

FORT SMITH PUBLIC SCHOOLS Kindergarten Literacy: Year at a Glance 2015-2016

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonemic Awareness Phonics	Writing
FIRST QUARTER					
FSPS READING FOCUS: Informational			FSPS WRITING FOCUS: Informative (Inform)		
W-1 Aug. 17 – 21	Rules and Routines/ Setting Up Classroom				
W-2 Aug. 24 – 28	Rules and Routines/ Setting Up Classroom/Pre-Assessments <i>Getting Ready to Learn</i> WTK4-WTK13 <i>Letters Aa, Bb, Cc, Dd, Ee</i> <small>** (Path of Movement)</small>				
W-3 Aug. 31-Sept. 4	Rules and Routines/ Setting Up Classroom/ Pre-Assessments <i>Getting Ready to Learn</i> WTK14-WTK23 <i>Letters Ff, Gg, Hh, Ii, Jj</i> <small>** (Path of Movement)</small>				
W-4 Sept. 7 – 11	Main Idea Summarize	J - L 1 “What Makes a Family?” (Informational Text)	J - L 1 Nouns for People	J - L 1 Rhyming Words Letters <i>Kk, Ll, Mm, Nn, Oo</i> <small>*(Path of Movement)</small>	J - L 1 Labels- Informative (Inform) Refer to FSPS Writing Criteria C
W-5 Sept. 14 – 18	Author’s Purpose Analyze/Evaluate	J - L 2 “My School Bus” (Informational Text)	J - L 2 Nouns for Places	J - L 2 Beginning Sounds Letters <i>Pp, Qq, Rr, Ss, Tt</i> <small>*(Path of Movement)</small>	J - L 2 Labels- Informative (Inform)
W-6 Sept. 21 – 25	Conclusions Monitor/Clarify	J - L 3 “Different Kinds of Dogs” (Informational Text)	J - L 3 Nouns for Animals & Things	J - L 3 Beginning Sounds Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i> <small>*(Path of Movement)</small>	J - L 3 Captions- Informative (Inform)
FSPS KINDERGARTEN DISTRICT ASSESSMENT WINDOW September 28 – October 15, 2015					
W-7 Sept. 28 – Oct. 2 W-8 Oct. 5 – 9	Text/Graphic Features Analyze/Evaluate	Research Connections (Use Question Words)	Capitalization	Beginning Sounds Review All Letters <small>*(Path of Movement)</small>	Correlate Writing Piece/Product to Research Topic
W-9 Oct. 12 - 16	FSPS KINDERGARTEN DISTRICT ASSESSMENT WEEK				
END OF FIRST QUARTER October 15, 2015					

FSPS: Elementary Literacy

Additional supplemental resources will be necessary to provide instruction for these skills.

*When teaching Path of Movement, include the following: stick letters, straight sticks, slanted sticks, circles and curves, sticks and curves, and letters that look alike.

Revised August 2015-p. 1

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Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonemic Awareness Phonics	Writing
SECOND QUARTER					
FSPS READING FOCUS: Informational			FSPS WRITING FOCUS: Informative (Instruct)		
W-10 Oct. 19 – 23	Text/Graphic Features Analyze/Evaluate	J – L 4 “Everybody Works” (Informational Text)	J – L 4 Action Verb in Present Tense	J – L 4 Blend Onset & Rime Segment Onset & Rime Letter/Sound: <i>m</i>	J – L 4 Informative (Instruct) Refer to FSPS Writing Criteria D
W-11 Oct. 26 – 30	Sequence of Events Questions	J – L 5 Kite Festival Today (Informational Text)	J – L 5 Action Verb in Present Tense	J – L 5 Blend Onset & Rime Segment Onset & Rime Letter/Sound: <i>s</i>	J – L 5 Informative (Instruct)
W-12 Nov. 2 – 6	Compare & Contrast Monitor/Clarify	J – L 6 “My Five Senses” (Informational Text)	Sentence Structure	J – L 6 Blend Onset & Rime Letter/Sound: <i>a</i>	J – L 6 Informative (Instruct)
W-13 Nov. 9 – 13	Understanding Characters Analyze/Evaluate	J – L 7 “The Fort Worth Zoo” (Informational Text)	Capitalization Punctuation	J – L 7 Blend Onset & Rime Segment Onset & Rime Letter/Sound: <i>t</i>	J – L 7 Informative (Instruct)
W-14 Nov.16 - 20 W-16 Nov. 30-Dec. 4	Text/Graphic Features Analyze/Evaluate	Research Connections	Antonyms	Final Sound Review Letter/Sound: <i>l, b, d</i>	Correlate Writing Piece/Product to Research Topic
W-15 Nov. 23 – 27	Continue Research Connections (Nov. 23-24)		THANKSGIVING RECESS (Nov. 25-27)		
FSPS KINDERGARTEN DISTRICT ASSESSMENT WINDOW November 23, 2015 – December 17, 2015					
W-17 Dec. 7 – 11	FSPS KINDERGARTEN DISTRICT ASSESSMENT WEEK				
W-18 Dec. 14 – 18	Conclusions Infer/Predict	Author Study	DRA Assessment Week		
END OF SECOND QUARTER December 17, 2015					
Dec. 19 – Jan. 1	WINTER RECESS				

FSPS: Elementary Literacy

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Revised August 2015-p. 2

FORT SMITH PUBLIC SCHOOLS Kindergarten Literacy: Year at a Glance 2015-2016

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonemic Awareness Phonics	Writing
THIRD QUARTER					
FSPS READING FOCUS: Narrative			FSPS WRITING FOCUS: Narrative		
W-19 Jan. 4 – 8	Details Visualize	Teacher Selected Read-Aloud	Plural Nouns	J – L 8 Blend Onset & Rime Segment Onset & Rime Letter/Sound: c	J – L 8 Narrative (Personal) Refer to FSPS Writing Criteria A,B
W-20 Jan. 11 – 15	Main Idea Summarize	Teacher Selected Read-Aloud	Plural Nouns	J – L 9 Blend Phonemes Middle Sound Letter/Sound: p	J – L 9 Narrative (Personal)
W-21 Jan. 18 – 22	Story Structure Summarize	J – L 10 "Mouse Shapes" (Concept Book)	Nouns	Blend Phonemes Middle Sound Letter/Sound: j Blending Review	J – L 10 Narrative (Personal)
W-22 Jan. 25 - 29	District Dyslexia Assessment Week			J – L 11 Blend Phonemes Middle Sound WTW (LN), (WW) Picture Sort 1 Short and Long a	
W-23 Feb. 1 – 5	Conclusions Infer/Predict	J – L 12 "Snow" (Fantasy)	J – L 12 Sentence Parts: Verb	J – L 12 Blend Phonemes Segment Phonemes Letter/Sound: n Blending Words	J – L 12 Narrative (Personal)
W-24 Feb. 8 - 12	Understanding Characters Analyze/Evaluate	Author Study	J – L 13 Complete Sentences (Capitalization & Punctuation)	Blend Phonemes WTW (LN), (WW) Sort 3 and 9 Short and Long o	J – L 13 Narrative (Personal)

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Revised August 2015-p. 3

FORT SMITH PUBLIC SCHOOLS Kindergarten Literacy: Year at a Glance 2015-2016

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonemic Awareness Phonics	Writing
W-25 Feb. 15 - 19	Cause and Effect Infer/Predict	J – L 14 Turtle Splash! (Concept Book)	J – L 14 Verbs	Blend Phonemes WTW (LN), (WW) Sort 10 and 5 Short and Long e	J – L 14 Narrative (Personal)
W-26 Feb. 22 – 26 W-27 Feb. 29 – Mar. 4	Sequence of Events Visualize	Research Connections	Prepositions	Blend Phonemes WTW (LN), (WW) Sort 2 and 11, 12 Short and Long u, i	Correlate Writing Piece/Product to Research Topic
FSPS KINDERGARTEN DISTRICT ASSESSMENT WINDOW February 22, 2016 – March 11, 2016					
W-28 Mar. 7 - 11	FSPS KINDERGARTEN ASSESSMENT WEEK				
End of Third Quarter March 11, 2016					

FSPS: Elementary Literacy

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Revised August 2015-p. 4

FORT SMITH PUBLIC SCHOOLS Kindergarten Literacy: Year at a Glance 2015-2016

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonemic Awareness Phonics	Writing
FOURTH QUARTER					
FSPS READING FOCUS: Narrative			FSPS WRITING FOCUS: Opinion		
W-29 Mar. 14 – 18	Understanding Characters Infer/Predict	Teacher Selected Read-Aloud	Sentence Structure	Blend/Segment Phonemes Letter/Sound: x Blending Words	Opinion Refer to FSPS Writing Criteria E
Mar. 21 – 25	SPRING RECESS				
W-30 Mar. 28 – Apr. 1	Sequence of Events Analyze/Evaluate	J – L 15 “What a Beautiful Sky!” (Informational Text)	J – L 15 Statements Capitalization/Punctuation	Blend/Segment Phonemes Letter/Sound: r, g Blending Words	Opinion
W-31 Apr. 4 - 8	Kindergarten Review Skills, Strategies & Routines (ITBS Testing 1st and 2nd Grade)				
W-32 Apr. 11 - 15	Details Summarize	Author Study	J – L 16 Proper Nouns for People & Pets	Blend/Segment Phonemes Letter/Sound: q Blending Words	Opinion
W-33 Apr. 18 - 22	Conclusions Infer/Predict	J – L 17 “I Love Bugs!” (Realistic Fiction)	J – L 17 Proper Nouns for	Blend/Segment Phonemes Letter/Sound: f Blending Words	Opinion
W-34 Apr. 25 – 29	Cause and Effect Visualize	J – L 19 “Sheep Take a Hike” (Fantasy)	J – L 19 Verbs in Past Tense	Blend/Segment Phonemes Letter/Sound: h	Opinion
FSPS KINDERGARTEN ASSESSMENT WINDOW May 2, 2016 – May 25, 2016					
W-35 May 2 – 6	Story Structure Analyze/Evaluate	J – L 22 “Leo the Late Bloomer” (Fantasy)	J – L 22 Pronouns	Blend/Segment Phonemes Letter/Sound: k Blending Words	Opinion
W-36 May 9 – 13 W-37 May 16 - 20	Text/Graphic Features Summarize	Research Connections	Prepositions	Blend/Segment Phonemes Letter/Sound: v, w, y, z Blending Review	Correlate Writing Piece/Product to Research Topic
W-38 May 23 - 26	FSPS KINDERGARTEN ASSESSMENT WEEK				
END OF FOURTH QUARTER May 25, 2015					

FSPS: Elementary Literacy

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Revised August 2015-p. 5

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 1

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness Rhyming Words Blending Syllables Getting Read to Learn: *Teacher can choose to do the Phonemic Awareness portion during the Word Work/Phonics section part of the day.	Day 1 WTK4 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Recognize Names Phonemic Awareness: rhyming Words Day 2 WTK6 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Letters and Numbers Phonemic Awareness: Blending Syllables Day 3 WTK8 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Book Handling Phonemic Awareness: Rhyming Words Day 4 WTK9 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Phonemic Awareness: Environmental Print Blend Syllables Day 5 WTK12 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Environmental Print Phonemic Awareness: Blend Syllables	Optional Emerging Literacy Assessment: (correlate with FSPS TLI assessment)
Phonemic Awareness & Word Work/Phonics				Phonics Teach Rituals & Routines for Word Work Letter Names Aa,Bb, Cc, Dd, Ee	Day 1 WRK.5 Letter Names: A “A Journey from A to Z” (Big Book) Letter Cards Aa-Cc PB: Vol. 1, p. WTK1 Day 2 WRK7 Letter Names: B “A Journey from A to Z” (Big Book) Letter Cards Aa-Cc PB: Vol. 1, p. WTK2	Optional Emerging Literacy Survey Assessment: (correlate with FSPS TLI Assessment)
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrocket.org/article/3398/			
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize and name at least 13 upper and lowercase letters of the alphabet. 	Demonstrate Features Print Recognize Uppercase Lowercase	TRS: Chapter 4, p. 96-107 TRS: Chapter 3			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 1

			http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs	*Follow FSPS District handwriting series for letter formation and practice	Day 3 WRK9 Letter Names: C "A Journey from A to Z" (Big Book) Letter Cards Aa-Cc PB: Vol. 1, p. WTK3 Day 4 WRK11 Letter Names: D "A Journey from A to Z" (Big Book) Letter Cards Aa-Dd PB: Vol. 1, p. WTK4 Day 5 WRK13 Letter Names: E "A Journey from A to Z" (Big Book) Letter Cards Aa-Ee PB: Vol. 1, p. WTK5	
Comprehension				Comprehension/Fluency Setting Up rituals & Routines for Reading Workshop	Day 1 Additional Read Aloud or classroom procedures chart produced Day 2 Additional Read Aloud or classroom procedures chart produced Day 3 Additional Read Aloud or classroom procedures chart produced Day 4 Additional Read Aloud or classroom procedures chart produced Day 5 Additional Read Aloud or classroom procedures chart produced	Optional Emerging Literacy Survey Assessment: (correlate with FSPS TLI Assessment)
CC.RL.K.2 With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> • I will retell a familiar story. • I will include details in my story. 	Retell Familiar Details	STW: : p. 181-182, p. 198 CT: lessons 16-17			
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> • I will identify characters in the story. • I will identify the setting in the story. • I will identify important events in the story. 	Characters Setting Identify Story	IRAK-1: p. 99-118 AL: GR: RWM:	Skill: Concepts of Print/Phonemic Awareness		
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1a Follow words from left to right, top to bottom, and page by page.	<ul style="list-style-type: none"> • I will demonstrate an understanding of the basic features of print. • I will follow words from left to right. • I will follow words from top to bottom. • I will follow words page by page. 	Demonstrate Features Print Left Right Top Bottom Page	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/	Strategy: Retell a familiar text • Respond to questions about texts Genre: all types		

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 1

Grammar				Grammar		
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring nouns and verbs.	<ul style="list-style-type: none">• I will write in a complete sentence.• I will speak in a complete sentence.• I will use nouns.• I will use verbs.	Complete sentence Nouns Verbs	http://www.kidzone.ws/dolch/kindergarten.htm Examples of Name Charts: http://www.billings.k12.mt.us/literacy/kindertipfolder/kindertip17.html Environmental Cards: http://www.hubbardscupboard.org/i_can_read.html http://bcmnc.blount.k12.al.us/environmental_print_links.htm Name Activities: http://pinterest.com/kbus/name-activities-and-crafts/ http://www.hubbardscupboard.org/Name_Activities_by_Difficulty.PDF http://www.state.lib.la.us/empowerlibrary/name%20related%20activities%20and%20crafts.pdf	Teach Rituals & Routines for Grammar *Follow FSPS District handwriting series for letter formation and practice	Day 1-10 Create a Name Chart (Alphabetical Name Chart) which will be produced for reference for writing throughout the year Day 1-10 Refer back to WTK10 Environmental Print Create labels for items in the classroom with illustrations and words Day 1-10 Refer back to WTK4 Recognize Name Create and support activities to support students recognize their names Name Games: http://www.ultimatecampresource.com/site/camp-activities/name-games.page-1.html	
Writing				Writing		Optional Writing Assessment:
CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none">• I will draw about my topic.• I will write about my topic.• I will label my picture.• I will tell what I am writing about with details.	Label Drawing Topic	Is that a Fact? pp. 3-12 Labeling Anchor Chart: http://kreativeinkinder.blogspot.com/2011/09/writers-workshop-labeling.html Labeling Lesson: http://mrsleeskinderkids.blogspot.com/2011/09/labeling-lesson.html Labeling Lessons pp. 37-44: http://www.jmeacham.com/docs/writers.workshop/writers.workshop.mini.lessons.pdf	Teach Rituals & Routines for Writing Workshop Read Aloud used for Labeling: <i>Look Look Look!</i> by N. E. Wallace <i>Cowgirl Kate and Cocoa: Partners</i> by E. Silverman <i>Pepper's Journal</i> by S. Murphy	<ul style="list-style-type: none">• Brainstorming a list of topics• Work on procedures for writing materials• Create I-chart for sitting during writing Day 1-10 Refer to activities in labeling lessons pp. 37-44: http://www.jmeacham.com/docs/writers.workshop/writers.workshop.mini.lessons.pdf	Writing prompt to identify stage of writing

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 2

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness Rhyming Words Blending Syllables Getting Read to Learn: *Teacher can choose to do the Phonemic Awareness portion during the Word Work/Phonics section part of the day.	J - WTK4-WTK24 Day 1 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Recognize Names Phonemic Awareness: rhyming Words Day 2 WTK6 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Letters and Numbers Phonemic Awareness: Blending Syllables Day 3 WTK8 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Book Handling Phonemic Awareness: Rhyming Words Day 4 WTK9 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Phonemic Awareness: Environmental Print Blend Syllables Day 5 WTK12 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concept of Print: Environmental Print Phonemic Awareness: Blend Syllables	Optional Emerging Literacy Assessment: (correlate with FSPS TLI assessment)
Phonemic Awareness & Word Work/Phonics				Phonics J - WTK4-WTK24 Rituals & Routines for Word Work Letter Names Aa,Bb, Cc, Dd, Ee	Day 1 WRK.5 Letter Names: A “A Journey from A to Z” (Big Book) Letter Cards Aa-Cc PB: Vol. 1, p. WTK1 Day 2 WRK7 Letter Names: B “A Journey from A to Z” (Big Book) Letter Cards Aa-Cc	Optional Emerging Literacy Survey Assessment: (correlate with FSPS TLI
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrocket.org/article/3398/			
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. (The <u>entire standard</u> is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize and name at least 13 upper and lowercase letters of the 	Demonstrate Features Print Recognize Uppercase Lowercase	TRS: Chapter 4, p. 96-107 TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 2

	alphabet.		writers-with-83.html?tab=1#tabs	*Follow FSPS District handwriting series for letter formation and practice	PB: Vol. 1, p. WTK2 Day 3 WRK9 Letter Names: C "A Journey from A to Z" (Big Book) Letter Cards Aa-Cc PB: Vol. 1, p. WTK3 Day 4 WRK11 Letter Names: D "A Journey from A to Z" (Big Book) Letter Cards Aa-Dd PB: Vol. 1, p. WTK4 Day 5 WRK13 Letter Names: E "A Journey from A to Z" (Big Book) Letter Cards Aa-Ee PB: Vol. 1, p. WTK5	Assessment)
Comprehension				Comprehension/Fluency J - WTK4-WTK24 Setting Up rituals & Routines for Reading Workshop Skill: Concepts of Print/Phonemic Awareness Strategy: Retell a familiar text • Respond to questions about texts Genre: all types	Day 1 Additional Read Aloud or classroom procedures chart produced Day 2 Additional Read Aloud or classroom procedures chart produced Day 3 Additional Read Aloud or classroom procedures chart produced Day 4 Additional Read Aloud or classroom procedures chart produced Day 5 Additional Read Aloud or classroom procedures chart produced	Optional Emerging Literacy Survey Assessment: (correlate with FSPS TLI Assessment)
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the <i>Focus Wall target strategy</i> for the week.)	<ul style="list-style-type: none"> • I will retell a familiar story. • I will include details in my story. 	Retell Familiar Details	STW: p. 181-182, p. 198 CT: lessons 16-17			
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (This standard is the <i>Focus Wall target strategy</i> for the week.)	<ul style="list-style-type: none"> • I will identify characters in the story. • I will identify the setting in the story. • I will identify important events in the story. 	Characters Setting Identify Story	IRAK-1: p. 99-118			
Grammar				Grammar Teach Rituals & Routines for Grammar *Follow FSPS District handwriting series for letter formation and practice	Day 1-10 Create a Name Chart (Alphabetical Name Chart) which will be produced for reference for writing throughout the year Day 1-10 Refer back to WTK10 Environmental Print Create labels for items in the classroom with illustrations and words Day 1-10 Refer back to WTK4 Recognize Name Create and support activities to support students recognize their names	Optional Teacher selected assessment.
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring nouns <u>and verbs</u> . (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> • I will write in a complete sentence. • I will speak in a complete sentence. • I will use nouns. 	Complete sentence Nouns	http://www.kidzone.ws/do/1ch/kindergarten.htm IW: see examples for charts Examples of Name Charts: http://www.billings.k12.mt.us/literacy/kindertipfolder/kindertip17.html http://kpindexter.wordpress.com/2011/09/04/nam			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 2

			e-chart/ Environmental Cards: http://www.hubbardscupboard.org/i-can-read.html http://bcmnc.blount.k12.al.us/environmental-print-links.htm		Name Activities: http://pinterest.com/kbus/name-activities-and-crafts/ http://www.hubbardscupboard.org/Name-Activities-by-Difficulty.PDF http://www.state.lib.la.us/empowerlibrary/name%20related%20activities%20and%20crafts.pdf Name Games: http://www.ultimatecampresource.com/site/camp-activities/name-games.page-1.html	
Writing				Writing		
CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which <u>they name what they are writing about and supply some information about the topic.</u> (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> • I will draw about my topic. • I will write about my topic. • I will label my picture. • I will tell what I am writing about with details. 	Label Drawing Topic	Is that a Fact? pp. 3-12 Labeling Anchor Chart: http://kreativeinkinder.blogspot.com/2011/09/writers-workshop-labeling.html Labeling Lesson: http://mrsleeskinderkids.blogspot.com/2011/09/labeling-lesson.html Labeling Lessons pp. 37-44: http://www.jmeacham.com/docs/writers.workshop/writers.workshop.mini.lessons.pdf	Teach Rituals & Routines for Writing Workshop Read Alouds used for Labeling: <i>Look, Look, Look</i> by N. E. Wallace <i>Cowgirl Kate and Cocoa: Partners</i> by E. Silverman <i>Pepper's Journal</i> by S. Murphy	<ul style="list-style-type: none"> • Brainstorming a list of topics • Work on procedures for writing materials • Create I-chart for sitting during writing Day 1-10 Refer to activities in labeling lessons pp. 37-44: http://www.jmeacham.com/docs/writers.workshop/writers.workshop.mini.lessons.pdf	Optional Writing Assessment: Writing prompt to identify stage of writing

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 3

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness Rhyming Words Blending Syllables Getting Read to Learn: *Teacher can choose to do the Phonemic Awareness portion during the Word Work/Phonics section part of the day.	Day 1 WTK14 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concepts of Print: book handling Phonemic Awareness: rhyming Words Day 2 WTK16 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concepts of Print: distinguish letters and numbers Phonemic Awareness: blend and segment syllables Day 3 WTK18 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concepts of Print: environmental print Phonemic Awareness: rhyming words Day 4 WTK20 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concepts of Print: environmental print Phonemic Awareness: blend and segment syllables Day 5 WTK22 Getting Ready to Learn “A Journey in Songs and Rhymes” (Big Book) Concepts of Print: recognize first and last names Phonemic Awareness: blend and segment syllables	Emerging Literacy Survey Assessment: (correlate with FSPS TLI Assessment)
Phonemic Awareness & Word Work/Phonics				Phonics Teach Rituals & Routines for Word Work	Day 1 WRK15 Letter Names: F “A Journey from A to Z” (Big Book) Letter Cards Aa-Ff PB: Vol. 1, p. WTK6 Day 2 WRK17 Letter Names: G “A Journey from A to Z”	Optional Emerging Literacy Survey Assessment:
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. 	Demonstrate Features Print Recognize	TRS: Chapter 4, p. 96-107 TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 3

<p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p> <p>(Refer to FSPS Ongoing CCSS Grade K)</p>	<ul style="list-style-type: none"> I will recognize and name at least 13 upper and lowercase letters of the alphabet. 	<p>Uppercase Lowercase</p>	<p>k.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs</p>	<p>Letter Names Ff, Gg, Hh, Ii, Jj</p> <p>*Follow FSPS District handwriting series for letter formation and practice</p>	<p>(Big Book) Letter Cards Aa-Gg PB: Vol. 1, p. WTK7 Day 3 WRK19 Letter Names: H "A Journey from A to Z" (Big Book) Letter Cards Aa-Hh PB: Vol. 1, p. WTK8 Day 4 WRK21 Letter Names: I "A Journey from A to Z" (Big Book) Letter Cards Aa-Ii PB: Vol. 1, p. WTK9 Day 5 WRK23 Letter Names: J "A Journey from A to Z" (Big Book) Letter Cards Aa – Jj</p>	<p>(correlate with FSPS TLI Assessment)</p>
Comprehension						
<p>CC.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>(This standard is the <i>Focus Wall target strategy</i> for the week.)</p>	<ul style="list-style-type: none"> I will retell a familiar story. I will include details in my story. 	<p>Retell Familiar Details</p>	<p>STW: p. 181-182, p. 198 CT: lessons 16-17</p>	<p>Comprehension/Fluency Setting Up rituals & Routines for Reading Workshop</p>	<p>Day 1 Additional Read Aloud or classroom procedures chart produced Day 2 Additional Read Aloud or classroom procedures chart produced Day 3 Additional Read Aloud or classroom procedures chart produced Day 4 Additional Read Aloud or classroom procedures chart produced Day 5 Additional Read Aloud or classroom procedures chart produced</p>	<p>Optional Emerging Literacy Survey Assessment: (correlate with FSPS TLI Assessment)</p>
<p>CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	<p>Demonstrate Features Print Recognize Specific</p>	<p>TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/</p>	<p>Skill: Concepts of Print/Phonemic Awareness</p> <p>Strategy: Retell a familiar text Respond to questions about text</p>		
<p>CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.) The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will recognize common types of text. 	<p>Recognize Text</p>	<p>Poetry: PTTP http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-ng-poetry-152.html?tab=1#tabs</p>	<p>Genre: all types</p>		

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 3

Grammar				Grammar		
<p>CC.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>(Refer to FSPS Ongoing CCSS Grade K)</p>	<ul style="list-style-type: none">• I will use words and phrases learned through talking.• I will use words and phrases learned through reading.• I will use words and phrases learned through being read to.• I will use words and phrases learned through responding to texts.	Phrases	http://www.state.nj.us/education/frameworks/lal/chapt5s.pdf	<p>Teach Rituals & Routines for Grammar</p> <p>*Follow FSPS District handwriting series for letter formation and practice</p>	<ul style="list-style-type: none">• Continue with Assessment Week 1 grammar activities• Work on procedures for writing letters• Work on procedures for grammar materials <p>Day 1-10 Create a Name Chart (Alphabetical Name Chart) which will be produced for reference for writing throughout the year</p> <p>Day 1-10 Refer back to WTK10, WTK18 & WTK20 Environmental Print Create labels for items in the classroom with illustrations and words</p> <p>Day 1-10 Refer back to WTK4 & WTK22 Recognize Name Create and support activities to support students recognize their names</p>	<p><u>Optional Teacher selected assessment</u></p>
Writing				Writing		
<p>CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>(Refer to FSPS Ongoing CCSS Grade K)</p>	<ul style="list-style-type: none">• I will draw about my topic.• I will write about my topic.• I will label my picture.• I will tell what I am writing about with details.	Label Drawing Topic	<p>Is that a Fact? pp. 3-12</p> <p>Labeling Anchor Chart:</p> <p>http://kreativeinkinder.blogspot.com/2011/09/writers-workshop-labeling.html</p> <p>Labeling Lesson:</p> <p>http://mrsleeskinderkids.blogspot.com/2011/09/abeling-lesson.html</p> <p>Labeling Lessons pp. 37-44:</p> <p>http://www.jmeacham.com/docs/writers.workshop/writers.workshop.mni.lessons.pdf</p>	<p>Teach Rituals & Routines for Writing Workshop</p> <p>Read Alouds used for Labeling:</p> <p><i>Look Look, Look!</i> by N. E. Wallace</p> <p><i>Cowgirl Kate and Cocoa: Partners</i> by E. Silverman</p> <p><i>Pepper's Journal</i> by S. Murphy</p>	<ul style="list-style-type: none">• Continue with Assessment Week 1 writing activities• Brainstorming a list of topics• Work on procedures for writing materials• Create I-chart for sitting during writing <p>Day 1-10 Refer to activities in labeling lessons pp. 37-44:</p> <p>http://www.jmeacham.com/docs/writers.workshop/writers.workshop.mni.lessons.pdf</p>	<p><u>Optional Writing Assessment:</u> Writing prompt to identify stage of writing.</p>

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 4

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 1 <ul style="list-style-type: none">Rhyming WordsSingle Sounds Fluency Read with Expression Vocabulary Oral Vocabulary ORAL: VOCABULARY & STRATEGIES ORAL VOCABULARY: cranes crew gleaming mechanic outlining solid	Weekly Plan T6-7 J – L 1 Day 1 T12-13 DL Rhyming Words/Single Sounds Day 2 T22-T23 DL Rhyming Words/Single Sounds Day 3 T39-T40 DL Rhyming Words/Single Sounds Day 4 T46-T47 DL Rhyming Words/Single Sounds Day 5 T54-T55 DL Rhyming Words/Single Sounds AL: rhyming words Read Aloud: Introduce Oral Vocabulary Day 1 T14-15 “Building with Dad” Fluency Focus: Read with Expression	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness J – L 1 Rhyming Words Phonics Letter Names Kk, Ll, Mm, Nn, Oo	Weekly Plan T6-7 J – L 1 Day 1 T16 Rhyming Words Flip Chart: p. 4 Day 2 T 24 Rhyming Words Day 3 T40 Single Sounds Day 1 T17 Letter Names: K Letter Cards: Aa - Kk PB: Vol. 1, p. 1 T18-T19 Words to Know Flip Chart: p.8 PB: Vol. 1, p. 2 Day 2 T25 Letter Names: Ll Letter Cards: Aa - Ll PB: Vol. 1, p.3	Optional Teacher Selected Assessment
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			
CC.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (This standard is only taught in the “Vocabulary Strategies” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> I will show that I understand word relationships. I will show that I understand differences in word meanings. I will sort common objects into categories. 	Explore Relationships Nuances Sort Categories Identify	TRS: p. 467-483 http://www.sheppardsoftware.com/preschool/preschool.htm http://www.readingrockets.org/strategies/concept_sort/			

					Day 3 T41 Letter Names :Mm Letter Cards: Aa - Mm PB: Vol. 1, p. 4 Fluency: “See What We Can Do!” T42-T43 (Unit 1 Decodable Reader) Day 4 T48 Letter Names: S Letter Cards: Aa-Nn PB: Vol. 1, p.6 Day 5 T56 Letter Names: Oo Letter Cards: Aa-Oo PB: Vol. 1, p. 7 AL: letter, capital	
Comprehension				Comprehension	Main Selection	Optional
CC.RI.K.1 With prompting and support, ask and answer questions about key details in a text. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key details Ask Answer Text Question	STW 2: p. 171-177 http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html	Skill: Main Ideas Strategy: Summarize Genre: Informational Text/Poetry and Lullaby	“What Makes a Family” (Big Book) Genre: Informational Text CLLG: p. 40-41 Day 2 T26-T27 Introduce: Main Ideas, Summarize Strategy Projectable S6 (Summarize) Develop Comprehension: T28-T33 Wrap Up: T34-T35 Flip Chart: p. 6 Retelling Cards 1-4 Day 3 T43 Comprehension: Main Ideas PB: Vol. 1, p. 5 AL: main ideas, summarize Day 4 T49 Comprehension: Classify and Categorize Projectable 1.3 AL: sort Connect To “Poems About Families” T50-T51 (Big Book) <ul style="list-style-type: none"> Genre: Poetry & Lullaby MC: T50-T51 Connect to Poetry 	Teacher Selected Assessment
CC.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> I will identify the main topic of a text. I will retell key details of a text. 	Main topic Retell Key details Text	CT: lessons 19 and 20			
CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none"> I will recognize common types of text. 	Recognize Text	Poetry: PTPP http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-ng-poetry-152.html?tab=1#tabs			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 4

Grammar				Grammar J – L 1	Weekly Plan T6-T7 J – L 1	Optional Teacher selected assessment
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring nouns <u>and</u> verbs. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none">• I will write in a complete sentence.• I will speak in a complete sentence.• I will use nouns.• I will use verbs.	Complete sentence Nouns Verbs	http://www.kidzone.ws/dolch/kindergarten.htm	Nouns for People *Follow FSPS District handwriting series for letter formation and practice	Day 1 T20 What is a Noun? Day 2 T36 Nouns for People Projectable 1.2 (Nouns for People) Day 3 T44 Different Nouns for Same Person Projectable 1.2 (Nouns for People) Day 4 T52 Nouns Day 5 T58 Nouns for People Flip Chart: p. 8 PB: Vol., 1 p. 8	
Writing				Writing J – L 1	Weekly Plan T6-T7 J – L 1	Optional Writing Prompt
CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and <u>supply some information about the topic</u> . RC:A: 1, assessed students who received a N on RC for Quarter 2, 3,4) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none">• I will draw a picture of a family member.• I will label my picture.	Label Family member	Is that a Fact? pp. 3-12	Informative/Explanatory Texts Focus Trait Ideas Focus Labels	Day 1 What is a Label? Projectable 1.1 (Labels) Day 2 Labels Projectable 1.1 (Labels) Day 3 Labels Day 4 Labels Flip Chart 7 Day 5 Review Labels	Draw and write about your family

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 5

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 2	Weekly Plan T86-T87 J – L 2 Day 1 T92 DL T96 Beginning Sounds Day 2 T102 DL T104 Beginning Sounds Day 3 T118 DL T120 Beginning Sounds Day 4 T126-T127 DL Day 5 T134-T135 DL • AL: beginning sounds Day 1 T94-T95 Introduce Oral Vocabulary “Friends at School” Fluency Focus: Pause for punctuation	Optional Weekly Vocabulary Assessment: Have students choose one or more of the oral vocabulary words to illustrate.
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (This standard was added to <i>Journeys</i> Lesson 2 in order to meet the <i>Focus Wall</i> target skill.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3, Chapter 4 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/	Beginning Sounds Fluency Pause for Punctuation Vocabulary Oral Vocabulary ORAL: VOCABULARY & STRATEGIES ORAL: VOCABULARY: busy company container job scoop tortoises		
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness J – L 2	Weekly Plan T86-T87 J – L 2 Day 1 T96 Flip Chart: p. 10 Day 2 T 104 Beginning Sounds Day 3 T120 Beginning Sounds Day 1 T 97 Letter Names: P Letter Cards: Aa - Pp PB: Vol. 1, p. 9 T98-T99 Words to Know like Flip Chart: p. 11 PB: Vol. 1, p. 10 Day 2 T105 Letter Names: Q Letter Cards: Aa - Qq PB: Vol. 1, p.11 Day 3 T121 Letter Names: R Letter Cards: Aa - Rr PB: Vol. 1, p. 12 Fluency: “We Go to School” T122-123	Optional Teacher Selected Assessment
CC.RF.K.2 Demonstrate an understanding of spoken words, syllables, and sounds (phonemes). CC.RF.K.2a Recognize and produce rhyming words. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> I will demonstrate an understanding of spoken words. I will demonstrate an understanding of syllables. I will demonstrate an understanding of sounds. I will recognize rhyming words. I will produce rhyming words. 	Demonstrate Syllables Phonemes Recognize Rhyming Produce	TRS: Chapter 5 http://www.readwritethink.org/classroom-resources/lesson-plans/generating-rhymes-developing-phonemic-121.html?tab=1#tabs	Beginning Sounds Phonics Letter Names Pp, Qq, Rr, Ss, Tt High Frequency Words like		

					(Unit 1 Decodable Reader) Day 4 T128 Letter Names: S Letter Cards: Aa-Ss PB: Vol. 1, p. 14 Day 5 T136 Letter Names: T Letter Cards: Aa-Tt PB: Vol. 1, p. 15 AL: letter, capital	
Comprehension				Comprehension J - L 2	Weekly Plan T86-T87 J – L 2	Optional Unit Assessment: Benchmark and Unit Test Unit 1 (Arkansas Benchmark and Unit Test)
CC.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (This standard is <u>only taught</u> in the “Making Connections” section (Day 4) of <i>Journeys</i> .) (This standard is the <i>Focus Wall target strategy</i> for the week.)	<ul style="list-style-type: none"> I will describe the relationship between the illustrations and the text. 	Describe Relationship Illustrations Text	STW: : p. 141-142	Skill: Author's Purpose Strategy: Analyze/Evaluate Genre: Fantasy/ Informational Text	Connect To “My School Bus” T130-131 Genre: Informational Text MC: T129-131 Connect to Social Studies	
CC.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. (This standard is the <i>Focus Wall target skill</i> for the week.) (This standard is not addressed in <i>Journeys Lesson 2</i> . It must be addressed using <i>Journeys</i> and/or supplemental materials sometime during the 9 weeks).	<ul style="list-style-type: none"> I will identify the reasons an author gives to support points in a text. 	Identify Author Text	<i>Is that a Fact?</i> <i>NRP</i>			
CC.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. <i>This standard is not addressed in Journeys Lesson 2. It must be addressed using Journeys and/or supplemental materials sometime during the 9 weeks).</i>	<ul style="list-style-type: none"> I will identify the main topic of a text. I will retell key details of a text. 	Main topic Retell Key details Text	CT: lessons 19 and 20			
CC.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will ask questions about unknown words in a text. I will answer questions about unknown words in a text. 	Text	GR: p. 163-166 BWL WJ			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 5

Grammar				Weekly Plan T86-T87 J – L 2 <u>Grammar</u> Nouns for Places	Weekly Plan T86-T87 J – L 2 <u>Day 1</u> T100 Nouns for Places <u>Day 2</u> T116 Nouns for Places Projectable 2.2 (Nouns for Places) <u>Day 3</u> T124 Nouns for Places Projectable 2.2 (Nouns for Places) <u>Day 4</u> T132 Nouns for Places <u>Day 5</u> T138 Nouns for Places Flip Chart: p. 14 PB: Vol. 1, p.16	Optional Teacher selected assessment
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring nouns and verbs. (The entire standard is not addressed in this <i>Journey</i> lesson.)	<ul style="list-style-type: none"> • I will write in a complete sentence. • I will speak in a complete sentence. • I will use nouns. • I will use verbs. 	Complete sentence Nouns Verbs	http://www.kidzone.ws/dolch/kindergarten.htm			
Writing				<u>WRITING</u> J – L 2 Informative/ Explanatory Texts <u>Focus Trait</u> Ideas Focus: Labels	Weekly Plan T86-87 J – L 2 <u>Day 1</u> T101 Labels Projectable 2.1 <u>Day 2</u> T117 Labels Projectable 2.1 <u>Day 3</u> T125 Labels <u>Day 4</u> T133 Flip Chart: p. 13 Labels <u>Day 5</u> T139 Labels	Optional Weekly <u>Writing Prompt:</u> Draw and write about your friends at school.
CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they <u>name what they are writing about and supply some information about the topic.</u> RC:A: 1, assessed students who received a N on RC for Quarter 2, 3,4) The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.	<ul style="list-style-type: none"> • I will compose text to give information. 	Compose Text Information	Is That a Fact? NW: PR Appendix C: p. 7-8			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

Week 6

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 3 Beginning Sounds Words in Oral Sentences Fluency Reading Rate Vocabulary Oral Vocabulary ORAL: VOCABULARY & STRATEGIES ORAL: VOCABULARY: cooperate curious interesting slimy smooth vet	Weekly Plan T166-167 J – L 3 Day 1 T172-173 DL T176 Beginning Sounds/Words in Oral Sentences Day 2 T182-183 DL T184 Beginning Sounds/Words in Oral Sentences Day 3 T198 199DL T200 Beginning Sounds/Words in Oral Sentences Day 4 T206-207 DL T207 Beginning Sounds/Words in Oral Sentences Day 5 T214-215 DL T215 Beginning Sounds/Words in Oral Sentences AL: beginning sounds, words Read Aloud: Introduce Oral Vocabulary Day 1 174-T175 "I Have a Pet!" Fluency Focus: Reading Rate	Optional Weekly Vocabulary Assessment: Have students choose one or more of the oral vocabulary words to illustrate.
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness J – L 3 Beginning Sounds Phonics Letter Names Uu, Vv, Ww, Xx, Yy, Zz High Frequency Words The	Weekly Plan T166-167 J – L 3 Day 1 T176 Flip Chart: p. 16 Day 2 T 184 Beginning Sounds Day 3 T200 Words in Oral Sentences Day 1 T177 Letter Names: U Letter Cards: Aa-Uu PB: Vol. 1, p. 17 T178-T179 Words to Know Flip Chart: p. 17 PB: Vol. 1, p. 18 Day 2 T185 Letter Names: V Letter Cards: Aa-Vv PB: Vol. 1, p. 19	Optional Unit Assessment: Benchmark and Unit Test Unit 2 (Arkansas Benchmark and Unit Test)
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			
CC.RF.K.2 Demonstrate an understanding of spoken words, syllables, and sounds phonemes CC.RF.K.2d 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/.) (The entire standard is not addressed in this <i>Journey</i> lesson) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> I will demonstrate an understanding of spoken words. I will demonstrate an understanding of syllables. I will demonstrate an understanding of sounds. I will isolate and pronounce the initial sounds in three phoneme words (CVC). 	Demonstrate Syllables Phonemes Isolate Pronounce Initial Medial Final Vowel	TRS: Chapter 5			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

Week 6

				*Follow FSPS District handwriting series for letter formation and practice	Day 3 T201 Letter Names: WW Letter Cards: Aa-Ww PB: Vol. 1, p. 20 Fluency: “Baby Bear’s Family” T202-203 (Unit 1 Decodable Reader) Comprehension: Story Structure Retelling Day 4 T208 Letter Names: Xx Letter Cards: Aa-Xx PB: Vol. 1, p. 22 Day 5 T185 Letter Names: Yy, Zz Letter Cards: Aa- ZZ PB: Vol. 1, p. 23-24 AL: sentence	
Comprehension				Comprehension J – L 3	Weekly Plan T166-167 J – L 3,	Optional
CC.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. (This standard is <u>only taught</u> in the “Making Connections” section (Day 4) of <i>Journeys</i> .) (This standard is the <i>Focus Wall target strategy</i> for the week.)	<ul style="list-style-type: none"> • I will identify the main topic of a text. • I will retell key details of a text. 	Main topic Retell Key details Text	CT: lessons 19 and 20	Skill: Conclusions	Connect To “Different Kinds of Dogs”	Teacher Selected Assessment
CC.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (This standard is the <i>Focus Wall target skill</i> for the week.) (This standard is <u>only taught</u> in the “Making Connections” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> • I will describe the relationship between the illustrations and the text. 	Describe Relationship Illustrations Text	STW: : p. 141-142	Strategy: Monitor/Clarify	<ul style="list-style-type: none"> • T210-211 • Genre: Informational Text • MC: T129-131 • Connect to Science 	
CC.RI.K.1 With prompting and support, ask and answer questions about key details in a text. (RC:A: 2,3,4) (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> • I will ask questions about key details in a text. • I will answer questions about key details in a text. 	Key details Ask Answer Text Question	STW 2:p. 171-177 http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html	Genre: Realistic Fiction/ Informational Text	http://www.readwritethink.org/classroom-resources/lesson-plans/adventures-nonfiction-guided-inquiry-183.html	
CC.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> • I will describe the connection between two people. • I will describe the connection between two events. • I will describe the 	Describe Connections Individual events Ideas Information	NRP: p. 110 http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%204America%20PDF.pdf	Essential Question: How do the parts of an informational text work together?		

	connection between two ideas. • I will describe the connection between two pieces of information in a text.					
CC.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. (This standard is not addressed in Journeys Lesson 3. It must be addressed using Journeys and/or supplemental materials sometime during the 9 weeks).	• I will ask questions about unknown words in a text. • I will answer questions about unknown words in a text.	Text	GR: p. 163-166			
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (Cover this standard in small group instruction and whole group.) (RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> 1 st 2 nd 3 rd 4 th	• I will identify characters in the story. • I will identify the setting in the story. • I will identify important events in the story.	Characters Setting Identify Story	IRAK-1: p. 99-118			
Grammar				Weekly Plan T166-T167 J – L 3 Grammar	Weekly Plan T166-167 J – L 3	Optional
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring nouns and verbs. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	• I will write in a complete sentence. • I will speak in a complete sentence. • I will use nouns.	Complete sentence Nouns	http://www.kidzone.ws/dolc/h/kindergarten.htm	Nouns for Animals and Things *Follow FSPS District handwriting series for letter formation and practice	Day 1 T180 Nouns for Animals & Things Book: "I Have a Pet!" Day 2 T196 Nouns for Animals & Things Projectable 3.2 (Nouns for Animals/Things) : "Please, Puppy, Please" Day 3 T204 Projectable 3.2 (Nouns for Animals/Things) (Big Book): "Please, Puppy, Please" Day 4 T212 Nouns for Animals & Things Day 5 T218 Nouns for Animals & Things Flip Chart: 20 PB: Vol., 1. p. 25	Teacher selected grammar assessment

Writing				Writing J – L 3	Weekly Plan T166-167 J – L 3	J – L 3
<p>CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they <u>name what they are writing about and supply some information about the topic.</u></p> <p>RC:A: 1, assessed students who received a N on RC for Quarter 2, 3,4) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p> <p>(Refer to FSPS Ongoing CCSS Grade K)</p>	<ul style="list-style-type: none"> • I will compose text to give information. • I will label my picture with a caption. 	<p>Compose Text Information Caption</p>	<p>Is That a Fact? NW: PR Appendix C: p. 7-8</p>	<p>Informative/ Explanatory Texts</p> <p>Focus Trait Ideas</p> <p>Focus: Captions</p>	<p>Day 1 T181 Captions Projectable 3.1 (Captions) Day 2 T197 Projectable 3.1 (Captions) (Big Book): “Please, Puppy, Please” Day 3 T205 Captions Day 4 T213 Captions Flip Chart: p. 19 Day 5 T219 Captions</p>	<p>Optional Weekly Writing Prompt: Draw and write about a pet you would like to have.</p>

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 7-8

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary during research connections study.		
<ul style="list-style-type: none">Teachers may choose standards that best match their research connections genre.Refer to FSPS Research Connections CriteriaRefer to FSPS Vocabulary Instruction Guidelines K-6.						
Phonemic Awareness & Word Work/Phonics				Teacher Selected Materials for Phonemic Awareness and Word Work.		
<ul style="list-style-type: none">Teacher will use additional resources to review letters.						
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none">I will demonstrate an understanding of the basic features of print.I will recognize and name at least 13 upper and lowercase letters of the alphabet.	Demonstrate Features Print Recognize Uppercase Lowercase	TRS: Chapter 3, Chapter 4, p. 96-107 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs	<u>Phonics Letter/Sound</u> Review Beginning Sounds <u>Review Letters</u> *Follow FSPS District handwriting series for letter formation and practice		
Comprehension				Research Connections		
<ul style="list-style-type: none">Teacher may choose standards that best match their research connections genre.Refer to FSPS Research ConnectionsRefer to FSPS Vocabulary Instruction Guidelines K-6.				Teacher selected materials for vocabulary during Research Connections study.		
Grammar				Teacher Selected Materials for Grammar Study.		
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2a Capitalize the first word in a sentence and the pronoun I. (RC:A: 2,3,4) (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none">I will use capitalization when writing.I will use punctuation when writing.I will use correct spelling when writing.	Capitalization Punctuation Spelling Sentence Pronoun	PPW: p.72-82 WP: http://www.ngfl-cymru.org.uk/vtc/cap_letter_s_stops/eng/Introduction/StarterActivityPart2.htm			
Writing				Research Connections Correlate Writing Piece/Product to Research Topic		

W-9 FSPS Kindergarten District Assessment Week

The following standards are minimally addressed in 2nd Quarter. To ensure adequate coverage, incorporate these standards in whole group lessons, small group instruction or literacy work station activities when possible.

RF.K.2.c, RF.K.2.e, RF.K.3d, L.K.1c, L.K.1d, L.K.1e, L.K.4a, L.K.4b, L.K.5d

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 4 Beginning Sounds Words in Oral Sentences Fluency Pause for Punctuation Vocabulary Oral Vocabulary Context Clues ORAL VOCABULARY & STRATEGIES customer dough famous perfect sprinkled stretchy	Weekly Plan T6-7 J – L 4 Day 1 T252 DL T256 Beginning Sounds/Words in Oral Sentences Day 2 T262 DL T264 Beginning Sounds/Words in Oral Sentences Day 3 T278 DL T280 Beginning Sounds/Words in Oral Sentences Day 4 T286 DL T287 Beginning Sounds/Words in Oral Sentences Day 5 T294 DL T295 Beginning Sounds/Words in Oral Sentences AL: beginning sounds, words Introduce Oral Vocabulary Day 1 T204-T205 “Pizza at Sally’s” Fluency Focus: Pause for punctuation	Optional Weekly Vocabulary Assessment: Have students choose one or more of the oral vocabulary words to illustrate.
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness J – L 4 Blend and Segment Onset & Rime Phonics J – L 4 Letter/Sound Mm	Weekly Plan T6-7 J – L 4 Day 1 T256- 259 T256 Letter Names: M Alpha friend Card: Mini Mouse T258-T259 Words To Know: and Instructional Routine 10 Vocabulary in Context Card Flip Chart: p. 23 PB: Vol. 1, p. 26 Day 2 T264 - 266 Alpha friend Card: Mini Mouse	Optional Unit Assessment: Benchmark and Unit Test Unit 2 (Arkansas Benchmark and Unit Test)

CC.RF.K.4 Read emergent-reader texts with purpose and understanding. (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none"> I will read and understand text. 	Text Purpose	GR RWM RP STW 2	<u>High Frequency Words</u> See *Follow FSPS District handwriting series for letter formation and practice	Flip Chart: p. 24 PB: Vol.1, p. 27 <u>Day 3</u> T280-281 Instructional Routine 2 (Big Book): “Everybody Works” PB: Vol.1, p. 28 <u>Day 4</u> T288 Fluency: “Mm” (Unit 1 Decodable Reader) Comprehension: Text and Graphic Features Pause for punctuation <u>Day 5</u> T296 “Everybody Works” “The Elves and the Shoemaker” AL: Beginning Sound	
Comprehension				<u>Comprehension</u> J – L 4 Skill: Text and Graphic Features Strategy: Analyze/Evaluate Genre: Informational Text/Fairy Tale and Fable (Traditional Tale) <u>Essential Question:</u> How can photographs help me better understand a selection?	<u>Weekly Plan T6-7</u> J – L 4 <u>Main Selection</u> “Everybody Works” (Big Book) Genre: Informational Text CCLLG: p.46-47 <u>Day 2</u> T266-T267 Introduce: Strategy Projectable S3 Text and Graphic Features, Analyze/Evaluate Strategy Projectable S7 Develop Comprehension: T268-T273 <u>Wrap Up:</u> T274-T275 <u>Day 3</u> T283 Text and Graphic Features PB: Vol. 1, p. 29 AL: text <u>Day 4</u> T289 Introduce: Environmental Print (Big Book) “Everybody Works” Projectable 4.3 AL: Label <u>Connect To</u> “The Elves and the Shoemaker” “The Lion and the Mouse: Genre: Traditional Tales: Fairy Tale/Fable •MC: T298 – T291	<u>Optional</u> Teacher Selected Assessment
CC.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	<ul style="list-style-type: none"> I will describe the connection between two people. I will describe the connection between two events. I will describe the connection between two ideas. I will describe the connection between two pieces of information in a text. 	Describe Connections Individual events Ideas Information	NRP: p. 110 http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%204America%20PDF.pdf			
CC.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (This standard is the <i>Focus Wall</i> <u>target skills</u> for the week.)	<ul style="list-style-type: none"> I will describe the relationship between the illustrations and the text. 	Describe Relationship Illustrations Text	Is That a Fact: p. 52-53 NRP:			
CC.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will identify the main topic of a text. I will retell key details of a text. 	Main topic Retell Key details Text	CT: lessons 19 and 20			

Grammar				Grammar J –L 4	Weekly Plan T246-247 J –L 4	Teacher Selected Assessment
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring nouns and verbs. (The entire standard is not addressed in this <i>Journey</i> lesson.)	<ul style="list-style-type: none"> I will write in a complete sentence. I will speak in a complete sentence. I will use nouns. I will use verbs. 	Complete sentence Nouns Verbs	http://www.kidzone.ws/dol/ch/kindergarten.htm	Action Verbs in Present Tense *Follow FSPS District handwriting series for letter formation and practice	Day 1 T260 Action Verbs in Present Tense Day 2 T276 Action Verbs in Present Tense (Big Book): “ Everybody Works ” Projectable 4.2 Day 3 T284 Action Verbs in Present Tense Projectable 4.2 Day 4 T292 Action Verbs in Present Tense Day 5 T298 Action Verbs in Present Tense Flip Chart: p-27	
Writing				Writing J –L 4	Weekly Plan T246-247 J –L 4	Optional Weekly Writing Prompt: Draw and write about a job you would like to do.
CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. RC:A: 1,2 assessed students who received a N on RC for Quarter 3,4) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> I will compose text to give information. 	Compose Text Information	Is That a Fact? NW: PR Appendix C: p. 7-8	Informative Text (to instruct) Focus Trait Word Trait Focus Descriptive Sentences	Day 1 T21 Descriptive Sentences Projectable 6.1 (Descriptive Sentences) Day 2 T277 Projectable 4.1 (Big Book): “ Pizza at Sally’s ” (Class Story) Day 3 T285 Class Story Day 4 T293 Class Story Flip Chart: p. 26 Day 5 T299 Class Story	
CC.W.K.2b Recognize and name end punctuation.	<ul style="list-style-type: none"> I will recognize end punctuation. I will name end punctuation. 	punctuation				

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 5	Weekly Plan T326-327 J – L 5	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/	Beginning Sounds Words in Oral Sentences Fluency Read with Expression Vocabulary Oral Vocabulary Synonyms ORAL VOCABULARY & STRATEGIES ORAL VOCABULARY: admired delicious delight doubt fable sigh	Day 1 T332-T333 DL Beginning Sounds/Words in Oral Sentences Day 2 T342-T343 DL Beginning Sounds/Words in Oral Sentences Day 3 T358-T359 DL Beginning Sounds/Words in Oral Sentences Day 4 T366-T367 DL Beginning Sounds/Words in Oral Sentences Day 5 T374-T375 DL T375 Beginning Sounds/Words in Oral Sentences AL: beginning sounds, sentences, synonyms Introduce Oral Vocabulary Day 1 T334-T335 “The Little Red Hen” Fluency Focus: Read with Expression	
CC.RF.K.4 Read emergent-reader texts with purpose and understanding. (RC:A: 2,3,4) Level 1 Level 2 Level 3+ 2nd 3rd 4th	<ul style="list-style-type: none"> I will read and understand text. 	Text Purpose	GR RWM RP STW 2			
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness J – L 5	Weekly Plan T326-327 J – L 5	Optional Teacher Selected Assessment
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant. (The <i>rigor</i> of this standard is not addressed in this <i>Journeys</i> lesson.) (RC:A: 2,3,4) 1-7 8-14 15-21 2nd 3rd 4th	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will know the consonant letter sounds (2nd quarter 1-9 sounds). 	Decode Phonics Skills Consonant Sounds	TRS: Chapter 6	Blend and Segment Onset & Rime Phonics Letter Names Ss High Frequency Words I, like, the, and *Follow FSPS District handwriting series for letter formation	Day 1 T336 Letter Names: S Alphafriend Card: Sammy Seal T338-T339 Words to Know Day 2 T344 Alphafriend Card: Sammy Seal T334-345 Flip chart 31 PB: Vol.1, p.34 Day 3 T360 Instructional Routine 2 (Big Book): “Kite Flying” PB: Vol. 1, p. 36 Day 4 T368 Fluency: “I Like Ss” Comprehension: Text and Graphic Features Day 5 T376 Book: “Kite Flying” AL: beginning sound	

Comprehension				Comprehension J – L 5	Connect To J – L 5	Teacher Selected Assessment
CC.RI.K.1 With prompting and support, ask and answer questions about key details in a text. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.) (RC:A: 2,3,4) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key details Ask Answer Text Question	STW: p. 17-18, p. 110-122, p. 177 IRAK-1: p. 5 CT: lesson 8-11	Skill: Sequence of Events Strategy: Questions Genre: Informational Text Essential Question: Why is the order in which things happen in a text important?	“Kite Festival Today” <ul style="list-style-type: none"> T370-T371 Genre: Informational Text MC: T368 -371 Connect to Social Studies	
CC.RI.K.4 Ask and answer questions about unknown words in a text. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	<ul style="list-style-type: none"> I will ask questions about unknown words in a text. I will answer questions about unknown words in a text. 	Questions Unknown Text	STW p. 139-140 BWL http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%203%20Exploring%20with%20Friends%20In%20The%20Neighborhood-1.pdf			
CC.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (This standard is <i>only taught</i> in the “Connect To” section (Day 4) of <i>Journeys</i> .) (The <i>rigor</i> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will describe the relationship between the illustrations and the text. 	Describe Relationship Illustrations Text	STW: p. 141-142			
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (Cover this standard in small group instruction and whole group.) (RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> 1 st 2 nd 3 rd 4 th	<ul style="list-style-type: none"> I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. 	Characters Setting Identify Story	IRAK-1: p. 99-118			
CC.RF.K.4 Read emergent-reader texts with purpose and understanding. (Cover this standard in small group instruction and whole group.) (RC:A: 2,3,4) <u>Level 1</u> <u>Level 2</u> <u>Level 3+</u> 2 nd 3 rd 4 th	<ul style="list-style-type: none"> I will read and understand text. 	Text Purpose	WTW WJ			

Grammar				Grammar J – L 5	Weekly Plan T326-327 J – L 5	
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently <u>occurring</u> nouns and verbs. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will write in a complete sentence. I will speak in a complete sentence. I will use nouns. 	Complete sentence Nouns	http://www.kidzone.ws/dolch/kindergarten.htm IW: see examples for charts Examples of Name Charts: http://www.billings.k12.mt.us/literacy/kindertipfolder/kindertip17.html http://kpoindexer.wordpress.com/2011/09/04/name-chart/ Environmental Cards: http://www.hubbardscupboard.org/i-can-read_.html http://bcmnc.blount.k12.al.us/environmental_print_links.htm Name Activities: http://pinterest.com/kbus/name-activities-and-crafts/ http://www.hubbardscupboard.org/Name_Activities_by_Difficulty.PDF	Action Verbs in Present Tense *Follow FSPS District handwriting series for letter formation and practice	Day 1 T340 Action Verbs in Present Tense Day 2 T356 Action Verbs in Present Tense (Big Book): "Kite Flying" Projectable 5.2 (Action Verbs in Present Tense) Day 3 T364 Action Verbs in Present Tense Book: "Little Red Hen" Projectable 5.2 (Action Verbs in Present Tense) Day 4 T372 Action Verbs in Present Tense Day 5 T378 Action Verbs in Present Tense Flip Chart: p. 34 PB: Vol., p. 41	
Writing				Writing J – L 5	Weekly Plan T326-T327 J – L 5	Optional Daily Writing Prompts T86
CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (This entire standard is not included in <i>Journeys</i> . It was included because of report card.) RC:A: 1.2 assessed students who received a N on RC for Quarter 3,4) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> I will draw about my topic. I will write about my topic. I will label my picture. I will tell what I am writing about with details. 	Label Drawing Topic	Is that a Fact? pp. 3-12	Informative (Instruct) Focus Trait Ideas Focus Class Story Essential Question: Why is the order in which things happen in a text important?	Day 1 T340-341 Class Story Projectable 5.1 (Class Story) PB: Vol., p. 33 Day 2 T357 Class Story Projectable 5.1 (Class Story) PB: Vol., p. 35 Day 3 T367 Class Story Projectable 5.1 (Class Story) PB: Vol., 1 p. 38 Day 4 T373 Class Story Flip Chart: p. 33 PB: Vol. 1, p. 39 Day 5 T379 Class Story PB: Vol. 1, p. 42	<u>Optional Writing Prompt for the Week:</u> <i>Draw and write about an animal and the sound it makes.</i>
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2a Capitalize the first word in a sentence and the pronoun I. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will use capitalization when writing. I will use punctuation when writing. I will use correct spelling when writing. 	Capitalization Punctuation Spelling Sentence Pronoun	PPW: p 72-82 WP http://www.ngfl-cymru.org.uk/vic/cap_letters_stops/eng/Introduction/StarterActivityPart2.htm			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 6	Weekly Plan T166-T167 J – L 6	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/	Blend Onset and Rime Fluency Read with Expression Vocabulary Classify and Categorize Action Words	Day 1 T12-13 DL Blend Onset and Rime Day 2 T22-T23 DL Blend Onset and Rime Day 3 T38 – T39 DL Blend Onset and Rime Day 4 T46 – T47 DL Blend Onset and Rime Day 5 T54 – T55 DL Blend Onset and Rime AL: onset, rime	
CC.RF.K.2 Demonstrate an understanding of spoken words, syllables, and sounds (phonemes). CC.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of spoken words. I will demonstrate an understanding of syllables. I will demonstrate an understanding of sounds. I will segment and blend onsets and rimes of single-syllable spoken words. 	Demonstrate Syllables Phonemes Blend Segment Onset Rimes	TRS: Chapter 5, p. 181-182 WTW WJ	ORAL VOCABULARY & STRATEGIES ORAL VOCABULARY: Drift Ripen Scurry Sizzle Whisper Whistle	Day 1 T14 – T15 “Listen, Listen” Fluency Focus: Pause for Punctuation	
CC.RF.K.4 Read emergent-reader texts with purpose and understanding. (RC:A: 2,3,4) <u>Level 1</u> <u>Level 2</u> <u>Level 3+</u> <u>2nd</u> <u>3rd</u> <u>4th</u>	<ul style="list-style-type: none"> I will read and understand text. 	Text Purpose	WTW WJ			

Phonemic Awareness & Word Work/Phonics				<u>Phonemic Awareness</u> J – L 6 Blend and Segment Onset & Rime <u>Phonics</u> <u>Letter Names</u> Aa <u>High Frequency Words</u> see *Follow FSPS District handwriting series for letter formation and practice	<u>Weekly Plan T6-T7</u> J – L 6 <u>Day 1</u> T16-19 Alphafriend Card: Andy Apple T118-TT119 Words to Know- see Instructional Routine 10 Vocabulary in Context Card Flip Chart: p.43 PB: Vol.1,p.44 <u>Day 2</u> T24-25 Alphafriend Card: Andy Apple Flip Chart: p.43 PB: Vol.1, p.44 <u>Day 3</u> T40-41 Instructional Routine 2 PB: Vol.1, p.45 <u>Day 4</u> T48 Fluency: “Aa” Unit 2 Decodable Reader) <u>Day 5</u> T56 – T57 “My Five Senses”	<u>Optional Unit Assessment:</u> J – L 6 Benchmark and Unit Test Unit 2 (Arkansas Benchmark and Unit Test)
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (RC:A: 2,3,4) (This standard is not addressed in this <i>Journeys</i> Lesson. It must be addressed using <i>Journeys</i> and/or supplemental materials sometime during the 9 weeks.)	<ul style="list-style-type: none"> I will count syllables in spoke words. I will pronounce syllables in spoken words. I will blend and segment syllables in spoken words. 	Count Syllables Pronounce Blend Segment	WTW WJ TRS p. 181-182			
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RC:A: 2,3,4) <u>1-7</u> <u>8-14</u> <u>15-21</u> <u>2nd</u> <u>3rd</u> <u>4th</u>	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will know the consonant letter sounds (2nd quarter 1-9 sounds). 	Decode Phonics Skills Consonant Sounds	TRS: Chapter 6			
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RC:A: 2,3,4)	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will recognize short vowel sounds in common spellings. 	Decode Phonics Skills Short vowel Long vowel	TRS: Chapter 6 WJ: Chapter 4			
Comprehension				<u>Comprehension</u> J – L 6 Skill: Compare and Contrast Strategy: Monitor/Clarify Genre: Informational Text/Folk Tale and Fable (Traditional Tale)	<u>Weekly Plan T6-T7</u> J – L 6 <u>Main Selection</u> “My Five Senses” T26-T27 (Big Book) Genre: Informational Text CLLG: p. 50-51 <u>Day 2</u> T26-T27 Introduce: Skill: Compare and Contrast, Monitor/Clarify Strategy Projectable S3 Strategy Projectable Develop Comprehension:	<u>Optional:</u> Teacher Selected Assessment
CC.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will describe the connection between two people. I will describe the connection between two events. I will describe the connection between two ideas. 	Describe Connections Individual events Ideas Information	NRP: p. 110 http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%204America%20PDF.pdf			

	<ul style="list-style-type: none"> I will describe the connection between two pieces of information in a text. 			<u>Essential Question:</u> <i>How are the five senses the same and different?</i>	T28-T33 Wrap Up: T134-T135 Flip Chart: p.44 Retelling Cards 1-4 Day 3 T43 Compare and Contrast PB: Vol. 1, p. 46 AL: alike, different Day 4 T49 Context Clues Projectable 6.3 AL: clues Day 5 Connect To "Picnic Day" T50 – T51 Context clues <ul style="list-style-type: none"> MMC: T48-51 Connect to Poetry 	
CC.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (The <u>rigor</u> of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"> I will describe the relationship between the illustrations and the text. 	Describe Relationship Illustrations Text	Is That a Fact: p. 52-53			
CC.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. (The <u>rigor</u> of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"> I will identify the main topic of a text. I will retell key details of a text. 	Main topic Retell Key details Text	CT: lessons 19 and 20			
Grammar				<u>Grammar</u> Sentence Structure *Follow FSPS District handwriting series for letter formation and practice	Teacher may differentiate activities according to the class needs in order to teach the weekly grammar components and standards. <i>Teacher selected Assessments</i>	
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1f Produce <u>and expand complete sentences in shared language activities.</u> (The <u>rigor</u> of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"> I will write in a complete sentence. I will speak in a complete sentence. I will produce complete sentences. I will expand sentences. 	Complete sentence Expand Produce	PPW WP http://www.vrml.k12.la.us/cc/writingcorner/sentences_numbersk.asp			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2c Write a letter or letters <u>for most consonant and short-vowel sounds.</u> (The rigor of this standard is not addressed in this Journeys Lesson) (RC:A: 2,3,4)	<ul style="list-style-type: none"> I will write a letter(s) for most sounds. 	Capitalization Punctuation Spelling Consonant Vowel Sounds	PPW: p 44-50, p. 72-82			

Writing				Writing J – L 6 Focus Trait Descriptive Sentences Focus Informative (Instruct)	Weekly Plan T6-T7 J – L 6 Day 1 T21 Sentences: Using Descriptive Words Projectable 6.1 (Descriptive Sentences) Day 2 T37 Sentences: Using Descriptive Words Projectable 6.1 (Descriptive Sentences) Day 3 T45 Descriptive Sentences Day 4 T53 Descriptive Sentences Flip Chart: p. 45 Day 5 T59 Descriptive Sentences	Optional Daily Writing Prompts <u>Optional Writing Prompt for the Week:</u> Draw and write about how you use one of your senses.
CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and <u>supply some information about the topic.</u> (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (RC:A: 1, assessed students who received a N on RC for Quarter 2,3,4)	<ul style="list-style-type: none"> • I will draw about my topic. • I will write about my topic. • I will label my picture. • I will tell what I am writing about with details. 	Label Drawing Topic	Is that a Fact? pp. 3-12			
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1c Understand that words are separated by spaces in print. (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none"> • I will demonstrate an understanding of the basic features of print. • I will understand that words are separated by spaces in print. 	Demonstrate Features Print Separated Spaces	TRS Chapter 3			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2b Recognize and name end punctuation. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)(RC: A: 2,3,4) <u>(.)</u> <u>(?)</u> <u>(!)</u> 2 nd 3 rd 4 th	<ul style="list-style-type: none"> • I will use punctuation when writing. • I will use correct spelling when writing. • I will recognize end punctuation. • I will name end punctuation. 	Punctuation Spelling Recognize	PPW: p.72-82			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 13

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 7	Weekly Plan T86-87 J – L 7	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/	Blend Onset and Rime Fluency Pause for Punctuation Vocabulary Onset, rime ORAL VOCABULARY & STRATEGIES ORAL VOCABULARY: early weeds community cement vacant welding Read Aloud: Introduce Oral Vocabulary Day 1 T94-95 “Amelia’s Show-and Tell Fiesta” CLLG p. 53 Fluency Focus: Pause for Punctuation AL: blend, onset and rime, segment	Day 1 T92-93 DL OR: “Old MacDonald Had a Farm” Flip Chart p. 47 PA: Blend Onset and Rime HFW: we VB: tortoises, interesting, delight Day 2 T102-103 DL OR: “Amelia’s Show-and Tell Fiesta” CLLG p. 53 Essential Question PA: Blend Onset and Rime/Segment Onset and Rime HFW: we VB: foolish, frowns, ruffled, special, treasures, tropical Day 3 T118-119 DL OR: “Amelia’s Show-and Tell Fiesta” Essential Question PA: Blend Onset and Rime/ Segment Onset and Rime HFW: we VB: foolish, frowns, ruffled, special, treasures, tropical Day 4 T126-127 DL OR: “Amelia’s Show-and Tell Fiesta” Essential Question PA: Blend Onset and Rime HFW: we VB: foolish, frowns, ruffled, special, treasures, tropical Day 5 T134-135 DL OR: “Amelia’s Show-and Tell Fiesta” Essential Question PA: Blend Onset and Rime/Segment Onset and Rime HFW: we VB: foolish, frowns, ruffled, special, treasures, tropical	
CC.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (Journeys Lesson 7: Day 4 Vocabulary Strategies)	<ul style="list-style-type: none"> I will show that I understand word relationships. I will show that I understand differences in word meanings. I will sort common objects into categories. 	Explore Relationships Nuances Sort Categories Identify	TRS: p. 467-483 http://www.sheppardsoftware.com/preschool/preschool.htm http://www.readingrockets.org/strategies/concept_sort/			
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness J – L 7	Weekly Plan T86-87 J – L 7	Optional Teacher Selected Assessment
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (RC:A: 2,3,4) (This standard is not addressed in Journeys Lesson.7 It must be addressed using Journeys and/or supplemental materials sometime during the 9 weeks).	<ul style="list-style-type: none"> I will count syllables in spoke words. I will pronounce syllables in 	Count Syllables Pronounce Blend Segment	WTW WJ TRS p. 181-182	Blend and Segment Onset & Rime	Day 1 T256 Letter Names: T Alphafriend Card Tiggy Tiger Instructional Routine 1 Letter Cards & Picture cards: t,s,a ten, toast, toys, ant,	

	spoken words. • I will blend and segment syllables in spoken words.			Phonics Letter Names T,t High Frequency Words to *Follow FSPS District handwriting series for letter formation and practice	sandwich, seat, astronaut, and salt T98-99 Introduce Words to Know we Flip Chart p. 49 Instructional Routine 10 PB: Vol. 1, p. 49 Day 2 T264 Letter Names: T Alphafriend Card Tiggy Tiger Flip Chart p. 50 PB: Vol. 1, p. 50 Day 3 T280 Letter Names: T Instructional Routine 2 Letter Cards: t, a Sound Spelling Cards Tiggy Tiger & Andy Apple Picture Cards: astronaut, ten, toast, ant, top, toys PB: Vol. 1, p. 51	
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant. (The <i>rigor</i> of this standard is not addressed in this <i>Journeys</i> lesson.) (RC:A: 2,3,4) <u>1-7</u> <u>8-14</u> <u>15-21</u> 2 nd 3 rd 4 th	• I will decode words using my phonics skills. • I will know the consonant letter sounds (2nd quarter 1-9 sounds).	Decode Phonics Skills Consonant Sounds	TRS: Chapter 6			
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RC:A: 2,3,4)	• I will decode words using my phonics skills. • I will recognize short vowel sounds in common spellings.	Decode Phonics Skills Short vowel Long vowel	TRS: Chapter 6 WJ: Chapter 4		Fluency: “Read “Tt” • T122 (Unit 2 Decodable Reader) Comprehension: Retelling a story Comprehension: Retelling Fluency: Pause for Punctuation Day 4 Fluency: “Read “We Like Toys” • T128 (Unit 2 Decodable Reader) Fluency: Pause for Punctuation Day 5 T136 Read to Connect & Independent Reading sections or teacher choice AL: sounds	
Comprehension				Comprehension J – L 7 Skill: Understanding Characters Strategy: Analyze/Evaluate	Weekly Plan T86-87 J – L 7 Connect To “Fort Worth Zoo” • T130-T131 (Brochure) Genre: Informational Text-Science • MC: T131 • CLLG p. 53 Connect to Science	Optional Teacher Selected Assessment
CC.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (This standard is the <i>Focus Wall target skill</i> for the week.) (This standard is only taught in the “Connect and Extend” section (Day 5) of <i>Journeys</i> .)	• I will describe the relationship between the illustrations and the text.	Describe Relationship Illustrations Text	Is That a Fact? p. 52-53 NRP			

CC.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none">• I will identify the main topic of a text.• I will retell key details of a text.	Main topic Retell Key details Text	CT: lessons 19 and 20	Genre: Informational Text/Informational Text Social Studies <u>Essential Question:</u> What can I learn from the pictures in a selection?	
CC.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. (This standard is not addressed in <i>Journeys</i> Lesson 7. It must be addressed using <i>Journeys</i> and/or supplemental materials sometime during the 9 weeks).	<ul style="list-style-type: none">• I will identify the reasons an author gives to support points in a text.	Identify Author Text	Is that a Fact? NRP		
CC.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (This standard is not addressed in <i>Journeys</i> Lesson 7. It must be addressed using <i>Journeys</i> and/or supplemental materials sometime during the 9 weeks).	<ul style="list-style-type: none">• I will identify similarities between two texts on the same topic.• I will identify differences between two texts on the same topic.	Identify Similarities Text Topic	http://21centurylibrarian.ni.ng.com/group/llc5790childrensliit/forum/topics/compare-and-contrast-of?xg_source=activity		
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (Cover this standard in small group instruction and whole group.)(RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> 1 st 2 nd 3 rd 4 th	<ul style="list-style-type: none">• I will identify characters in the story.• I will identify the setting in the story.• I will identify important events in the story.	Characters Setting Identify Story	IRAK-1: p. 99-118		
Grammar				Grammar	Teacher Selected Materials for Grammar Study
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2a Capitalize the first word in a sentence and the pronoun I. (This standard is the <i>FSPS Grammar Focus</i> for the week.) (RC:A: 2,3,4)	<ul style="list-style-type: none">• I will use capitalization when writing.• I will use punctuation when writing.• I will use correct spelling when writing.	Capitalization Punctuation Spelling Sentence Pronoun	PPW: p.72-82 WP http://www.ngfl-cymru.org.uk/vtc/cap_letters_stops/eng/Introduction/StarterActivityPart2.htm	Capitalization *Follow FSPS District handwriting series for letter formation and practice	

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 13

Writing				Writing J – L 7	Weekly Plan T84-T85 J – L 7	Optional Daily Writing Prompts
CC.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and <u>supply some information about the topic.</u> <small>(The rigor of this standard is not addressed in this Journeys lesson.) (RC:A: 1,2 assessed students who received a N on RC for Quarter 3,4)</small>	<ul style="list-style-type: none"> I will compose text to give information. 	Compose Text Information	Is That a Fact? pp. 3-12	Descriptions <u>Focus Trait</u> Word Choice <u>Focus</u> Informative (Instruct)	<u>Day 1</u> T101 Description Projectable 9.1 (Description) Big Book: “Good Morning, Digger” <u>Day 2</u> T117 Description Big Book: “What Do Wheels Do All Day?” Projectable 9.1 (Description) <u>Day 3</u> T125 Description Big Book: “What DO Wheels Do All Day?” <u>Day 4</u> T133 Description Flip Chart: p. 66 <u>Day 5</u> T139 Description	T86 <u>Optional Writing Prompt for the Week:</u> <i>Draw and write about an animal and the sound it makes.</i>
CC.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<ul style="list-style-type: none"> I will respond to questions and suggestions from peers. I will add details to strengthen writing as needed. 	Respond Questions Suggestions Peers Details	Is That a Fact? pp. 3-12			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary during research connections study.		
<ul style="list-style-type: none">Teachers may choose standards that best match their research connections genre.Refer to FSPS Research Connections CriteriaRefer to FSPS Vocabulary Instruction Guidelines K-6.						
Phonemic Awareness & Word Work/Phonics						
<ul style="list-style-type: none">Teacher will use additional resources to review letters.				Phonics <u>Letter/Sound</u> Review final sounds Review blending words <u>Phonics</u> <u>Letter Names</u> Ll, Bb Teacher Selected Materials for Phonemic Awareness and Word Work. *Follow FSPS District handwriting series for letter formation and practice.		
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none">I will count syllables in spoke words.I will pronounce syllables in spoken words.I will blend and segment syllables in spoken words.	Count Syllables Pronounce Blend Segment	WTW WJ TRS p. 181-182			
Comprehension: Research Connections				Research Connections Teacher selected materials for vocabulary during Research Connections study.		
<ul style="list-style-type: none">Teacher may choose standards that best match their research connections genre.Refer to FSPS Research ConnectionsRefer to FSPS Vocabulary Instruction Guidelines K-6.						
Grammar				Antonyms Teacher Selected Materials for Grammar Study		
CC.L.K.5 With guidance and support form adults, explore word relationships and nuances in word meanings. CC.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none">I will determine the meaning of verbs and adjectives by relating them to their opposites.	Opposites	GR RWR TRS AL http://www.state.nj.us/education/frameworks/lal/chapt5s.pdf			
Writing				Informative (to instruct)	Research Connections Correlate Writing Piece/Product to Research Topic	

W-17 FSPS Kindergarten District Assessment Week

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

Week 18

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Author Study				Teacher Selected Materials for Author Study		
<ul style="list-style-type: none">Teacher may choose standards that best match their Author Study						
FSPS Kindergarten District DRA Week Teachers can review skills, students in work stations to administer the DRA on every student.						

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 19

The following standards are minimally addressed in 3rd Quarter. To ensure adequate coverage, incorporate these standards in whole group lessons, small group instruction or literacy work station activities when possible.
RF.K.2.e, RF.K.3d, L.K.1d, L.K.1e, RI.K.3, RI.K.4, RI.K.8, RI.K.9

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 8 Blend Onset and Rime Segment Onset and Rime Fluency Read with Expression Vocabulary Classify and Categorize Action Words ORAL: VOCABULARY & STRATEGIES ORAL: VOCABULARY: Backward Beat Leap Strange Wiggle Zigzag	Weekly Plan T166-167 J – L 8 Day 1 T172-173 DL OR: “El Coquito” Flip Chart p. 54 PA: Blend Onset and Rime Segment Onset and Rime HFW: a VB: scoop, curious, smooth Day 2 T182-183 DL OR: “Jonathan and His Mommy” CLLG p 55 Essential Question PA: Blend Onset and Rime Segment Onset and Rime HFW: a VB: Backward, Beat, Leap Strange, Wiggle, Zigzag Day 3 T198-199 DL OR: “Jonathan and His Mommy” CLLG p. 55 Essential Question PA: Blend Onset and Rime Segment Onset and Rime HFW: a VB: Backward, Beat, Leap Strange, Wiggle, Zigzag Day 4 T206-207 DL OR: “Jonathan and His Mommy” CLLG p. 55 Essential Question PA: : Blend Onset and Rime Segment Onset and Rime HFW: a, VB: Backward, Beat, Leap Strange, Wiggle, Zigzag Day 5 T214-215 DL OR: “Jonathan and His Mommy” CLLG p. 55 Essential Question PA: : Blend Onset and Rime	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (The <u>vocabulary</u> of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			
CC.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (This standard is only taught in the “Vocabulary Strategies” section (Day 4) of Journeys.)	<ul style="list-style-type: none"> I will show that I understand word relationships. I will show that I understand differences in word meanings. I will sort common objects into categories. 	Explore Relationships Nuances Sort Categories Identify	TRS: p. 467-483 http://www.sheppardsoftware.com/preschool/preschool.htm http://www.readingrockets.org/strategies/concept_sort/			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 19

<p>CC.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>CC.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>(This standard is only taught in the “Vocabulary Strategies” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> • I will show that I understand word relationships. • I will show that I understand differences in word meanings. • I will sort common objects into categories. 	<p>Explore Relationships</p> <p>Nuances</p> <p>Sort Categories</p> <p>Identify</p>	<p>TRS: p. 467-483</p> <p>http://www.sheppardsoftware.com/preschool/preschool.htm</p> <p>http://www.readingrockets.org/strategies/concept_sort/</p>		<p>Segment Onset and Rime</p> <p>HFW: ,a VB: Backward, Beat, Leap Strange, Wiggle, Zigzag</p> <p>AL: onset, rime</p> <p><u>Read Aloud: Introduce Oral Vocabulary Day 1</u> T174-175</p> <p><i>“Johnny and His Mommy”</i></p> <p>CLLG p. 55 Fluency Focus: Read with Expression</p>	
Phonemic Awareness & Word Work/Phonics						
<p>CC.RF.K.2 Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CC.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>(Cover this standard in small group instruction and whole group.)</p>	<ul style="list-style-type: none"> • I will demonstrate an understanding of spoken words. • I will demonstrate an understanding of syllables. • I will demonstrate an understanding of sounds. • I will segment and blend onsets and rimes of single-syllable spoken words. 	<p>Demonstrate</p> <p>Syllables</p> <p>Phonemes</p> <p>Blend</p> <p>Segment</p> <p>Onset</p> <p>Rimes</p>	<p>TRS: Chapter 5, p. 181-182</p> <p>WTW</p> <p>WJ</p>	<p><u>Phonemic Awareness</u></p> <p>J – L 8</p> <p>Blend Onset and Rime</p> <p>Segment Onset and Rime</p> <p><u>Phonics</u></p> <p><u>Letter Names</u></p> <p>C /k/</p> <p><u>High Frequency Words</u></p> <p>a</p>	<p><u>Weekly Plan T166-T167 J – L 8</u></p> <p>Day 1 T176 Letter Names: Cc Alphafriend Card Callie Cat Instructional Routine 1</p> <p>Letter Cards & Picture cards: c,a,t cow, cut ant, can, toys, aeronaut, ten, toast</p> <p>T178 Introduce Words To Know- -chart p. 56</p> <p>PB: Vol. 1, p. 55</p> <p>Day 3 T360 Letter Names: Cc Alphafriend Card CallieCat Instructional Routine 2</p> <p>Letter Cards & Picture cards: c,a,t cow, cut ant,can, toys, aeronaut, ten, toast</p> <p>chart p. 57</p> <p>PB: Vol. 1, p. 57</p> <p>Fluency: “Read “Cc”</p> <ul style="list-style-type: none"> • T202 (Unit 2 Decodable Reader) <p>Fluency: Read with Expression</p>	<p><u>Optional</u></p> <p>Teacher Selected Assessment</p>
<p>CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>(Cover this standard in small group instruction and whole group.)</p> <p>(RC:A: 2,3,4)</p> <p><u>1-7</u> <u>8-14</u> <u>15-21</u></p> <p><u>2nd</u> <u>3rd</u> <u>4th</u></p>	<ul style="list-style-type: none"> • I will decode words using my phonics skills. • I will know the consonant letter sounds (2nd quarter 1-9 sounds). 	<p>Decode</p> <p>Phonics Skills</p> <p>Consonant Sounds</p>	<p>TRS: Chapter 6</p>	<p>*Follow FSPS District handwriting series for letter formation and practice</p>		
Comprehension				<p><u>Comprehension/ Fluency</u></p> <p>Skill:</p> <p>Details</p> <p>Strategy: Visualize</p> <p>Genre: Fiction</p>	<p><u>Read Aloud</u></p> <p>Teacher Selected Read-Aloud (Fiction)</p>	
<p>CC.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> • I will ask questions about key details in a text. 	<p>Key details</p> <p>Ask Answer</p>	<p>STW: p. 17-18, p. 110-122, p. 177</p> <p>IRAK-1: p. 5</p>			

FOCUS WALL TARGET SKILLS FOR THE WEEK				Essential Question: How do the parts of a story work together?	
(This standard is the <i>Focus Wall target skills</i> for the week.) (RC:A: 2,3,4) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none">I will answer questions about key details in a text.	Text Question	CT: lesson 8-11		
CC.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illusion depicts). (This standard is the <i>Focus Wall target strategy</i> for the week.)	<ul style="list-style-type: none">I will describe the relationship between the illustrations and the story.	Describe Relationship Illustrations Story	STW: p. 141-142		
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none">I will retell a familiar story.I will include details in my story.	Retell Familiar Details	STW: : p. 181-182, p. 198 CT: lessons 16-17		
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> _{1st 2nd 3rd 4th} (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none">I will identify characters in the story.I will identify the setting in the story.I will identify important events in the story.	Characters Setting Identify Story	IRAK-1: p. 99-118 AL GR RWM		
CC.RF.K.4 Read emergent-reader texts with purpose and understanding. (Cover this standard in small group instruction and whole group.) (RC:A: 2,3,4) <u>Level 1</u> <u>Level 2</u> <u>Level 3+</u> _{2nd 3^r 4th}	<ul style="list-style-type: none">I will read and understand text.	Text Purpose	GR RWM RP STW 2		
Grammar				Grammar Nouns (plural nouns)	Teacher Selected Materials for Grammar Study. *Follow FSPS District handwriting series for letter formation and practice
CC.L.K.1 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.1c Form regular plural nouns by adding /s/, or /es/ (dog, dogs, wish, wishes) (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none">I will form plural nouns by adding s.I will form plural nouns by adding es.	plural	PPW: p.72-82 WP GR AL		
Writing				Writing Description Focus Trait Word Choice Focus Narrative (personal)	Weekly Plan T326-T327 J – L 8 Day 1 T341 Description Big Book: “David’s Drawings” Projectable 10.1 PB: Vol., 1 p. 68 Day 2 T357 Description Projectable 10.1 PB: Vol., 1 p. 70 Day 3 T365 Description PB: Vol., 1 p. 73 Day 4 T373 Description Flip Chart: p. 73 PB: Vol., 1 p. 74 Day 5 T379 PB: Vol., 1 p. 77
CC.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, <u>tell about the events in the order in which they occurred, and provide a reaction to what happened.</u> (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (RC:A:3, assessed students who received a N on RC for Quarter 4) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none">I will use drawing, dictating, and writing to tell about an event or events.I will tell about the events in order.I will tell the reaction to what happened.	Events Draw Dictate Write Order Reaction	Is That a Fact? p 187-209 Small Moments Appendix A :pg.23-26 Appendix C: pg. 9-10		Optional Daily Writing Prompts T326

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 20

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 9	Weekly Plan T246-247 J – L 9	Optional Weekly Vocabulary Assessment:
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none">I will demonstrate an understanding of the basic features of print.I will recognize that letters in a specific order make a word.	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/	Blend Phonemes Fluency Reading Rate Vocabulary Rhyme	Day 1 T252- T253 DL OR: “The Wheels on the Bus” Flip Chart p. 57 PA: Blend Phonemes HFW: to VB: cranes, container Day 2 T262-263 DL OR: “Good Morning Digger” CLLG p. 57 Essential Question PA: Blend Phoneme HFW: to VB: early, weeds, community, cement, vacant, welding Day 3 T278-T279 DL OR: “Good Morning Digger” CLLG p. 57 Essential Question PA: Blend Phoneme HFW: to VB: early, weeds, community, cement, vacant, welding Day 4 T286-287 DL OR: “Good Morning Digger” CLLG p. 57 Essential Question PA: Blend Phoneme HFW: to VB: early, weeds, community, cement, vacant, welding Day 5 T294-295DL OR: “Good Morning Digger” CLLG p. 57 Essential Question PA: Blend Phoneme HFW: to VB: early, weeds, community, cement, vacant, welding AL: blend, phoneme Read Aloud: Introduce Oral Vocabulary Day 1 T254-255 “Good Morning Digger” CLLG p. 57 Fluency Focus: Reading Rate	Have students choose one or more of the oral vocabulary words to illustrate.
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RC:A: 2,3,4) 1-7 8-14 15-21 2nd 3rd 4th	<ul style="list-style-type: none">I will decode words using my phonics skills.I will know the consonant letter sounds (2nd quarter 1-9 sounds).	Decode Phonics Skills Consonant Sounds	TRS: Chapter 6	ORAL: VOCABULARY & STRATEGIES ORAL VOCABULARY: bloom peck scatter speckled store tracks		
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness J – L 9	Weekly Plan T246-T247 J – L 9	Optional Teacher Selected Materials
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (This standard is not addressed in <i>Journeys</i> Lesson 9. It must be addressed using <i>Journeys</i> and/or supplemental materials	<ul style="list-style-type: none">I will count syllables in spoke words.I will pronounce syllables in spoken words.	Count Syllables Pronounce Blend Segment	WTW WJ TRS p. 181-182	Blend Phonemes Final Sound	Day 1 T256-257 Letter Names: Pp Alphafriend Card: Pippa Pig Instructional Routine 1 Letter Cards & Picture cards: p, t, c, pot, pig, can, top, cow, and ten	

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 20

<p>sometime during the 9 weeks. (RC:A: 2,3,4)</p>	<ul style="list-style-type: none"> I will blend and segment syllables in spoken words. 			<p>Phonics</p> <p>Letter Names Pp</p> <p>High Frequency Words come, me</p> <p>*Follow FSPS District handwriting series for letter formation and practice</p>	<p>T258-259 Introduce Words to Know: to Flip Chart p. 63 Instructional Routine 10 PB: Vol. 1, p. 61 Day 2 T264-265 Letter Names: Pp Instructional Routine 1 Alphafriend Card Pippa Pig Flip Chart p. 64 PB: Vol. 1, p. 62 Day 3 T40-41 Letter Names: Pp Instructional Routine 2 Letter Cards: Pp, Tt Sound Spelling Cards Pippa Pig, Tiggy Tiger PB: Vol. 1, p. 63 Fluency: Read “Pp” T282 (Unit 2 Decodable Reader) Fluency: Reading Rate Day 4 Fluency: “I like Animals” • T288 (Unit 2 Decodable Reader) Fluency: Reading Rate Day 5 T296 Read to Connect & Independent Reading sections or teacher choice AL: sounds, blend</p>	
<p>CC.RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>(Cover this standard in small group instruction and whole group.)</p> <p>(RC:A: 2,3,4)</p> <p><u>Level 1</u> <u>Level 2</u> <u>Level 3+</u> 2nd 3rd 4th</p>	<ul style="list-style-type: none"> I will read and understand text. 	Text Purpose	GR RWM RP STW 2			
Comprehension				<p>Comprehension</p> <p>Skill: Main Idea</p> <p>Strategy: Summarize</p> <p>Genre: Narrative</p> <p>Essential Question: What can I learn from the pictures in a selection?</p>	<p>Read Aloud</p> <p>Teacher Selected Read- Aloud</p>	
<p>CC.RL.K.1 With prompting and support, ask and answer questions about key details in a text (RC:A: 2,3,4) (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week)</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (Refer to FSPS Ongoing CCSS Grade K)</p>	<ul style="list-style-type: none"> I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key details Ask Answer Text Question	STW: p. 17-18, p. 110-122, p. 177 IRAK-1: p. 5 CT: lesson 8-11			
<p>CC.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week)</p>	<ul style="list-style-type: none"> I will retell a familiar story. I will include details in my story. 	Retell Familiar Details	STW: : p. 181-182, p. 198 CT: lessons 16-17			
<p>CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>(RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> 1st 2nd 3rd 4th</p>	<ul style="list-style-type: none"> I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. 	Characters Setting Identify Story	IRAK-1: p. 99-118 AL GR RWM			

CC.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will describe the relationship between the illustrations and the story. 	Describe Relationship Illustrations Story	STW: p. 141-142		
CC.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Cover this standard in small group instruction and whole group.	<ul style="list-style-type: none"> I will compare and contrast what happens to characters in familiar stories. 	Characters Familiar Compare Contrast	http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000005		
Grammar				Grammar	
CC.L.K.1 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.1c Form regular plural nouns by adding /s/, or /es/ (dog, dogs, wish, wishes) (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.	<ul style="list-style-type: none"> I will form plural nouns by adding s. I will form plural nouns by adding es 	plural	PPW: p.72-82 WP GR AL	Plural Nouns *Follow FSPS District handwriting series for letter formation and practice	Teacher Selected Assessment
Writing				Writing J – L 9	Weekly Plan T246-T247 J – L 9
CC.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (RC:A: 3,4) (RC:A:3, assessed students who received a N on RC for Quarter 4) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> I will use drawing, dictating, and writing to tell about an event or events. I will tell about the events in order. I will tell the reaction to what happened. 	Events Draw Dictate Write Order Reaction	Is That a Fact? p 187-209 Small Moments Appendix A :pg.23-26 Appendix C: pg. 9-10	Descriptions Focus Trait Word Choice Focus Descriptions Narrative (Personal))	Optional Daily Writing Prompts T6 <u>Optional Writing Prompt for the Week:</u> <i>Draw and write about your favorite kind of weather.</i>
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (RC:A: 3,4)	<ul style="list-style-type: none"> I will use correct spelling when writing. I will spell words by the sounds I hear. 	Capitalization Punctuation Spelling Phonetically	TRS Chapter 6		

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 10 Blend Phonemes Fluency Read with Expression Vocabulary Classify and Categorize Shape Words ORAL: VOCABULARY & STRATEGIES ORAL VOCABULARY: add fluffy fresh grinned moment shyly	Weekly Plan T326-327 J – L 10 Day 1 T332-333 DL OR: “Do You Know What Shape This Is?” Flip Chart p. 68 PA: Blend Phonemes HFW: we, to Day 2 T342-343 DL OR: “David’s Drawings” CLLG p. 59 Essential Question PA: Blend Phonemes HFW: we, to Day 3 T358-359 DL OR: “David’s Drawings” CLLG p. 59 Essential Question PA: Blend Phonemes HFW: see, we Day 4 T366-367 DL OR: “David’s Drawings” CLLG p. 59 Essential Question PA: Blend Phonemes HFW: a, to Day 5 T374-375 DL OR: “David’s Drawings” CLLG p. 59 Essential Question PA: Blend Phonemes HFW: see, a Read Aloud: Introduce Oral Vocabulary Day 1 T334-335 “David’s Drawings” CLLG p. 59 Fluency Focus: Read with Expression	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			
CC.RF.K.4 Read emergent-reader texts with purpose and understanding. (RC:A: 2,3,4) <u>Level 1</u> <u>Level 2</u> <u>Level 3+</u> 2 nd 3 rd 4 th	<ul style="list-style-type: none"> I will read and understand text. 	Text Purpose	GR RWM RP STW 2			
CC.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (This standard is only taught in the “Vocabulary Strategies” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> I will show that I understand differences in word meanings. I will sort common objects into categories. 	Explore Relationships Nuances Sort Categories Identify	TRS: p. 467-483 http://www.sheppardsoftware.com/preschool/preschool.htm http://www.readingrockets.org/strategies/concept_sort/			
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness Blend Phonemes Phonics Letter Names Jj High Frequency Words a, to, we, see *Follow FSPS District handwriting series for letter formation and	Teacher Selected Materials for Phonemic Awareness and Word Work.	Teacher Selected Assessment
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.) (RC:A: 2,3,4)	<ul style="list-style-type: none"> I will count syllables in spoke words. I will pronounce syllables in spoken words. I will blend and segment syllables in spoken words. 	Count Syllables Pronounce Blend Segment	WTW WJ TRS p. 181-182			
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will know the 	Decode Phonics Skills Consonant	TRS: Chapter 6			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 21

producing the primary or most frequent sound for each consonant. (RC:A: 2,3,4) <u>1-7</u> <u>8-14</u> <u>15-21</u> <u>2nd</u> <u>3rd</u> <u>4th</u>	consonant letter sounds (2nd quarter 1-9 sounds).	Sounds		practice		
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the <u>five major vowels</u> . (RC:A: 2,3,4) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will recognize short vowel sounds in common spellings. 	Decode Phonics Skills Short vowel Long vowel	TRS: Chapter 6 WJ: Chapter 4			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2c Write a letter or letters for most consonant and <u>short-vowel sounds</u> . (RC:A: 2,3,4) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will write a letter(s) for most consonant sounds. I will write a letter(s) for most short-vowel sounds. 	Consonant Vowel Sounds	PPW: p44-50, p. 72-82 WP WJ WTW			
Comprehension				Comprehension J – L 10	Weekly Plan T326-327 J – L 10	Optional Teacher Selected Assessment
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> I will retell a familiar story. I will include details in my story. 	Retell Familiar Details	STW: : p. 181-182, p. 198 CT: lessons 16-17	Skill: Story Structure	Main Selection “Mouse Shapes” T346-355 (Big Book) CLLG: p. 58 Day 2 T346-347 Introduce: Skill: Story Structure Strategy: Summarize Strategy Projectable S6 (Summarize)	
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> <u>1st</u> <u>2nd</u> <u>3rd</u> <u>4th</u>	<ul style="list-style-type: none"> I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. 	Characters Setting Identify Story	IRAK-1: p. 99-118 AL GR RWM	Strategy: Summarize Genre: Fantasy Essential Question: How can I learn about the characters in a story?	Develop Comprehension: T348-T353 Wrap Up: T354-T355 Flip Chart: p. 72 Retelling Cards 1-4 Day 3 T363 Comprehension: Story Structure PB: Vol. 1, p. 72 AL: characters, setting Day 4 T369 Vocabulary Strategies: Classify and Categorize Big Book: “Mouse Shapes” Projectable 10.3 AL: sort	
CC.RL.K.4 Ask and answer questions about unknown words in a text. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will ask questions about unknown words in a text. I will answer questions about unknown words in a text. 	Questions Unknown Text	STW p. 139-140 BWL http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%203%20Exploring%20with%20Friends%20In%20The%20Neighborhood-1.pdf			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 21

CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will recognize common types of text. 	Recognize Text	Poetry: PTPP http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-ng-poetry-152.html?tab=1#tabs			
CC.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will compare and contrast what happens to characters in familiar stories. 	Characters Familiar Compare Contrast	http://ohiorc.org/Literacy/K5/strategy/strategy_each.aspx?id=000005			
Grammar				Grammar		
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> I will use nouns. 	Complete sentence Nouns Verbs	http://www.kidzone.ws/dolch/kindergarten.htm	Nouns <i>Teachers Selected Materials for Grammar Study</i> *Follow FSPS District handwriting series for letter formation and practice		
CC.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. CC.L.K.4b Use the most frequently occurring inflections and affixes (e.g., -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will use common occurring inflections. I will use common occurring affixes. 	Inflections Affixes	GR RWR TRS AL http://www.state.nj.us/education/frameworks/lal/chapt5s.pdf			

Writing				Writing J – L 10	Weekly Plan T326-T327 J – L 10	Optional Daily Writing Prompts
CC.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell <u>about the events in the order in which they occurred, and provide a reaction to what happened.</u> (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (RC:A:3, assessed students who received a N on RC for Quarter 4)	<ul style="list-style-type: none"> I will tell about the events in order. I will tell the reaction to what happened. 	Events Draw Dictate Write Order Reaction	Is That a Fact? p 187-209 Small Moments Appendix A :pg.23-26 Appendix C: pg. 9-10	Descriptions <u>Focus Trait</u> Word Choice <u>Focus</u> Narrative (Personal)	Day 1 T341 Description Big Book: “David’s Drawings” Projectable 10.1 (Description) PB: Vol., 1 p. 68 Day 2 T357 Description Projectable 10.1 (Description) PB: Vol., 1 p. 70 Day 3 T365 Description PB: Vol., 1 p. 73 Day 4 T373 Description Flip Chart: p. 73 PB: Vol., 1 p. 74 Day 5 T379 PB: Vol., 1 p. 77 Descriptive Sentences	T326 <u>Optional Writing</u> <u>Prompt for the</u> <u>Week:</u> <i>Draw and write</i> <i>about shapes you</i> <i>know.</i>
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (RC:A: 3,4) (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will use correct spelling when writing. I will spell words by the sounds I hear. 	Capitalization Punctuation Spelling Phonetically	TRS Chapter 6			

FSPS District Dyslexia Week: Teacher will administer the Universal Dyslexia Screener

Phonemic Awareness & Word Work/Phonics				Phonemic Awareness J – L 11	Weekly Plan T6-T7 J – L 11	Optional Teacher Selected Assessment
<p>CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the <u>five major vowels</u>. (RC:A: 2,3,4) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will recognize short vowel sounds in common spellings. 	<p>Decode Phonics Skills</p> <p>Short vowel</p> <p>Long vowel</p>	<p>TRS: Chapter 6</p> <p>WJ: Chapter 4</p>	<p>Blend Phonemes</p> <p>Final Sound</p> <p><u>Phonics</u></p> <p><u>Letter Names</u> Aa</p> <p><u>High Frequency Words</u> come, me</p>	<p>Day 1 T16-17 Letter Names: Aa Alphafriend Card Andy Apple Instructional Routine 1 Letter Cards & Picture cards: a, s, t, astronaut, sad, ten, sun, tooth</p> <p>T18-19 Introduce Words to Know come, me</p> <p>Flip Chart p. 5</p> <p>Instructional Routine 10</p> <p>PB: Vol. 1, p. 78</p> <p>Day 2 T24-25 Letter Names: Aa</p> <p>Instructional Routine 1 Alphafriend Card Andy Apple Flip Chart p. 6</p> <p>PB: Vol. 1, p. 79</p> <p>Day 3 T40-41 Letter Names: Aa</p> <p>Instructional Routine 2,3 Letter Cards: a</p> <p>Sound Spelling Cards Andy Apple</p> <p>PB: Vol. 1, p. 80</p> <p>Fluency: “Read “Come and See Me”</p> <ul style="list-style-type: none"> T42 (Unit 2 Decodable Reader) Fluency: Pause for Punctuation <p>Day 4 Fluency: “Pam and Me”</p> <ul style="list-style-type: none"> T48 (Unit 2 Decodable Reader) Fluency: Pause for Punctuation <p>Day 5 T56 Read to Connect AL: sounds, blend, phonemes</p>	
<p>CC.RF.K.4 Read emergent-reader texts with purpose and understanding. (Cover this standard in small group instruction and whole group.)</p> <p>(RC:A: 2,3,4)</p> <p><u>Level 1</u> <u>Level 2</u> <u>Level 3+</u> 2nd 3rd 4th</p>	<ul style="list-style-type: none"> I will read and understand text. 	<p>Text Purpose</p>	<p>GR</p> <p>RWM</p> <p>RP</p> <p>STW 2</p>			
<p>CC.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>CC.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>) (This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> I will determine the meaning of unknown words. I will determine the meaning of multiple-meaning words. I will determine the meaning of phrases. I will identify new meanings for words I know. I will apply new meanings for words I know. 	<p>Unknown Multiple-meaning Phrases</p> <p>Identify Familiar</p> <p>Apply</p>	<p>BWL p. 126-128</p>	<p>*Follow FSPS District handwriting series for letter formation and practice</p> <p>Blend Phonemes & Final Sounds</p>		

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 23

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 12 Blend Phonemes Final Sound Fluency Read with Expression Vocabulary Classify and Categorize Sensory Words ORAL: VOCABULARY & STRATEGIES ORAL VOCABULARY: Guard Huddle Nodded Pasture Silent Stampede	Weekly Plan T86-T87 J – L 12 Day 1 T92 – T93 DL Blend Phonemes / Final Sounds Day 2 T102-T103 DL Blend Phonemes / Final Sounds Day 3 T118-T119 DL Blend Phonemes / Final Sounds Day 4 T126-T127 DL Blend Phonemes / Final Sounds Day 5 T134-T135 DL Blend Phonemes / Final Sounds AL: blend, phonemes Introduce Oral Vocabulary Day 1 T94-T95 “Storm Is Coming” Fluency Focus: Read with Expression	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness J – L 12 Blend and Segment Onset & Rime Phonics Letter Names Nn High Frequency Words I, like, the, and *Follow FSPS District handwriting series for letter formation and practice	Weekly Plan T86-T87 J – L 12 Day 1 T96 Letter Names: Nn Alphafriend Card: Nyle Noodle T98-T99 Words to Know Day 2 T104-105 Letter Names: Nn Instructional Routine 1 Alphafriend Card Nyle Noodle Flip Chart p. 13 PB: Vol. 1, p. 85 Day 3 T120 Instructional Routine 2 (Big Book): “Snow” PB: Vol. 1, p. 86 Day 4 T128 Fluency: “Tap With Me ” (Unit 3 Decodable Reader) Comprehension: Conclusion, Monitor & Clarify Read with Expression Day 5 T376 Book: “Snow” AL: blend, segment, onset, rime	Optional Unit Assessment: (Unit 3 Decodable Reader)
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (The <u>vocabulary</u> of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RC:A: 2,3,4) <u>1-7</u> <u>8-14</u> <u>15-21</u> 2 nd 3 rd 4 th (The <u>rigor</u> of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will know the consonant letter sounds (2nd quarter 1-9 sounds). 	Decode Phonics Skills Consonant Sounds	TRS: Chapter 6			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 23

Comprehension				Comprehension J – L 12 Skill: Conclusions Strategy: Infer/Predict Genre: Fantasy <u>Essential Question:</u> What clues help me figure out things the author does not tell me?	Weekly Plan T86-T87 J – L 12 <u>Day 1 T95 Main Selection</u> “Snow” (Big Book) • Genre: Fantasy CLLG: p.62 <u>Day 2</u> T106-T113 Introduce: Conclusions, Monitor & Clarify Strategy Projectable S3 Develop Comprehension: T109-T113 Wrap Up: T114-T115 Flip Chart: p.14 Retelling Cards 1-4 <u>Day 3</u> T118 Conclusions PB: Vol., p.87 AL: Conclusions PB: Vol.1, p.87	Optional Teacher Selected Assessment
CC.RL.K.1 With prompting and support, ask and answer questions about key details in a text. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.) (RC:A: 2,3,4) (Refer to FSPS Ongoing CCSS Grade K	<ul style="list-style-type: none">• I will ask questions about key details in a text.• I will answer questions about key details in a text.	Key details Ask Answer Text Question	STW: p. 17-18, p. 110-122, p. 177 IRAK-1: p. 5 CT: lesson 8-11			
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	<ul style="list-style-type: none">• I will retell a familiar story.• I will include details in my story.	Retell Familiar Details	STW: : p. 181-182, p. 198 CT: lessons 16-17			
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> 1 st 2 nd 3 rd 4 th (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none">• I will identify characters in the story.• I will identify the setting in the story.• I will identify important events in the story.	Characters Setting Identify Story	IRAK-1: p. 99-118 AL GR RWM			
CC.RL.K.4 Ask and answer questions about unknown words in a text. (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none">• I will ask questions about unknown words in a text.• I will answer questions about unknown words in a text.	Questions Unknown Text	STW p. 139-140 BWL http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%203%20Exploring%20with%20Friends%20In%20The%20Neighborhood-1.pdf			
CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none">• I will recognize common types of text.	Recognize Text	Poetry: PTTP			
CC.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illusion depicts). (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none">• I will describe the relationship between the illustrations and the story.	Describe Relationship Illustrations Story	STW: p. 141-142			

CC.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none"> I will compare and contrast what happens to characters in familiar stories. 	Characters Familiar Compare Contrast	http://ohiorc.org/Literacy_K5/strategy_strategy_each.aspx?id=000005			
Grammar				Grammar J – L 12	Weekly Plan T86-T87 J – L 12	Optional Teacher Selected Assessment
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will show that I understand word relationships. I will show that I understand differences in word meanings. 	Explore Relationships Nuances Sort Categories Identify	TRS: p. 467-483 http://www.sheppardsoftware.com/preschool/preschool.html http://www.readingrockets.org/strategies/concept_sort/	Sentence Parts: Verbs *Follow FSPS District handwriting series for letter formation and practice	Day 1 T100 Sentence Parts: Verb Read Aloud Book: “Storm Is Coming” Day 2 T116 Sentence Parts: Verb Big Book: “Snow” Projectable 12.2 (Sentence Parts: Verb) Day 3 T117 Sentence Parts: Verb Projectable 11.2 (Sentence Parts: Verb) Day 4 T132 Sentence Parts: Verb Big Book: “Snow” Day 5 T138 Sentence Parts: Verb Flip Chart: p. 16 PB: Vol., 1 p. 89	
CC.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will determine the meaning of verbs showing the same action. 	Distinguish	GR RWR TRS AL http://www.state.nj.us/education/frameworks/lal/chapter15s.pdf			
Writing				Writing J – L 12	Weekly Plan T86-T87 J – L 12	Optional Daily Writing Prompts T86
CC.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or <u>several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</u> (RC:A:3, assessed students who received a N on RC for Quarter 4)	<ul style="list-style-type: none"> I will use drawing, dictating, and writing to tell about an event or events. I will tell about the events in order. I will tell the reaction to what happened. 	Events Draw Dictate Write Order Reaction	Is That a Fact? p 187-209 Small Moments Appendix A :pg.23-26 Appendix C: pg. 9-10	Narrative (Personal) Focus Trait Ideas Focus Class Story Essential Question: Why is the order in which things happen in a story important?	Day 1 T101 Sentences: Exact Verbs Projectable 12.1 (Story Sentences) Day 2 T117 Sentences: Exact Verbs Projectable 12.1 (Story Sentences) Day 3 T125 Sentences: Exact Verbs Projectable 5.1 (Story Sentence) Day 4 T133 Sentences: Exact Verbs Flip Chart: p. 15 (Story Sentence) Day 5 T139 Sentences: Exact Verbs (Story Sentences)	<u>Optional Writing Prompt for the Week:</u> Draw and write about a day it snowed.

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary during Author Study.		
<ul style="list-style-type: none">Teachers may choose standards that best match their Author Study.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Phonemic Awareness & Word Work/Phonics				<div>Phonemic Awareness</div> <div>Blend Phonemes Final Sound</div> <div>Phonics</div> <div>Letter Names Short and long o</div> <div>High Frequency Words You, what</div> <div>*Follow FSPS District handwriting series for letter formation and practice</div> <div>Teacher Selected Materials for Phonemic Awareness and Word Work.</div> <div>Teacher Selected Assessment</div>		
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (RC:A: 2,3,4)	<ul style="list-style-type: none">I will count syllables in spoke words.I will pronounce syllables in spoken words.I will blend and segment syllables in spoken words.	Count Syllables Pronounce Blend Segment	WTW WJ TRS p. 181-182			
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the <u>five major vowels</u> . (RC:A: 2,3,4) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none">I will decode words using my phonics skills.I will recognize short vowel sounds in common spellings.	Decode Phonics Skills Short vowel Long vowel	TRS: Chapter 6 WJ: Chapter 4			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2c Write a letter or letters <u>for most consonant</u> and short-vowel sounds. (The rigor of this standard is not addressed in this <i>Journeys</i> Lesson) (RC:A: 2,3,4)	<ul style="list-style-type: none">I will use capitalization when writing.I will use punctuation when writing.I will use correct spelling when writing.I will write a letter(s) for most sounds.	Capitalization Punctuation Spelling Consonant Vowel Sounds	PPW: p 44-50, p. 72-82:			
Comprehension				Teacher Selected Materials for Author Study		
<ul style="list-style-type: none">Teacher may choose standards that best match their Author Study.						

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 24

Grammar				Grammar J – L 13	Weekly Plan T166-167 J – L 13	Teacher Selected Assessment
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2a Capitalize the first word in a sentence and the pronoun I. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> • I will use capitalization when writing. • I will use punctuation when writing. • I will use correct spelling when writing. 	Capitalization Punctuation Spelling Sentence Pronoun	PPW:p. 72-82 WP: http://www.ngfl-cymru.org.uk/vtc/cap_lette rs_stops/eng/Introduction/StarterActivityPart2.htm			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2b Recognize and name end punctuation. (RC: A: 2,3,4) <u>(1)</u> 2 nd <u>(2)</u> <u>(1)</u> 3 rd 4 th	<ul style="list-style-type: none"> • I will use punctuation when writing. • I will use correct spelling when writing. • I will recognize end punctuation. • I will name end punctuation. 	Punctuation Spelling Recognize	PPW:p. 72-82 WP: GR: AL:	Complete Sentences (Capitalization and Punctuation) *Follow FSPS District handwriting series for letter formation and practice	Day 1 T180 Complete Sentences (Capitalization and Punctuation) Day 2 T196 Complete Sentences (Capitalization and Punctuation) (Big Book): " What Color Is Nature " Projectable 13.2 Complete Sentences (Capitalization and Punctuation) Day 3 T204 Complete Sentences (Capitalization and Punctuation) Big Book: "What Color is Nature?" Projectable 13.2 Day 4 T212 Complete Sentences (Capitalization and Punctuation) Day 5 T218 Complete Sentences (Capitalization and Punctuation) Flip Chart: p. 23 PB: Vol., p. 95	
Writing				Writing J – L 13	Weekly Plan T166-T167 J – L 13	Optional Daily Writing Prompts T86 <i>Optional Writing Prompt for the Week:</i> <i>Draw and write about your favorite Colors.</i>
CC.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or <u>several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</u> (RC:A:3, assessed students who received a N on RC for Quarter 4)	<ul style="list-style-type: none"> • I will use drawing, dictating, and writing to tell about an event or events. • I will tell about the events in order. • I will tell the reaction to what happened. 	Events Draw Dictate Write Order Reaction	Is That a Fact? p 187-209 Small Moments Appendix A :pg.23-26 Appendix C: pg. 9-10	Narrative (Personal) Focus Trait Ideas Focus Class Story Essential Question: Why is the order in which things happen in a story important?	Day 1 T181 Story Sentences Projectable 13.1 Day 2 T197 Story Sentences Projectable 13.1 Day 3 T205 Story Sentences Day 4 T213 Story Sentences Flip Chart: p. 22 Day 5 T219 Story Sentences PB: Vol. 1, p. 95	

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 25

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 14	Weekly Plan T326-327 J – L 14	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/	Beginning Sounds Words in Oral Sentences Fluency Read with Expression	Day 1 T332-T333 DL Beginning Sounds/Words in Oral Sentences Day 2 T342-T343 DL Beginning Sounds/Words in Oral Sentences Day 3 T358-T359 DL Beginning Sounds/Words in Oral Sentences Day 4 T366-T367 DL Beginning Sounds/Words in Oral Sentences Day 5 T374-T375 DL T375 Beginning Sounds/Words in Oral Sentences AL: beginning sounds, sentences, synonyms <u>Introduce Oral Vocabulary</u> Day 1 T334-T335 “The Little Red Hen” Fluency Focus: Read with Expression	
CC.RF.K.2 Demonstrate an understanding of spoken words, syllables, and sounds (phonemes). CC.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of spoken words. I will demonstrate an understanding of syllables. I will demonstrate an understanding of sounds. I will segment and blend onsets and rimes of single-syllable spoken words. 	Demonstrate Syllables Phonemes Blend Segment Onset Rimes	TRS: Chapter 5, p. 181-182 WTW WJ	Vocabulary Oral Vocabulary Synonyms ORAL: VOCABULARY & STRATEGIES ORAL VOCABULARY: admired delicious delight doubt fable sigh		
Phonemic Awareness & Word Work/Phonics				FSPS Phonics Focus Letter Names Short e and Long e High Frequency Words Are, now *Follow FSPS District handwriting series for letter	WTW (LN) Sort 10 Short e WTW (WW) Sort 5 Teacher Selected Materials for Phonemic Awareness and Word Work.	Optional: Teacher Selected Assessment
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2c Write a letter or letters <u>for</u> <u>most</u> <u>consonant</u> and short-vowel sounds. (The rigor of this standard is not addressed in this <i>Journeys</i> Lesson) (RC:A: 2,3,4)	<ul style="list-style-type: none"> I will use capitalization when writing. I will use punctuation when writing. I will use correct spelling when writing. I will write a letter(s) for most sounds. 	Capitalization Punctuation Spelling Consonant Vowel Sounds	PPW: p 44-50, p. 72-82:			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 25

<p>CC.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <i>(Journeys Lesson 13: Day 4 Vocabulary Strategies)</i></p>	<ul style="list-style-type: none"> • I will show that I understand word relationships. • I will show that I understand differences in word meanings. • I will sort common objects into categories. 	<p>Explore Relationships Nuances Sort Categories Identify</p>	<p>TRS: p. 467-483 http://www.sheppardsoftware.com/preschool/preschool.htm http://www.readingrockets.org/strategies/concept_sort/</p>	<p>formation and practice</p>		
<p>CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <i>(The entire standard is not addressed in this Journeys lesson.)</i> (RC:A: 2,3,4)</p>	<ul style="list-style-type: none"> • I will decode words using my phonics skills. • I will recognize short vowel sounds in common spellings. 	<p>Decode Phonics Skills Short vowel Long vowel</p>	<p>TRS: Chapter 6 WJ: Chapter 4</p>			
Comprehension				Comprehension	Weekly Plan T246-T247 J – L 14	Optional
<p>CC.RL.K.1 With prompting and support, ask and answer questions about key details in a text. <i>(This standard is the Focus Wall target skill for the week.)</i> (RC:A: 2,3,4) (Refer to FSPS Ongoing CCSS Grade K)</p>	<ul style="list-style-type: none"> • I will ask questions about key details in a text. • I will answer questions about key details in a text. 	<p>Key details Ask Answer Text Question</p>	<p>STW: p. 17-18, p. 110-122, p. 177 IRAK-1: p. 5 CT: lesson 8-11</p>	<p>Skill: Cause and Effect</p> <p>Strategy: Infer/Predict</p> <p>Genre: Concept Book</p>	<p>Day 1 T258 Main Selection “Turtle Splash!” (Big Book) • Genre: Concept Book • CLLG: p.66 Day 2 T266-T2267 Introduce: Cause & Effect Infer/Predict Strategy Projectable S2 Develop Comprehension: T268-T273 Wrap Up: T274-T275 Flip Chart: p.28 Retelling Cards 1-4 Day 3 T283 Cause and Effect PB: Vol.1, p.99 AL: Conclusions</p>	<p>Teacher Selected Assessment</p>
<p>CC.RL.K.2 With prompting and support, retell familiar stories, including key details. <i>(This is in the Wrap up section of Journeys with the Main Selection)</i></p>	<ul style="list-style-type: none"> • I will retell a familiar story. • I will include details in my story. 	<p>Retell Familiar Details</p>	<p>STW: : p. 181-182, p. 198 CT: lessons 16-17</p>			
<p>CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). <i>(Cover this standard in small group instruction and whole group.)</i></p>	<ul style="list-style-type: none"> • I will recognize common types of text. 	<p>Recognize Text</p>	<p>Poetry: PTPP http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-ng-poetry-152.html?tab=1#tabs</p>			
<p>CC.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). <i>(Cover this standard in small group instruction and whole group.)</i></p>	<ul style="list-style-type: none"> • I will describe the relationship between the illustrations and the story. 	<p>Describe Relationship Illustrations Story</p>	<p>STW: p. 141-142</p>			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 25

CC.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Cover this standard in small group instruction as well as whole group)	<ul style="list-style-type: none"> I will compare and contrast what happens to characters in familiar stories. 	Characters Familiar Compare Contrast	http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000005			
CC.RF.K.4 Read emergent-reader texts with purpose and understanding. (Cover this standard in small group instruction and whole group.) (RC:A: 2,3,4) <u>Level 1</u> <u>Level 2</u> <u>Level 3+</u> 2 nd 3 rd 4 th	<ul style="list-style-type: none"> I will read and understand text. 	Text Purpose	GR RWM RP STW 2			
Grammar				<u>Grammar</u> J – L 14	<u>Weekly Plan T326-327 J – L 14</u>	Teacher Selected Assessment
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently <u>occurring nouns</u> and verbs. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will write in a complete sentence. I will speak in a complete sentence. I will use nouns. 	Complete sentence Nouns	http://www.kidzone.ws/dolch/kindergarten.htm IW: see examples for charts Examples of Name Charts: http://www.billings.k12.mt.us/literacy/kindertipfolder/kindertip17.html Environmental Cards: http://www.hubbardscupboard.org/i_can_read_.html Name Activities: http://pinterest.com/kbus/name-activities-and-crafts/ http://www.hubbardscupboard.org/Name_Activities_by_Difficulty.PDF	Verbs *Follow FSPS District handwriting series for letter formation and practice	<u>Day 1</u> T260 Verbs in Past Tense <u>Day 2</u> T276 Verbs in Past Tense (Big Book): “ Turtle Splash ” Projectable 14.2 (Verbs in Past Tense) <u>Day 3</u> T284 Verbs in Past Tense Projectable 14.2 (Action Verbs in Present Tense) <u>Day 4</u> T292 Verbs in Past Tense <u>Day 5</u> T298 Verbs in Past Tense Flip Chart: p. 30 PB : Vol., p. 101	
CC.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> I will determine the meaning of verbs and adjectives by relating them to their opposites. 	Opposites	GR RWR TRS AL http://www.state.nj.us/education/frameworks/lal/chapt5s.pdf			
CC.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CC.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will determine the meaning of verbs showing the same action. 	Distinguish	GR RWR TRS AL http://www.state.nj.us/education/frameworks/lal/chapt5s.pdf			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 25

Writing				Writing J – L 14	Weekly Plan T246-T247 J – L 14	Optional Daily Writing Prompts T246
<p>CC.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or <u>several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</u></p> <p>(RC:A:3, assessed students who received a N on RC for Quarter 4)</p>	<ul style="list-style-type: none"> • I will use drawing, dictating, and writing to tell about an event or events. • I will tell about the events in order. • I will tell the reaction to what happened. 	<p>Events Draw Dictate Write Order Reaction</p>	<p>Is That a Fact? p 187-209 Small Moments Appendix A :pg.23-26 Appendix C: pg. 9-10</p>	<p>Narrative (Personal)</p> <p>Focus Trait Organization</p> <p>Focus Story</p> <p>Essential Question: What causes events in a story to happen?</p>	<p>Day 1 T261 Story Projectable 14.1 (Story) Day 2 T277 Story Projectable 14.1 (Story) PB: Vol., p. 35 Day 3 T285 Story Day 4 T293 Flip Chart: p. 29 Day 5 T299 Story PB: Vol. 1, p. 42</p>	<p><u>Optional Writing Prompt for the Week:</u> <i>Draw and write about animals that live in a pond.</i></p>

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 27

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary during Research Connections study.		
<ul style="list-style-type: none">Teacher may choose standards that best match their research connections genre.Refer to FSPS Research Connections Criteria.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Phonemic Awareness & Word Work/Phonics				Phonics Focus <u>Letter Names</u> Uu <u>High Frequency Words</u> Review Come, me, with, my, you, what, are, now	WTW (LN) Sort 11 Short u WTW (WW) Sort 2 Long u Teacher Selected Materials for Phonemic Awareness and Word Work.	
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RC:A: 2,3,4)	<ul style="list-style-type: none">I will decode words using my phonics skills.I will recognize short vowel sounds in common spellings.	Decode Phonics Skills Short vowel Long vowel	TRS: Chapter 6 WJ: Chapter 4			
Comprehension: Research Connections				<u>Research Connections</u> Teacher Selected Materials for Research Connections.		
<ul style="list-style-type: none">Teacher may choose standards that best match their Research Connections genre.Refer to FSPS Research Connections CriteriaRefer to FSPS Vocabulary Instruction Guidelines K-6						
Grammar				FSPS Grammar Focus Prepositions *Follow FSPS District handwriting series for letter formation and practice	Teacher Selected Materials for Grammar Study.	
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)	<ul style="list-style-type: none">I will use common prepositions.	Common Prepositions	GR RWR TRS AL http://www.state.nj.us/education/frameworks/lal/chapt5s.pdf			
Writing				<u>Research Connections</u> Correlate Writing Piece/Product to Research Topic		

W-28 FSPS Kindergarten District Assessment Week

The following standards are minimally addressed in 4th Quarter. To ensure adequate coverage, incorporate these standards in whole group lessons, small group instruction or literacy work station activities when possible. RF.K.2c, L.K.1c, L.K.4a, L.K.5d, RI.K.3, RI.K.4, RI.K.8, RI.K.9						
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Phonemic Awareness</u>	Teacher Selected Materials and Assessment	
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (RC:A: 2,3,4) (In order to meet this standard, <u>the letter cards</u> from <i>Journeys</i> must be used.)	<ul style="list-style-type: none"> I will count syllables in spoke words. I will pronounce syllables in spoken words. I will blend and segment syllables in spoken words. 	Count Syllables Pronounce Blend Segment	WTW WJ TRS p. 181-182	Blending Review		
CC.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.	<ul style="list-style-type: none"> I will add sounds to make new words. I will substitute sounds to make new words. 	Add Substitute	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			
Phonemic Awareness & Word Work/Phonics				<u>Phonemic Awareness</u>	Teacher Selected Materials for Phonemic Awareness and Word Work.	<u>Optional:</u> Teacher Selected Assessment
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RC:A: 2,3,4)	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will recognize short vowel sounds in common spellings. 	Decode Phonics Skills Short vowel Long vowel	TRS: Chapter 6 WJ: Chapter 4	<u>Phonics</u> <u>Letter Names</u> Xx		
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> I will decode words using my phonics skills. 	Decode Phonics Skills		<u>High Frequency Words</u> Review words *Follow FSPS District handwriting series for letter formation and practice		

Comprehension				Comprehension	Read Aloud
<p>CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (This standard is the <i>Focus Wall target strategy</i> for the week.)</p> <p>(RC:A: 1,2,3,4)</p> <p><u>characters</u> <u>settings</u> <u>events</u> <u>all</u></p> <p>1st 2nd 3rd 4th</p>	<ul style="list-style-type: none"> • I will identify characters in the story. • I will identify the setting in the story. • I will identify important events in the story. 	<p>Characters Setting Identify Story</p>	<p>IRAK-1: p. 99-118 AL GR RWM</p>	<p>Skill: Understanding Characters</p> <p>Strategy: Infer/Predict</p>	<p>Teacher Selected Read- Aloud (Fiction)</p>
<p>CC.RL.K.2 With prompting and support, retell familiar stories, including key details.</p>	<ul style="list-style-type: none"> • I will retell a familiar story. • I will include details in my story. 	<p>Retell Familiar Details</p>	<p>STW: : p. 181-182, p. 198 CT: lessons 16-17</p>		
<p>CC.RL.K.4 Ask and answer questions about unknown words in a text.</p>	<ul style="list-style-type: none"> • I will ask questions about unknown words in a text. • I will answer questions about unknown words in a text. 	<p>Questions Unknown Text</p>	<p>STW p. 139-140 BWL http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%203%20Exploring%20with%20Friends%20In%20The%20Neighborhood-1.pdf</p>		
<p>CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<ul style="list-style-type: none"> • I will recognize common types of text. 	<p>Recognize Text</p>	<p>Poetry: PTPP http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-ng-poetry-152.html?tab=1#tabs</p>		
<p>CC.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<ul style="list-style-type: none"> • I will describe the relationship between the illustrations and the story. 	<p>Describe Relationship Illustrations Story</p>	<p>STW: p.141-142</p>		

Grammar				Grammar Focus:	Teacher Selected Materials and Assessments
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1f Produce and expand complete sentences in shared language activities.	<ul style="list-style-type: none"> I will write in a complete sentence. I will speak in a complete sentence. I will produce complete sentences. I will expand sentences. 	Complete sentence Expand Produce	PPW WP http://www.vrml.k12.la.us/cc/writingcorner/sentences_numbersk.asp	Sentence Structure	
Writing				Writing	Teacher Selected Materials and Assessments
CC.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (RC:A: 4)	<ul style="list-style-type: none"> I will express my opinion about a topic or a book through drawing, dictating, and writing. I will state my opinion about a topic or a book. 	Opinion Topic Dictating State	PPW p. 164-167, 182-185 Appendix C pg. 6-8 http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS	Opinion	
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2a Capitalize the first word in a sentence and the pronoun I. (RC:A: 2,3,4)	<ul style="list-style-type: none"> I will use capitalization when writing. I will use punctuation when writing. I will use correct spelling when writing. 	Capitalization Punctuation Spelling Sentence Pronoun	PPW: p.72-82 WP: http://www.ngfl-cymru.org.uk/vtc/cap_letters_stops/eng/Introduction/StarterActivityPart2.htm		

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 30

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 15 Blend Phonemes Middle Sounds Fluency Pause for Punctuation Vocabulary Figurative Language Simile ORAL VOCABULARY & STRATEGIES ORAL VOCABULARY: admired delicious delight doubt fable sigh	Weekly Plan T326-327 J – L 15 Day 1 T332-T333 DL Blend Phonemes Middle Sounds Day 2 T342-T343 DL Blend Phonemes Middle Sounds Day 3 T358-T359 DL Beginning Sounds/Words in Oral Sentences Day 4 T366-T367 DL Beginning Sounds/Words in Oral Sentences Day 5 T374-T375 DL T375 Beginning Sounds/Words in Oral Sentences AL: beginning sounds, sentences, synonyms Introduce Oral Vocabulary Day 1 T334-T335 “How Many Stars in the Sky” Fluency Focus: Pause for Punctuation	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (In order to meet this standard, <u>the letter cards</u> from <i>Journeys</i> must be used.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (RC:A: 2,3,4) (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will count syllables in spoke words. I will pronounce syllables in spoken words. I will blend and segment syllables in spoken words. 	Count Syllables Pronounce Blend Segment	WTW WJ TRS p. 181-182			
CC.RF.K.2 Demonstrate an understanding of spoken words, syllables, and sounds (phonemes). CC.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will demonstrate an understanding of spoken words. I will demonstrate an understanding of syllables. I will demonstrate an understanding of sounds. I will segment and blend onsets and rimes of single-syllable spoken words. 	Demonstrate Syllables Phonemes Blend Segment Onset Rimes	TRS: Chapter 5, p. 181-182 WTW WJ			
CC.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. CC.L.K.4b Use the most frequently occurring inflections and affixes (e.g., -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (This standard is only taught in the “Vocabulary Strategies” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> I will use common occurring inflections. I will use common occurring affixes. 	Infections Affixes	GR RWR TRS AL http://www.state.nj.us/education/frameworks/lal/c/hapt5s.pdf			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 30

Phonemic Awareness & Word Work/Phonics				Phonemic Awareness	Teacher Selected Materials for Phonemic Awareness and Word Work.	Optional Teacher Selected Assessment
<p>CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>(RC:A: 2,3,4)</p> <p><u>1-7</u> <u>8-14</u> <u>15-21</u> 2nd 3rd 4th</p>	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will know the consonant letter sounds (2nd quarter 1-9 sounds). 	Decode Phonics Skills Consonant Sounds	TRS: Chapter 6	<p>Blend and Segment Onset & Rime</p> <p><u>Phonics</u></p> <p><u>Letter Names</u> Rr, Gg</p> <p><u>High Frequency Words</u> Come, me, with, my, you, what, are, now</p> <p>*Follow FSPS District handwriting series for letter formation and practice</p>		
<p>CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>(The <u>rigor</u> of this standard is not addressed in this Journeys lesson.)</p> <p>(RC:A: 2,3,4)</p>	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will recognize short vowel sounds in common spellings 	Decode Phonics Skills Short vowel Long vowel	TRS: Chapter 6 WJ: Chapter 4			
<p>CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.K.2c Write a letter or letters for most consonant and <u>short-vowel sounds</u>.</p> <p>(The <u>rigor</u> of this standard is not addressed in this Journeys lesson.)</p>	<ul style="list-style-type: none"> I will use correct spelling when writing. I will write a letter(s) for most sounds. 	Spelling Consonant Vowel Sounds	PPW: p.44-50, p. 72-82			
Comprehension				Comprehension	Weekly Plan T326-T327 J – L 15	Optional: Teacher Selected Assessment
<p>CC.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>(RC:A: 2,3,4)</p> <p>(Refer to FSPS Ongoing CCSS Grade K)</p>	<ul style="list-style-type: none"> I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key details Ask Answer Text Question	STW: p. 17-18, p. 110-122, p. 177 IRAK-1: p. 5 CT: lesson 8-11	<p>Skill: Sequence of Events</p> <p>Strategy: Analyze</p> <p>Genre: Narrative</p>	<p>Day 1 T335 Main Selection “What a Beautiful Sky” (Big Book) Genre: Informational Text CLLG: p.66</p> <p>Day 2 T346-T353 Introduce: Sequence of Events, Analyze/Evaluate Strategy Projectable S7</p> <p>Develop Comprehension: T348-T353</p> <p>Wrap Up: T354-T355 Flip Chart: p.35 Retelling Cards 1-4</p> <p>Day 3 T118 Sequence of Events PB: Vol.1, p.107 AL: Sequence of Events</p>	
<p>CC.RL.K.2 With prompting and support, retell familiar stories, including key details.</p>	<ul style="list-style-type: none"> I will retell a familiar story. I will include details in my story. 	Retell Familiar Details	STW: : p. 181-182, p. 198 CT: lessons 16-17			
<p>CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>(RC:A: 1,2,3,4)</p> <p><u>characters</u> <u>settings</u> <u>events</u> <u>all</u> 1st 2nd 3rd 4th</p>	<ul style="list-style-type: none"> I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. 	Characters Setting Identify Story	IRAK-1: p. 99-118 AL GR RWM			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 30

CC.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<ul style="list-style-type: none"> I will describe the relationship between the illustrations and the story. 	Describe Relationship Illustrations Story	STW: p. 141-142			
Grammar				J – L 15 Grammar	J – L 15 Weekly Plan T326-327	Optional: Teacher Selected Assessment
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1f Produce and expand complete sentences in shared language activities. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will write in a complete sentence. I will speak in a complete sentence. I will produce complete sentences. I will expand sentences. 	Complete sentence Expand Produce	PPW WP http://www.vrml.k12.la.us/cc/writingcorner/sentences_numbers_k.asp	Statements (Capitalization and Punctuation) *Follow FSPS District handwriting series for letter formation and practice	Day 1 T340 Statements Day 2 T356 Statements (Big Book): “What a Beautiful Sky” Projectable 15.2 (Statements) Day 3 T364 Statements Projectable 15.2 (Statements) Day 4 T372 Statements (Big Book) “What a Beautiful Sky!” Day 5 T378 Statements Flip Chart: p. 37 PB: Vol., p. 111	
Writing				Writing Focus Opinion	Teacher Selected Materials and Assessments	
CC.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (RC:A: 4)	<ul style="list-style-type: none"> I will express my opinion about a topic or a book through drawing, dictating, and writing. I will state my opinion about a topic or a book. 	Opinion Topic Dictating State	PPW p. 164-167, 182-185 Appendix C pg. 6-8 http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS			

Week 31: ITBS Testing Grades 1 and 2
Review Skills/Strategies/Routines

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary during Author Study.		
<ul style="list-style-type: none">Teachers may choose standards that best match their Author Study.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness Phonics Letter Names Qq High Frequency Words Is, how	Teacher Selected Materials for Phonemic Awareness and Word Work.	Optional Teacher Selected Assessment
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2c Write a letter or letters for most consonant and short-vowel sounds. (The rigor of this standard is not addressed in this Journeys lesson.) (RC:A: 2,3,4)	<ul style="list-style-type: none">I will use correct spelling when writing.I will write a letter(s) for most sounds.	Capitalization Punctuation Spelling Consonant Vowel Sounds	PPW: p 44-50, p. 72-82 WP:			
Comprehension				Teacher Selected Materials for Author Study		
<ul style="list-style-type: none">Teacher may choose standards that best match their Author Study.						
Grammar				Grammar J – L 16 Proper Nouns for People and Pets *Follow FSPS District handwriting series for letter formation and practice	Weekly Plan T6-T7 J – L 16 Day 1 T20 Proper Nouns for People and Pets Day 2T36 Proper Nouns for People and Pets Projectable 16.3 (Proper Nouns) Day 3T44 Proper Nouns for People and Pets Projectable 16.3 Day 4 T52 Proper Nouns Day 5T58 Proper Nouns Flip Chart: p. 50 PB: Vol. 2, p. 6	Optional: Teacher Selected Assessment
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring nouns and verbs. (The entire standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">I will write in a complete sentence.I will speak in a complete sentence.I will use nouns.I will use verbs.	Complete sentence Nouns Verbs	http://www.kidzone.ws/dolch/kindergarten.htm			
Writing				Writing Focus Opinion Focus Trait Organization Focus Message Essential Question: Why are details helpful?	Teacher Selected Materials and Assessments	
CC.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (This standard was added to Journeys Lesson 16 in order to meet the report card.)(RC:A: 4) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none">I will express my opinion about a topic or a book through drawing, dictating, and writing.I will state my opinion about a topic or a book.	Opinion Topic Dictating State	PPW p. 164-167, 182-185 Appendix C pg. 6-8 http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS			
CC.L.K.2b Recognize and name end punctuation. (This standard was added to Journeys Lesson 16 in order to meet the report card.)(RC: A: 2,3,4) (.) (?) (!) 2nd 3rd 4th	<ul style="list-style-type: none">I will use punctuation when writing.	Capitalization Punctuation Spelling Recognize	PPW: p. 72-82 WP GR AL			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 33

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Phonemic Awareness</u> J – L 17	Weekly Plan T86-87 J – L 17 Day 1 T92-93 DL T96 Blend Onset and Rime Day 2 T102-103 DL T104 Blend Onset and Rime Day 3 T118-119 DL T120 Blend Onset and Rime Day 4 T126-127 DL T128 Blend Onset and Rime Day 5 T134-135 DL T136 Blend Onset and Rime AL: blend, onset and rime, segment Read Aloud: Introduce Oral Vocabulary Day 1 T102 – 103 “It Is the Wind” Fluency Focus: Read with Expression	<u>Optional Weekly Vocabulary Assessment:</u> <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/	Blend Onset and Rime <u>Fluency</u> Pause for Punctuation <u>Vocabulary</u> Onset, rime ORAL VOCABULARY & STRATEGIES ORAL VOCABULARY: Creaks Hare Hinge Howling Path Sway		
Phonemic Awareness & Word Work/Phonics				<u>Phonemic Awareness Phonics</u> <u>Letter Names</u> Ff <u>High Frequency Words</u> Is, how	Teacher Selected Materials for Phonemic Awareness and Word Work.	<u>Optional</u> Teacher Selected Assessments
CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RC:A: 2,3,4)	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will recognize short vowel sounds in common spellings. I will recognize long vowel sounds in common spellings. 	Decode Phonics Skills Short vowel Long vowel	TRS: Chapter 6 WJ: Chapter 4			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (RC:A: 3,4)	<ul style="list-style-type: none"> I will use correct spelling when writing. I will spell words by the sounds I hear. 	Capitalization Punctuation Spelling Phonetically	TRS Chapter 6			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 33

Comprehension				Comprehension J – L 17	Weekly Plan T86-87 J – L 17	Optional Teacher Selected Assessment
CC.RL.K.2 With prompting and support, identify retell the familiar stories, including key details. (This standard is the <i>Focus Wall</i> <u>target skills</u> for the week.)	<ul style="list-style-type: none"> I will retell familiar stories. I will retell key details of a story. 	Main topic Retell Key details Text	CT: lessons 19 and 20	Skill: Conclusions Strategy: Infer/Predict Genre: Realistic fiction/Folk tale and Trickster Tale (Traditional Tale) Essential Question: What clues help me figure out things the author does not tell me?	Main Selection “I Love Bugs ” T106-115 (Big Book) Genre: Realistic Fiction CLLG: p. 72 Day 2 T106-107 Introduce: Skill: Conclusions Strategy: Infer/Predict Strategy Projectable S2 (Conclusions) Develop Comprehension: T108-T113 Wrap Up: T114-T115 Flip Chart: p. 55 Retelling Cards 1-4 Day 3 T123 Comprehension: Conclusions PB: Vol. 2, p. 10 AL: conclusions Day 4 T129 Vocabulary Strategies: Multiple-Meaning Words Big Book: “I Love Bugs” Projectable 17.4 AL: meaning Day 5 Connect To <ul style="list-style-type: none"> “Anansi and Grasshopper” T130-T131 (Traditional Tales) Genre: Folk tale and Trickster Tale MC: T131 CLLG p. 73 Connect to Traditional Tale 	
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> 1 st 2 nd 3 rd 4 th	<ul style="list-style-type: none"> I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. 	Characters Setting Identify Story	IRAK-1: p. 99-118 AL GR RWM			
CC.RL.K.4 Ask and answer questions about unknown words in a text. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will ask questions about unknown words in a text. I will answer questions about unknown words in a text. 	Questions Unknown Text	STW p. 139-140 BWL http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%203%20Exploring%20with%20Friends%20In%20The%20Neighborhood-1.pdf			
CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). (This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> I will recognize common types of text. 	Recognize Text	Poetry: PTPP http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-nq-poetry-152.html?tab=1#tabs			
CC.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illusion depicts.) (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none"> I will describe the relationship between the illustrations and the story. 	Describe Relationship Illustrations Story	STW: p. 141-142			
CC.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Cover this standard in small group instruction and whole group.)	<ul style="list-style-type: none"> I will compare and contrast what happens to characters in familiar stories. 	Characters Familiar Compare Contrast	http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000005			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 33

Grammar				Grammar J – L 17	Weekly Plan T86-T87 J – L 17	Optional: Teacher Selected Assessment
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring nouns and verbs. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> • I will write in a complete sentence. • I will speak in a complete sentence. • I will use nouns. • I will use verbs. 	Complete sentence Nouns Verbs	http://www.kidzone.ws/dolch/kindergarten.htm	Proper Nouns for Places *Follow FSPS District handwriting series for letter formation and practice	Day 1 T100 Proper Nouns for Places Day 2 T116 Proper Nouns for Places Projectable 16.3 Day 3 T124 Proper Nouns for Places Projectable 17.3 Day 4 T132 Proper Nouns for Places Day 5 T138 Proper Nouns for Places Flip Chart: p. 57 PB: Vol. 2, p. 12	
Writing				Writing Opinion Focus Trait Organization Focus Message	Teacher Selected Materials and Assessments	
CC.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (RC:A: 4) (Refer to FSPS Ongoing CCSS Grade K)	<ul style="list-style-type: none"> • I will express my opinion about a topic or a book through drawing, dictating, and writing. • I will state my opinion about a topic or a book. 	Opinion Topic Dictating State	PPW p. 164-167, 182-185 Appendix C pg. 6-8 http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2a Capitalize the first word in a sentence and the pronoun I. (RC:A: 2,3,4)	<ul style="list-style-type: none"> • I will use capitalization when writing. • I will use punctuation when writing. • I will use correct spelling when writing. 	Capitalization Punctuation Spelling Sentence Pronoun	PPW: p.72-82 WP: http://www.ngfl-cymru.org.uk/vtc/cap_letters_stops/eng/Introduction/StarterActivityPart2.htm			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2b Recognize and name end punctuation. (RC: A: 2,3,4) <u>1</u> <u>2</u> <u>3</u> <u>4</u> 2 nd 3 rd 4 th	<ul style="list-style-type: none"> • I will use punctuation when writing. • I will recognize end punctuation. • I will name end punctuation. 	Punctuation Spelling Recognize	PPW: p.72-82 WP GR AL			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 34

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 19	Weekly Plan T246-247 J – L 19	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (In order to meet this standard, <u>the letter cards</u> from <i>Journeys</i> must be used.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/	Blend Phonemes Segment Phonemes Fluency Read with Expression Vocabulary Classify and Categorize Shape Words ORAL: VOCABULARY & STRATEGIES ORAL: VOCABULARY: Blizzards Boring Cliffs Impossible Jungle Meadow	Day 1 T252-253 DL T254 Blend Phonemes Segment Phonemes Day 2 T262-263 DL T264 Blend Phonemes Segment Phonemes Day 3 T278-279 DL T280 Blend Phonemes Segment Phonemes Day 4 T286-287 DL T288 Blend Phonemes Segment Phonemes Day 5 T294-295 DL T296 Blend Phonemes Segment Phonemes AL: blend, segment Read Aloud: Introduce Oral Vocabulary Day 1 T102 – 103 “Nicky and the Rainy Day” Fluency Focus: Pause for Punctuation	
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness Phonics		Optional
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (RC:A: 2,3,4)	<ul style="list-style-type: none"> I will count syllables in spoke words. I will pronounce syllables in spoken words. I will blend and segment syllables in spoken words. 	Count Syllables Pronounce Blend Segment	WTW WJ TRS p. 181-182	Letter Names Hh High Frequency Words go, for	Teacher Selected Materials for Phonemic Awareness and Word Work.	Teacher Selected Assessment

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 34

<p>CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RC:A: 2,3,4) <u>1-7</u> <u>8-14</u> <u>15-21</u> 2nd 3rd 4th</p>	<ul style="list-style-type: none"> • I will decode words using my phonics skills. • I will know the consonant letter sounds (2nd quarter 1-9 sounds). 	<p>Decode Phonics Skills Consonant Sounds</p>	<p>TRS: Chapter 6</p>			
<p>) CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RC:A: 2,3,4)</p>	<ul style="list-style-type: none"> • I will decode words using my phonics skills. • I will recognize short vowel sounds in common spellings. 	<p>Decode Phonics Skills Short vowel Long vowel</p>	<p>TRS: Chapter 6 WJ: Chapter 4</p>			
<p>CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> • I will read similarly spelled words 	<p>similarly</p>	<p>TRS: Chapter 6, Chapter 7</p>			
<p>CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2c Write a letter or letters for most consonant and short-vowel sounds. (RC:A: 2,3,4)</p>	<ul style="list-style-type: none"> • I will use correct spelling when writing. • I will write a letter(s) for most consonant sounds .I will write a letter(s) for most short-vowel sounds 	<p>Capitalization Punctuation Spelling Consonant Vowel Sounds</p>	<p>PPW: p.44-50, p. 72-82 WP</p>			
Comprehension				Comprehension J – L 19	Weekly Plan T326-327 J – L 19 Main Selection “Sheep Take a Hike” T268-273 (Big Book) Genre: Fantasy CLLG: p. 76 Day 2 T266-267 Introduce: Skill: Story Cause and Effect Projectable: 19.2a Strategy: Question Strategy Projectable S5	Optional Teacher Selected Assessment
<p>CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)</p>	<ul style="list-style-type: none"> • I will retell a familiar story. • I will include details in my story. 	<p>Retell Familiar Details</p>	<p>STW: : p. 181-182, p. 198 CT: lessons 16-17</p>	<p>Skill: Cause and Effect</p>		
<p>CC.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> • I will compare and contrast what happens 	<p>Characters Familiar Compare</p>	<p>http://ohiorc.org/Literacy_K5/strategy/strategy_e</p>	<p>Strategy: Visualize</p>		

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 34

(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	to characters in familiar stories.	Contrast	ach.aspx?id=000005	<p>Genre: Fantasy/Traditional Tales</p> <p><u>Essential Question:</u> What causes events in a story to happen?</p>	<p>Day 2 Develop Comprehension: T268-T273 Wrap Up: T274-T275 Flip Chart: p. 69 Retelling Cards 1-4 Day 3 T283 Comprehension: Cause and Effect PB: Vol. 2, p. 22 AL: cause, effect Day 4 T289 Vocabulary Strategies: Cause and Effect Big Book: “Sheep Take a Hike” Projectable 19.4 AL: antonyms Day 5 Connect To “Traditional Tales”</p> <ul style="list-style-type: none"> • T290—T291 Genre: Fairy Tales • MC: T291 CLLG p. 59 • Connect to Traditional Tales 	
<p>CC.RL.K.3 With prompting and support, identify characters, <u>settings</u>, and major events in a <u>story</u>. (RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> 1st 2nd 3rd 4th (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will identify characters in the story. • I will identify the setting in the story. • I will identify important events in the story. 	Characters Setting Identify Story	<p>IRAK-1: p. 99-118 AL GR RWM</p>			
<p>CC.RL.K.4 Ask and answer questions about unknown words in a text. (The <u>vocabulary</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will ask questions about unknown words in a text. • I will answer questions about unknown words in a text. 	Questions Unknown Text	<p>STW p. 139-140 BWL http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%203%20Exploring%20with%20Friends%20In%20The%20Neighborhood-1.pdf</p>			
<p>CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). (This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> • I will recognize common types of text. 	Recognize Text	<p>Poetry: PTPP http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-ng-poetry-152.html?tab=1#tabs</p>			
<p>CC.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) (Cover this standard in small group instruction and whole group.)</p>	<ul style="list-style-type: none"> • I will describe the relationship between the illustrations and the story. 	Describe Relationship Illustrations Story	<p>STW: p. 141-142</p>			

Grammar				Grammar J – L 19	Weekly Plan T246-247 J – L 19	Optional Teacher Selected Assessment
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1b Use frequently occurring <u>nouns</u> and verbs. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will write in a complete sentence. I will speak in a complete sentence. I will use nouns. I will use verbs. 	Complete sentence Nouns Verbs	http://www.kidzone.ws/dolch/kindergarten.htm	Verbs in Past Tense *Follow FSPS District handwriting series for letter formation and practice	Day 1 T260 Verbs in Past Tense Big Book: “Nicky and the Rainy Day” Day 2 T276 Verbs in Past Tense Big Book: “Sheep Take a Hike” Projectable 19.3 (Verbs in Past Tense) Day 3 T284 Verbs in Past Tense Projectable 10.2 (Verbs in Past Tense) Day 4 T292 Verbs in Past Tense Day 5 T298 Verbs in Past Tense Flip Chart: p. 71 PB: Vol., 2 p. 24	
Writing				Writing Opinion Focus Trait Word Choice Focus Description	Teacher Selected Materials and Assessments	
CC.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (RC:A: 4)	<ul style="list-style-type: none"> I will express my opinion about a topic or a book through drawing, dictating, and writing. I will state my opinion about a topic or a book. 	Opinion Topic Dictating State	PPW p. 164-167, 182-185 Appendix C pg. 6-8 http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2a Capitalize the first word in a sentence and the pronoun I. (RC:A: 2,3,4)	<ul style="list-style-type: none"> I will use capitalization when writing. I will use punctuation when writing. I will use correct spelling when writing. 	Capitalization Punctuation Spelling Sentence Pronoun	PPW: p.72-82 WP http://www.ngfl-cymru.org.uk/vtc/cap_letters_stops/eng/Introduction/StarterActivityPart2.htm			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2b Recognize and name end punctuation. (RC: A: 2,3,4) <u>1</u> <u>2</u> <u>3</u> <u>4</u> 2 nd 3 rd 4 th	<ul style="list-style-type: none"> I will recognize end punctuation. I will name end punctuation. 	Capitalization Punctuation Spelling Recognize	PPW: p.72-82 WP GR AL			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 35

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 22 Blend and Segment Phonemes Substitute Sounds Fluency Read with Expression Vocabulary Classify and Categorize Sensory Words ORAL VOCABULARY & STRATEGIES ORAL VOCABULARY: Blend Cub Den Pounces Prey Scraps	Weekly Plan T86-87 J – L 22 Day 1 T92-93 DL Blend and Segment Phonemes Substitute Sounds Day 2 T102-103 DL Blend and Segment Phonemes Substitute Sounds Day 3 T118-T119 DL Blend and Segment Phonemes Substitute Sounds Day 4 T126-127 DL Blend and Segment Phonemes Substitute Sounds Day 5 T134-135 DL Blend and Segment Phonemes Substitute Sounds AL: blend, phoneme Read Aloud: Introduce Oral Vocabulary Day 1 T94-95 “A Tiger Grows Up” CLLG p. 83 Fluency Focus: Reading Rate	Optional Weekly Vocabulary Assessment: <i>Have students choose one or more of the oral vocabulary words to illustrate.</i>
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. (In order to meet this standard, <u>the letter cards</u> from <i>Journeys</i> must be used.)	<ul style="list-style-type: none"> I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (RC:A: 3,4)	<ul style="list-style-type: none"> I will use correct spelling when writing. I will spell words by the sounds I hear. 	Capitalization Punctuation Spelling Phonetically	TRS Chapter 6			
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness Blending Words Phonics Letter Names Kk High Frequency Words Said, good	Teacher Selected Materials for Phonemic Awareness and Word Work.	Optional Teacher Selected Assessment
CC.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.	<ul style="list-style-type: none"> I will add sounds to make new words. I will substitute sounds to make new words. 	Add Substitute	TRS: Chapter 3 http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs http://www.readingrockets.org/article/3398/			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 35

<p>CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RC:A: 2,3,4) <u>1-7</u> <u>8-14</u> <u>15-21</u> 2nd 3rd 4th</p>	<ul style="list-style-type: none"> I will decode words using my phonics skills. I will know the consonant letter sounds (2nd quarter 1-9 sounds). 	<p>Decode Phonics Skills Consonant Sounds</p>	<p>TRS: Chapter 6</p>			
Comprehension				<p>Comprehension J - L 22</p> <p>Skill: Story Structure</p> <p>Strategy: Analyze/Evaluate</p> <p>Genre: Fantasy/Informational Text</p> <p>Essential Question: How do the parts of a story work together?</p>	<p>Weekly Plan T86-87 J - L 22</p> <p>Main Selection “Leo the Late Bloomer” T106-113 (Big Book) Genre: Fantasy CLLG: p. 82</p> <p>Day 2 T106-107 Introduce: Skill: Story Structure Projectable 22.2a Strategy: Analyze/Evaluate Strategy Projectable S7</p> <p>Develop Comprehension: T108-T113 Wrap Up: T114-T115 Flip Chart: p. 14 Retelling Cards 1-4 Day 3 T123 Comprehension: Conclusions PB: Vol. 1, p. 87 AL: conclusion Day 4 T129 Vocabulary Strategies: Antonyms Big Book: “Leo the Late Bloomer” Projectable 22.4 AL: antonyms Day 5 Connect To “What Can a Baby Animal Do?” <ul style="list-style-type: none"> T130-T131 Genre: Informational Text-Science MC: T131 CLLG p. 83 Connect to Science </p>	<p>Optional Teacher Selected Assessment</p>
<p>CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)</p>	<ul style="list-style-type: none"> I will retell a familiar story. I will include details in my story 	<p>Retell Familiar Details</p>	<p>STW: : p. 181-182, p. 198 CT: lessons 16-17</p>			
<p>CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (RC:A: 1,2,3,4) <u>characters</u> <u>settings</u> <u>events</u> <u>all</u> 1st 2nd 3rd 4th (This standard is the <i>Focus Wall</i> <u>target skills</u> for the week.)</p>	<ul style="list-style-type: none"> I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. 	<p>Characters Setting Identify Story</p>	<p>IRAK-1: p. 99-118 AL GR RWM</p>			
<p>CC.RL.K.4 Ask and answer questions about unknown words in a text.</p>	<ul style="list-style-type: none"> I will ask questions about unknown words in a text. I will answer questions about unknown words in a text. 	<p>Questions Unknown Text</p>	<p>STW p. 139-140 BWL http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%203%20Exploring%20with%20Friends%20In%20The%20Neighborhood-1.pdf</p>			
<p>CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<ul style="list-style-type: none"> I will recognize common types of text. 	<p>Recognize Text</p>	<p>Poetry: PTPP http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-ng-poetry-152.html?tab=1#tabs</p>			
<p>CC.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> I will compare and contrast what happens to characters in familiar stories. 	<p>Characters Familiar Compare Contrast</p>	<p>http://ohiorc.org/Literacy_K5/strategy/strategy_each.asp?id=000005</p>			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content

WEEK 35

CC.RF.K.4 Read emergent-reader texts with purpose and understanding. (Cover this standard in small group instruction and whole group.)(RC:A: 2,3,4)	<ul style="list-style-type: none">• I will read and understand text.	Text Purpose	GR RWM RP STW 2			
<u>Level 1</u> 2 nd <u>Level 2</u> 3 rd <u>Level 3+</u> 4 th						
Grammar				Grammar J – L 22 Sentence Parts: Pronouns (Use Question Words) *Follow FSPS District handwriting series for letter formation and practice	Weekly Plan T86-T87 J – L 22 Day 1 T100 Pronouns: they, it, I Day 2 T116 Pronouns Big Book: “Leo the Late Bloomer” Projectable 22.3 Day 3 T124 Pronouns: they, it, I Big Book: “Leo the Late Bloomer” Projectable 22.3 Day 4 T132 Pronouns: they, it, I Big Book: “Leo the Late Bloomer” Day 5 T138 Pronouns Flip Chart: p. 16 PB: Vol., 2 p. 47	Optional Teacher Selected Assessment
CC.L.K.1d Understand and use question words (e.g., who, what, where, when, why, how). (The vocabulary of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">• I will understand and use question words.• I will use pronouns.	Question Pronoun	GR RWM RP			
Writing				Writing Opinion	Teacher Selected Materials and Assessments	
CC.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (RC:A: 4)	<ul style="list-style-type: none">• I will express my opinion about a topic or a book through drawing, dictating, and writing.• I will state my opinion about a topic or a book.	Opinion Topic Dictating State	PPW p. 164-167, 182-185 Appendix C pg. 6-8 http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS			
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2a Capitalize the first word in a sentence and the pronoun I. (RC:A: 2,3,4)	<ul style="list-style-type: none">• I will use capitalization when writing.• I will use punctuation when writing.• I will capitalize the first word in a sentence..	Capitalization Punctuation Spelling Sentence Pronoun	PPW:p. 72-82 WP http://www.ngfl-cymru.org.uk/vtc/cap_letters_stops/eng/Introduction/StarterActivityPart2.htm			

COMMON CORE STATE STANDARDS				OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary							Teacher selected materials for Vocabulary during Research Connections study.		
<ul style="list-style-type: none">Teacher may choose standards that best match their research connections genre.Refer to FSPS Research Connections Criteria.Refer to FSPS Vocabulary Instruction Guidelines K-6.									
Phonemic Awareness & Word Work/Phonics									
CC.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds. (phonemes) CC.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none">I will add individual sounds to make new words.I will substitute sounds to make new words.	Individual Add Substitute	WTW WJ	TRS Chapter 6			Phonemic Awareness Blend Phonemes & Final Sounds Phonics Letter Names Vv, Ww High Frequency Words you, what	Teacher Selected Materials for Phonemic Awareness and Word Work.	Optional: Teacher Selected Assessment
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (RC:A: 3,4)	<ul style="list-style-type: none">I will use correct spelling when writing.I will spell words by the sounds I hear.	Capitalization Punctuation Spelling Phonetically							
Comprehension: Research Connections							Research Connections Teacher Selected Materials for Research Connections		
<ul style="list-style-type: none">Teachers may choose standards that best match their research connections genreRefer to FSPS Research Connections CriteriaRefer to FSPS Vocabulary Instruction Guidelines K-6									
Grammar							Grammar Prepositions	Teacher Selected Materials and Assessments	
CC.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)	<ul style="list-style-type: none">I will use common prepositions.	Common Prepositions	GR RWR TRS AL http://www.state.nj.us/education/frameworks/lal/chapt5s.pdf						
Writing							Research Connections Correlate Writing Piece/Product to Research Topic		

FSPS Kindergarten Assessment Window: May 2, 2015 – May 25, 2015

W-38 FSPS Kindergarten District Assessment Week