| I= Introduced R=Reinforced/Reviewed | | | | | | | | | |
|--|-----|-------|------------|-------------|----------------------|--------------------------|---------------------------|-------------------------|--|
| I= Introduced R=Reinforced/Reviewed P=Proficient X=Not taught during this 9 week period | | | | | | | | | |
| I/P=Portion of the standard was taught and assessed | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| English Language Arts Scope and Sequence | | | | | Vocabulary | Skills | Instructional | Assessments | Resources / Materials |
| KDG ELA STANDARDS | 1 | 2 | 3 | 4 | | | | | |
| Reading Standards for Literature: Key Ideas and Details | | | | 1 | | | | | |
| RL.1 With prompting and support, ask and answer questions about key details in | Ι | R | R | R | Key detail, before, | I can tell who, what, | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 72; p. 92, p. 102; p. |
| RL.2 With prompting and support, retell familiar stories, including key details. | I | R | R | R | Key detail, before, | I can listen to a story | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 82; p. 92; p. 102; p. |
| RL.3 With prompting and support, identify characters, settings, and major events | I | R | R | R | characters, setting, | I can define character, | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; |
| Reading Standards for Literature: Craft and Structure | | | | 1 | | | | | |
| RL.4 Ask and answer questions about unknown words in a text. | I | R | R | R | | • | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 102; p. 112; p. 122; p. |
| RL.5 Recognize common types of texts (e.g., storybooks, poems). | I | R | R | R | Non fiction, | I can tell the | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 3: p. 285; p. 295), (Unit 4: p. |
| RL.6 With prompting and support, name the author and illustrator of a story and | Ι | R | R | R | Define roles, | I can tell who the | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 112; p. 122; p. 132; p. |
| Reading Standards for Literature: Integration of Knowledge and Ideas | | | | | | | | | |
| RL.7 With prompting and support, describe the relationship between illustrations | I | R | R | R | illustration | I can look at the | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 92; p. 102; p. 162; p. |
| RL.8 (Not applicable to literature) | | | | | | | | | |
| RL.9 With prompting and support, compare and contrast the adventures and | Ι | R | R | R | compare, contrast, | I can compare and | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 162; p. 172), (Unit 3: p. |
| Reading Standards for Literature: Range of Reading and Level of Text | | | | | | | | | ···· ··· · · ··· ··· ··· ··· ··· ··· |
| RL.10 Actively engage in group reading activities with purpose and | I | R | R | R | attentively, eye | I can follow the rules | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 52; p. 82; p. 92; p. 102; |
| Reading Standards for Informational Text: Key Ideas and Details | | | | | | | | | |
| RI.1 With prompting and support, ask and answer questions about key details in | I | R | R | R | key detail, before, | I can explain that a key | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 102; p. 122; p. 132; p. |
| RI.2 With prompting and support, identify the main topic and retell key details of | I | R | R | R | Main topic, retell, | I can tell the main | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 2: p. 285; p. 295), (Unit 4: p. |
| RI.3 With prompting and support, describe the connection between two | I | R | R | R | Main topic, retell, | I can tell how people, | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 142), (Unit 3: p. 245), |
| Reading Standards for Informational Text: Craft and Structure | | | | | _ | | - | | |
| RI.4 With prompting and support, ask and answer questions about unknown | Ι | R | R | R | vocabulary, words, | I can identify words I | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 5: p. 356; p. 376; p. 396) |
| RI.5 Identify the front cover, back cover, and title page of a book. | I | R | R | R | front cover, back | I can find the front | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 112; p. 122; p. 132; p. |
| RI.6 Name the author and illustrator of a text and define the role of each in | I | R | R | R | author, illustrator, | I can define the author | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 112; p. 122; p. 132; p. |
| Reading Standards for Informational Text: Integration of Knowledge and | | | | | | | 6, | | |
| RI.7 With prompting and support, describe the relationship between illustrations | I | R | R | R | illustration | I can look at | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 4: p. 295; p. 321), (Unit 5: p. |
| RI.8 With prompting and support, identify the reasons an author gives to support | I | R | R | R | point, reason | I can identify why an | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 143), (Unit 3: p. 245), |
| RI.9 With prompting and support, identify basic similarities in and differences | I | R | R | R | alike and different | I can identify how two | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 5: p. 356; p. 366; p. 376; p. |
| Reading Standards for Informational Text: Range of Reading and Level of | | | | | | 5 | 0. | | |
| RI.10 Actively engage in group reading activities with purpose and | I | R | R | R | eye contact, | I can follow the rules | Share Reading, Guided | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 112; p. 122; p. 182), |
| Reading Standards: Foundational Skills: Print Concepts | - | | | | eje condet, | | Shale Reduing, Odlaca | | 1 analions booryanie (description p. 10). (Cint 1. p. 112, p. 122, p. 102), |
| | | | | | | | | | |
| RF.K.1 Demo strate understanding of the organization and basic features of print a. Follow words from left to right, top to bottom, and page by page. | I | R | R | R | Point, tracking. | I can use basic text | Share Reading, Guided | teacher observation. | Fundations Storytime Activities: (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. |
| | - | | | | 8, | | | | 1 undations Storytine Activities. (Ont 1. p. 122, p. 132, p. 182), (Ont 2. p. |
| b. Recognize that spoken words are represented in written language by specific | I | R | R | R | author, illustrator, | I can define the author | Share Reading, Guided | teacher observation, | |
| c. Understand that words are separated by spaces in print. | I | R | R | R | Space. word, line, | I can understand | Share Reading, Guided | teacher observation, | Fundations Activities using the blue Sentence Frames allow students to |
| d. Recognize and name all upperand lowercase letters of the alphabet. | I/P | I/P | I/P | I/P | Upper case letters, | I can identify all upper | Share Reading, Guided | teacher observation, | Fundations activities: |
| Reading Standards: Foundational Skills: Phonological Awareness | | | | | | | | | |
| RF.2 Demonstrate understanding of spoken words, syllables, and sounds | 100 | D /D | D D | D (D | | . | D . WY 1WY 1 WY 1 | | |
| a. Recognize and produce rhyming words. | I/P | R/P | R/P | R/P | End sound and | I can recognize and | Poetry, Word Work, Word | teacher observation, | Fundations Make It Fun and Storytime activities. Make it Fun (description p. |
| b. Count, pronounce, blend, and segment syllables in spoken words. | I | R | R | Р | consonant, vowel, | I can recognize each | Word Work, | teacher observation, | Fundations Word Play activity in Unit 1. See Word Play (description p. 48): |
| c. Blend and segment onsets and rimes of singlesyllable spoken words. | I | R | R | R | blend, end sound, | I can blend syllabes to | | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 113; p. 123; p. 183). |
| d. Isolate and pronounce the initial, medial vowel, and final sounds | Ι | I/R/P | I/R/P | I/R/P | sounds,tap out | I can isolate sounds. | Word Work, | teacher observation, | Fundations Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 241; r. 241; r. 241; r. 257; r. 257; r. 257; r. 261; r. 267; r. 277; r. 277; r. 277; r. 287; r. 287; r. 280; r. 267; r. 267; r. 277; r. 277; r. 277; r. 277; r. 287; r. 28 |
| (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) | | | | | sound | | | student performance and | 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); |
| e. Add or substitute individual sounds (phonemes) in simple, one-syllable words | Ι | R | R | R | sounds, beginning | I can add or substitute | Word Work, | teacher observation, | Fundations See above. Echo/Find Words (description p. 34): (Unit 3: p. 237; |
| RF.3 Know and apply gradelevel phonics and word analysis skills in decoding | | | | | | | | | |
| a. Demonstrate basic knowledge of one to one letter-sound correspondences by | I/P | I/P | I/P | I/P | sounds | I can produce or | Word Work, Writing | teacher observation, | Fundations activities: Letter-Keyword-Sound, Drill Sounds, Echo/Find |
| b. Associate the long and short sounds with common spellings (graphemes) for | I/P | I/P | I/P | I/P | long, short, sounds, | I can associate long | Word Work, Writing | teacher observation, | Drill Sounds (description p. 30): (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. |
| c. Read common highfrequency words by sight (e.g., the, of, to, you, she, my, | I/P | I/P | I/P | I/P | memory words | I can read memory | Word Work, Writing | teacher observation, | Fundations Automatic word recognition of Level K Trick Words, combined |
| d. Distinguish between similarly spelled words by identifying the sounds of the | Х | I | R | R | letter sounds, | I can find sounds that | Word Work, Dictation, | teacher observation, | Fundations With the mastery of letter-to-sound correspondence and the |
| Reading Standards: Foundational Skills: Fluency | | | | | | | | | |
| RF.4 Read emergent-reader texts with purpose and understanding. | Ι | I/R | I/R | I/R | read, track print, | I can read for | guided reading, decodable | teacher observation, | |
| | | | | | · · · · | · | • · · · · | | |

| ieces in which they tell a reader the topic or the name of the book they a writing is in the set of the source optical is a set of writing. I an option of drawing, dictating, and writing to compose in the order in which is a set of a set | Writing Standards: Text Types and Purposes | | | | | | | | | |
|--|---|--------|-------|--------|------|-----------------------|---------------------------|-------------------------------|-------------------------|---|
| V1 be a constrained of sharing, during an interp integeIII <td>W.1 Use a combination of drawing, dictating, and writing to compose opinion</td> <td>I</td> <td>R</td> <td>R</td> <td>R</td> <td>draw, write, details,</td> <td>I can write, draw and</td> <td>writing activities, journals,</td> <td>teacher observation,</td> <td>Wit and Wisdom GK M2 L28DD, L31</td> | W.1 Use a combination of drawing, dictating, and writing to compose opinion | I | R | R | R | draw, write, details, | I can write, draw and | writing activities, journals, | teacher observation, | Wit and Wisdom GK M2 L28DD, L31 |
| $ \begin{array}{ c c } \hline 12 \\ 13 \\ 12 \\ 13 \\ 14 \\ 14 \\ 14 \\ 14 \\ 14 \\ 14 \\ 14$ | pieces in which they tell a reader the topic or the name of the book they a writing | | | | | sentence, capital, | tell an opinion. | shared writing, | student performance and | GK M3 L4-10, L18-30 |
| Number of the observation of | W.2 Use a combination of drawing, dictating, and writing to compose | Ι | R | R | R | draw, write, details, | I can write, draw and | writing activities, journals, | teacher observation, | Wit & Wisdom GK M1 L1, L9–10, L15–16, L18–19, L21–22, |
| Ving August 200Ving August 2 | W.3 Use a combination of drawing, dictating, and writing to narrate a single | Ι | R | R | R | first, next, last | I can tell a story about | writing activities, journals, | teacher observation, | Wit & Wisdom: GK M1 L19 |
| V4 Degina gale 30 V3 | event or several loosely linked events, tell about the events in the order in which | | | | | | something that | shared writing, | student performance and | GK M2 L19–23, L25–28, L28DD, L30–32 |
| Ya Yu Janke, and support fram skhe, report or support fram skhe, report anyor support fram skhe, report anyon support fram skhe, report fram skhe | Writing Standards: Production and Distribution of Writing | | | | | | | | | |
| is a Miniscrea and source from a number of applicable of a model or metric of | | | | _ | _ | | - | | | |
| Viring Standards Rower for Single Viring Standards Rower Row Single Row Row Single Globard Rower Row Single Row | | | I | | R | * | I can answer questions | writing activities, journals, | teacher observation, | |
| Y Purgener Y Purgener Y Purgener Y Purgener North Purgener | W.6 With guidance and support from adults, explore a variety of digital tools to | Х | X | Х | I | digital tools, | I can publish my | technology class | teacher observation, | Wit & Wisdom: GK M2 L2, L4–6 |
| V3 Wa game an appert from table, real information rom experime1RRR <t< td=""><td>Writing Standards: Research to Build and Present Knowledge</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<> | Writing Standards: Research to Build and Present Knowledge | | | | | | | | | |
| V9.18/26 mig multi-0V9.18/26 mig multi-0 <th< td=""><td>W.7 Participate in shared research and writing projects (e.g., explore a number</td><td>Ι</td><td>R</td><td>R</td><td>R</td><td>research, topic</td><td>I can help my class</td><td>shared reading/writing</td><td>teacher observation,</td><td>Wit & Wisdom: GK M3 L14, L28–29</td></th<> | W.7 Participate in shared research and writing projects (e.g., explore a number | Ι | R | R | R | research, topic | I can help my class | shared reading/writing | teacher observation, | Wit & Wisdom: GK M3 L14, L28–29 |
| Wring Sundards: Range of Wring:U = U = U = U = U = U = U = U = U = U = | W.8 With guidance and support from adults, recall information from experiences | Ι | R | R | R | recall | I can answer questions | discussion, shared reading, | teacher observation, | Wit & Wisdom: GK M1 L1, L4–5, L7DD, L8–10, L13–16, |
| Very Origing and Letting Standards: Comparison of Control Standards: Comparison of Letting Standards: Comparison of Letting Standards: Comparison of Control Standard StandardsVery Unit I proting Standards: Comparison of Control Standard S | W.9 (Begins in grade 4) | | | | | | | | | |
| packing and Litering Stundents: Concernation Minore particular set of the se | Writing Standards: Range of Writing | | | | | | | | | |
| 1. Principate in collaborative conversations with diverse patterns about IV R | W.10 (Begins in grade 4) | | | | | | | | | |
| Fallow growd upon unlis for discussions (e.g., Instantian for updation skorpting) (assertions, e.g., meeting, so acher observation, e.g., meating so scorpting (assertions, e.g., meating, so acher observation, e.g., m | Speaking and Listening Standards: Comprehension and Collaboration | | | | | | | | | |
| Contains a convention through multiple acchanges.IRRRRdecusions, klassTean itsen to the discussions, class meeting, and monto presented will be adder observation.Pendations Streytime (description p, 48): (Unit 1; p, 72; p, 82; p, 92; p, 102; transport frequencies of the strength o | SL.1 Participate in collaborative conversations with diverse partners about | | | | | | | | | |
| L2 Confirm understanding of several and our information presented outly information presenting questions about performance and information presenting question about performance and information presenting question about performance and information presenting question about performance and question question information presenting question about performance and information presenting question about performance and question questi | a. Follow agreed upon rules for discussions (e.g., listening to others and taking | I/R | R | R | R | share, discuss, | I can follow rules for | discussions, class meetings, | teacher observation, | |
| entrody or mode mode by asking and answering questions and out key details impact and mean and mea | | | | | | | | | | |
| L A ka an awver questions in order to sets kelp, get information, or cluffyIRRRRRask, answer.I can ask and answer aShare Reading Guidedteacher observation,peaking and Litesing Standards: Presentation of Knowledge and HarsIRRRRRI can tell about people, locs, hungs, and events and, with promptingIRRRRRI can tell about people, locs, hungs, and events and, with promptingFinal about people, locs, hungs, and events and, with promptingIRRRRI can tell about people, locs, hungs, and events and, with promptingFinal about people, locs, hungs, and events and, with promptingFinal about people, locs, hungs, and events and, with promptingFinal about people, locs, hungs, and events and, with promptingFinal about people, locs, hungs, and events and, with promptingFinal about people, locs, hungs, and events and, with promptingFinal about people, locs, hungs, and events and, with promptingFinal about people, locs, hungs, and events, hungs, and events and, with promptingFinal about people, locs, hungs, and events, hungs, and events and, with promptingFinal about people, locs, hungs, and events, hungs, and events and, with promptingFinal about people, locs, hungs, and events, hungs, and events and, hungs, people, hungs, hungs, and events, hungs, and events, hungs, and events, hungs, and events, hungs, and hungs, people, hungs, hungs, and events, hungs, and events, hungs, and events, hungs, and events, hungs, and hungs, hungs, people, hungs, hungs, hungs, people, hungs, h | | I | R | R | R | | | | | |
| peaking standards: Presentation of Knowledge and LessUUUINRR< | | | - | | | * | | | | p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. |
| L D scele hamiltar people haves, fings, and events and, with promptingLRRR <th< td=""><td></td><td>I/R</td><td>R</td><td>R</td><td>R</td><td>ask, answer,</td><td>I can ask and answer a</td><td>Share Reading, Guided</td><td>teacher observation,</td><td></td></th<> | | I/R | R | R | R | ask, answer, | I can ask and answer a | Share Reading, Guided | teacher observation, | |
| L5 Add drawings or other visual displays to descriptions as desired to provide1RRRRRdraw, details, to an use drawings to writing activities, journals, class descussions, classteacher observation, teacher observation,Fundations My Journal: (Unit 1: p. 13), (Unit 2: p. 199), (unit 4: p. 341; p. 12, p. 199), (unit 4: p. 341; p. 12, p. 199), (unit 4: p. 341; p. 12, p. 199, (unit 4: p. 341; p. 12, p. 21, p. | | | _ | | | | | | | |
| L 6 Speak audiby and express thoughs, feelings, and ideas clearly. L 6 Speak audiby and express thoughs, feelings, and ideas clearly. I R R R hought, feeling, I can explain why ir's class discussions, class teacher observation, Fundations Storytime (description p. 48); (Unit 1: p. 72; p. 82; p. 92; p. 102; anguage StandardS: Conventions of standard English ramma and the conventions of standard English ramma and the conventions of standard English ramma and the converse letters. Image StandardS: Conventions of standard English ramma and the convention of standard English ramma and the conventions of standard English capitalization. Image StandardS: Conventions of standard English capitalization. Fundations Mort Malcoss Mort Malcos Mort Malcoss Mort Malcoss Mort Malcos | | | | | | | | | | |
| anguage Standards: Conventions of Standard English VRP | | | | | | | e | 6 15 1 | | |
| 1. Demonstrate command of the conventions of standard English grammar and Pirt may upper and lowercase letters. VR/P VR/P VR/P R/P | | I | R | R | R | thought, feeling, | I can explain why it's | class discussions, class | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; |
| Print many upper and lowercase letters. $ ReP $ $ ReP $ $ RP $ <th< td=""><td>0 0</td><td colspan="4"></td><td></td><td></td><td></td><td></td><td></td></th<> | 0 0 | | | | | | | | | |
| Number of the second | | | | | | | | | | |
| Form regular plaral nons orally by adding /s/or/es/ (e.g., dog, dogs; wish,XIRRnon., plaral,I can make the correctdiscussions, word work, teacher observation,teacher observation,Wit & Wisdom: GK M2 L20DDUnderstand and use question words (interrogatives) (e.g., who, what, where,IRRRquestion, who,I can use questiondiscussions, studentteacher observation,Fundations Word Play (description p. 48); (Unit 1; p. 70; p. 80; p. 90; p. 90; p. 910; teacher observation,Produce and expand complete sentences in shared languag activities.IRRRprepositionsI can use commondiscussions, writingteacher observation,Fundations Word Play (description p. 48); (Unit 1; p. 70; p. 80; p. 90; p. 90; p. 910; teacher observation,2. Demostrate command of the conventions of standard English capitalizationIRRPcapital, first word,I can exeguize and writing activities, journals,teacher observation,Fundations Word Play (description p. 48); (Unit 1; p. 72; p. 819; p. 937), WordRecognize and name end punctuation.IRRPcapital, first word,I can recognize and writing activities, journals,teacher observation,Fundations Endor Recognize and writing activities, journals,teacher observation,Fundations Endor Intertor Portal (description p. 36); (Orientation: p. 58),3. Spell simple words phonetically, drawing on knowledge of sound-letterIR/PIR/PIR/PIR/PIR/PIR/PIR/P4. Determine or clarify the meaning of funknowa and Bitxes (e.g., e.g., resumption and Use <td>* **</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>*</td> <td></td> <td></td> | * ** | | | | | | | * | | |
| Image: Number of the convertion of the convertin of the convertion of the convertion of t | | | | | | ,, | | | | |
| Use the most frequently occurring1RRRPropositions1 can use commondiscussionsteacher observation,Fundations Teach Trick Words (description p. 44): (Unit 3: p. 260; p. 270; p.Produce and expand complete sentences in shared language activities.IRRRcomplete, sentence,I can make completediscussions, writingteacher observation,Fundations Teach Trick Words (description p. 44): (Unit 3: p. 260; p. 270; p2 Demonstrate command of the conventions of standard English capitalization, $====================================$ | | | - | | | | | | | |
| Produce and expand complete sentences in shared language activities.IRRRRcomplete, sentence,I an make completediscussions, writingteacher observation,Fundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102;2. Demonstrate command of the conventions of standard English capitalization,IRRPcapitalifist ord,I an make completediscussions, writingteacher observation,Fundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102;2. Demonstrate command of the conventions of standard English capitalization,IRRPcapitalifist ord,I can capitalize thewriting activities, journals,teacher observation,Fundations Introduce New Concepts; (Unit 5: p. 349; p. 351), WordAccognize and name end punctuation.IRRPperiod, questionI can arecignize andwriting activities, journals,teacher observation,Fundations Introduce New Concepts; (Unit 3: p. 337; p. 247; p. 349; p. 351), WordMire a letter or letters for most consonant and short-vowel soundsUR/PUR/PUR/PUR/PUR/PIR/PIR/PIR/PA Determine or clarify the maning of unknown and multiple | | | | | | | | | | |
| 2.2 Demonstrate command of the conventions of standard English capitalization, Image: Conventions of standard | | | | | | | | | | |
| Capitalize the first word in a sentence and the pronoun I.IRRPcapital, first word,I can capitalize the writing activities, journals, writing activities, journals, teacher observation,Fundations Introduce New Concepts: (Unit 5: p. 349; p. 351; p. 379), Word. Recognize and name end punctuation.IRRRPcapital, first word,I can capitalize the writing activities, journals, writing activities, journals,teacher observation,Fundations Introduce New Concepts: (Unit 5: p. 349; p. 351; p. 379), Word. Write a letter or letters for most consonant and short-word sound-letterI/R/PI/R/PI/R/PI/R/PI/R/PI/R/PI/R/P. Spell simple words phonetically, drawing on knowledge of sound-letterI/R/PI/R/PI/R/PI/R/PI/R/PI/R/PI/R/PI/R/PI/R/P. A Determine or clarify the meaning of unknown and multiplemeaning wordsI/R/PI/R/PI/R/PI/R/PI/R/PI/R/PI/R/PI/R/PI/R/P. Use the most frequently occurring inflections and affixes (e.g.,-ed,-s, re-, un-, . S With guidance and support from the adults, explore word relationships an . Sort common objects into categories (e.g., shapes, foods) to gain a senseIRRRRneaning, words, . I can witefind iffication of category word work, . I can witefind affication of categories (e.g., shapes, foods) to gain a senseIRRneaning, words, . I can sidentify affices of . I can identify affices of . I can identify affices of . I can identify affices of . I can witefind affication of category word work, writing, . I | | 1 | ĸ | R | ĸ | complete, sentence, | I can make complete | discussions, writing | teacher observation, | Fundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; |
| Recognize and name end punctuation.IRRRperiod, questionI can recognize and writing activities, journals, writing activities, journals, teacher observation,Fundations Introduce New Concepts: (Unit 5: p. 349; p. 351), Word Play Fundations 2: (Orientation: p. 58),. Spell simple words phonefically, drawing on knowledge of sound-letterVR/P </td <td></td> <td>T</td> <td>P</td> <td>P</td> <td>D</td> <td>capital first word</td> <td>I can capitalize the</td> <td>writing activities journals</td> <td>teacher observation</td> <td>Fundations Introduce New Concents: (Unit 5: p. 340: p. 351: p. 370). Word</td> | | T | P | P | D | capital first word | I can capitalize the | writing activities journals | teacher observation | Fundations Introduce New Concents: (Unit 5: p. 340: p. 351: p. 370). Word |
| Write a letter or letters for most consonant and short-vowel sounds IR/P IR | A A | | | | - | 1 · · | <u>^</u> | 6 .5 . | | |
| Spell simple words phonetically, drawing on knowledge of sound-letter IR/P | C 1 | | | | | | e | | | |
| anguage Standards: Vocabulary Acquisition and Use Image Control of the control o | | | | | | | | | | |
| 4. Determine or clarify the meaning of uknown and multiplemeaning words I R R R neaning, words, I can identify words shared reading, read alouds, teacher observation, Fundations Supported throughout Fundations activities - see Introduction . Identify new meanings for familiar words and apply them accurately (e.g., II R R R neaning, words, I I can identify words shared reading, read alouds, teacher observation, Fundations Supported throughout Fundations activities - see Introduction Use the most frequently occurring inflections and affixes (e.g., ed., s, re-, un-, X X I R prefix, suffix, affix I can identify affixes of discussions, category word teacher observation, Fundations Supported throughout Fundations activities - see Introduction 5 With guidance and support from the adults, explore word relationships and | | 1/10/1 | 10101 | 1/10/1 | 2101 | seguining, middle, | r can spon simple | | cacher observation, | r andarono zeno, r ind words (desemption p. 20). (One 5, p. 257, p. 247, p. |
| Identify new meanings for familiar words and apply them accurately (e.g., I R R neaning, words, I can identify words shared reading, read alouds, teacher observation, Fundations Supported throughout Fundations activities - see Introduction . Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, X X I R prefix, suffix, affix I can identify under the adults, explore word relations hips and Fundations Supported throughout Fundations activities - see Introduction 5 With guidance and support from the adults, explore word relationships and I R R R common, category, I can sort common category word work, writing, teacher observation, Fundations Supported throughout Fundations activities - see Introduction . Sort common objects into categories (e.g., shapes, foods) to gain a sense of I R R common, category, I can sort common category word work, writing, teacher observation, n/a . Demonstrate understanding of frequently occurring verbs and adjectives by X X I R similar, different, I can connect words I shared reading, read alouds, teacher observation, Supported throughout Fundations activities- see introduction . Identify real-life connections between words and their use (e.g., note places at I R R | | | | | | | | | | |
| $\frac{1}{1} = \frac{1}{1} = \frac{1}$ | | I | R | R | R | meaning words | I can identify words | shared reading read alouds | teacher observation | Fundations Supported throughout Fundations activities – see Introduction |
| S With guidance and support from the adults, explore word relationships and Image: State | | | | | | | | * | | |
| Sort common objects into categories (e.g., shapes, foods) to gain a sense of L I R R R common, category I can sort common category word work, writing, teacher observation, n/a Demonstrate understanding of frequently occurring verbs and adjectives by X X I R similar, different, I can match common category word work, teacher observation, Supported throughout Fundations activities- see introduction Identify real-life connections between words and their use (e.g., note places at I R R connection, similar, I can connect words I shard reading, read alouds, teacher observation, Supported throughout Fundations activities- see introduction Distinguish shades of meaning among verbs describing the same general I R R R category, opposite, I can recognize verbs discussions, shared reading, read alouds, teacher observation, Supported throughout Fundations activities-see instruction convert were detained were thread to action of the wave injection of the wave injecti | | А | л | 1 | K | prenz, suniz, diliz | i can identify arrives of | uiscussions, category word | teacher observation, | r andations supported throughout r andations activities – see fillioduction |
| Demonstrate understanding of frequently occurring verbs and adjectives by X X I R similar, different, I can match common category word work, teacher observation, Supported throughout Fundations activities- see introduction I dentify real-life connections between words and their use (e.g., note places at I R R R connection, similar, I can match common category word work, teacher observation, Supported throughout Fundations activities- see introduction . Distinguish shades of meaning among verbs describing the same general I R R R category, opposite, I can recognize verbs discussions, shared reading, teacher observation, Supported throughout Fundations activities- see instruction . Distinguish shades of meaning among verbs describing the same general I R R R category, opposite, I can recognize verbs discussions, shared reading, teacher observation, Supported throughout Fundations activities- see instruction . Distinguish shades of meaning among verbs describing the same general I R R R category, opposite, I can recognize verbs discussions, shared reading, teacher observation, Supported throughout Fundations activities- see instruction | | T | Р | P | P | common estaro | L can sort common | category word work writin- | teacher observation | n/a |
| . Identify real-life connections between words and their use (e.g., note places at I R R R connection, similar, I can connect words I shared reading, read alouds, teacher observation, Supported throughout Fundations activities- see introduction . Distinguish shades of meaning among verbs describing the same general I R R R R category, opposite, I can recognize verbs tion (a.g., walk march citut, march) wasting out the meanings | | | | | | | | 6, | | |
| . Distinguish shades of meaning among verbs describing the same general I R R category, opposite, I can recognize verbs discussions, shared reading, teacher observation, Supported throughtout Fundations activities-see instruction | | | | | | | | | | *** • |
| ction (a g walk march strut prance) by acting out the meanings | | | | | | | | | | |
| .6 Use words and phrases acquired through conversations, reading and being I R R R list, phrase, words I can use and discover read aloud, shared reading, teacher observation, Wit and Wisdom: GK M1-4 | action (e.g. walk march strut prance) by acting out the meanings | | | | | common | that have similar | read alouds | student performance and | |
| | L.6 Use words and phrases acquired through conversations, reading and being | Ι | R | R | R | list, phrase, words | I can use and discover | read aloud, shared reading, | teacher observation, | Wit and Wisdom: GK M1-4 |