and Weather

**Knowledge 9:** Columbus and the Pilgrims

## 1 Skills 7

**Lesson 6** Basic Code: Review /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th' and /th/ > 'th' and /th/ > 'th'

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

**Formative Assessment:** Observation, AP 6.1

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.2e, RF.K.3d

## 2 Skills 7

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

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

**Formative Assessment:** Observation

RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.2e, RF.K.3d

## 3 Skills 7

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

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

**Formative Assessment:** Observation, AP 8.4

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3d, L.K.2d, RF.K.2e, RF.K.3d

## 4 Skills 7

**Lesson 9** Tricky Word: Introduce Out

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

**Formative Assessment:** Observation, AP 9.2

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1

## 5 Skills 7

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

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

**Formative Assessment:** Observation, AP 10.1

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.2e, RF.K.3d, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.4

# 1 Knowledge 8

## Lesson 4 Summer

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

**Formative Assessment:** AP 1.1

SL.K.1, RI.K.2, L.K.5c, W.K.2

# 2 Knowledge 8

## Lesson 5 Autumn

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.2, L.K.5c, W.K.2

# 3 Knowledge 8

## Pausing Point Day 1

# 4 Knowledge 8

## Pausing Point Day 2

# 5 Knowledge 8

## Pausing Point Day 3

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# WEEK TWENTY-THREE

|     | Day 1       | Day 2 | Day 3        | Day 4 | Day 5 |
|-----|-------------|-------|--------------|-------|-------|
| W23 |             |       | Skills 7     |       |       |
|     |             |       | Knowledge 8  |       |       |
| W24 |             |       | Skills 7     |       |       |
|     | Knowledge 8 |       | Knowledge 9  |       |       |
| W25 |             |       | Skills 8     |       |       |
|     |             |       | Knowledge 9  |       |       |
| W26 |             |       | Skills 8     |       |       |
|     |             |       | Knowledge 9  |       |       |
| W27 |             |       | Skills 8     |       |       |
|     | Knowledge 9 |       | Knowledge 10 |       |       |

**Knowledge 8:** Seasons and Weather

**Knowledge 9:** Columbus and the Pilgrims

**Knowledge 10:** Colonial Towns and Townspeople

## 1 Skills 7

**Lesson 11** Tricky Word/Student Assessment: Introduce Of

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

**Formative Assessment:** Observation, AP 11.1

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.4

## 2 Skills 7

**Lesson 12** Student Performance Assessment

- Orally segment up to five sounds in a single-syllable word
- Provide sound and letter name
- Read and spell single-syllable, short-vowel words
- Read “Seth’s Dad”

**Formative Assessment:** Observation, AP 12.2

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.2e, RF.K.3d, RF.K.4

## 3 Skills 7

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

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

**Formative Assessment:** Observation

RF.K.2d, L.K.2d, RF.K.2e, RF.K.3d, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.4

## 4 Skills 7

**Lesson 14** Student Performance Assessment

- Orally segment up to five sounds in a single-syllable word
- Provide sound and letter name
- Track print and answer questions about text
- Read “Lunch”

**Formative Assessment:** Observation, AP 12.2

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.4

## 5 Skills 7

**Lesson 15** Student Performance Assessment

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

**Formative Assessment:** Observation, AP 12.2

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.2e, RF.K.3d, RF.K.4

# 1 Knowledge 8

## Lesson 6 The Grasshopper and the Ants

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

**Formative Assessment:** AP 6.1

SL.K.4, RL.K.9, L.K.5c, W.K.2

# 2 Knowledge 8

## Lesson 7 Safety in Storms

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

**Formative Assessment:** Drawing Activity

SL.K.2, RI.K.3, L.K.5c, W.K.2

# 3 Knowledge 8

## Lesson 8 Meteorology

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

**Formative Assessment:** AP 1.1

SL.K.1, RI.K.3, L.K.5c, SL.K.5, W.K.1

# 4 Knowledge 8

## Domain Review Day 1

# 5 Knowledge 8

## Domain Assessment Day 1

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# WEEK TWENTY-FOUR

|     | Day 1        | Day 2 | Day 3        | Day 4 | Day 5 |
|-----|--------------|-------|--------------|-------|-------|
| W24 | Knowledge 8  |       | Skills 7     |       |       |
|     | Knowledge 8  |       | Knowledge 9  |       |       |
| W25 | Skills 8     |       | Knowledge 9  |       |       |
|     | Knowledge 9  |       | Skills 8     |       |       |
| W26 | Knowledge 9  |       | Knowledge 9  |       |       |
|     | Skills 8     |       | Skills 8     |       |       |
| W27 | Knowledge 9  |       | Knowledge 10 |       |       |
|     | Skills 8     |       | Skills 8     |       |       |
| W28 | Knowledge 10 |       | Knowledge 10 |       |       |
|     | Skills 8     |       | Skills 8     |       |       |

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

1 Skills 7

Lesson 16 Student Performance Assessment

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

Formative Assessment: Observation, AP 12.2

RF.K.2d, L.K.2d, RF.K.2e, RF.K.3d, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.4

2 Skills 7

Lesson 17 Tricky Words: Review Down, Out, Of

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

Formative Assessment: Observation, AP 17.1

RF.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4

3 Skills 7

Pausing Point Day 1

4 Skills 7

Pausing Point Day 2

5 Skills 7

Pausing Point Day 3

# 1 Knowledge 8

**Culminating Activities** Day 1

# 2 Knowledge 8

**Culminating Activities** Day 2

# 3 Knowledge 9

**Lesson 1** The Spice Seekers

- Identify world map; compare travel
- Explain why Europeans traveled Asia
- Word Work: *spices*
- Locate Europe, Asia, Africa

**Formative Assessment:** AP 1.1

SL.K.1, RI.K.2, L.K.5c

# 4 Knowledge 9

**Lesson 2** Ferdinand and Isabella

- Review information about “spice seekers”
- Describe Columbus’s route; identify Columbus’s supporters
- Word Work: *victorious*
- Describe Columbus’s actions

**Formative Assessment:** Drawing Activity

SL.K.2, RI.K.3, L.K.5c, RI.K.2

# 5 Knowledge 9

**Lesson 3** 1492

- Locate Europe, Asia, Africa; recall Columbus’s route
- Identify facts about Columbus’s voyage
- Word Work: *shore*
- Identify three ships

**Formative Assessment:** AP 3.1

SL.K.2, RI.K.2, L.K.5c

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# WEEK TWENTY-FIVE

|     | Day 1       | Day 2        | Day 3        | Day 4    | Day 5 |
|-----|-------------|--------------|--------------|----------|-------|
| W25 |             |              | Skills 8     |          |       |
|     |             |              | Knowledge 9  |          |       |
| W26 |             |              | Skills 8     |          |       |
|     |             |              | Knowledge 9  |          |       |
| W27 |             |              | Skills 8     |          |       |
|     | Knowledge 9 |              | Knowledge 10 |          |       |
| W28 |             |              | Skills 8     |          |       |
|     |             |              | Knowledge 10 |          |       |
| W29 |             | Skills 8     |              | Skills 9 |       |
|     |             | Knowledge 10 |              |          |       |

**Knowledge 9:** Columbus and the Pilgrims

**Knowledge 10:** Colonial Towns and Townspeople

## 1 Skills 8

### Lesson 1 Tricky Word: Introduce Funny

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

#### Formative Assessment: Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.3, RL.K.7

## 2 Skills 8

### Lesson 2 Tricky Word: Introduce All

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

#### Formative Assessment: Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RF.K.4

## 3 Skills 8

### Lesson 3 Review: Tricky Words

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

#### Formative Assessment: Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.4

## 4 Skills 8

### Lesson 4 Tricky Words and Rhyming Words

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

#### Formative Assessment: Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.2a, RF.K.4

## 5 Skills 8

### Lesson 5 Tricky Word: Introduce From

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

#### Formative Assessment: Observation

RF.K.3c, RF.K.1a, RF.K.1b, RF.K.1c, RF.K.4, L.K.2b, RL.K.1, RL.K.7



# 1 Knowledge 9

## Lesson 4 Not the Indies

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

**Formative Assessment:** Drawing Activity

RI.K.2, RI.K.3, L.K.5c, W.K.3

# 2 Knowledge 9

## Lesson 5 Further Adventures of Christopher Columbus

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

**Formative Assessment:** AP 5.1

SL.K.2, RI.K.3, L.K.5c, W.K.3

# 3 Knowledge 9

## Pausing Point Day 1

# 4 Knowledge 9

## Pausing Point Day 2

# 5 Knowledge 9

## Lesson 6 Colonies in Native American Lands

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

**Formative Assessment:** Exit Pass

SL.K.2, RI.K.3, L.K.5c, SL.K.4

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# WEEK TWENTY-SIX

|     | Day 1        | Day 2        | Day 3        | Day 4    | Day 5 |
|-----|--------------|--------------|--------------|----------|-------|
| W26 |              |              | Skills 8     |          |       |
|     |              |              | Knowledge 9  |          |       |
| W27 |              |              | Skills 8     |          |       |
|     | Knowledge 9  |              | Knowledge 10 |          |       |
| W28 |              |              | Skills 8     |          |       |
|     |              |              | Knowledge 10 |          |       |
| W29 |              | Skills 8     |              | Skills 9 |       |
|     |              | Knowledge 10 |              |          |       |
| W30 |              |              | Skills 9     |          |       |
|     | Knowledge 10 |              | Knowledge 11 |          |       |

**Knowledge 9:** Columbus and the Pilgrims

**Knowledge 10:** Colonial Towns and Townspeople

**Knowledge 11:** Taking Care of the Earth

## 1 Skills 8

### Lesson 6 Review: Spelling

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

#### Formative Assessment: Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.2e, RF.K.3d, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RF.K.4

## 2 Skills 8

### Lesson 7 Review: Basic Code

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

#### Formative Assessment: Observation

RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.2e, RF.K.4

## 3 Skills 8

### Lesson 8 Tricky Word: Introduce Was

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

#### Formative Assessment: Observation

RF.K.3c, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RF.K.4

## 4 Skills 8

### Lesson 9 Tricky Words and Rhyming Words

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

#### Formative Assessment: Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.2a, RF.K.3, RF.K.3b, RF.K.4

## 5 Skills 8

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

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

#### Formative Assessment: Observation, AP 10.2

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1

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## Knowledge 9

### Lesson 7 The Voyage of the Mayflower

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

**Formative Assessment:** AP 7.1

SL.K.2, RI.K.3, L.K.5c, RI.K.2

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## Knowledge 9

### Lesson 8 The Wampanoag

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

**Formative Assessment:** Drawing Activity

SL.K.2, RI.K.3, L.K.5c, W.K.3

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## Knowledge 9

### Lesson 9 Thanksgiving

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

**Formative Assessment:** AP 9.1

SL.K.2, RI.K.3, L.K.5c, W.K.3

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## Knowledge 9

### Domain Review Day 1

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## Knowledge 9

### Domain Assessment Day 1

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# WEEK TWENTY-SEVEN

|     | Day 1        | Day 2    | Day 3        | Day 4    | Day 5 |
|-----|--------------|----------|--------------|----------|-------|
| W27 |              |          | Skills 8     |          |       |
|     | Knowledge 9  |          | Knowledge 10 |          |       |
| W28 |              |          | Skills 8     |          |       |
|     |              |          | Knowledge 10 |          |       |
| W29 |              | Skills 8 |              | Skills 9 |       |
|     |              |          | Knowledge 10 |          |       |
| W30 |              |          | Skills 9     |          |       |
|     | Knowledge 10 |          | Knowledge 11 |          |       |
| W31 |              |          | Skills 9     |          |       |
|     |              |          | Knowledge 11 |          |       |

**Knowledge 9:** Columbus and the Pilgrims

**Knowledge 10:** Colonial Towns and Townspeople

**Knowledge 11:** Taking Care of the Earth

## 1 Skills 8

**Lesson 11** Review: Double-Letter Spellings and Tricky Words

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

**Formative Assessment:** Observation, AP 11.1

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.2d, RF.K.4

## 2 Skills 8

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

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

**Formative Assessment:** Observation

RF.K.3a, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.4

## 3 Skills 8

**Lesson 13** Review: Double-Letter Spellings for Consonant Sounds

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

**Formative Assessment:** Observation

RF.K.1d, RF.K.3a, RF.K.3b, L.K.2d, RF.K.4, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7

## 4 Skills 8

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

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

**Formative Assessment:** Observation, AP 14.1

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.4

## 5 Skills 8

**Lesson 15** Student Performance Assessment: Word Recognition

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

**Formative Assessment:** AP 15.1, 15.2, Observation

RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.2d

# 1 Knowledge 9

**Culminating Activities** Day 1

# 2 Knowledge 9

**Culminating Activities** Day 2

# 3 Knowledge 10

**Lesson 1** The Country Family

- Become familiar with concept of chores; understand importance of towns
- Identify key details
- Describe types of chores
- Word Work: *country*
- Compare colonial life and present-day life

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.1, L.K.5c, W.K.8

# 4 Knowledge 10

**Lesson 2** A Trip to Town

- Identify types of tradespeople
- Describe types of tradespeople
- Word Work: *everyday*
- Illustrate bartering system

**Formative Assessment:** Exit Pass

SL.K.4, RI.K.1, L.K.5b, W.K.2

# 5 Knowledge 10

**Lesson 3** The Bread Makers: Millers and Bakers

- Review concept of bartering; identify information about bread
- Describe how to make bread
- Word Work: *customers*
- Sequence process of making bread

**Formative Assessment:** AP 3.1

SL.K.2, RI.K.1, L.K.5c, RI.K.2

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# WEEK TWENTY-EIGHT

|     | Day 1 | Day 2    | Day 3        | Day 4        | Day 5 |
|-----|-------|----------|--------------|--------------|-------|
| W28 |       |          | Skills 8     |              |       |
|     |       |          | Knowledge 10 |              |       |
| W29 |       | Skills 8 |              | Skills 9     |       |
|     |       |          | Knowledge 10 |              |       |
| W30 |       |          | Skills 9     |              |       |
|     |       |          | Knowledge 10 | Knowledge 11 |       |
| W31 |       |          | Skills 9     |              |       |
|     |       |          | Knowledge 11 |              |       |
| W32 |       |          | Skills 9     |              |       |
|     |       |          | Knowledge 11 |              |       |

**Knowledge 10:** Colonial Towns and Townspeople

**Knowledge 11:** Taking Care of the Earth

## 1 Skills 8

**Lesson 16** Student Performance Assessment: Lowercase Letter Names

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

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

RF.K.4, RF.K.2d, RF.K.2a

## 2 Skills 8

**Lesson 17** Student Performance Assessment: Tricky Words

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

**Formative Assessment:** AP 17.1, Observation

RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.4

## 3 Skills 8

**Lesson 18** Student Performance Assessment: Reading and Code Knowledge

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

**Formative Assessment:** Observation, AP 18.1, AP 18.2

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.4

## 4 Skills 8

**Lesson 19** Review/Assessment: Student Assessment

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

**Formative Assessment:** Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.1a, RF.K.1b, RF.K.1c, L.K.2b, RL.K.1, RL.K.7, RF.K.4

## 5 Skills 8

**Lesson 20** Review/Assessment: Unit Assessment

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

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

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.2a, RF.K.4

# 1 Knowledge 10

**Lesson 4** The Cloth Makers:  
Spinners and Weavers

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.3, L.K.5b, SL.K.4

# 2 Knowledge 10

**Lesson 5** Dressmakers, Tailors, Hatters,  
and Cobblers

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.3, L.K.5b, SL.K.4

# 3 Knowledge 10

**Lesson 6** The Elves and the Shoemaker

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

**Formative Assessment:** Exit Pass

SL.K.1, RL.K.1, L.K.5b, W.K.2

# 4 Knowledge 10

**Pausing Point** Day 1

# 5 Knowledge 10

**Pausing Point** Day 2

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# WEEK TWENTY-NINE

|     | Day 1        | Day 2 | Day 3        | Day 4        | Day 5 |
|-----|--------------|-------|--------------|--------------|-------|
| W29 | Skills 8     |       | Skills 9     |              |       |
|     | Knowledge 10 |       |              |              |       |
| W30 | Skills 9     |       | Knowledge 11 |              |       |
|     | Knowledge 10 |       |              | Knowledge 11 |       |
| W31 | Skills 9     |       | Knowledge 11 |              |       |
|     | Knowledge 11 |       |              |              |       |
| W32 | Skills 9     |       | Knowledge 11 |              |       |
|     | Knowledge 11 |       |              |              |       |
| W33 | Skills 9     |       | Knowledge 11 |              |       |
|     | Knowledge 11 |       |              | K 12         |       |

**Knowledge 10:** Colonial Towns and Townspeople  
**Knowledge 11:** Taking Care of the Earth  
**Knowledge 12:** Presidents and American Symbols

1 Skills 8  
Pausing Point Day 1

2 Skills 8  
Pausing Point Day 2

3 Skills 8  
Pausing Point Day 3

4 Skills 9

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

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

**Formative Assessment:** Observation  
RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a

5 Skills 9

**Lesson 2** Tricky Words: Introduce Why and To

- Read and write Tricky Words *why*, *to*
- Read “The Bad Crab,” answer questions about text

**Formative Assessment:** Observation  
RF.K.3c, RF.K.4, RL.K.1, RL.K.3



# 1 Knowledge 10

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

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

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.2, L.K.5c, L.K.4, SL.K.4

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# 2 Knowledge 10

**Lesson 8** The Blacksmiths

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

**Formative Assessment:** Exit Pass

SL.K.2, RI.K.3, L.K.5c, L.K.4, L.K.1d

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# 3 Knowledge 10

**Lesson 9** The Little Gray Pony

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

**Formative Assessment:** Exit Pass

SL.K.2, RI.K.2, L.K.5c

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# 4 Knowledge 10

**Lesson 10** Stone Soup

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

**Formative Assessment:** AP 10.1

SL.K.1, RL.K.1, L.K.5c, W.K.3

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# 5 Knowledge 10

**Domain Review** Day 1

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# WEEK THIRTY

|     | Day 1        | Day 2        | Day 3    | Day 4        | Day 5 |
|-----|--------------|--------------|----------|--------------|-------|
| W30 |              |              | Skills 9 |              |       |
|     | Knowledge 10 |              |          | Knowledge 11 |       |
| W31 |              |              | Skills 9 |              |       |
|     |              | Knowledge 11 |          |              |       |
| W32 |              |              | Skills 9 |              |       |
|     |              | Knowledge 11 |          |              |       |
| W33 |              |              | Skills 9 |              |       |
|     | Knowledge 11 |              |          |              | K 12  |
| W34 |              | Skills 9     |          |              | S 10  |
|     |              | Knowledge 12 |          |              |       |

**Knowledge 10:** Colonial Towns and Townspeople

**Knowledge 11:** Taking Care of the Earth

**Knowledge 12:** Presidents and American Symbols

## 1 Skills 9

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

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

**Formative Assessment:** Observation

RF.K.3c, RF.K.1d, L.K.1a, RF.K.4, RL.K.1, RL.K.7

## 2 Skills 9

**Lesson 4** Review: Tricky Words and Uppercase Letters

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

**Formative Assessment:** Observation

RF.K.3c, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.4, RL.K.1

## 3 Skills 9

**Lesson 5** Tricky Words:  
Introduce Where and No

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

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

RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, RF.K.4

## 4 Skills 9

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

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

**Formative Assessment:** AP 6.1, Observation

RF.K.1d, L.K.1a, RF.K.4, RL.K.1

## 5 Skills 9

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

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

**Formative Assessment:** Observation, AP 7.1

RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.1d, L.K.1a

# 1 Knowledge 10

Domain Assessment Day 1

# 2 Knowledge 10

Culminating Activities Day 1

# 3 Knowledge 10

Culminating Activities Day 2

# 4 Knowledge 11

Lesson 1 Introducing the Earth

- Discuss Earth
- Identify what Earth is made of and why we should care for it
- Word Work: *responsibility*
- Demonstrate understanding of *earth*
- Identify facts about Earth

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.3, L.K.5c, L.K.4, RI.K.2

# 5 Knowledge 11

Lesson 2 Garbage

- Recall information about Earth
- Describe a landfill's purpose
- Word Work: *hazardous*
- Describe what happens to garbage

**Formative Assessment:** Writing Activity

SL.K.2, RI.K.2, L.K.5b, W.K.2

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# WEEK THIRTY-ONE

|     | Day 1 | Day 2 | Day 3        | Day 4 | Day 5 |
|-----|-------|-------|--------------|-------|-------|
| W31 |       |       | Skills 9     |       |       |
|     |       |       | Knowledge 11 |       |       |
| W32 |       |       | Skills 9     |       |       |
|     |       |       | Knowledge 11 |       |       |
| W33 |       |       | Skills 9     |       |       |
|     |       |       | Knowledge 11 |       | K 12  |
| W34 |       |       | Skills 9     |       | S 10  |
|     |       |       | Knowledge 12 |       |       |
| W35 |       |       | Skills 10    |       |       |
|     |       |       | Knowledge 12 |       |       |

**Knowledge 11:** Taking Care of the Earth

**Knowledge 12:** Presidents and American Symbols

## 1 Skills 9

**Lesson 8** Review: Tricky Words

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

**Formative Assessment:** Observation

RF.K.3c, RF.K.2d, RF.K.3d, L.K.2d, RF.K.1d, RF.K.3a, RF.K.3b, L.K.2c, RF.K.4, RL.K.1

## 2 Skills 9

**Lesson 9** Review: Tricky Words

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

**Formative Assessment:** Observation, AP 9.1, AP 9.2

RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4, RL.K.1, W.K.3, SL.K.5

## 3 Skills 9

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

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

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

RF.K.3c, RF.K.1d, L.K.1a, RF.K.4, RL.K.1, RL.K.3

## 4 Skills 9

**Lesson 11** Tricky Word: Introduce Once

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

**Formative Assessment:** Observation, AP 11.1

RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4, RL.K.1, W.K.3, SL.K.5

## 5 Skills 9

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

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

**Formative Assessment:** Observation, AP 12.2

RF.K.1d, L.K.1a, RF.K.3c, RF.K.4, RL.K.1, W.K.3, SL.K.5

# 1 Knowledge 11

## Lesson 3 Natural Resources

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

**Formative Assessment:** AP 3.1

SL.K.2, RI.K.3, L.K.5b, RI.K.1

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# 2 Knowledge 11

## Lesson 4 Reduce, Reuse, Recycle

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

**Formative Assessment:** Writing Activity

SL.K.2, RI.K.3, L.K.5b, W.K.1, W.K.5

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# 3 Knowledge 11

## Lesson 5 Recycle! Recycle! Recycle!

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

**Formative Assessment:** Recycling Process Writing

SL.K.2, RI.K.2, L.K.5c, W.K.3

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# 4 Knowledge 11

## Lesson 6 Composting

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

**Formative Assessment:** My Composting Story

SL.K.2, RI.K.3, L.K.5c, W.K.3

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# 5 Knowledge 11

## Pausing Point Day 1

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# WEEK THIRTY-TWO

|     | Day 1 | Day 2 | Day 3        | Day 4 | Day 5 |
|-----|-------|-------|--------------|-------|-------|
| W32 |       |       | Skills 9     |       |       |
|     |       |       | Knowledge 11 |       |       |
| W33 |       |       | Skills 9     |       |       |
|     |       |       | Knowledge 11 |       | K 12  |
| W34 |       |       | Skills 9     |       | S 10  |
|     |       |       | Knowledge 12 |       |       |
| W35 |       |       | Skills 10    |       |       |
|     |       |       | Knowledge 12 |       |       |
| W36 |       |       | Skills 10    |       |       |
|     |       |       | Knowledge 12 |       |       |

**Knowledge 11:** Taking Care of the Earth

**Knowledge 12:** Presidents and American Symbols

## 1 Skills 9

**Lesson 13** Tricky Words:  
Introduce Said and Says

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

**Formative Assessment:** Observation

RF.K.3c, RF.K.4, RL.K.1

## 2 Skills 9

**Lesson 14** Review: Tricky Words

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

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

RF.K.3c, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.1d, RF.K.4, RL.K.1, W.K.3, SL.K.5

## 3 Skills 9

**Lesson 15** Review: Basic Code and Tricky Words

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

**Formative Assessment:** Observation, AP 15.1, AP 15.2

RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.4, RF.K.3c

## 4 Skills 9

**Lesson 16** Tricky Word: Introduce Were

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

**Formative Assessment:** Observation, AP 16.1

RF.K.3c, RF.K.4, RL.K.1

## 5 Skills 9

**Lesson 17** Tricky Words:  
Introduce Here and There

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

**Formative Assessment:** Observation, AP 17.2

RF.K.3c, RF.K.4, RL.K.1, W.K.3, SL.K.5

# 1 Knowledge 11

Pausing Point Day 2

# 2 Knowledge 11

Lesson 7 Pollution

- Recall facts about composting and ways to take care of the earth
- Recall facts about pollution; describe solutions for pollution
- Word Work: *toxic*
- Demonstrate understanding of *litter*
- Identify key details

**Formative Assessment:** Exit Pass

SL.K.2, RI.K.3, L.K.5b, L.K.4, RI.K.2

# 3 Knowledge 11

Lesson 8 Air Pollution

- Discuss facts about pollution
- Discuss pollution and how to reduce air pollution
- Word Work: *global*
- Illustrate air pollution

**Formative Assessment:** Drawing Activity

SL.K.2, RI.K.3, L.K.5b, RI.K.2

# 4 Knowledge 11

Lesson 9 Willy the Water Drop

- Identify types of water
- Differentiate freshwater and wastewater; explain importance of clean water
- Word Work: *supply*
- Write understanding of types of water

**Formative Assessment:** Writing Activity

SL.K.1, RI.K.3, L.K.5c, W.K.3, W.K.6

# 5 Knowledge 11

Lesson 10 Good-bye from Good Old Earth

- Recall facts about air and water pollution
- Describe ways to take care of the earth
- Word Work: *effort*
- Help create class book

**Formative Assessment:** Class Book

SL.K.4, RI.K.3, L.K.5c, W.K.2

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# WEEK THIRTY-THREE

|     | Day 1 | Day 2        | Day 3    | Day 4 | Day 5 |
|-----|-------|--------------|----------|-------|-------|
|     |       |              | Skills 9 |       |       |
| W33 |       | Knowledge 11 |          |       | K 12  |
|     |       | Skills 9     |          |       | S 10  |
| W34 |       | Knowledge 12 |          |       |       |
|     |       | Skills 10    |          |       |       |
| W35 |       | Knowledge 12 |          |       |       |
|     |       | Skills 10    |          |       |       |
| W36 |       | Knowledge 12 |          |       |       |
|     |       | Skills 10    |          |       |       |
| W37 |       |              |          |       |       |

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

1

Skills 9

Lesson 18 Review: Tricky Words

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

Formative Assessment: AP 18.1, AP 18.2, Observation

RF.K.3c, RF.K.4, RL.K.1

2

Skills 9

Lesson 19 Review: Punctuation Marks

- Use punctuation correctly
- Read “Spot’s Bath,” answer questions about text, create illustrations

Formative Assessment: Observation, AP 19.2

L.K.2b, RF.K.4, RL.K.1, W.K.3, SL.K.5

3

Skills 9

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

- Read “The Pots and Pans Band,” answer questions about the text

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

RF.K.4, RL.K.1

4

Skills 9

Lesson 21 Student Performance Assessment: Uppercase Letters and Punctuation

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

Formative Assessment: Observation, AP 21.1, AP 21.5

RF.K.4, RL.K.1, W.K.3, SL.K.5, RF.K.3c, RF.K.3a, RF.K.3b, RF.K.1d

5

Skills 9

Lesson 22 Student Performance Assessment: Uppercase Letters and Punctuation

- Read “When It’s Hot,” answer questions about text
- Answer simple written yes/no questions

Formative Assessment: Observation, AP 22.1, AP 21.5

RF.K.4, RL.K.1, RF.K.3a, RF.K.3b, RF.K.3c



# 1 Knowledge 11

Domain Review Day 1

# 2 Knowledge 11

Domain Assessment Day 1

# 3 Knowledge 11

Culminating Activities Day 1

# 4 Knowledge 11

Culminating Activities Day 2

# 5 Knowledge 12

**Lesson 1** The Home of the President:  
Washington, D.C.

- Review details about kings, queens, and Pilgrims
- Describe Washington, D.C.; compare a president and a king
- Word Work: *liberties*
- Compare monarchs and presidents

**Formative Assessment:** Exit Pass

SL.K.1, RI.K.3, L.K.5c

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# WEEK THIRTY-FOUR

|     | Day 1        | Day 2 | Day 3 | Day 4 | Day 5 |
|-----|--------------|-------|-------|-------|-------|
| W34 | Skills 9     |       |       |       | S 10  |
|     | Knowledge 12 |       |       |       |       |
| W35 | Skills 10    |       |       |       |       |
|     | Knowledge 12 |       |       |       |       |
| W36 | Skills 10    |       |       |       |       |
|     | Knowledge 12 |       |       |       |       |
| W37 | Skills 10    |       |       |       |       |
|     |              |       |       |       |       |
| W38 | Skills 10    |       |       |       |       |
|     |              |       |       |       |       |

Knowledge 12: Presidents and American Symbols

1 Skills 9

Lesson 23 Student Performance Assessment: Uppercase Letters and Punctuation

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

Formative Assessment: Observation, AP 23.1, AP 21.5

RF.K.4, RL.K.1, W.K.3, SL.K.5, RF.K.3a, RF.K.3b, RF.K.3c

2 Skills 9

Pausing Point Day 1

3 Skills 9

Pausing Point Day 2

4 Skills 9

Pausing Point Day 3

5 Skills 10

Lesson 1 Basic Code: Introduce /ee/ > ‘ee’

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

Formative Assessment: Observation

RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.2d, RF.K.4, RL.K.1, RL.K.7

# 1 Knowledge 12

## Lesson 2 A Dishonest Story About an Honest Man

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

**Formative Assessment:** AP 2.1

SL.K.2, RL.K.3, L.K.5c, RL.K.2

# 2 Knowledge 12

## Lesson 3 A Clever General

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

**Formative Assessment:** AP 2.1

SL.K.1, RI.K.3, L.K.5c, W.K.3

# 3 Knowledge 12

## Lesson 4 George Washington

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

**Formative Assessment:** Exit Pass

SL.K.2, RI.K.3, L.K.5c, RI.K.2

# 4 Knowledge 12

## Lesson 5 Thomas Jefferson

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

**Formative Assessment:** Exit Pass

SL.K.2, RI.K.2, L.K.5c, W.K.2

# 5 Knowledge 12

## Pausing Point Day 1

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# WEEK THIRTY-FIVE

|     | Day 1 | Day 2 | Day 3        | Day 4 | Day 5 |
|-----|-------|-------|--------------|-------|-------|
| W35 |       |       | Skills 10    |       |       |
|     |       |       | Knowledge 12 |       |       |
| W36 |       |       | Skills 10    |       |       |
|     |       |       | Knowledge 12 |       |       |
| W37 |       |       | Skills 10    |       |       |
|     |       |       |              |       |       |
| W38 |       |       | Skills 10    |       |       |
|     |       |       |              |       |       |
| W39 |       |       | Skills 10    |       |       |
|     |       |       |              |       |       |

**Knowledge 12:** Presidents and American Symbols

## 1 Skills 10

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

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

**Formative Assessment:** Observation, AP 2.2

RF.K.3c, RF.K.3b, RF.K.4, RL.K.1, W.K.3

## 2 Skills 10

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

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

**Formative Assessment:** Observation

RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3d, L.K.2d, RF.K.3c, RF.K.4, RL.K.1, RL.K.7

## 3 Skills 10

**Lesson 4** Review: Basic Code and Tricky Words

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

**Formative Assessment:** Observation, AP 4.1

RF.K.3c, RF.K.3a, RF.K.3b, RF.K.3d, L.K.2d, RF.K.4, RL.K.1, W.K.3

## 4 Skills 10

**Lesson 5** Tricky Words: Introduce Be and Me

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

**Formative Assessment:** Observation, AP 5.2

RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4, RL.K.1, W.K.3

## 5 Skills 10

**Lesson 6** Review: Basic Code and Tricky Words

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

**Formative Assessment:** AP 6.1, AP 6.3

RF.K.3a, RF.K.3b, RF.K.4, RF.K.3c

# 1 Knowledge 12

Pausing Point Day 2

# 2 Knowledge 12

Pausing Point Day 3

# 3 Knowledge 12

**Lesson 6** Abraham Lincoln

- Review details about Founding Fathers
- Explain why Abraham Lincoln was important
- Word Work: *serious*
- Draw Abraham Lincoln

**Formative Assessment:** AP 6.1

SL.K.2, RI.K.3, L.K.5c, W.K.2

# 4 Knowledge 12

**Lesson 7** Teddy Roosevelt

- Review Washington, Jefferson, and Lincoln
- Explain why Theodore Roosevelt was important
- Word Work: *expert*
- Sequence Theodore Roosevelt's life

**Formative Assessment:** AP 7.1

SL.K.2, RI.K.3, L.K.5c, RI.K.2

# 5 Knowledge 12

**Lesson 8** Barack Obama

- Review Washington, Jefferson, Lincoln, and Roosevelt
- Identify Barack Obama as 44th and first African American president
- Word Work: *accomplishment*
- Demonstrate understanding of "where there's a will, there's a way"
- Draw favorite president

**Formative Assessment:** Drawing Activity

SL.K.2, RI.K.2, L.K.5c, L.K.4, W.K.1

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# WEEK THIRTY-SIX

|     | Day 1 | Day 2 | Day 3        | Day 4 | Day 5 |
|-----|-------|-------|--------------|-------|-------|
| W36 |       |       | Skills 10    |       |       |
|     |       |       | Knowledge 12 |       |       |
| W37 |       |       | Skills 10    |       |       |
|     |       |       |              |       |       |
| W38 |       |       | Skills 10    |       |       |
|     |       |       |              |       |       |
| W39 |       |       | Skills 10    |       |       |
|     |       |       |              |       |       |
| W40 |       |       | Skills 10    |       |       |
|     |       |       |              |       |       |

Knowledge 12: Presidents and American Symbols

1

Skills 10

Lesson 7

Basic Code: Introduce /ae/ > 'a\_e'

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

Formative Assessment: Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.2d, RF.K.4, RL.K.1, RL.K.7

2

Skills 10

Lesson 8

Tricky Words: Introduce They and Their

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

Formative Assessment: Observation, AP 8.1

RF.K.3b, RF.K.3d, L.K.2d, RF.K.3c, RF.K.4, RL.K.1, W.K.3

3

Skills 10

Lesson 9

Basic Code: Review /ae/ > 'a\_e'

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

Formative Assessment: AP 9.1, Observation, AP 9.2

RF.K.3c, RF.K.3b, RF.K.4, RL.K.1, W.K.3

4

Skills 10

Lesson 10

Review: Basic Code and Tricky Words

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

Formative Assessment: Observation, AP 10.2

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4, RL.K.1, RL.K.7, W.K.3

5

Skills 10

Lesson 11

Basic Code: Introduce /ie/ > 'i\_e'

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

Formative Assessment: Observation

RF.K.2b, RF.K.2d, RF.K.3b, RF.K.4, RL.K.1, RL.K.7

# 1 Knowledge 12

## Lesson 9 Carving Mount Rushmore

- Review Washington, Jefferson, Lincoln, Roosevelt, and Obama
- Describe importance of Mount Rushmore
- Word Work: *determined*
- Discuss facts about Mount Rushmore

**Formative Assessment:** AP 9.1, AP 9.2

SL.K.2, RI.K.3, L.K.5c, RI.K.2

# 2 Knowledge 12

## Domain Review Day 1

# 3 Knowledge 12

## Domain Assessment Day 1

# 4 Knowledge 12

## Culminating Activities Day 1

# 5 Knowledge 12

## Culminating Activities Day 2

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|     | Day 1     | Day 2 | Day 3 | Day 4 | Day 5 |
|-----|-----------|-------|-------|-------|-------|
| W37 | Skills 10 |       |       |       |       |
| W38 | Skills 10 |       |       |       |       |
| W39 | Skills 10 |       |       |       |       |
| W40 | Skills 10 |       |       |       |       |
| W41 | S 10      |       |       |       |       |

## 1 Skills 10

**Lesson 12** Basic Code: Review /ie/ > 'i\_e'

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

**Formative Assessment:** AP 12.1, Observation, AP 12.2

RF.K.3c, RF.K.3b, RF.K.4, RL.K.1, W.K.3

## 2 Skills 10

**Lesson 13** Tricky Word: Introduce My

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

**Formative Assessment:** Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3d, L.K.2d, RF.K.3c, RF.K.4, RL.K.1

## 3 Skills 10

**Lesson 14** Basic Code: Review Long-Vowel Patterns

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

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

RF.K.2b, RF.K.3b, RF.K.4, RL.K.1, W.K.3

## 4 Skills 10

**Lesson 15** Tricky Word: Introduce By

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

**Formative Assessment:** Observation, AP 15.1

RF.K.3c, RF.K.4, RL.K.1, W.K.3

## 5 Skills 10

**Lesson 16** Review: Tricky Words

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

**Formative Assessment:** Observation, AP 16.1

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.4, RF.K.3c



# WEEK THIRTY-EIGHT

## 1 Skills 10

**Lesson 17** Basic Code: Introduce /oe/ > 'o\_e'

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

**Formative Assessment:** Observation

RF.K.2b, RF.K.2d, RF.K.3b, RF.K.4, RL.K.1

## 2 Skills 10

**Lesson 18** Basic Code: Review /oe/ > 'o\_e'

- Read previously taught Tricky Words
- Read single-syllable words with the 'ee', 'a\_e', 'i\_e', and 'o\_e' spellings
- Read "The Gift," answer questions about text, create illustrations

**Formative Assessment:** AP 18.1, Observation, AP 18.2

RF.K.3c, RF.K.3b, RF.K.4, RL.K.1, W.K.3

## 3 Skills 10

**Lesson 19** Basic Code: Review

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

**Formative Assessment:** Observation, AP 19.1

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.4, RL.K.1, W.K.3

## 4 Skills 10

**Lesson 20** Basic Code: Review

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

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

RF.K.2b, RF.K.3b, RF.K.3a, RF.K.4, RL.K.1

## 5 Skills 10

**Lesson 21** Basic Code: Review

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

**Formative Assessment:** Observation, AP 21.1

RF.K.3b, RF.K.3d, L.K.2d, RF.K.4, RL.K.1, W.K.3

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|     | Day 1     | Day 2 | Day 3 | Day 4 | Day 5 |
|-----|-----------|-------|-------|-------|-------|
| W39 | Skills 10 |       |       |       |       |
| W40 | Skills 10 |       |       |       |       |
| W41 | S 10      |       |       |       |       |
|     |           |       |       |       |       |
|     |           |       |       |       |       |
|     |           |       |       |       |       |
|     |           |       |       |       |       |

## 1 Skills 10

**Lesson 22** Basic Code: Introduce /ue/ > 'u\_e'

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

**Formative Assessment:** Observation

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.2d, RF.K.4, RL.K.1, W.K.3

## 2 Skills 10

**Lesson 23** Tricky Words: Introduce You and Your

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

**Formative Assessment:** Observation, AP 23.1

RF.K.3b, RF.K.3d, L.K.2d, RF.K.3c, RF.K.4, RL.K.1, W.K.3

## 3 Skills 10

**Lesson 24** Basic Code: Review

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

**Formative Assessment:** Observation, AP 24.1

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3d, L.K.2d, RF.K.4, RL.K.1, W.K.3

## 4 Skills 10

**Lesson 25** Basic Code: Review

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

**Formative Assessment:** Observation, AP 25.1, AP 25.3

RF.K.2b, RF.K.3a, RF.K.3b, RF.K.4, RF.K.3c

## 5 Skills 10

**Lesson 26** Student Performance Assessment: Word Reading

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

**Formative Assessment:** Observation, AP 26.4

**Summative Assessment:** AP 26.1, AP 26.2

RF.K.4, RL.K.1, W.K.3

# WEEK FORTY

## 1 Skills 10

**Lesson 27** Student Performance Assessment: Sound Writing

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

**Formative Assessment:** Observation, AP 27.2

**Summative Assessment:** AP 27.1

RF.K.2b, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.4, RL.K.1, W.K.3

## 2 Skills 10

**Lesson 28** Student Performance Assessment: Letter Names

- Read and spell single-syllable, similarly spelled words
- Read single-syllable words with ‘ee’, ‘o\_e’, ‘a\_e’, ‘i\_e’, or ‘u\_e’ spellings
- Read “Lunch Trades,” answer questions about text

**Formative Assessment:** Observation

**Summative Assessment:** AP 28.1, AP 28.2

RF.K.3b, RF.K.3d, L.K.2d, RF.K.4, RL.K.1

## 3 Skills 10

**Lesson 29** Review: Long-Vowel Patterns

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

**Formative Assessment:** Observation, AP 29.1

RF.K.2b, RF.K.3b, RF.K.3d, L.K.2d, RF.K.4, RL.K.1, W.K.3

## 4 Skills 10

**Pausing Point** Day 1

## 5 Skills 10

**Pausing Point** Day 2

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|     | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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1

Skills 10

Pausing Point Day 3

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# Additional Resources

## In this section

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



# Amplify CKLA Supply List

## Kindergarten Materials

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

**Please refer to your Teacher Guide for details.**

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

# CKLA Supply List

## Kindergarten Materials

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

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

O = optional    ✓ = needed for unit/domain



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

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

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

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

O = optional    ✓ = needed for unit/domain

# Common Core Alignment

## READING STANDARDS FOR LITERATURE (RL)

### Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text. **[RL.K.1]**

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

With prompting and support, retell familiar stories, including key details. **[RL.K.2]**

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

With prompting and support, identify characters, settings, and major events in a story. **[RL.K.3]**

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

### Craft and Structure

Ask and answer questions about unknown words in a text. **[RL.K.4]**

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

Recognize common types of texts (e.g., storybooks, poems). **[RL.K.5]**

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

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **[RL.K.6]**

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

## Integration of Knowledge and Ideas

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.7]**

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

(Not applicable to literature) **[RL.K.8]**

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

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **[RL.K.9]**

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

## Range of Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding. **[RL.K.10]**

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

## READING STANDARDS FOR INFORMATIONAL TEXT (RI)

### Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text. **[RI.K.1]**

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

With prompting and support, identify the main topic and retell key details of a text. **[RI.K.2]**

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

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

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

## Craft and Structure

With prompting and support, ask and answer questions about unknown words in a text. **[RI.K.4]**

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

Identify the front cover, back cover, and title page of a book. **[RI.K.5]**

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

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.6]**

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

## Integration of Knowledge and Ideas

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.7]**

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

With prompting and support, identify the reasons an author gives to support points in a text. **[RI.K.8]**

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

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **[RI.K.9]**

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

## Range of Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding. [RI.K.10]

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

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

### Print Concepts

Demonstrate understanding of the organization and basic features of print. [RF.K.1]

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

Follow words from left to right, top to bottom, and page by page. [RF.K.1a]

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

Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b]

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

Understand that words are separated by spaces in print. [RF.K.1c]

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

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

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



## Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2]

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

Recognize and produce rhyming words. [RF.K.2a]

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

Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b]

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

Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c]

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

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.2d]

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

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e]

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

## Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]

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

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

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

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

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

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

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

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

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

## Fluency

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

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

## WRITING STANDARDS (W)

### Text Types and Purposes

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

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

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

[W.K.2]

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

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

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

## Production and Distribution of Writing

(Begins in grade 3) [W.K.4]

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

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

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

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

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

## Research to Build and Present Knowledge

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

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

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[W.K.8]**

|                                    |   |   |   |   |   |   |   |   |   |    |    |    |  |
|------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|--|
| Skills                             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |  |
| Knowledge                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  |
| (Begins in grade 4) <b>[W.K.9]</b> |   |   |   |   |   |   |   |   |   |    |    |    |  |
| Skills                             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |  |
| Knowledge                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  |

## Range of Writing

(Begins in grade 3) **[W.K.10]**

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

## SPEAKING AND LISTENING STANDARDS (SL)

### Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. **[SL.K.1]**

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

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **[SL.K.1a]**

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

Continue a conversation through multiple exchanges. **[SL.K.1b]**

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

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **[SL.K.2]**

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

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **[SL.K.3]**

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

## Presentation of Knowledge and Ideas

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **[SL.K.4]**

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

Add drawings or other visual displays to descriptions as desired to provide additional detail. **[SL.K.5]**

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

Speak audibly and express thoughts, feelings, and ideas clearly. **[SL.K.6]**

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

## LANGUAGE STANDARDS (L)

### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **[L.K.1]**

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

Print many upper- and lowercase letters. [L.K.1a]

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

Use frequently occurring nouns and verbs. [L.K.1b]

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

Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). [L.K.1c]

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

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). [L.K.1d]

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

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). [L.K.1e]

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

Produce and expand complete sentences in shared language activities. [L.K.1f]

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

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.K.2]

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

Capitalize the first word in a sentence and the pronoun *I*. [L.K.2a]

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

Recognize and name end punctuation. [L.K.2b]

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

Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c]

|   |   |   |   |   |   |   |   |   |   |    |    |    |  |
|---|---|---|---|---|---|---|---|---|---|----|----|----|--|
| Skills  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |  |
| Knowledge   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  |
| Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [L.K.2d] |   |   |   |   |   |   |   |   |   |    |    |    |  |
| Skills  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |  |
| Knowledge   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  |

## Knowledge of Language

(Begins in grade 2) [L.K.3]

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

## Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [L.K.4]

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

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.4a]

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

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.4b]

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

With guidance and support from adults, explore word relationships and nuances in word meanings. **[L.K.5]**

|                  |   |   |   |   |   |   |   |   |   |    |    |    |
|------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Skills</b>    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |
| <b>Knowledge</b> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **[L.K.5a]**

|                  |   |   |   |   |   |   |   |   |   |    |    |    |
|------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Skills</b>    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |
| <b>Knowledge</b> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **[L.K.5b]**

|                  |   |   |   |   |   |   |   |   |   |    |    |    |
|------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Skills</b>    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |
| <b>Knowledge</b> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Identify real-life connections between words and their use (e.g., note places at school that are colorful). **[L.K.5c]**

|                  |   |   |   |   |   |   |   |   |   |    |    |    |
|------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Skills</b>    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |
| <b>Knowledge</b> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. **[L.K.5d]**

|                  |   |   |   |   |   |   |   |   |   |    |    |    |
|------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Skills</b>    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |
| <b>Knowledge</b> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **[L.K.6]**

|                  |   |   |   |   |   |   |   |   |   |    |    |    |
|------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Skills</b>    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |    |
| <b>Knowledge</b> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |



# Standards Checklist

| Standard  | Date Taught | Date Reviewed | Date Assessed | Date Re-Assessed |
|---|-------------|---------------|---------------|------------------|
| <b>Reading Standards for Literature</b>   |             |               |               |                  |
| <b>Key Ideas and Details</b>  |             |               |               |                  |
| <b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.   |             |               |               |                  |
| <b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.   |             |               |               |                  |
| <b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.   |             |               |               |                  |
| <b>Craft and Structure</b>  |             |               |               |                  |
| <b>RL.K.4</b> Ask and answer questions about unknown words in a text.   |             |               |               |                  |
| <b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).  |             |               |               |                  |
| <b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  |             |               |               |                  |
| <b>Integration of Knowledge and Ideas</b>   |             |               |               |                  |
| <b>RL.K.7</b> 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).                        |             |               |               |                  |
| <b>RL.K.8</b> (Not applicable to literature)  |             |               |               |                  |
| <b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  |             |               |               |                  |
| <b>Range of Reading and Level of Text Complexity</b>  |             |               |               |                  |
| <b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.  |             |               |               |                  |
| <b>Reading Standards for Informational Text</b>   |             |               |               |                  |
| <b>Key Ideas and Details</b>  |             |               |               |                  |
| <b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.   |             |               |               |                  |
| <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.   |             |               |               |                  |
| <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.   |             |               |               |                  |
| <b>Craft and Structure</b>  |             |               |               |                  |
| <b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.   |             |               |               |                  |
| <b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.   |             |               |               |                  |
| <b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.   |             |               |               |                  |
| <b>Integration of Knowledge and Ideas</b>   |             |               |               |                  |
| <b>RI.K.7</b> 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). |             |               |               |                  |

| Standard   | Date Taught | Date Reviewed | Date Assessed | Date Re-Assessed |
|--|-------------|---------------|---------------|------------------|
| <b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.  |             |               |               |                  |
| <b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                                |             |               |               |                  |
| <b>Range of Reading and Level of Text Complexity</b>   |             |               |               |                  |
| <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.   |             |               |               |                  |
| <b>Reading Standards for Foundational Skills</b>   |             |               |               |                  |
| <b>Print Concepts</b>  |             |               |               |                  |
| <b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.   |             |               |               |                  |
| <b>RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.   |             |               |               |                  |
| <b>RF.K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters.   |             |               |               |                  |
| <b>RF.K.1c</b> Understand that words are separated by spaces in print.   |             |               |               |                  |
| <b>RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet.  |             |               |               |                  |
| <b>Phonological Awareness</b>  |             |               |               |                  |
| <b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |             |               |               |                  |
| <b>RF.K.2a</b> Recognize and produce rhyming words.  |             |               |               |                  |
| <b>RF.K.2b</b> Count, pronounce, blend, and segment syllables in spoken words.   |             |               |               |                  |
| <b>RF.K.2c</b> Blend and segment onsets and rimes of single-syllable spoken words.   |             |               |               |                  |
| <b>RF.K.2d</b> 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/.) |             |               |               |                  |
| <b>RF.K.2e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   |             |               |               |                  |
| <b>Phonics and Word Recognition</b>  |             |               |               |                  |
| <b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.   |             |               |               |                  |
| <b>RF.K.3a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.                                       |             |               |               |                  |
| <b>RF.K.3b</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  |             |               |               |                  |
| <b>RF.K.3c</b> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).   |             |               |               |                  |
| <b>RF.K.3d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.   |             |               |               |                  |
| <b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.   |             |               |               |                  |

| Standard                                       |   | Date Taught | Date Reviewed | Date Assessed | Date Re-Assessed |
|--|---|-------------|---------------|---------------|------------------|
| <b>Writing Standards</b>                       |   |             |               |               |                  |
| <b>Print Concepts</b>                          |   |             |               |               |                  |
| <b>W.K.1</b>                                   | 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> ). |             |               |               |                  |
| <b>W.K.2</b>                                   | 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.   |             |               |               |                  |
| <b>W.K.3</b>                                   | 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.  |             |               |               |                  |
| <b>Production and Distribution of Writing</b>  |   |             |               |               |                  |
| <b>W.K.4</b>                                   | (Begins in grade 3)   |             |               |               |                  |
| <b>W.K.5</b>                                   | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.   |             |               |               |                  |
| <b>W.K.6</b>                                   | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  |             |               |               |                  |
| <b>Research to Build and Present Knowledge</b> |   |             |               |               |                  |
| <b>W.K.7</b>                                   | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).   |             |               |               |                  |
| <b>W.K.8</b>                                   | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |             |               |               |                  |
| <b>W.K.9</b>                                   | (Begins in grade 4)   |             |               |               |                  |
| <b>W.K.10</b>                                  | (Begins in grade 3)   |             |               |               |                  |
| <b>Speaking and Listening Standards</b>        |   |             |               |               |                  |
| <b>Comprehension and Collaboration</b>         |   |             |               |               |                  |
| <b>SL.K.1</b>                                  | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  |             |               |               |                  |
| <b>SL.K.1a</b>                                 | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).   |             |               |               |                  |
| <b>SL.K.1b</b>                                 | Continue a conversation through multiple exchanges.   |             |               |               |                  |
| <b>SL.K.2</b>                                  | 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.  |             |               |               |                  |
| <b>SL.K.3</b>                                  | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.   |             |               |               |                  |
| <b>Presentation of Knowledge and Ideas</b>     |   |             |               |               |                  |
| <b>SL.K.4</b>                                  | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  |             |               |               |                  |
| <b>SL.K.5</b>                                  | Add drawings or other visual displays to descriptions as desired to provide additional detail.  |             |               |               |                  |
| <b>SL.K.6</b>                                  | Speak audibly and express thoughts, feelings, and ideas clearly.  |             |               |               |                  |

| Standard                               |   | Date Taught | Date Reviewed | Date Assessed | Date Re-Assessed |
|--|---|-------------|---------------|---------------|------------------|
| Language Standards                     |   |             |               |               |                  |
| <b>Conventions of Standard English</b> |   |             |               |               |                  |
| <b>L.K.1</b>                           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |             |               |               |                  |
| <b>L.K.1a</b>                          | Print many upper- and lowercase letters.  |             |               |               |                  |
| <b>L.K.1b</b>                          | Use frequently occurring nouns and verbs.   |             |               |               |                  |
| <b>L.K.1c</b>                          | Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).   |             |               |               |                  |
| <b>L.K.1d</b>                          | Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).  |             |               |               |                  |
| <b>L.K.1e</b>                          | Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).   |             |               |               |                  |
| <b>L.K.1f</b>                          | Produce and expand complete sentences in shared language activities.  |             |               |               |                  |
| <b>L.K.2</b>                           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |             |               |               |                  |
| <b>L.K.2a</b>                          | Capitalize the first word in a sentence and the pronoun <i>I</i> .  |             |               |               |                  |
| <b>L.K.2b</b>                          | Recognize and name end punctuation.   |             |               |               |                  |
| <b>L.K.2c</b>                          | Write a letter or letters for most consonant and short-vowel sounds (phonemes).   |             |               |               |                  |
| <b>L.K.2d</b>                          | Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  |             |               |               |                  |
| <b>Knowledge of Language</b>           |   |             |               |               |                  |
| <b>L.K.3</b>                           | (Begins in grade 2)   |             |               |               |                  |
| <b>Vocabulary Acquisition and Use</b>  |   |             |               |               |                  |
| <b>L.K.4</b>                           | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.                               |             |               |               |                  |
| <b>L.K.4a</b>                          | Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).             |             |               |               |                  |
| <b>L.K.4b</b>                          | Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word. |             |               |               |                  |
| <b>L.K.5</b>                           | With guidance and support from adults, explore word relationships and nuances in word meanings.   |             |               |               |                  |
| <b>L.K.5a</b>                          | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.   |             |               |               |                  |
| <b>L.K.5b</b>                          | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                                      |             |               |               |                  |
| <b>L.K.5c</b>                          | Identify real-life connections between words and their use (e.g., note places at school that are colorful).   |             |               |               |                  |
| <b>L.K.5d</b>                          | Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.         |             |               |               |                  |
| <b>L.K.6</b>                           | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.   |             |               |               |                  |

## 2020

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## 2022

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