

Blackhawk School District

CURRICULUM

Course Title: ELA

Grade Level(s): Kindergarten

Time Per Week: Daily

Faculty Author(s): Dawn Kinger and Tom Nulph

Date: May 2012

COURSE DESCRIPTION:

Students will be immersed in a balanced literacy program with the following components:

- Phonemic awareness
- Phonics
- Spelling
- Vocabulary
- High frequency/sight words
- Comprehension skills and strategies
- Reading comprehension
- Listening comprehension
- Speaking and Listening Skills
- Writing composition (narrative, persuasive, informational)
- Letter formation/manuscript writing
- Oral reading fluency
- Grammar
- Literature genres

The above skills will be taught through whole group instruction and small group instruction through *the Daily Five*, a student-driven management structure designed to fully engage all students in reading and writing.

Lesson & Story from StoryTown/Resources	Skill(s) to be taught	PA Common Core Standard	Pacing	Future Revisions
<p>1.From Head to Toe Big Book</p> <p>Something Special Library Book</p> <p>How Tortoise Grew a Tail Anthology</p>	<p>Words in a sentence Consonants /m/m and /s/s</p> <p>Summarize Make Predictions</p> <p>Form: Names Trait: Conventions</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support retell familiar stories including key details. <p>1.4 Writing</p> <ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 	6 DAYS	
<p>2. You and Me Big Book</p> <p>Kelly in the Mirror Library Book</p> <p>Elmer Anthology</p>	<p>Syllable Blending Consonant /r/r</p> <p>Make Predictions</p> <p>Form: Labels Trait: Conventions</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Count, pronounce, blend and segment syllables in spoken words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support retell familiar stories including key details. <p>1.4 Writing</p> <ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 	6 DAYS	

<p>3. From Head to Toe</p> <p><i>You and Me</i></p> <p><i>Something Special</i></p> <p><i>Kelly in the Mirror</i></p> <p><i>Elmer</i></p>	<p>Syllable Segmentation and Deletion</p> <p>Consonant /t/t</p> <p>Make Inferences</p> <p>Make Predictions</p> <p>Form: Signs Trait: Ideas</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Count, pronounce, blend and segment syllables in spoken words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> Answer questions about key details in a text. With prompting and support retell familiar stories including key details. <p>1.4 Writing</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating and writing to focus on one specific topic. 	<p>6 DAYS</p>	
<p>4. Bear's Busy Family</p> <p>Big Book</p> <p><i>What Will Mommy Do When I'm at School?</i></p> <p>Library Book</p> <p><i>Who Will Tuck Me in Tonight?</i></p> <p>Anthology</p>	<p>Review Word Segmentation/Syllable Blending and Segmentation</p> <p>Consonant /n/n and /p/p</p> <p>Introduce Characters</p> <p>Generate Questions</p> <p>Form: Captions Trait: Organization</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Words are separated by spaces in print. Count, pronounce, blend and segment syllables in spoken words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. Answer questions about key details in a text. <p>1.4 Writing</p> <ul style="list-style-type: none"> Make logical connections between drawing and dictation/writing. 	<p>6 DAYS</p>	

<p>5. Bee - Bim Bop! Big Book</p> <p>Up, Up, Up! It's Apple Picking Time Library Book</p> <p>New Shoes for Silvia Anthology</p>	<p>Rhyming Words</p> <p>Consonant /c/c</p> <p>Review Characters</p> <p>Answer Questions</p> <p>Form: Sentences Trait: Conventions</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Recognize and produce rhyming words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. Answer questions about key details in a text. <p>1.4 Writing</p> <ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 	<p>6 DAYS</p>	
<p>6. Bear's Busy Family Bee - Bim Bop!</p> <p>What Will Mommy Do When I'm at School?</p> <p>Up, Up, Up! It's Apple Picking Time</p> <p>New Shoes for Silvia</p>	<p>Short Vowel /a/a</p> <p>Make Predictions</p> <p>Use Story Structure</p> <p>Alliteration (<i>not in common core</i>)</p> <p>Form: News Trait: Ideas</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.2 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support retell familiar stories including key details. With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> With prompting and support, generate ideas and details to convey information that relates to the chosen topic. 	<p>6 DAYS</p>	

<p>7. The Little School Bus Big Book</p> <p>Jessica Library Book</p> <p>Tucker's Four-Carrot School Day Anthology</p>	<p>Review Rhyme Recognition and Production Word Building</p> <p>Phonograms -am, -at</p> <p>Beginning, Middle, End (Graphic Organizers)</p> <p>Form: Sentences about me Trait: Voice</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Recognize and produce rhyming words. Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> With prompting and support illustrate using details and dictate/write using descriptive words. 	<p>6 DAYS</p>	
<p>8. I Love School Big Book</p> <p>Sparky and Eddie: The First Day of School Library Book</p> <p>Chicken Chickens Go to School Anthology</p>	<p>Onset/Rime Blending</p> <p>Consonant /d/d</p> <p>Beginning, Middle, End Use Story Structure</p> <p>Form: Sentences Trait: Ideas</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 	<p>6 DAYS</p>	

<p>9. The Little School Bus</p> <p><i>I Love School</i></p> <p><i>Jessica</i></p> <p><i>Chicken Chickens Go to School</i></p>	<p>Review: Onset/Rime Blending</p> <p>Word Building</p> <p>Phonograms –ap, -an</p> <p>Characters Summarize</p> <p>Form: Caption Sentences Trait: Word Choice</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. 	<p>6 DAYS</p>	
<p>10. Down on the Farm Big Book</p> <p><i>Farms Feed the World</i> Library Book</p> <p><i>Millie and the Mud Hole</i> Anthology</p>	<p>Phoneme Isolation (Initial)</p> <p>Short Vowel /i/i</p> <p>Draw Conclusions Make Inferences</p> <p>Form: Lists Trait: Organization</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> Answer questions about key details in a text. <p>1.4 Writing</p> <ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 	<p>6 DAYS</p>	

<p>11. Mrs. Wishy-Washy's Farm Big Book</p> <p>The Little Red Hen and the Ear of Wheat Library Book</p> <p>Johnny and the Three Goats Anthology</p>	<p>Phoneme Isolation (Final)</p> <p>Consonant /g/g and /f/f</p> <p>Draw Conclusions</p> <p>Reread</p> <p>Form: Posters Trait: Ideas</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> Answer questions about key details in a text. Actively engage in group reading activities with purpose and understanding. <p>1.4 Writing</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating and writing to compose informative/explanatory texts. 	<p>6 DAYS</p>	
<p>12. Down on the Farm</p> <p>Mrs. Wishy-Washy's Farm</p> <p>Farms Feed the World</p> <p>Johnny and the Three Goats</p>	<p>Phoneme Isolation (Medial) Word Building</p> <p>Phonograms –it, -ip</p> <p>Beginning, Middle, End (Graphic Organizers)</p> <p>Form: Poems Trait: Word Choice</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> With prompting and support, illustrate using details and dictate/write using descriptive words. 	<p>6 DAYS</p>	

<p>13. What Will the Weather Be Like Today? Big Book</p> <p>When a Storm Comes Up Library Book</p> <p>The Crow and the Pitcher Anthology</p>	<p>Review: Phoneme Isolation (all positions)</p> <p>Consonants- /b/b, /k/k</p> <p>Details</p> <p>Generate Questions</p> <p>Form: Questions Trait: Conventions</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> Make connections between the illustrations and the text in a story (read or read aloud). Answer questions about key details in a text. <p>1.4 Writing</p> <ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 	<p>6 DAYS</p>	
<p>14. Winter Lullaby Big Book</p> <p>Bear Snores On Library Book</p> <p>The Crow and the Pitcher Anthology</p>	<p>Phoneme Identity (Initial) Word Building</p> <p>Word Blending Phonograms -in, -ig</p> <p>Details Answer Questions</p> <p>Form: Interview Questions Trait: Voice</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> Make connections between the illustrations and the text in a story (read or read aloud). Answer questions about key details in a text. <p>1.4 Writing</p> <ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard 	<p>6 DAYS</p>	

		English grammar and spelling.		
		<p>1.5 Speaking and Listening</p> <ul style="list-style-type: none"> Ask and answer questions in order to seek help. 		
<p>15. Winter Lullaby</p> <p><i>What Will the Weather Be Like Today?</i></p> <p><i>When a Storm Comes Up</i></p> <p><i>Bear Snores On</i></p> <p><i>The Crow and the Pitcher</i></p> <p><i>Hello, Sun!</i></p>	<p>Phoneme Categorization (Initial)</p> <p>Short Vowel /o/o</p> <p>Draw Conclusions</p> <p>Reread</p> <p>Form: Exclamations Trait: Conventions</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> Answer questions about key details in a text. Actively engage in group reading activities with purpose and understanding. <p>1.4 Writing</p> <ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 	6 DAYS	
<p>16. Chugga-Chugga Choo-Choo Big Book</p> <p><i>Snowmen at Night</i> Library Book</p> <p><i>The Gingerbread Man</i> Anthology</p>	<p>Phoneme Identity (Final)</p> <p>Consonant /l/l, /h/h</p> <p>Setting Use Story Structure</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. 	6 DAYS	

	Form: Commands Trait: Word Choice	<p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> With prompting and support, illustrate using details and dictate/write using descriptive words. 		
<p>17. <i>I'm a Jolly Farmer</i> Big Book</p> <p><i>David's Drawings</i> Library Book</p> <p><i>Anna's Secret Friend</i> Anthology</p>	Phoneme Categorization: Final	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> With prompting and support, illustrate using details and dictate/write using descriptive words. 	6 DAYS	
<p>18. <i>Chugga-Chugga Choo-Choo</i></p> <p><i>Snowmen at Night</i></p> <p><i>The Gingerbread Man</i></p> <p><i>I'm a Jolly Farmer</i></p> <p><i>David's Drawings</i></p>	Phoneme Identity: Medial Consonant /w/w, /ks/x	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p>	6 DAYS	

<p><i>Anna's Secret Friend</i></p>	<p>Beginning, Middle, and Ending (Graphic Organizers)</p> <p>Form: Story Response Trait: Voice</p>	<ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> Recount 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. 		
<p><i>19. Swing High, Swing Low</i> Big Book</p> <p><i>The Most Perfect Spot</i> Library Book</p> <p><i>The Town Mouse and the Country Mouse</i> Anthology</p>	<p>Phoneme Categorization: Medial</p> <p>Word Building</p> <p>Phonograms –ox, -ix</p> <p>Reality/Fantasy</p> <p>Summarize</p> <p>Form: Description of a Person Trait: Word Choice</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> Make connections between the illustrations and the text in a story (read or read aloud). With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> With prompting and support, illustrate using details and dictate/write using descriptive words. 	<p>6 DAYS</p>	
<p><i>20. What a Treasure!</i> <i>Big Book</i></p> <p><i>Pet Show!</i> <i>Library Book</i></p> <p><i>The Snug Little House</i></p>	<p>Review Phoneme Isolation, Identity</p> <p>Short Vowel /e/e</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to 		

<p>Anthology</p>	<p>Reality/Fantasy</p> <p>Use Story Structure</p> <p>Form: Description of a Thing Trait: Word Choice</p>	<p>one letter sound correspondence.</p> <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> • Make connections between the illustrations and the text in a story (read or read aloud). • With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> • With prompting and support, illustrate using details and dictate/write using descriptive words. 		
<p>21. Swing High, Swing Low</p> <p>The Most Perfect Spot</p> <p>What a Treasure!</p> <p>The Snug Little House</p>	<p>Phoneme Blending</p> <p>Word Building</p> <p>Phonograms –ed, -en</p> <p>Setting</p> <p>Monitor Compositions-Reread</p> <p>Form: Description of a Place Trait: Word Choice</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. • Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> • With prompting and support, identify characters, settings and major events in a story. • Actively engage in group reading activities with purpose and understanding. <p>1.4 Writing</p> <ul style="list-style-type: none"> • With prompting and support, illustrate using details and dictate/write using descriptive words. 		

<p>22. Everybody Works Big Book</p> <p>Zara's Hats Library Book</p> <p>Caps for Sale Anthology</p>	<p>Phoneme Blending</p> <p>Consonant /v/v, /j/j</p> <p>Main Idea</p> <p>Generate Questions</p> <p>Form: Dialogue Trait: Conventions</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. Answer questions about key details in a text. <p>1.4 Writing</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 		
<p>23. My Teacher Can Teach.....Anyone! Big Book</p> <p>Bravo, Maurice! Library Book</p> <p>Pig Pig Gets a Job Anthology</p>	<p>Phoneme Segmentation</p> <p>Word Building</p> <p>Phonograms –et, -eg</p> <p>Main idea</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a 		

	<p>Answer Questions</p> <p>Form: Story Trait: Ideas</p>	<p>story.</p> <ul style="list-style-type: none"> • Answer questions about key details in a text. <p>1.4 Writing</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. 		
<p>24. Everybody Works</p> <p>Zara Hat's</p> <p>Caps for Sale</p> <p>My Teacher Can Teach....Anyone!</p>	<p>Phoneme Segmentation</p> <p>Consonant /y/y, /z/z</p> <p>Characters</p> <p>Monitor Comprehension: Make Inferences</p> <p>Form: Story Trait: Sentence Fluency</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. • Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> • With prompting and support, identify characters, settings and major events in a story. • Answer questions about key details in a text. <p>1.4 Writing</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. • Demonstrate a grade appropriate command of the conventions of standard 		

		English grammar and spelling.		
<p>25. Whose House? Big Book</p> <p>Red-Eyed Tree Frog Library Book</p> <p>How Many Spots Does a Leopard Have? Anthology</p>	<p>Review Phoneme Isolation, Identity</p> <p>Short Vowel /u/u</p> <p>Review Details Use Graphic Organizers</p> <p>Form: Friendly Letter Trait: Conventions</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to focus on one specific topic. 	6 DAYS	
<p>26. Good Morning Little Polar Bear Big Book</p> <p>Clever Tortoise Library Book</p> <p>How Chipmunk Got His Stripes Anthology</p>	<p>Phoneme Deletion</p> <p>Word Building Phonograms –un, -ut</p> <p>Review: Details Use a Story Structure</p> <p>Form: Friendly Letter Trait: Ideas</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. <p>1.4 Writing</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating, 	6 DAYS	

		and writing to focus on one specific topic.		
<p>27. Whose House?</p> <p><i>Good Morning Little Polar Bear</i></p> <p><i>Red-Eyed Tree Frog</i></p> <p><i>How Chipmunk Got His Stripes</i></p>	<p>Phoneme Substitution</p> <p>Short Vowel</p> <p>Review: Main Idea</p> <p>Monitor Comprehension: Reread</p> <p>Form: Invitation Trait: Organization</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Recognize and name all upper and lower case letters of the alphabet and demonstrate basic knowledge of one to one letter sound correspondence. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. Actively engage in group reading activities with purpose and understanding. <p>1.4 Writing</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to focus on one specific topic. 	6 DAYS	
<p>28. I Wish I Were a Pilot Big Book</p> <p><i>The Kite Festival</i> Library Book</p> <p><i>The Three Billy Goats Gruff?</i> Anthology</p>	<p>Review: Phonics</p> <p>Word Building Phonograms: -ug, -up</p> <p>Review: Reality/Fantasy</p> <p>Generate Questions</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. Answer questions about key details in a 	6 DAYS	

	Form: Thank-You Note Trait: Word Choice	text. 1.4 Writing <ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to focus on one specific topic. 		
<p>29. A Mouse Told His Mother Big Book</p> <p>Igor, The Bird Who Couldn't Sing Library Book</p> <p>The Three Little Pigs Anthology</p>	<p>Review:Phonics</p> <p>Review: Word Building</p> <p>Review: Reality/Fantasy</p> <p>Answer Questions</p> <p>Form: Personal Narrative Trait: Ideas</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings and major events in a story. Answer questions about key details in a text. <p>1.4 Writing</p> <ul style="list-style-type: none"> Establish 'who' and 'what' the narrative will be about. 	6 DAYS	
<p>30. I Wish I Were a Pilot</p> <p>A Mouse Told His Mother</p> <p>The Kite Festival</p> <p>The Three Little Pigs</p>	<p>Review:Phonics</p> <p>Review: Word Building</p> <p>Review: Draw Conclusions Make Inferences</p>	<p>1.1 Foundational Skills</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. <p>1.3 Reading Literature</p> <ul style="list-style-type: none"> Answer questions about key details in a text. 	6 DAYS	

	Form: Personal Narrative Trait: Voice	1.4 Writing <ul style="list-style-type: none">• Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.		
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