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	Get		s/ Setting Up Classroo K4-WTK13 Letters A	m/Pre-Assessments Aa, Bb, Cc, Dd, Ee **(Path of Move	ment)				
W-3 Aug. 31-Sept. 4	Ge	Rules and Routines	s/ Setting Up Classroor						
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 Kk, Ll, Mm, Nn, Oo *(Path of Movement)	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 Pp, Qq, Rr, Ss, Tt *(Path of Movement)	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</i> , <i>Vv</i> , <i>Ww</i> , <i>Xx</i> , <i>Yy</i> , <i>Zz</i> *(Path of Movement)	J – L 3 Captions- Informative (Inform)				
	FSPS KIND	DERGARTEN DISTRICT ASSES	SMENT WINDOW Septe	ember 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 *(Path of Movement)	Correlate Writing Piece/Product to Research Topic				
W-9 Oct. 12 - 16		FSPS KINDERGA	ARTEN DISTRICT ASSE	ESSMENT WEEK					
33 12 13		END OF FIRST	QUARTER October 15	, 2015					

FSPS: Elementary Literacy

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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

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonemic Awareness Phonics	Writing
		SECO	OND QUARTER		
FSPS READ	ING FOCUS: Information			FSPS WRITING FOCU	S: Informative (Instruct)
W-10 Oct. 19 – 23	Text/Graphic Features Analyze/Evaluate	<mark>J – L 4</mark> "Everybody Works" (Informational Text)	J – L 4 Action Verb in Present Tense	J - L 4 Blend Onset & Rime Segment Onset & Rime Letter/Sound: m	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: s	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: a	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: t	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, b, d	Correlate Writing Piece/Product to Research Topic
W-15 Nov. 23 – 27	Continue Research	Connections (Nov. 23-24)		THANKSGIVING RECESS (No	v. 25-27)
	FSPS KINDER	RGARTEN DISTRICT ASSESSM	ENT WINDOW Novemb	er 23, 2015 – December 17, 201	5
W-17 Dec. 7 – 11		FSPS KINDERG	SARTEN DISTRICT ASS	ESSMENT WEEK	
W-18 Dec. 14 – 18	Conclusions Infer/Predict	Author Study		DRA Assessment Week	
Dog 10 Jan 1		END OF SECON	D QUARTER December	er 17, 2015	
Dec. 19 – Jan. 1			WINTER RECESS		

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Revised August 2015-p. 2

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	OR Grammar Skill		Writing
FSPS REA	ADING FOCUS: Narrative	FSPS WRIT	ING 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	<mark>J – L 10</mark> Narrative (Personal)
W-22 Jan. 25 - 29	Dis	trict Dyslexia Assessment Wee	k	J – L : Blend Phonemes WTW (LN), (WW) I Short and I	Middle Sound Picture Sort 1
W-23 Feb. 1 – 5	Conclusions Infer/Predict	<mark>J – L 12</mark> "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	<mark>J – L 13</mark> Narrative (Personal)

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Grammar Skill Teacher Selected Read-Aloud		Phonemic Awareness Phonics	Writing			
W-25 Feb. 15 - 19	Cause and Effect Infer/Predict	<mark>J – L 14</mark> Turtle Splash! (Concept Book)	<mark>J – L 14</mark> Verbs	Blend Phonemes WTW (LN), (WW) Sort 10 and 5 Short and Long e	<mark>J – L 14</mark> 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 KII	NDERGARTEN DISTRICT ASSESS	MENT WINDOW Februa	ary 22, 2016 – March 11, 2016				
W-28 Mar. 7 - 11	ESPS KINDERGARTEN ASSESSMENT WEEK							
		End of Third (Quarter March 11, 2016					

Target Skill Target Skill Target Skill Target Strategy FOURTH CUARTER FSPS WRITING FOCUS: Opinion FSPS WRITING FOCUS: Opinion Fourth Cuarter FSPS WRITING FOCUS: Opinion Fourth Cuarter FSPS WRITING FOCUS: Opinion FSPS WRITIN				<u> </u>							
## SPS READING FOCUS: Narrative ## W-29	Dates		OR	Grammar Skill		Writing					
W-29 Characters Teacher Selected Read-Aloud Sentence Structure Sentence Structure Letter/Sound: x Refer to FSPS Writing Criteria E			FOU	RTH QUARTER							
W-29 Characters Teacher Selected Read-Aloud Sentence Structure Sentence Structure Letter/Sound: x Refer to FSPS Writing Criteria E	FSPS RE										
W-30 Apr. 12 Apr. 4 - 8 Apr. 1 - 18 Apr. 4 - 8 Apr. 1 - 15 Apr. 4 - 8 Apr. 1 - 15 Apr. 4 - 8 Apr. 1 - 15 Apr. 4 - 8 Apr. 25 - 29 Apr. 10 Apr. 25 - 29		Characters		Sentence Structure	Blend/Segment Phonemes Letter/Sound: x	Opinion					
Mar. 28—Apr. 1 W-31 Apr. 4 - 8 W-32 Apr. 11 - 15 W-33 Apr. 18 - 22 Conclusions Infer/Predict W-34 Apr. 25 - 29 Cause and Effect Visualize W-35 May 2 - 6 W-36 May 9 - 13 W-37 May 16 - 20 W-38 May 23 - 26 W-38 May 24 - 26 W-38 May 25 - 26 M-39 May 25 - 26 M-30 May 26 May 27 - 26 May 27 - 26 May 28 May 28 May 28 - 26 M-38 May 28	Mar. 21 – 25			SPRING RECESS							
W-32 Apr. 11- 15 Blend/Segment Phonemes Letter/Sound: q Blend/Segment Phonemes Letter/Sound: q Blending Words W-32 Apr. 18- 22 Conclusions Infer/Predict W-34 Apr. 25 - 29 Cause and Effect Visualize FSPS KINDERGARTEN ASSESSMENT WINDOW M-35 May 2 - 6 M-36 May 9 - 13 W-37 May 16- 20 W-38 May 23- 26 W-38 May 23- 26 Kindergarten Review Skills, Strategies & Routines (ITBS Testing 1st and 2nd Grade) Author Study Proper Nouns for People & Pets Proper Nouns for Blending Words Blend/Segment Phonemes Letter/Sound: f Blend/Segment Phonemes Letter/Sound: h Opinion Opinion Opinion Opinion Opinion Details Author Study Proper Nouns for People & Pets Blend/Segment Phonemes Letter/Sound: h Opinion Opinion Opinion Details Author Study Proper Nouns for People & Pets Blend/Segment Phonemes Letter/Sound: h Opinion Details Author Study Blend/Segment Phonemes Letter/Sound: k Blend/Segment Phonemes Letter/Sound: k Blend/Segment Phonemes Letter/Sound: v, w, y, z Blending Words Blend/Segment Phonemes Letter/Sound: v, w, y, z Blending Review Prepositions Blend/Segment Phonemes Letter/Sound: v, w, y, z Blending Review Correlate Writing Piece/Product to Research Topic	Mar. 28 – Apr. 1		"What a Beautiful Sky!"	Statements	Letter/Sound: r, g	Opinion					
W-32 Apr. 11 - 15 Summarize M-32 Apr. 18 - 22 Conclusions Infer/Predict W-34 Apr. 25 - 29 Cause and Effect Visualize W-35 May 2 - 6 May 9 - 13 W-36 May 9 - 13 W-37 May 16 - 20 W-36 Apr. 18 - 20 W-38 May 23 - 26 W-38 May 23 - 26 W-38 May 23 - 26 M-39 Apr. 18 - 22 Conclusions Infer/Predict W-39 Summarize Author Study Proper Nouns for People & Pets Proper Nouns for People & Pets Blend/Segment Phonemes Letter/Sound: f Blend/Segment Phonemes Letter/Sound: h U-L 19 Verbs in Past Tense Blend/Segment Phonemes Letter/Sound: h U-L 19 Verbs in Past Tense Blend/Segment Phonemes Letter/Sound: k Blending Words Correlate Writing Piece/Product to Research Topic		Kin	dergarten Review Skills, St	rategies & Routines	S (ITBS Testing 1st and 2nd Grade)						
Apr. 13 - 22 Conclusions Infer/Predict (Realistic Fiction) Proper Nouns for Blending Words W-34 Apr. 25 - 29 Cause and Effect Visualize Sheep Take a Hike" (Fantasy) Verbs in Past Tense W-35 May 2 - 6 Story Structure Analyze/Evaluate Text/Graphic Features Summarize Research Connections W-36 May 9 - 13 W-37 May 16 - 20 W-38 May 23 - 26 W-38 May 23 - 26 M-38 M-38 M-39 M-32			Author Study	Proper Nouns for	Letter/Sound: q	Opinion					
Apr. 25 – 29 Cause and Effect Visualize FSPS KINDERGARTEN ASSESSMENT WINDOW May 2, 2016 – May 25, 2016 W-35 May 2 – 6 W-36 May 9 – 13 W-37 May 16 - 20 W-38 May 23 - 26 W-38 May 23 - 26 Cause and Effect Visualize "Sheep Take a Hike" (Fantasy) Verbs in Past Tense Verbs in Past Tense Verbs in Past Tense Letter/Sound: h Letter/Sound: h Letter/Sound: h Letter/Sound: h Letter/Sound: h Opinion Opinion Opinion Prepositions Blend/Segment Phonemes Letter/Sound: v, w, y, z Blending Review Correlate Writing Piece/Product to Research Topic			"I Love Bugs!"		Letter/Sound: f	Opinion					
W-35 May 2 - 6 Story Structure Analyze/Evaluate "Leo the Late Bloomer" (Fantasy) Text/Graphic Features Summarize Research Connections Prepositions Blend/Segment Phonemes Letter/Sound: k Blending Words Correlate Writing Piece/Product to Research Topic W-38 May 23 - 26 FSPS KINDERGARTEN ASSESSMENT WEEK			"Sheep Take a Hike"			Opinion					
W-35 May 2 - 6 W-36 May 9 - 13 W-37 May 16 - 20 W-38 May 23 - 26 W-38 May 23 - 26 W-35 May 2 - 6 Story Structure Analyze/Evaluate "Leo the Late Bloomer" (Fantasy) "Fantasy) "Research Connections Prepositions Blend/Segment Phonemes Letter/Sound: k Blend/Segment Phonemes Letter/Sound: v, w, y, z Blending Review "Search Topic" W-38 May 23 - 26			FSPS KINDERGARTEN ASSESSM	MENT WINDOW May 2	2, 2016 – May 25, 2016						
May 9 – 13 W-37 May 16 - 20 W-38 May 23 - 26 Way 23 - 26 Text/Graphic Features Summarize Research Connections Research Connections Prepositions Prepositions Research Connections Prepositions Blend/Segment Phonemes Letter/Sound: v, w, y, z Blending Review Research Topic	May 2 – 6		"Leo the Late Bloomer"		Letter/Sound: k	Opinion					
May 23 - 26 FSPS KINDERGARTEN ASSESSMENT WEEK	May 9 – 13 W-37		Research Connections	Prepositions	Letter/Sound: v, w, y, z	Piece/Product to					
			FSPS KINDERGA	ARTEN ASSESSMENT V	NEEK						
			END OF FOUR	TH QUARTER May 25, 201	5						

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Revised August 2015-p. 5

			- Grade R Curriculum	Literacy a micegrate		VVLLIX I
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabula	ary		Phonemic	Day 1 WTK4 Getting Ready to	Optional
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.	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 s.org/article/3398/	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.	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 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	Emerging Literacy Assessment: (correlate with FSPS TLI assessment)
	emic Awareness & Word Wo			<u>Phonics</u> Teach Rituals &	<u>Day 1</u> WRK.5 Letter Names: A "A Journey from A to Z"	<u>Optional</u> Emerging
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)	 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	Routines for Word Work Letter Names Aa,Bb, Cc, Dd, Ee	(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	Literacy Survey Assessment: (correlate with FSPS TLI Assessment)

Quarter 1 p.1

WEEK 1

	FORT SMITH PUB	LIC SCHOOLS	- Grade K Curriculum:	Literacy & Integrate	ed 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	
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CC.RF.K.1 Demonstrate understanding of the	Comprehension I will retell a familiar story. I will include details in my story. I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. I will identify important events in the story.	Retell Familiar Details Characters Setting Identify Story Demonstrate	STW:: p. 181-182, p. 198 CT: lessons 16-17 IRAK-1: p. 99-118 AL: GR: RWM:	Comprehension/ Fluency Setting Up rituals & Routines for Reading Workshop Skill: Concepts of Print/Phonemic Awareness Strategy: Retell a	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 4 Additional Read Aloud or classroom procedures chart produced	Optional Emerging Literacy Survey Assessment: (correlate with FSPS TLI Assessment)
organization and basic features of print. CC.RF.K.1a Follow words from left to right, top to bottom, and page by page.	 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. 	Features Print Left Right Top Bottom Page	http://www.readwritethink .org/classroom- resources/lesson- plans/growing-readers- writers-with- 83.html?tab=1#tabs http://www.readingrocket s.org/article/3398/	familiar text • Respond to questions about texts Genre: all types	Day 5 Additional Read Aloud or classroom procedures chart produced	

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	Grammar			Grammar	Day 1-10 Create a Name Chart	
CC.L.K.1 Demonstrate command of the	I will write in a	Complete	http://www.kidzone.ws/do	Teach Rituals &	(Alphabetical Name Chart) which will	
conventions of standard English grammar and	complete sentence.	sentence	lch/kindergarten.htm	Routines for Grammar	be produced for reference for writing	
usage when writing or speaking. CC.L.K.1b Use frequently occurring	I will speak in a	Nouns			throughout the year	
nouns and verbs.	complete sentence.	Verbs	Examples of Name			
Hours and verbs.	I will use nouns.		Charts:		Day 1-10 Refer back to WTK10	
	I will use verbs.		http://www.billings.k12.mt	*Follow FSPS District	Environmental Print	
	o i wiii dae verba.		.us/literacy/kindertipfolde	handwriting series for	Create labels for items in the	
			r/kindertip17.html	letter formation and	classroom with illustrations and words	
			Environmental Cards:	practice		
			http://www.hubbardscupb		Day 1-10 Refer back to WTK4	
			oard.org/i_can_readht		Recognize Name	
			<u>ml</u>		Create and support activities to	
			http://bcmnc.blount.k12.a		support students recognize their	
			<pre>l.us/environmental_print_</pre>		names	
			<u>links.htm</u>			
			Name Activities:		Name Games:	
			http://pinterest.com/kbus/		http://www.ultimatecampresource.co	
			name-activities-and-		m/site/camp-activities/name-	
			<u>crafts/</u>		games.page-1.html	
			http://www.hubbardscupb			
			oard.org/Name_Activities			
			by Difficulty.PDF			
			http://www.state.lib.la.us/			
			empowerlibrary/name%2			
			Orelated%20activities%2			
			<u>Oand%20crafts.pdf</u>			
	Writing			Writing	Brainstorming a	<u>Optional</u>
CC.W.K.2 Use a combination of	 I will draw about my 	Label	Is that a Fact? pp. 3-12	Teach Rituals &	list of topics	<u>Writing</u>
drawing, dictating, and writing to	topic.	Drawing	Labeling Anchor Chart:	Routines for	Work on	Assessment:
compose informative/explanatory texts	 I will write about my 	Topic	http://kreativeinkinder.blo	Writing	procedures for	Writing prompt
in which they name what they are	topic.		gspot.com/2011/09/writer	Workshop	writing materials	to identify
writing about and supply some	 I will label my picture. 		s-workshop-labeling.html	Read Aloud used for	Create I-chart for	stage of
information about the topic.	I will tell what I am		<u>Labeling Lesson:</u>	<u>Labeling:</u>	sitting during	writing
	writing about with		http://mrsleeskinderkids.	Look Look Look! by N.	writing	
(Refer to FSPS Ongoing CCSS Grade K)	details.		blogspot.com/2011/09/la	E. Wallace	Withing	
			beling-lesson.html	O a constal Kail	Day 1-10 Refer to activities in	
			Labeling Lessons pp.	Cowgirl Kate and	labeling lessons pp. 37-44:	
			<u>37-44:</u>	Cocoa: Partners by E.	http://www.jmeacham.com/docs/write	
			http://www.jmeacham.co	Silverman	rs.workshop/writers.workshop.mini.le	
			m/docs/writers.workshop/	Donnaria la coma al bos C	ssons.pdf	
			writers.workshop.mini.les	Pepper's Journal by S.	<u> </u>	
			sons.pdf	Murphy		

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
STANDARDS	Daily Language/Vocabula			Phonemic	J - WTK4-WTK24	Optional
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.	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 s.org/article/3398/	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 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: 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	Emerging Literacy Assessment: (correlate with FSPS TLI assessment)
Phone	emic Awareness & Word Wo	ork/Phonics		Phonics	Day 1 WRK.5 Letter Names: A	Optional
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 entire standard is not addressed in this Journeys lesson.)	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-	J - WTK4-WTK24 Rituals & Routines for Word Work Letter Names Aa,Bb, Cc, Dd, Ee	"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	Emerging Literacy Survey Assessment: (correlate with FSPS TLI

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·			- Orauc R Curriculum.			
	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/	Day 1 Additional Read Aloud	Optional
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the Focus Wall target strategy for the week.) CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (This standard is the Focus Wall target strategy for the week.)	 I will retell a familiar story. I will include details in my story. I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. 	Retell Familiar Details Characters Setting Identify Story	STW: p. 181-182, p. 198 CT: lessons 16-17	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	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 Day 5 Additional Read Aloud or classroom procedures chart produced	Emerging Literacy Survey Assessment: (correlate with FSPS TLI Assessment)
	C			Crammar	Day 1 10 Create a Name Chart	Ontional
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 rigor of this standard is not addressed in this Journeys 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/dolch/kindergarten.htm IW: see examples for charts Examples of Name Charts: http://www.billings.k12.mt .us/literacy/kindertipfolde r/kindertip17.html http://kpoindexter.wordpr ess.com/2011/09/04/nam	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.

	FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content						
			e-chart/ Environmental Cards: http://www.hubbardscupb oard.org/i can read .ht ml http://bcmnc.blount.k12.a Lus/environmental_print_links.htm		Name Activities: http://pinterest.com/kbus/name- activities-and-crafts/ http://www.hubbardscupboard.org/Na me Activities by Difficulty.PDF http://www.state.lib.la.us/empowerlibr ary/name%20related%20activities%2 Oand%20crafts.pdf Name Games: http://www.ultimatecampresource.co m/site/camp-activities/name- games.page-1.html		
	Writing			<u>Writing</u>	Brainstorming a	<u>Optional</u>	
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. (The entire standard is not addressed in this Journeys lesson.)	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.blo gspot.com/2011/09/writer s-workshop-labeling.html Labeling Lesson: http://mrsleeskinderkids. blogspot.com/2011/09/la beling-lesson.html Labeling Lessons pp. 37-44: http://www.jmeacham.co m/docs/writers.workshop/ writers.workshop.mini.les sons.pdf	Teach Rituals & Routines for Writing Workshop Read Alouds used for Labeling: Look, Look, Look by N. E. Wallace Cowgirl Kate and Cocoa: Partners by E. Silverman Pepper's Journal by S. Murphy	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 Assessment: Writing prompt to identify stage of writing	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
n	ı aily Language/Vocabulaı			Phonemic	Day 1 WTK14 Getting Ready to	Emerging
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.	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.readwritethin k.org/classroom- resources/lesson- plans/growing-readers- writers-with- 83.html?tab=1#tabs http://www.readingrocke ts.org/article/3398/	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.	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	Literacy Survey Assessment: (correlate with FSPS TLI Assessment)
Phonemic	: Awareness & Word Wo	rk/Phonics		Phonics	Day 1 WRK15 Letter Names: F	Optional
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print. CC.RF.K.1d Recognize and name all upperand lowercase letters of the alphabet.	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.readwritethin	Teach Rituals & Routines for Word Work	"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"	Emerging Literacy Survey Assessment:

F	ORT SMITH PUBLIC	SCHOOLS - Grad	le K Curriculum: Litera	acy & Integrated	Content	WEEK 3
(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (Refer to FSPS Ongoing CCSS Grade K)	I will recognize and name at least 13 upper and lowercase letters of the alphabet.	Uppercase Lowercase	k.org/classroom- resources/lesson- plans/growing-readers- writers-with- 83.html?tab=1#tabs	Letter Names Ff, Gg, Hh, Ii, Jj *Follow FSPS District handwriting series for letter formation and practice	(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 – Ji	(correlate with FSPS TLI Assessment)
	Comprehension			Comprehension/	Day 1	Optional
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the Focus Wall target strategy for the week.)	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	Fluency Setting Up rituals & Routines for Reading	Additional Read Aloud or classroom procedures chart produced Day 2 Additional Read Aloud	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. (The rigor of this standard is not addressed in this Journeys lesson.)	 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.readwritethin k.org/classroom- resources/lesson- plans/growing-readers- writers-with- 83.html?tab=1#tabs http://www.readingrocke ts.org/article/3398/	Workshop Skill: Concepts of Print/Phonemic Awareness Strategy: Retell a familiar text Respond to questions about	or classroom procedures chart produced Day 3 Additional Read Aloud or classroom procedures chart produced Day 4 Additional Read Aloud or classroom procedures chart	(correlate with FSPS TLI Assessment)
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 <u>Journeys</u> lesson.) The <u>rigor</u> of this standard is not addressed in this <u>Journeys</u> lesson.)	I will recognize common types of text.	Recognize Text	Poetry: PTTP http://www.readwritethin k.org/classroom- resources/lesson- plans/poetry-portfolios- ng-poetry- 152.html?tab=1#tabs	text Genre: all types	produced <u>Day 5</u> Additional Read Aloud or classroom procedures chart produced	

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	Grammar		1	<u>Grammar</u>	Continue with Accessment Week 1 grammer	Ontional
CC.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Refer to FSPS Ongoing CCSS Grade K)	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	Teach Rituals & Routines for Grammar *Follow FSPS District handwriting series for letter formation and practice	Assessment Week 1 grammar activities Work on procedures for writing letters Work on procedures for grammar materials 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, WTK18 & WTK20 Environmental Print Create labels for items in the classroom with illustrations and words Day 1-10 Refer back to WTK4 & WTK22 Recognize Name Create and support activities to support students recognize their names	Optional Teacher selected assessment
	Writing			Writing	Continue with Assessment	Optional
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)	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.bl ogspot.com/2011/09/wri ters-workshop- labeling.html Labeling Lesson: http://mrsleeskinderkids .blogspot.com/2011/09/l abeling-lesson.html Labeling Lessons pp. 37-44: http://www.jmeacham.c om/docs/writers.worksh op/writers.workshop.mi ni.lessons.pdf	Teach Rituals & Routines for Writing Workshop Read Alouds used for Labeling: Look Look, Look! by N. E. Wallace Cowgirl Kate and Cocoa: Partners by E. Silverman Pepper's Journal by S. Murphy	 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 Day 1-10 Refer to activities in labeling lessons pp. 37-44: http://www.jmeacham.com/docs/writers.workshop/writers.workshop.mi ni.lessons.pdf 	Writing Assessment: Writing prompt to identify stage of writing.

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
D	aily Language/Vocabular	ry		Phonemic	Weekly Plan T6-7 J - L 1	
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.	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.or g/classroom- resources/lesson- plans/growing-readers- writers-with- 83.html?tab=1#tabs http://www.readingrockets.or rg/article/3398/	Awareness J - L 1 • Rhyming Words • Single Sounds Fluency Read with Expression Vocabulary Oral Vocabulary ORAL: VOCABULARY & STRATEGIES ORAL VOCABULARY: cranes crew gleaming mechanic	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: Have students choose one or more of the oral vocabulary words to illustrate.
Dhamania	Aanamanaa 0 Wand Wa	ul./Dhania		outlining solid	Washin Diam T/ 7	Ontinual
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> .)	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.sheppardsoftwar e.com/preschool/preschool. htm http://www.readingrockets.o rg/strategies/concept_sort/	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

	ORT SWILL PUBLIC	<u> 200005 - G</u>	rade K Curriculum: Litera	acy & integrated	Content	WEEK 4
				,	Day 3 T41 Letter Names :Mm Letter Cards: Aa - Mm PB: Vol. 1, p. 4 Fluency: "See What We Can Dol" 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	
CC.RI.K.1 With prompting and support, ask and answer questions about key details in a text. (This standard is the Focus Wall target strategy for the week.) (Refer to FSPS Ongoing CCSS Grade K) CC.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. (This standard is the Focus Wall target skill for the week.) CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). Cover this standard in small group instruction and whole group.)	Comprehension I will ask questions about key details in a text. I will answer questions about key details in a text. I will identify the main topic of a text. I will retell key details of a text. I will recognize common types of text.	Key details Ask Answer Text Question Main topic Retell Key details Text Recognize Text	STW 2:p. 171-177 http://www.readwritethink.or g/classroom- resources/lesson- plans/reading-informational- texts-using-951.html CT: lessons 19 and 20 Poetry: PTTP http://www.readwritethink.or g/classroom- resources/lesson- plans/poetry-portfolios-ng- poetry-152.html?tab=1#tabs	Skill: Main Ideas Strategy: Summarize Genre: Informational Text/Poetry and Lullaby	Main Selection "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) Genre: Poetry & Lullaby MC: T50-T51 Connect to Poetry	Optional Teacher Selected Assessment

F	ORT SMITH PUBLIC	acy & Integrated	Content	WEEK 4		
	Grammar			Grammar	Weekly Plan T6-T7 J - L 1	
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.)	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/dolc h/kindergarten.htm	J-L1 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	Optional Teacher selected assessment
	Writing			<u>Writing</u>	Weekly Plan T6-T7 J - L 1	
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, assessed students who received a N on RC for Quarter 2, 3,4) (The rigor of this standard is not addressed in this Journeys lesson.)	I will draw a picture of a family member. I will label my picture.	Label Family member	Is that a Fact? pp. 3-12	J – L 1 Informative/Expla natory 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	Optional Writing Prompt Draw and write about your family

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS &	ASSESSMENTS
		VOCABULARY	RESOURCES		EXAMPLES	ASSESSMENTS
	Daily Language/Vocabula			Phonemic Awareness	<u>Weekly Plan T86-T87 J – L 2</u> Day 1 T92 DL	Optional
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print.	I will demonstrate an	Demonstrate	TRS: Chapter 3, Chapter 4	J – L 2	T96 Beginning Sounds	Weekly
CC.RF.K.1b Recognize that spoken words are	understanding of the	Features	http://www.readwritethink.or	J - L Z	Day 2 T102 DL	Vocabulary
represented in written language by specific	basic features of print.	Print	<u>g/classroom-</u> resources/lesson-	Beginning	T104 Beginning Sounds	Assessment:
sequences of letters.	I will recognize that letters in a enseitie order.	Recognize Specific	plans/growing-readers-	Sounds	Day 3 T118 DL	Have students
	letters in a specific order make a word.	Specific	writers-with-		T120 Beginning Sounds	choose one or
(This standard was added to <i>Journeys</i> Lesson 2 in order to	make a word.		83.html?tab=1#tabs	<u>Fluency</u>	Day 4 T126-T127 DL	more of the
meet the Focus Wall target skill.)			<u>sommittas intaso</u>	Pause for	Day 5 T134-T135 DL	oral
				Punctuation	AL: beginning sounds	vocabulary
			http://www.readingrockets.o		Day 1 T94-T95	words to
			rg/article/3398/	<u>Vocabulary</u>	<u> </u>	illustrate.
				Oral Vocabulary	Introduce Oral Vocabulary	
				ORAL:	"Friends at School"	
				VOCABULARY	Fluency Focus: Pause for	
				& STRATEGIES	punctuation	
				ORAL:		
				VOCABULARY:		
				busy company		
				container job		
				scoop tortoises		
	ic Awareness & Word Wor			<u>Phonemic</u>	Weekly Plan T86-T87 J – L 2	<u>Optional</u>
CC.RF.K.2 Demonstrate an understanding of spoken words, syllables, and wounds (phonemes).	 I will demonstrate an 	Demonstrate	TRS: Chapter 5	<u>Awareness</u>	<u>Day 1</u> T96 Flip Chart: p. 10	T la C. la . la . l
CC.RF.K.2a Recognize and produce rhyming	understanding of	Syllables	http://www.readwritethink.or	<mark>J – L 2</mark>	Day 2 T 104 Beginning Sounds	Teacher Selected Assessment
words.	spoken words.	Phonemes	g/classroom-	Beginning	Day 3 T120 Beginning Sounds	ASSESSITIETIL
	I will demonstrate an	Recognize Rhyming	resources/lesson- plans/generating-rhymes-	Sounds	Day 1 T 97 Letter Names: P	
(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i>	understanding of syllables.	Produce	developing-phonemic-	Sourius	Letter Cards: Aa - Pp	
lesson.)	I will demonstrate an	Troduce	121.html?tab=1#tabs	<u>Phonics</u>	PB: Vol. 1, p. 9 T98-T99 Words to Know	
(Refer to FSPS Ongoing CCSS Grade K)	understanding of		12 min tab mabs			
	sounds.			Letter Names	like Flip Chart: p. 11 PB: Vol. 1, p. 10	
	I will recognize			Pp, Qq, Rr, Ss,	Day 2 T105 Letter Names: Q	
	rhyming words.			Tt	Letter Cards: Aa - Qq	
	I will produce			115	PB: Vol. 1, p.11	
	rhyming words.			High Fraguency	Day 3 T121 Letter Names: R	
				<u>Frequency</u> <u>Words</u>	Letter Cards: Aa - Rr	
				like	PB : Vol. 1, p. 12	
				iiii	Fluency: "We Go to School"	
					T122-123	

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					(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	Weekly Plan T86-T87 J – L 2	Optional Unit
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 "Making Connections" section (Day 4) of <i>Journeys</i> .)(This standard is the <i>Focus Wall</i> target strategy for the week.)	I will describe the relationship between the illustrations and the text.	Describe Relationship Illustrations Text	STW: : p. 141-142	J-L2 Skill: Author's Purpose Strategy: Analyze/Evaluate Genre:	Connect To "My School Bus" T130-131 Genre: Informational Text MC: T129-131 Connect to Social Studies	Assessment: Benchmark and Unit Test Unit 1 (Arkansas Benchmark and Unit Test)
CC.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. (This standard is the Focus Wall target skill for the week.) (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 will identify the reasons an author gives to support points in a text.	Identify Author Text	Is that a Fact? NRP	Fantasy/ Informational Text		
CC.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. 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 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 rigor of this standard is not addressed in this <i>Journeys</i> lesson.)	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			

WEEK 5	

	Grammar		•	Weekly Plan T86-T87	Weekly Plan T86-T87 J – L 2	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 entire standard is not addressed in this Journey lesson.)	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/dolc h/kindergarten.htm	J – L 2 Grammar Nouns for Places	Day 1 T100 Nouns for Places Day 2 T116 Nouns for Places Projectable 2.2 (Nouns for Places) Day 3 T124 Nouns for Places Projectable 2.2 (Nouns for Places) Day 4 T132 Nouns for Places Day 5 T138 Nouns for Places Flip Chart: p. 14 PB: Vol. 1, p.16	Teacher selected assessment
	Writing			WRITING	Weekly Plan T86-87 J – L 2	Optional Weekly
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, assessed students who received a N on RC for Quarter 2, 3,4) The rigor of this standard is not addressed in this Journeys lesson.	I will compose text to give information.	Compose Text Information	Is That a Fact? NW: PR Appendix C: p. 7-8	J – L 2 Informative/ Explanatory Texts Focus Trait Ideas Focus: Labels	Day 1 T101 Labels Projectable 2.1 Day 2 T117 Labels Projectable 2.1 Day 3 T125 Labels Day 4 T133 Flip Chart: p. 13 Labels Day 5 T139 Labels	Writing Prompt: Draw and write about your friends at school.

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
D	aily Language/Vocabula	ry		Phonemic	Weekly Plan T166-167 J – L 3	
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 rigor of this standard is not addressed in this Journeys lesson.)	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.or g/classroom- resources/lesson- plans/growing-readers- writers-with- 83.html?tab=1#tabs http://www.readingrockets.or rg/article/3398/	Awareness J-L3 Beginning Sounds Words in Oral Sentences Fluency Reading Rate Vocabulary Oral Vocabulary ORAL: VOCABULARY & STRATEGIES ORAL: VOCABULARY: cooperate curious interesting slimy smooth vet	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 Wor	k/Phonics		Phonemic	Weekly Plan T166-167 J - L 3	Optional Unit
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 Journey lesson) (Refer to FSPS Ongoing CCSS Grade K)	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	Awareness J - L 3 Beginning Sounds Phonics Letter Names Uu, Vv, Ww, Xx, Yy, Zz High Frequency Words The	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	Assessment: Benchmark and Unit Test Unit 2 (Arkansas Benchmark and Unit Test)

Γ	ORT SWITH PUBLIC	3CHOOL3 - G	rade K Curriculum: Litera	acy & 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	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 only taught in the "Making Connections" section (Day 4) of Journeys.)(This standard is the Focus Wall target strategy for the week.) 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 Focus Wall target skill for the week.)(This standard is only taught in the "Making Connections" section	I will identify the main topic of a text. I will retell key details of a text. I will describe the relationship between the illustrations and the text.	Main topic Retell Key details Text Describe Relationship Illustrations Text	CT: lessons 19 and 20 STW: : p. 141-142	Skill: Conclusions Strategy: Monitor/Clarify Genre: Realistic Fiction/ Informational	Connect To "Different Kinds of Dogs" T210-211 Genre: Informational Text MC: T129-131 Connect to Science http://www.readwritethink.org/classroom-resources/lesson-	Teacher Selected Assessment
(Day 4) of <i>Journeys</i> .) 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)	 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.or g/classroom- resources/lesson- plans/reading-informational- texts-using-951.html	Text Essential Question: How do the parts of an	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 entire standard is not addressed in this Journeys lesson.)	 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.o rg/sites/www/Uploads/Grad e%20K%20Unit%204Ameri ca%20PDF.pdf	informational text work together?		

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content Week 6								
	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)	 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	Weekly Plan T166-167 J - L 3			
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.	I will write in a complete sentence. I will speak in a complete sentence.	Complete sentence Nouns	http://www.kidzone.ws/dolc h/kindergarten.htm	T166-T167 J – L 3 Grammar	<u>Day 1</u> T180 Nouns for Animals & Things Book:" I Have a Pet!" <u>Day 2</u> T196 Nouns for Animals & Things Projectable 3.2	Optional Teacher selected grammar assessment		
(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	I will use nouns.			Nouns for Animals and Things *Follow FSPS District handwriting series for letter formation and practice	(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			

	Writing			Writing	Weekly Plan T166-167 J – L 3	J – L 3
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, assessed students who received a N on RC for Quarter 2, 3,4) (The rigor of this standard is not addressed in this Journeys lesson.) (Refer to FSPS Ongoing CCSS Grade K)	I will compose text to give information. I will label my picture with a caption.	Compose Text Information Caption	Is That a Fact? NW: PR Appendix C: p. 7-8	J-L3 Informative/ Explanatory Texts Focus Trait Ideas Focus: Captions	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	Optional Weekly Writing Prompt: Draw and write about a pet you would like to have.

MATERIALS, EXPLANATIONS **ESSENTIAL OBJECTIVE RESOURCES LESSON FOCUS** COMMON CORE STATE STANDARDS **ASSESSMENTS VOCABULARY** & EXAMPLES Daily Language/Vocabulary Teachers may choose standards that best match their research connections genre. Teacher selected materials for Vocabulary during research Refer to FSPS Research Connections Criteria connections study. Refer to FSPS Vocabulary Instruction Guidelines K-6. Phonemic Awareness & Word Work/Phonics **Phonics** Letter/Sound Teacher Selected Materials for Phonemic Teacher will use additional resources to review letters. Review CC.RF.K.1 Demonstrate understanding of the TRS: Chapter 3, Chapter 4, Awareness and Word Work. I will demonstrate Demonstrate organization and basic features of print. Beginning an understanding of p. 96-107 Features CC.RF.K.1d Recognize and name all upper-Sounds http://www.readwritethink.or the basic features of Print and lowercase letters of the alphabet. a/classroomprint. Recognize **Review Letters** resources/lesson-• I will recognize (The entire standard is not addressed in this Journeys lesson.) Uppercase *Follow FSPS plans/growing-readersand name at least 13 Lowercase District writers-withupper and lowercase (Refer to FSPS Ongoing CCSS Grade K) handwriting 83.html?tab=1#tabs letters of the series for letter alphabet. formation and practice **Research Connections** Comprehension Teacher may choose standards that best match their research connections genre. Teacher selected materials for vocabulary during Research Connections Refer to FSPS Research Connections study. Refer to FSPS Vocabulary Instruction Guidelines K-6. Grammar **PPW**: p.72-82 CC.L.K.2 Demonstrate command of the conventions of Capitalization I will use standard English capitalization, punctuation, and Capitalization WP: Teacher Selected Materials for Grammar capitalization when Punctuation spelling when writing. writing. Spelling http://www.nafl-Study. CC.L.K.2a Capitalize the first word in a cvmru.org.uk/vtc/cap letter I will use Sentence sentence and the pronoun I. Pronoun s stops/eng/Introduction/St punctuation when arterActivityPart2.htm writing. (RC:A: 2,3,4) I will use correct (The entire standard is not addressed in this Journeys lesson.) spelling when writing. **Research Connections** Writing Correlate Writing Piece/Product to Research Topic

W-9 FSPS Kindergarten District Assessment Week

WEEK 7-8

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.K1d, L.K1e, L.K.4a, L.K.4b, L.K.5d

	IXI		.N.Ju, L.N.IC, L.NIU, L.NIE,	L.K.4a, L.K.4b, L.K.5a		
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabi	<u>Phonemic</u>	Weekly Plan T6-7	<u>Optional</u>		
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 vocabulary of this standard is not addressed in this Journeys lesson.)	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.readingrockets.org/article/3398/http://www.readwritethink.org/classroom-resources/lesson-plans/growing-readers-writers-with-83.html?tab=1#tabs	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	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	Weekly Vocabulary Assessment: Have students choose one or more of the oral vocabulary words to illustrate.
Phon	emic Awareness & Word	Work/Phonics		Phonemic Awareness	Weekly Plan T6-7 J – L 4	
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 rigor of this standard is not addressed in this Journeys lesson.)	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	J - L 4 Blend and Segment Onset & Rime Phonics J - L 4 Letter/Sound Mm	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)

	1 01(1 01/11	TITT OBLIG GOILG	OLS – Grade K Curriculum:		nto it	WEEK IU
CC.RF.K.4 Read emergent-reader texts	I will read and	Text	GR	High Frequency	Flip Chart: p. 24 PB : Vol.1, p. 27	
with purpose and understanding.	understand text.	Purpose	RWM	<u>Words</u>	<u>Day 3 T280-281 Instructional Routine</u>	
(Cover this standard in small group instruction and			RP	See	2 (Big Book): "Everybody Works"	
whole group.)			STW 2		PB: Vol.1, p. 28	
				*Follow FSPS District	Day 4 T288 Fluency: "Mm"	
				handwriting series for	(Unit 1 Decodable Reader)	
				letter formation and	Comprehension: Text and Graphic	
				practice	Features	
				·	Pause for punctuation	
					<u>Day 5 T296 "Everybody Works"</u>	
					"The Elves and the Shoemaker"	
					AL: Beginning Sound	
	Comprehension			Comprehension	Weekly Plan T6-7	
CC.RI.K.3 With prompting and support,	I will describe the	Describe	NRP: p. 110	<u> </u>	Ĵ – L 4	<u>Optional</u>
describe the connection between two	connection between	Connections	http://www.readtennessee.	Skill: Text and Graphic	Main Selection	Teacher
individuals, events, ideas, or pieces of	two people.	Individual	org/sites/www/Uploads/Gr	Features	"Everybody Works" (Big Book)	Selected
information in a text.	I will describe the	events	ade%20K%20Unit%204A		Genre: Informational Text	Assessment
(This standard is the Focus Wall target strategy for	connection between	Ideas	merica%20PDF.pdf	Strategy:	CCLLG: p.46-47	
the week.)	two events.	Information		Analyze/Evaluate	<u>Day 2</u> T266-T267 Introduce:	
	I will describe the			,	Strategy Projectable S3 Text and	
	connection between			Genre: Informational	Graphic Features, Analyze/Evaluate	
	two ideas.			Text/Fairy Tale and	Strategy Projectable S7	
	I will describe the			Fable	Develop Comprehension: T268-T	
	connection between			(Traditional Tale)	273	
	two pieces of			,	Wrap Up: T274-T275	
	information in a text.				Day 3 T283 Text and Graphic	
	inioniation in a text.			Essential Question:	Features PB: Vol. 1, p. 29	
CC.RI.K.7 With prompting and support,	I will describe the	Describe	Is That a Fact: p. 52-53	How can	AL: text	
describe the relationship between	relationship	Relationship	NRP:	photographs help	Day 4 T289 Introduce: Environmental	
illustrations and the text in which they	between the	Illustrations	INICI .	me better	Print (Big Book) "Everybody	
appear (e.g., what person, place, thing,	illustrations and the	Text		understand a	Works" Projectable 4.3	
or idea in the text an illustration depicts).		TEXT		selection?	AL: Label	
(This standard is the <i>Focus Wall</i> target skills for the	text.				Connect To	
week.)					"The Elves and the Shoemaker"	
					"The Lion and the Mouse:	
CC.RI.K.2 With prompting and support,	I will identify the	Main topic	CT: lessons 19 and 20		Genre: Traditional Tales: Fairy	
identify the main topic and retell key	main topic of a text.	Retell			Tale/Fable	
details of a text.	I will retell key	Key details			• MC: T298 – T291	
(The <u>rigor</u> of this standard is not addressed in this	details of a text.	Text				
Journeys lesson.)						

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content							
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 Journey lesson.)	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	Grammar J -L 4 Action Verbs in Present Tense *Follow FSPS District handwriting series for letter formation and practice	Weekly Plan T246-247 J – L 4 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	Teacher Selected 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. RC:A: 1,2 assessed students who received a N on RC for Quarter 3,4) (The rigor of this standard is not addressed in this Journeys lesson.) (Refer to FSPS Ongoing CCSS Grade K)	Writing I will compose text to give information.	Compose Text Information	Is That a Fact? NW: PR Appendix C: p. 7-8	Writing J –L 4 Informative Text (to instruct) Focus Trait Word Trait Focus Descriptive Sentences	Tense Flip Chart: p-27 Weekly Plan T246-247 J -L 4 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	Optional Weekly Writing Prompt: Draw and write about a job you would like to do.	
CC.W.K.2b Recognize and name end punctuation.	I will recognize end punctuation. I will name end punctuation.	punctuation					

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COMMON CORE CTATE	TOKT SIMI		DES – Grade K Curriculum: 1	I leracy & integrated con		WEEK 12
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocab	ularv		Phonemic Awareness	Weekly Plan T326-327	Optional Weekly
CC.RF.K.1 Demonstrate understanding of the			TRS: Chapter 3	<mark>J – L 5</mark>	J – L 5	Vocabulary
organization and basic features of print.	I will demonstrate	Demonstrate	http://www.readwritethink.		Day 1 T332-T333 DL	Assessment:
CC.RF.K.1b Recognize that spoken	an understanding of	Features	org/classroom-	Beginning Sounds	Beginning Sounds/Words in Oral	Have students
words are represented in written	the basic features of	Print	resources/lesson-	Words in Oral	Sentences	choose one or
language by specific sequences of	print.	Recognize	plans/growing-readers-	Sentences	<u>Day 2</u> T342-T343 DL	more of the oral
letters.	I will recognize that	Specific	writers-with-		Beginning Sounds/Words in Oral	vocabulary words
	letters in a specific		83.html?tab=1#tabs	<u>Fluency</u>	Sentences	to illustrate.
	order make a word.		http://www.readingrockets.	Read with Expression	Day 3 T358-T359 DL	
			org/article/3398/		Beginning Sounds/Words in Oral	
CC.RF.K.4 Read emergent-reader	I will read and	Text	GR	<u>Vocabulary</u>	Sentences	
texts with purpose and understanding.	understand text.	Purpose	RWM	Oral Vocabulary	Day 4 T366-T367 DL	
(RC:A: 2.3.4)	understand text.	Fulpose	RP	Synonyms	Beginning Sounds/Words in Oral	
Level 1 Level 2 Level 3+ 4 th			STW 2		Sentences	
2 nd 3 rd 4 th			3177 2	ORAL	Day 5 T374-T375 DL	
				VOCABULARY &	T375 Beginning Sounds/Words in	
				STRATEGIES	Oral Sentences	
				ORAL	AL: beginning sounds, sentences,	
				VOCABULARY:	synonyms	
				admired	Introduce Oral Vocabulary	
				delicious	Day 1 T334-T335	
				delight	"The Little Red Hen"	
				doubt	Fluency Focus: Read with	
				fable	Expression	
				sigh	Lypression	
Dhono	mic Awareness & Word \	Nork/Dhonics		Phonemic Awareness	Weekly Plan T326-327 J – L 5	Optional
	illic Awareness & word	WOLKIPHOHICS		<mark>J – L 5</mark>	Day 1 T336 Letter Names: S	Teacher Selected
CC.RF.K.3 Know and apply grade-level	I will decode words	Decode	TRS: Chapter 6	Blend and Segment	Alphafriend Card: Sammy Seal	Assessment
phonics and word analysis skills in decoding words.	using my phonics	Phonics		Onset & Rime	T338-T339 Words to Know	
CC.RF.K.3a Demonstrate basic	skills.	Skills		<u>Phonics</u>	<u>Day 2 T344 Alphafriend Card:</u>	
knowledge of one-to-one letter-sound	 I will know the 	Consonant		<u>Letter Names</u>	Sammy Seal T334-345	
correspondences by producing the	consonant letter	Sounds		Ss	Flip chart 31 PB : Vol.1, p.34	
primary or most frequent sound for	sounds (2nd quarter				Day 3 T360 Instructional Routine 2	
each consonant.	1-9 sounds).			High Frequency	(Big Book): "Kite Flying" PB:	
(The <u>rigor</u> of this standard is not addressed in this				<u>Words</u>	Vol. 1, p. 36	
Journeys lesson.)				I, like, the, and	Day 4 T368 Fluency: "I Like Ss"	
(DC·A· 2.2.4)					Comprehension: Text and Graphic	
(RC:A: 2,3,4)				*Follow FSPS District	Features	
1-7 8-14 15-21 2 nd 3 rd 4 th				handwriting series for	<u>Day 5 T376 Book: "Kite Flying"</u>	
2 nd 3 rd 4 th				letter formation	AL: beginning sound	
	l .	l .	1	l .		1

	FURT SIVII	TH PUBLIC 2CHO	OLS – Grade K Curriculum: I	<u>, </u>		WEEK 12
	Comprehension			Comprehension	Connect To	Teacher Selected
CC.RI.K.1 With prompting and support, ask and answer questions about key details in a text. (This standard is the Focus Wall target skill for the week.) (RC:A: 2,3,4) (Refer to FSPS Ongoing CCSS Grade K) CC.RI.K.4 Ask and answer questions about unknown words in a text. (This standard is the Focus Wall target strategy for the week.)	I will ask questions about key details in a text. I will answer questions about key details in a text. I will ask questions about unknown words in a text. I will answer questions about unknown words in a text.	Key details Ask Answer Text Question Questions Unknown Text	STW: p. 17-18, p. 110- 122, p. 177 IRAK-1: p. 5 CT: lesson 8-11 STW p. 139-140 BWL http://www.readtennessee. org/sites/www/Uploads/Gr ade%20K%20Unit%203% 20Exploring%20with%20F riends%20In%20The%20 Neighborhood-1.pdf	J – L 5 Skill: Sequence of Events Strategy: Questions Genre: Informational Text Essential Question: Why is the order in which things happen in a text important?	J – L 5 "Kite Festival Today" T370-T371 Genre: Informational Text MC: T368 -371 Connect to Social Studies	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 <i>only taught</i> in the "Connect To" section (Day 4) of <i>Journeys</i> .)(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	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) characters settings events all 1st 2nd 3rd 4th	 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) Level 1 Level 2 Level 3+ 4th	I will read and understand text.	Text Purpose	WTW			

		Literacy & Integrated Con		WEEK 12		
	Grammar	<u>Grammar</u>	Weekly Plan T326-327			
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 rigor of this standard is not addressed in this Journeys 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/dolch/kindergarten.htm W: see examples for charts: http://www.billings.k12.mt.us/literacy/kindertipfolder/kindertip17.html http://kpoindexter.wordpress.com/2011/09/04/name-chart/ Environmental Cards: http://www.hubbardscupboard.org/ican_readhtml 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	J – L 5 Action Verbs in Present Tense *Follow FSPS District handwriting series for letter formation and practice	J – L 5 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	
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) 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 entire standard is not addressed in this <i>Journeys</i> lesson.)	Writing 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. I will use capitalization when writing. I will use punctuation when writing. I will use correct spelling when writing.	Label Drawing Topic 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	Writing J – L 5 Informative (Instruct) Focus Trait Ideas Focus Class Story Essential Question: Why is the order in which things happen in a text important?	Weekly Plan T326-T327 J - L 5 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) 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	Optional Daily Writing Prompts T86 Optional Writing Prompt for the Week: Draw and write about an animal and the sound it makes.

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
CC.RF.K.1 Demonstrate understanding of the organization and basic features of print.	Daily Language/Vocab • I will demonstrate	Demonstrate	TRS: Chapter 3	Phonemic Awareness J - L 6	<u>Weekly Plan T166-T167</u> J – L 6	Optional Weekly Vocabulary
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.)	an understanding of the basic features of print. I will recognize that letters in a specific order make a word.	Features Print Recognize Specific	http://www.readwritethink.org /classroom-resources/lesson- plans/growing-readers- writers-with- 83.html?tab=1#tabs http://www.readingrockets.or g/article/3398/	Blend Onset and Rime Fluency Read with Expression Vocabulary	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	Assessment: Have students choose one or more of the oral vocabulary words to illustrate.
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 entire standard is not addressed in this Journeys lesson.)	 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 singlesyllable spoken words. 	Demonstrate Syllables Phonemes Blend Segment Onset Rimes	TRS: Chapter 5, p. 181- 182 WTW WJ	Classify and Categorize Action Words ORAL VOCABULARY & STRATEGIES ORAL VOCABULARY: Drift Ripen Scurry Sizzle Whisper	Day 5_T54 – T55 DL Blend Onset and Rime AL: onset, rime 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) Level 1 Level 2 Level 3+ 2 nd 3 rd 4 th	I will read and understand text.	Text Purpose	WJ WJ	Whistle		

FSPS Elementary Literacy, 2015-2016 Quarter 2 p. 7

Phonem	ic Awareness & Word	Work/Phonics		Phonemic	Weekly Plan T6-T7 J – L 6	Optional Unit
CC.RF.K.2b Count, pronounce, blend,	I will count	Count	WTW	Awareness	<u>Day 1</u> T16-19	Assessment:
and segment syllables in spoken words.	syllables in spoke	Syllables	WJ	<mark>J – L 6</mark>	Alphafriend Card: Andy Apple	<mark>J – L 6</mark>
(RC:A: 2,3,4)	words.	Pronounce	TRS p. 181-182		T118-TT119 Words to Know- see	
(This standard is not addressed in this <i>Journeys</i> Lesson. It must be addressed using <i>Journeys</i> and/or	 I will pronounce 	Blend			Instructional Routine 10	
supplemental materials sometime during the 9 weeks.)	syllables in	Segment		Blend and Segment	Vocabulary in Context Card Flip	Benchmark and
	spoken words.			Onset & Rime	Chart: p.43	Unit Test Unit 2
	 I will blend and 				PB: Vol.1,p.44	(Arkansas
	segment syllables				Day 2 T24-25	Benchmark and
	in spoken words.			<u>Phonics</u>	Alphafriend Card: Andy Apple	Unit Test)
				I allow Names	Flip Chart: p.43	
CC.RF.K.3 Know and apply grade-level phonics	 I will decode 	Decode	TRS: Chapter 6	<u>Letter Names</u>	PB: Vol.1, p.44	
and word analysis skills in decoding words. CC.RF.K.3a Demonstrate basic	words using my	Phonics		Aa	Day 3 T40-41	
knowledge of one-to-one letter-sound	phonics skills.	Skills		High Fraguency	Instructional Routine 2	
correspondences by producing the	 I will know the 	Consonant		<u>High Frequency</u> Words	PB: Vol.1, p.45	
primary or most frequent sound for each	consonant letter	Sounds		<u>words</u> see	Day 4 T48	
consonant.	sounds (2nd			300		
(RC:A: 2,3,4)	quarter 1-9			*Follow FSPS District	Fluency: "Aa"	
1-7 8-14 15-21 4th	sounds).			handwriting series for	Unit 2 Decodable Reader)	
2 3 4				letter formation and	<u>Day 5</u> T56 – T57	
CC.RF.K.3 Know and apply grade-level phonics	I will decode	Decode	TRS: Chapter 6	practice	"My Five Senses"	
and word analysis skills in decoding words.	words using my	Phonics	WJ: Chapter 4	·		
CC.RF.K.3b Associate the long and	phonics skills.	Skills	·			
short sounds with common spellings (graphemes) for the five major vowels.	I will recognize	Short vowel				
(RC:A: 2,3,4)	short vowel	Long vowel				
(10.1.1.2/6/19	sounds in					
	common					
	spellings.					
00 DI K 0 M/III	Comprehension	D ::	NDD 440	Comprehension	Weekly Plan T6-T7	Optional:
CC.RI.K.3 With prompting and support,	I will describe the	Describe	NRP : p. 110	<mark>J – L 6</mark> Skill:	J-L6	Toodhar Calaatad
describe the connection between two	connection	Connections	http://www.readtennessee.		Main Selection "My Five Senses"	Teacher Selected
individuals, events, ideas, or pieces of	between two	Individual	org/sites/www/Uploads/Gr ade%20K%20Unit%204A	Compare and Contrast	1 3	Assessment
information in a text. (The rigor of this standard is not addressed in this	people.	events Ideas	merica%20PDF.pdf	Stratogy	T26-T27 (Big Book) Genre: Informational Text	
Journeys lesson.)	I will describe the	Information	menca%zuPDF.pui	Strategy: Monitor/Clarify	CLLG: p. 50-51	
	connection	IIIIUIIIIdliUII		ivioriitor/Clarity	Day 2 T26-T27	
	between two events.			Genre:	Introduce: Skill: Compare and	
	I will describe the			Informational Text/Folk	Contrast, Monitor/Clarify	
	I will describe the connection			Tale and Fable	Strategy Projectable S3	
	between two			(Traditional Tale)	Strategy Projectable Strategy Projectable	
	ideas.			(Develop Comprehension:	
	lueas.				2070100 0011101101101111	

	FORT SMI	TH PUBLIC SCHO	OLS – Grade K Curriculum: I	Literacy & Integrated Conf	tent WEEK 12
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 rigor of this standard is not addressed in this Journeys lesson.)	I will describe the connection between two pieces of information in a text. I will describe the relationship between the illustrations and the text.	Describe Relationship Illustrations Text	Is That a Fact: p. 52-53	Essential Question: How are the five senses the same and different?	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
CC.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. (The rigor of this standard is not addressed in this Journeys lesson.)	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		Context clues ●MMC: T48-51 •Connect to Poetry
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 rigor of this standard is not addressed in this Journeys lesson.)	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	Grammar 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. Teacher selected Assessments
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)	I will write a letter(s) for most sounds.	Capitalization Punctuation Spelling Consonant Vowel Sounds	PPW: p 44-50, p. 72-82		

FSPS Elementary Literacy, 2015-2016

	1 01(1 5)(1)	TITT OBLIG SOIIO	OLS Grade R Carricularii.	Literacy & integrated Content WELK 12			
	Writing		Writing	Weekly Plan T6-T7 J - L 6	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 supply some information about the topic. (The rigor of this standard is not addressed in this Journeys lesson.) (RC:A: 1, assessed students who received a N on RC for Quarter 2,3,4)	 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	J – L 6 Focus Trait Descriptive Sentences Focus Informative (Instruct)	Day 1 T21 Sentences: Using Descriptive Words Projectable 6.1 (Descriptive Sentences) Day 2 T37 Sentences: Using Descriptive Words	Writing Prompts Optional Writing Prompt for the Week: Draw and write about how you use one of your senses.	
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.)	 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		Projectable 6.1 (Descriptive Sentences) <u>Day 3.</u> T45 Descriptive Sentences <u>Day 4.</u> T53 Descriptive Sentences Flip Chart: p. 45		
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 entire standard is not addressed in this Journeys lesson.)(RC: A: 2,3,4) (1) (2) (1) 2nd 3rd 4th	 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		<u>Day 5</u> T59 Descriptive Sentences		

TOKT SMITTIT ODEIC SCHOOLS - Grade K Guitheulum. Eller						VVLLK 13
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness	Weekly Plan T86-87	
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.)	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/	J – L 7 Blend Onset and Rime Fluency Pause for Punctuation Vocabulary Onset, rime	J - L 7 Day 1T92-93 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	Optional Weekly Vocabulary Assessment: Have students choose one or more of the oral vocabulary words to illustrate.
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)	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.sheppardsoftw are.com/preschool/presch ool.htm http://www.readingrockets. org/strategies/concept_sor t/	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	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	
Phonemic Awareness & Word Work/Phonics				<u>Phonemic</u>	<u>Weekly Plan T86-87 J – L 7</u>	<u>Optional</u>
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).	I will count syllables in spoke words.I will pronounce syllables in	Count Syllables Pronounce Blend Segment	WTW WJ <i>TRS</i> p. 181-182	Awareness J – L 7 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,	Teacher Selected Assessment

	TOKT SWITTI C	DEIC SCHOOL	3 - Grade K. Curricululi	ii. Literacy & integrati	cu content	WEEK 13
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 rigor of this standard is not addressed in this Journeys lesson.) (RC:A: 2,3,4) 1-7 8-14 15-21 2nd 3rd 4lh CC.RF.K.3 Know and apply grade-level phonics	spoken words. I will blend and segment syllables in spoken words. 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	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	WLLK 13
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)	words using my phonics skills. I will recognize short vowel sounds in common spellings.	Phonics Skills Short vowel Long vowel	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			<u>Comprehension</u>	Weekly Plan T86-87 J - L 7	<u>Optional</u>
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 Focus Wall target skill for the week.) (This standard is only taught in the "Connect and Extend" section (Day 5) of Journeys.)	I will describe the relationship between the illustrations and the text.	Describe Relationship Illustrations Text	Is That a Fact? p. 52-53 NRP	J – L 7 Skill: Understanding Characters Strategy: Analyze/Evaluate	Connect To "Fort Worth Zoo" T130-T131 (Brochure) Genre: Informational Text-Science MC: T131 CLLG p. 53 Connect to Science	Teacher Selected Assessment

TOKT SWITTE	DEIC SCHOOL		n. Encludy a integrate	ca content	WEEK 13
 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		
I will identify the reasons an author gives to support points in a text.	Identify Author Text	Is that a Fact? NRP	Essential Question: What can I learn from the pictures in a		
 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	ng.com/group/llc5790child renslit/forum/topics/compa re-and-contrast- of?xg_source=activity	selection?		
 I will identify characters in the story. I will identify the setting in the story. I will identify important 	Characters Setting Identify Story	IRAK-1: p. 99-118			
events in the story.					
Grammar			<u>Grammar</u>		
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	*Follow FSPS District handwriting series for letter formation and practice	Teacher Selected Materials for Gran	nmar Study
	I will identify the main topic of a text. I will retell key details of a text. I will identify the reasons an author gives to support points in a text. I will identify similarities between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. Grammar I will use capitalization when writing. I will use correct spelling when	 I will identify the main topic of a text. I will retell key details of a text. I will identify the reasons an author gives to support points in a text. I will identify similarities between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story. I will use capitalization when writing. I will use correct spelling when 	 I will identify the main topic of a text. I will retell key details of a text. I will identify the reasons an author gives to support points in a text. I will identify similarities between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify characters in the story. I will identify important events in the story. I will identify important events in the story. I will use capitalization when writing. I will use correct spelling when 	I will identify the main topic of a text. I will retell key details I will retell key details I will retell key details I will identify the reasons an author gives to support points in a text. I will identify similarities between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify similar the story. I will identify the setting in the story. I will identify important events in the story. I will identify important events in the story. I will identify important events in the story. I will use capitalization when writing. I will use punctuation when writing. I will use correct spelling when I will use correct spelling when	main topic of a text. Retell Key details Text details of a text. Will identify the reasons an author gives to support points in a text. I will identify similarities between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify differences between two texts on the same topic. I will identify characters in the story. I will identify important events in the story. I will identify important ev

	FUKT SMITH PU	IRFIC 2CHOOF	n: Literacy & integrat	WEEK 13		
	Writing	Writing	Weekly Plan T84-T85	Optional Daily		
CC.W.K.2 Use a combination of drawing,	 I will compose 	Compose	Is That a Fact? pp. 3-12	<mark>J – L 7</mark>	J – L 7	Writing Prompts
dictating, and writing to compose	text to give	Text				T86
informative/explanatory texts in which they	information.	Information		Descriptions	<u>Day 1</u> T101 Description	100
name what they are writing about and					Projectable 9.1 (Description)	
supply some information about the topic.				<u>Focus Trait</u>	Big Book: "Good Morning,	Optional Writing
(The rigor of this standard is not addressed in this Journeys lesson.)				Word Choice	Digger"	Prompt for the
(RC:A: 1,2 assessed students who received a N on RC for					Day 2 T117 Description	<u>Week:</u>
Quarter 3,4)				_	Big Book: "What Do Wheels Do	Draw and write
				Focus	All Day?" Projectable 9.1	about an animal and
				Informative	(Description) Day 3 T125 Description	the sound it makes.
CC.W.K.5 With guidance and support from	. Ludl roopend to	Docnand	Is That a Fact? pp. 3-12	(Instruct)	Big Book: "What DO Wheels Do	life Souria il Illanes.
adults, respond to questions and	•I will respond to questions and	Respond Questions	is iliat a ract? pp. 3-12		All Day?"	
suggestions from peers and add details to	suggestions from	Suggestions			Day 4 T133 Description	
strengthen writing as needed.	peers.	Peers			Flip Chart: p. 66	
Strongthen witting as needed.	peers.	Details			Day 5 T139 Description	
	I will add details					
	to strengthen					
	writing as					
	needed.					

Week 14-16 **MATERIALS, EXPLANATIONS & FSSFNTIAL OBJECTIVE LESSON FOCUS** RESOURCES **ASSESSMENTS** COMMON CORE STATE STANDARDS **VOCABULARY EXAMPLES** Daily Language/Vocabulary Teachers may choose standards that best match their research connections genre. Refer to FSPS Research Connections Criteria Teacher selected materials for Vocabulary during research Refer to FSPS Vocabulary Instruction Guidelines K-6. connections study. Phonemic Awareness & Word Work/Phonics **Phonics** Teacher will use additional resources to review letters. Letter/Sound Teacher Selected Materials for Phonemic WTW CC.RF.K.2b Count, pronounce, blend, and I will count Count Review final sounds segment syllables in spoken words. syllables in spoke **Syllables Pronounce** WJ Awareness and Word Work. Review blending words (Cover this standard in small group instruction and Blend TRS p. 181-182 words. whole group.) **Phonics** • I will pronounce Segment syllables in spoken Letter Names words. *Follow FSPS District handwriting series for letter Ll. Bb • I will blend and formation and practice. segment syllables in spoken words. Comprehension: Research Connections **Research Connections** Teacher may choose standards that best match their research connections genre. Teacher selected materials for vocabulary during Research Connections study. Refer to FSPS Research Connections Refer to FSPS Vocabulary Instruction Guidelines K-6. Grammar CC.L.K.5 With guidance and support form adults. **Antonyms** • I will determine Opposites GR Teacher Selected Materials for Grammar Study explore word relationships and nuances in word the meaning of **RWR** meanings verbs and adjectives **TRS** CC.L.K.5b Demonstrate understanding of by relating them to ΑL frequently occurring verbs and adjectives their opposites. http://www.state.nj.us by relating them to their opposites /education/framework (antonyms). s/lal/chapt5s.pdf Informative **Research Connections** Correlate Writing Piece/Product to Research Writing (to instruct)

W-17 FSPS Kindergarten District Assessment Week

Topic

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS		
Con	prehension: Author S	_						
Teacher may ch	Teacher Selected Materials for Author Study							
FSPS Kindergarten District DRA Week								
Teachers can review skills, students in work stations to administer the DRA on every student.								

Week 18

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 **ESSENTIAL** MATERIALS, EXPLANATIONS & **OBJECTIVE** RESOURCES LESSON FOCUS ASSESSMENTS COMMON CORE STATE STANDARDS VOCABULARY **FXAMPLES** Daily Language/Vocabulary **Phonemic Awareness** Weekly Plan T166-167 J – L 8 **Optional Weekly** J – I 8 Day 1 T172-173 DL OR: "EI CC.RF.K.1 Demonstrate understanding of the TRS: Chapter 3 Vocabulary • I will demonstrate an Demonstrate organization and basic features of print. Blend Onset and Coquito" Flip Chart p. 54 Features http://www.readwrit understanding of the Assessment: CC.RF.K.1b Recognize that spoken words are ethink.org/classroo Rime PA: Blend Onset and Rime Print Have students basic features of represented in written language by specific Segment Onset and Segment Onset and Rime Recognize choose one or print. sequences of letters. Rime HFW: a VB: scoop, curious, Specific resources/lessonmore of the oral I will recognize that (The vocabulary of this standard is not addressed in this smooth plans/growingvocabulary words letters in a specific Journeys lesson.) Day 2 T182-183 DL OR: readers-writersto illustrate. order make a word. "Jonathan and His Mommy" Fluency with-Read with Expression CLLG p 55 Essential Question 83.html?tab=1#tab PA: Blend Onset and Rime Segment Onset and Rime **HFW**: Vocabulary Classify and Categorize a VB: Backward, Beat, Leap http://www.reading Action Words Strange, Wiggle, Zigzag rockets.org/article/ Day 3 T198-199 DL 3398/ OR: "Jonathan and His **ORAL: VOCABULARY** Mommy" CLLG p. 55 CC.L.K.5 With guidance and support from adults, TRS: p. 467-483 I will show that I **Explore Essential Ouestion** explore word relationships and nuances in word http://www.sheppar Relationships understand word **STRATEGIES** PA: Blend Onset and Rime meanings. dsoftware.com/pre Nuances relationships. CC.L.K.5a Sort common objects into Segment Onset and Rime school/preschool.h Sort I will show that I categories (e.g., shapes, foods) to gain a sense **ORAL: VOCABULARY: HFW**: a **VB**: Backward, Beat, Categories understand of the concepts the categories represent. Leap Strange, Wiggle, Zigzag Backward Identify differences in word Day 4 T206-207 DL Beat http://www.reading meanings. (This standard is only taught in the "Vocabulary Strategies" OR: "Jonathan and His Leap rockets.org/strategi section (Day 4) of Journeys.) • I will sort common Mommy"" CLLG p. 55 Strange es/concept sort/ objects into **Essential Question** Wiggle categories. PA: : Blend Onset and Rime Zigzag 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

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Essential Question

PA: : Blend Onset and Rime

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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> .)	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. Vareness & Word Work/Ph I will demonstrate an understanding of spoken words. I will demonstrate an understanding of syllables. I will demonstrate an understanding of syllables. I will segment and blend onsets and rimes of singlesyllable spoken words.	Explore Relationships Nuances Sort Categories Identify	TRS: p. 467-483 http://www.sheppar dsoftware.com/pre school/preschool.h tm http://www.reading rockets.org/strategi es/concept_sort/ TRS: Chapter 5, p. 181-182 WTW WJ	Phonemic Awareness J - L 8 Blend Onset and Rime Segment Onset and Rime Phonics Letter Names C /k/ High Frequency Words a	Segment Onset and Rime HFW: ,a VB: Backward, Beat, Leap Strange, Wiggle, Zigzag AL: onset, rime Read Aloud: Introduce Oral Vocabulary Day 1 T174-175 "Johnny and His Mommy" CLLG p. 55 Fluency Focus: Read with Expression Weekly Plan T166-T167 J – L 8 Day 1 T176 Letter Names: Cc Alphafriend Card Callie Cat Instructional Routine 1 Letter Cards & Picture cards: c,a,t cow, cut ant, can, toys, aeronaut, ten, toast T178 Introduce Words To Knowchart p. 56 PB: Vol. 1, p. 55 Day 3 T360 Letter Names: Cc Alphafriend Card CallieCat Instructional Routine 2 Letter Cards & Picture cards: c,a,t cow, cut ant,can, toys,	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. (Cover this standard in small group instruction and whole group.) (RC:A: 2,3,4) 1-7 2nd 8-14 3rd 15-21 3rd 4h	 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	*Follow FSPS District handwriting series for letter formation and practice	aeronaut, ten, toast chart p. 57 PB: Vol. 1, p. 57 <u>Fluency:</u> "Read "Cc" • T202 (Unit 2 Decodable Reader) Fluency: Read with Expression	
Comprehension				Comprehension/ Fluency Skill: Details	ncy Read Aloud ill: ails Teacher Selected Read-Aloud	
CC.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	I will ask questions about key details in a text.	Key details Ask Answer	STW: p. 17-18, p. 110-122, p. 177 IRAK-1: p. 5	Strategy: Visualize Genre: Fiction	(Fiction)	

	JRT SWITH PUBLIC S			<u>. </u>	u Content	WEEK 19
(This standard is the Focus Wall target skills for the week.) (RC:A: 2,3,4) (Refer to FSPS Ongoing CCSS Grade K)	I will answer questions about key details in a text.	Text Question	CT: lesson 8-11	Essential Question: How do the parts of a story work together?		
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 Focus Wall target strategy for the week.)	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.)	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) characters settings events all 4th (Cover this standard in small group instruction and whole group.)	 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) Level 1 Level 2 Level 3+ 4th	I will read and understand text.	Text Purpose	GR RWM RP STW 2			
	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 entire standard is not addressed in this Journeys lesson.)	I will form plural nouns by adding s. I will form plural nouns by adding es.	plural	PPW: p.72-82 WP GR AL	Nouns (plural nouns)	Teacher Selected Materials for Grammar Study. *Follow FSPS District handwriting series for letter formation and practice	
	Writing				Weekly Plan T326-T327 J – L 8	
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. (The rigor of this standard is not addressed in this Journeys lesson.) (RC:A:3, assessed students who received a N on RC for	 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 	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	Writing Description Focus Trait Word Choice Focus Narrative	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	Optional Daily Writing Prompts T326
Quarter 4) (Refer to FSPS Ongoing CCSS Grade K)	to what happened.			(personal)	Flip Chart: p. 73 PB: Vol., 1 p. 74 Day 5 T379 PB: Vol., 1 p. 77	

	FORT SWITH FUBLIC SCHOOLS - Glade K Culti					WEEK 20
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness	Weekly Plan T246-247 J – L 9	Optional Weekly
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 vocabulary of this standard is not addressed in this Journeys lesson.) CC.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	 I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. I will decode words 	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwrite think.org/classroom- resources/lesson- plans/growing- readers-writers-with- 83.html?tab=1#tabs http://www.readingr ockets.org/article/33 98/ TRS: Chapter 6	J - L 9 Blend Phonemes Fluency Reading Rate Vocabulary Rhyme	Day 1 7252- 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	Vocabulary Assessment: Have students choose one or more of the oral vocabulary words to illustrate.
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) 1-7/2 nd 8-14/3 rd 15-21/4 th	using my phonics skills. I will know the consonant letter sounds (2nd quarter 1-9 sounds).	Phonics Skills Consonant Sounds		ORAL: VOCABULARY & STRATEGIES ORAL VOCABULARY: bloom peck scatter speckled store tracks	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	
Phonemic Awareness & Word Work/Phonics				Phonemic Awareness	Weekly Plan T246-T247 J - L 9	<u>Optional</u>
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	I will count syllables in spoke words.I will pronounce syllables in spoken	Count Syllables Pronounce Blend	WTW WJ TRS p. 181-182	J – L 9 Blend Phonemes Final Sound	Day 1 T256-257Letter Names: Pp Alphafriend Card: Pippa Pig Instructional Routine 1 Letter Cards & Picture cards: p,	Teacher Selected Materials
be addressed using <i>Journeys</i> and/or supplemental materials	words.	Segment			t, c, pot, pig, can, top, cow, and ten	

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sometime during the 9 weeks. (RC:A: 2,3,4)	I will blend and segment syllables in spoken words.			Phonics Letter Names Pp	T258-259 Introduce Words to Know: to Flip Chart p. 63 Instructional Routine 10 PB: Vol. 1, p. 61	
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) Level 1 Level 2 Level 3+ 4th	I will read and understand text.	Text Purpose	GR RWM RP STW 2	High Frequency Words come, me *Follow FSPS District handwriting series for letter formation and practice	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 &	
				Communica	Independent Reading sections or teacher choice AL: sounds, blend	
	Comprehension			<u>Comprehension</u>	Read Aloud	
CC.RL.K.1 With prompting and support, ask and answer questions about key details in a text	I will ask questions about key details in a text.	Key details Ask Answer	STW: p. 17-18, p. 110-122, p. 177 IRAK-1: p. 5	Skill: Main Idea	Teacher Selected Read-	Aloud
(RC:A: 2,3,4) (This standard is the <i>Focus Wall</i> target strategy for the week	I will answer questions about	Text Question	CT: lesson 8-11	Strategy : Summarize		
(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (Refer to FSPS Ongoing CCSS Grade K)	key details in a text.			Genre: Narrative		
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the Focus Wall target skill for the week)	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	Essential Question: What can I learn from		
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 <u>2nd</u> <u>3rd</u> <u>4lh</u>	 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	the pictures in a selection?		

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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). (The vocabulary of this standard is not addressed in this Journeys lesson.)	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.	I will compare and contrast what happens to characters in familiar stories.	Characters Familiar Compare Contrast	http://ohiorc.org/Lite racy_K5/strategy/str ategy_each.aspx?id =000005			
	Grammar			<u>Grammar</u>		
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 entire standard is not addressed in this Journeys lesson.	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 Asse	essment
	Writing			Writing	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)	 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	J – L 9 Descriptions <u>Focus Trait</u> Word Choice <u>Focus</u>	Day 1 T261 Description Projectable 9.1 (Description) Big Book: "Good Morning, Digger" Day 2 T277 Description Big Book: "What Do Wheels Do All Day?" Projectable 9.1 (Description) Day 3 T285 Description	Optional Daily Writing Prompts T6 Optional Writing Prompt for the Week: Draw and write about your favorite
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)	 I will use correct spelling when writing. I will spell words by the sounds I hear. 	Capitalization Punctuation Spelling Phonetically	TRS Chapter 6	Descriptions Narrative (Personal))	Big Book: "What DO Wheels Do All Day?" Day 4 T293 Description Flip Chart: p. 66 Day 5 T299 Description (Can refer to Open Response prompt on the assessment column as optional assessment)	kind of weather.

FU	ORT SWITH PUBLIC	aue K Curriculum	: Literacy & Integrated	u Content	WEEK 21	
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily	Language/Vocabulary			Phonemic Awareness	Weekly Plan T326-327 J – L 10	Optional Weekly
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 vocabulary of this standard is not addressed in this	I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific.	Demonstrate Features Print Recognize Specific	TRS: Chapter 3 http://www.readwrite think.org/classroom- resources/lesson- plans/growing- readers-writers-	J – L 10 Blend Phonemes Fluency Read with Expression	Day 1 T332-333 DL OR: "Do You Know What Shape This Is?" Flip Chart p. 68 PA: Blend Phonemes HFW: we, to Day 2T342-343 DL OR: "David's Drawings" CLLG p. 59 Essential	Vocabulary Assessment: Have students choose one or more of the oral
Journeys lesson.)	letters in a specific order make a word.		with- 83.html?tab=1#tabs http://www.readingrockets.org/article/33	Vocabulary Classify and Categorize Shape Words ORAL: VOCABULARY	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	vocabulary words to illustrate.
CC.RF.K.4 Read emergent-reader texts with purpose and understanding.	I will read and understand text.	Text Purpose	GR RWM RP	& STRATEGIES	Day 4T366-367 DL OR: "David's Drawings" CLLG p. 59 Essential Question	
(RC:A: 2,3,4)			STW 2	ORAL VOCABULARY:	PA: Blend Phonemes HFW: a, to Day 5T374-375 DL	
<u>Level 1</u> <u>Level 2</u> <u>Level 3+</u> <u>4th</u>				add	OR: "David's Drawings"	
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.)	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.sheppar dsoftware.com/pres chool/preschool.htm http://www.readingr ockets.org/strategie s/concept_sort/	fluffy fresh grinned moment shyly	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	
Phonemic Awa	areness & Word Work/P	Phonics	S/ COTTCOPT_SOTE	Phonemic		
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (The entire standard is not addressed in this Journeys lesson.)	I will count syllables in spoke words. I will pronounce	Count Syllables Pronounce Blend	WTW WJ TRS p. 181-182	Awareness Blend Phonemes Phonics	Teacher Selected Materials for Phonemic Awareness and Word Work.	Teacher Selected Assessment
(RC:A: 2,3,4)	syllables in spoken words. I will blend and segment syllables in spoken words.	Segment		Letter Names Jj High Frequency Words a, to, we, see		
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	I will decode words using my phonics skills. I will know the	Decode Phonics Skills Consonant	TRS: Chapter 6	*Follow FSPS District handwriting series for letter formation and		

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producing the primary or most frequent sound for each consonant. (RC:A: 2,3,4) 1-7 8-14 15-21 4th	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 five major vowels. (RC:A: 2,3,4) (The rigor of this standard is not addressed in this Journeys lesson.)	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 short-vowel-sounds. (RC:A: 2,3,4) (The right; of this standard is not addressed in this <i>Journeys</i> lesson.)	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	Weekly Plan T326-327 J – L 10	Optional
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the Focus Wall target skill for the week.) CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (This standard is the Focus Wall target strategy for the week.) (The rigor of this standard is not addressed in this Journeys lesson.) (RC:A: 1,2,3,4) characters settings events all all 3rd 4th	I will retell a familiar story. I will include details in my story. I will identify characters in the story. I will identify the setting in the story. I will identify important events in the story.	Retell Familiar Details Characters Setting Identify Story	STW:: p. 181-182, p. 198 CT: lessons 16-17 IRAK-1: p. 99-118 AL GR RWM	Skill: Story Structure Strategy: Summarize Genre: Fantasy Essential Question: How can I learn about the characters in a story?	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) 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	Teacher Selected Assessment
CC.RL.K.4 Ask and answer questions about unknown words in a text. (The entire standard is not addressed in this <i>Journeys</i> lesson.)	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.readtennesse e.org/sites/www/Uploads/ Grade%20K%20Unit%20 3%20Exploring%20with %20Friends%20In%20Th e%20Neighborhood- 1.pdf		Shapes" Projectable 10.3 AL: sort	

WEEK 21

CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). (The entire standard is not addressed in this <i>Journeys</i> lesson)	I will recognize common types of text.	Recognize Text	Poetry: PTTP 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 entire standard is not addressed in this <i>Journeys</i> lesson.)	I will compare and contrast what happens to characters in familiar stories.	Characters Familiar Compare Contrast	http://ohiorc.org/Literacy K5/strategy/strategy_eac h.aspx?id=000005			
	Grammar			<u>Grammar</u>		
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.	I will use nouns.	Complete sentence Nouns Verbs	http://www.kidzone.ws/do lch/kindergarten.htm		Nouns cted Materials for Grammar Stud dwriting series for letter formation	
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-, preful, -less) as a clue to the meaning of an unknown word. (The entire standard is not addressed in this Journeys lesson.)	I will use common occurring inflections. I will use common occurring affixes.	Infections Affixes	GR RWR TRS AL http://www.state.nj.us/ed ucation/frameworks/lal/ch apt5s.pdf			

	Writing			Writing	Weekly Plan T326-T327 J – L 10	Optional Daily
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. (The rigor of this standard is not addressed in this Journeys lesson.) (RC:A:3, assessed students who received a N on RC for Quarter 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) (The entire standard is not addressed in this Journeys lesson.)	I will tell about the events in order. I will tell the reaction to what happened. I will use correct spelling when writing. I will spell words by the sounds I hear.	Events Draw Dictate Write Order Reaction Capitalization Punctuation Spelling Phonetically	Is That a Fact? p 187-209 Small Moments Appendix A :pg.23-26 Appendix C: pg. 9-10 TRS Chapter 6	J – L 10 Descriptions Focus Trait Word Choice Focus 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	Writing Prompts T326 Optional Writing Prompt for the Week: Draw and write about shapes you know.

			acher will administer the Univers	3 0		WEEK 22
Dhor	nemic Awareness & Word		actier will administer the offivers	Phonemic	Weekly Plan T6-T7	Optional
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.)	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	Awareness J - L 11 Blend Phonemes Final Sound Phonics	J – L 11 Day 1 T16-17 Letter Names: Aa Alphafriend Card Andy Apple Instructional Routine 1 Letter Cards & Picture cards: a, s, t, astronaut,	Teacher Selected Assessment
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) Level 1 Level 2 Level 3+ 4th	I will read and understand text.	Text Purpose	GR RWM RP STW 2	Letter Names Aa High Frequency Words come, me *Follow FSPS District	sad, ten, sun, tooth T18-19 Introduce Words to Know come ,me Flip Chart p. 5 Instructional Routine 10 PB: Vol. 1, p. 78 Day 2 T24-25 Letter Names: Aa Instructional Routine 1	
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.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck) (This standard is only taught in the "Connect To" section (Day 4) of Journeys.)	I will determine the meaning of unknown words. I will determine the meaning of multiplemeaning 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.	Unknown Multiple- meaning Phrases Identify Familiar Apply	BWL p. 126-128	handwriting series for letter formation and practice Blend Phonemes & Final Sounds	Alphafriend Card Andy Apple Flip Chart p. 6 PB: Vol. 1, p. 79 Day 3 T40-41 Letter Names: Aa Instructional Routine 2,3 Letter Cards: a Sound Spelling Cards Andy Apple PB: Vol. 1, p. 80 Fluency: "Read "Come and See Me" • T42 (Unit 2 Decodable Reader) Fluency: Pause for Punctuation Day 4 Fluency: "Pam and Me" • T48 (Unit 2 Decodable Reader) Fluency: Pause for Punctuation Day 5 T56 Read to Connect AL: sounds, blend, phonemes	

	EEK 23
COMMON CORE STATE STANDARDS OBJECTIVE ESSENTIAL VOCABULARY RESOURCES LESSON FOCUS MATERIALS, EXPLANATIONS & ASSESS	MENTS
Daily Language/Vocabulary Phonemic Weekly Plan T86-T87 J – L 12 Optional	l Weekly
CC.RF.K.1 Demonstrate understanding of the	bulary
organization and basic features of print. an understanding Features http://www.readwritethink.org Blend Phonemes Blend Phonemes Blend Phonemes Final Sounds Asses	sment:
CC.RF.K.1b Recognize that spoken words of the basic Print /classroom-resources/lesson- Final Sound Page 3 T103 T103 DI	students
are represented in written language by features of print Recognize plans/growing-readers-	e one or
Specific Sequences of letters. Specific Writers-with- Fluency Specific Writers-with- Writers-	f the oral
83.0 m/(30 = 1 # 180 m)	ary words
Dictio Filoricities / Filial Sourius	istrate.
Woodhulanu Woodhulanu	siraic.
Classify and Classify and	
Catogorizo <u>Day 5</u> 1134-1135 DL	
Sensory Words Blend Phonemes / Final Sounds	
AL: blend, pnonemes	
ORAL: Introduce Oral Vocabulary	
VOCABULARY & Day 1 T94-T95	
STRATEGIES "Storm Is Coming"	
ORAL Fluency Focus: Read with	
VOCABULARY: Expression	
Guard	
Huddle	
Nodded	
Pasture	
Silent	
Stampede	
Phonemic Awareness & Word Work/Phonics Phonemic Weekly Plan T86-T87 J – L 12	
Awareness Day 1 T96 Letter Names: Nn Ontion	al Unit
• I will decode Decode IRS: Chapter 6	
CC DE K 20 Demonstrate basic knowledge Words using my Prioritics	
of one to one letter sound Phonics skills. Skills Riend and Segment Day 2 T104 105 Letter Names: (1)	nit 3
correspondences by producing the primary • I will know the Correspondences by producing the • I will know the Correspondences by producing the • I will know the • I will kno	odable
or most frequent sound for each consonant letter Sounds Phonics Alphafriand Card Nyla Noodle Re	ader)
Sounds (2nd Letter Names Elip Chart p. 13 DR: Vol. 1, p. 95	,
(RC:A: 2,3,4)	ļ
1-7 8-14 15-21	ļ
(The <u>rigor</u> of this standard is not addressed in this	ļ
Journeys lesson.) I, like, the, and Day 4 T128 Fluency: "Tap With	ļ
Me " (Unit 3 Decodable Reader)	ļ
*Follow FSPS Comprehension: Conclusion,	ļ
District handwriting Monitor & Clarify Read with	ļ
series for letter Expression	ļ
formation and Day 5 T376 Book: "Snow"	ļ
practice AL: blend, segment, onset, rime	ŀ
	ŀ

		LIC SCITICOLS	- Grade R Curriculain.	, , , , , , , , , , , , , , , , , , , 		WLLK 25
	Comprehension			<u>Comprehension</u>	Weekly Plan T86-T87 J – L 12	<u>Optional</u>
CC.RL.K.1 With prompting and support,	• I will ask	Key details	STW : p. 17-18, p. 110-	<mark>J – L 12</mark>	Day 1 T95 Main Selection	Teacher Selected
ask and answer questions about key details	questions about	Ask	122, p. 177		"Snow" (Big Book)	Assessment
in a text.	key details in a	Answer	IRAK-1 : p. 5	Skill: Conclusions	Genre: Fantasy CLLG: p.62	
(This standard is the Focus Wall target skill for the week.)	text.	Text	CT: lesson 8-11			
(RC:A: 2,3,4)	I will answer	Question		Strategy: Infer/Predict	Day 2 T106-T113	
(Refer to FSPS Ongoing CCSS Grade K	questions about				Introduce: Conclusions, Monitor &	
(Note: 10 1 51 5 origining 5000 orace it	key details in a			Genre:	Clarify Strategy Projectable S3	
	text.			Fantasy	Develop Comprehension: T109-	
CC.RL.K.2 With prompting and support,	I will retell a	Retell	STW : : p. 181-182, p. 198	-	T113	
		Familiar	CT: lessons 16-17	Essential Question:	Wrap Up: T114-T115	
retell familiar stories, including key details. (This standard is the Focus Wall target strategy for the	familiar story.	Details	C1. lessons 10-17		Flip Chart: p.14	
week.)	I will include	Details		What clues help me	Retelling Cards 1-4	
,	details in my story.		15.1/ 4 00.140	figure out things the	Trotoming Ourus 1 4	
CC.RL.K.3 With prompting and support,	I will identify	Characters	IRAK-1 : p. 99-118	author does not tell	Day 3 T118 Conclusions	
identify characters, settings, and major	characters in the	Setting	AL	me?	PB: Vol., p.87	
events in a story.	story.	Identify	GR	ino.	AL: Conclusions	
(RC:A: 1,2,3,4)	 I will identify the 	Story	RWM		PB: Vol.1, p.87	
characters settings events all 1st 2nd 3rd 4th	setting in the				FB. Vol. 1, μ.ο7	
1 2 3 4	story.					
(Cover this standard in small group instruction and whole	I will identify					
group.)	important events					
	in the story.					
CC.RL.K.4 Ask and answer questions	I will ask	Questions	STW p. 139-140			
about unknown words in a text.	questions about	Unknown	BWL			
(Cover this standard in small group instruction and whole	unknown words in	Text	http://www.readtennessee.org/sit			
group.)	a text.	Toke	es/www/Uploads/Grade%20K%2			
	I will answer		OUnit%203%20Exploring%20wit			
	questions about		h%20Friends%20In%20The%20 Neighborhood-1.pdf			
	unknown words in		Neighborhood-1.pdi			
	a text.					
CC.RL.K.5 Recognize common types of		Docognize	Poetry: PTTP	-		
	I will recognize	Recognize	ruelly. PTTP			
texts (e.g., storybooks, poems). (Cover this standard in small group instruction and whole	common types of	Text				
group.)	text.					
CC.RL.K.7 With prompting and support,	I will describe the	Describe	STW: p. 141-142			
describe the relationship between	relationship	Relationship				
illustrations and the story in which they	between the	Illustrations				
appear (e.g., what moment in a story an	illustrations and	Story				
illusion depicts).	the story.					
(Cover this standard in small group instruction and whole						
group.)						

	FURT SWILLE PUB	LIC SCHOOLS	- Grade K. Curriculum:	Literacy & integrated	u Content	WEEK 23
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.)	I will compare and contrast what happens to characters in familiar stories.	Characters Familiar Compare Contrast	http://ohiorc.org/Literacy_K5/strat egy/strategy_each.aspx?id=0000 05			
	Grammar			<u>Grammar</u>	Weekly Plan T86-T87 J – L 12	<u>Optional</u>
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 vocabulary of this standard is not addressed in this Journeys lesson.) CC.L.K.5 With guidance and support form adults, explore word relationships and nuances in word meanings.	I will show that I understand word relationships. I will show that I understand differences in word meanings. I will determine the meaning of verbs	Explore Relationships Nuances Sort Categories Identify Distinguish	TRS: p. 467-483 http://www.sheppardsoftw are.com/preschool/presch ool.htm http://www.readingrockets. org/strategies/concept_sor t/ GR RWR TRS	J – L 12 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) Verb) Day 4 T132 Sentence Parts: Verb Big Book: "Snow" Day 5 T138 Sentence Parts: Verb	Teacher Selected Assessment
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 entire standard is not addressed in this Journeys lesson.	showing the same action.		AL http://www.state.nj.us/edu cation/frameworks/lal/chap t5s.pdf		Flip Chart: p. 16 PB : Vol., 1 p. 89	
	Writing			<u>Writing</u>	Weekly Plan T86-T87 J - L 12	Optional Daily
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, assessed students who received a N on RC for Quarter 4)	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	J-L 12 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)	Writing Prompts T86 Optional Writing Prompt for the Week: Draw and write about a day it snowed.

			OLS - Grade R Currie		0	VVLLN 24
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	lary				
Teachers may choose standardRefer to FSPS Vocabulary Instr		or Study.		Teacher selected	d materials for Vocabulary durin	g Author Study.
Phone	mic Awareness & Word W	<u>Phonemic</u> Awareness	WTW (LN)	Teacher Selected Assessment		
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)	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 <i>TRS</i> p. 181-182	Blend Phonemes Final Sound Phonics	Sort 9 Short O WTW (WW) Long O Teacher Selected Materials for Phonemic Awareness and Word	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) (The rigor of this standard is not addressed in this Journeys lesson.) 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)	I will decode words using my phonics skills. I will recognize short vowel sounds in common spellings. I will use capitalization when writing. I will use punctuation when writing. I will use correct spelling when writing. I will use correct spelling when writing. I will write a letter(s) for most sounds. Comprehension	Decode Phonics Skills Short vowel Long vowel Capitalization Punctuation Spelling Consonant Vowel Sounds	TRS: Chapter 6 WJ: Chapter 4 PPW: p 44-50, p. 72-82:	Letter Names Short and long o High Frequency Words You, what *Follow FSPS District handwriting series for letter formation and practice	Work.	
• Teacher ma	Teac	her Selected Materials for Author Stud	dy			

WEEK 24

	TORT SWITT	num. Literacy & inte	9	VVEEN 24		
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 vocabulary of this standard is not addressed in this Journeys lesson.) 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) () (2) (1) (1) (1) (2) (1) (2) (1) (2) (1) (3) (2) (1) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	I will use capitalization when writing. I will use punctuation when writing. I will use correct spelling when writing. I will use correct spelling when writing. I will use punctuation when writing. I will use correct spelling when writing. I will recognize end punctuation. I will name end punctuation.	Capitalization Punctuation Spelling Sentence Pronoun Punctuation Spelling Recognize	PPW:p. 72-82 WP: http://www.ngfl- cymru.org.uk/vtc/cap_lette rs_stops/eng/Introduction/ StarterActivityPart2.htm PPW:p. 72-82 WP: GR: AL:	Grammar J - L 13 Complete Sentences (Capitalization and Punctuation) *Follow FSPS District handwriting series for letter formation and practice	Weekly Plan T166-167 J – L 13 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	Teacher Selected Assessment
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, assessed students who received a N on RC for Quarter 4)	Writing 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	Writing J-L 13 Narrative (Personal) Focus Trait Ideas Focus Class Story Essential Question: Why is the order in which things happen in a story important?	Weekly Plan T166-T167 J - L 13 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 5T219 Story Sentences PB: Vol. 1, p. 95	Optional Daily Writing Prompts 186 Optional Writing Prompt for the Week: Draw and write about your favorite Colors.

WEEK 25

FSSFNTIAL MATERIALS, EXPLANATIONS & **OBJECTIVE** COMMON CORE STATE STANDARDS **RESOURCES LESSON FOCUS ASSESSMENTS VOCABULARY EXAMPLES** Daily Language/Vocabulary Phonemic Weekly Plan T326-327 J - L 14 Optional CC.RF.K.1 Demonstrate understanding of the • I will demonstrate Weekly Demonstrate TRS: Chapter 3 **Awareness** organization and basic features of print. http://www.readwritethink.org an understanding of Features J – L 14 Vocabulary Day 1 T332-T333 DL CC.RF.K.1b Recognize that spoken /classroom-resources/lesson-Print the basic features of Beginning Sounds/Words in Oral Assessment: words are represented in written plans/growing-readers-**Beginning Sounds** Recognize print. Sentences Have students language by specific sequences of writers-with-Words in Oral Specific · I will recognize that Day 2 T342-T343 DL choose one or 83.html?tab=1#tabs letters. letters in a specific Sentences more of the oral Beginning Sounds/Words in Oral (The vocabulary of this standard is not addressed in order make a word. vocabulary this Journeys lesson.) Sentences http://www.readingrockets.or Fluency words to g/article/3398/ Day 3 T358-T359 DL Read with Expression illustrate. Beginning Sounds/Words in Oral Sentences CC.RF.K.2 Demonstrate an understanding of TRS: Chapter 5, p. 181-• I will demonstrate Demonstrate Vocabulary spoken words, syllables, and sounds Day 4 T366-T367 DL Syllables 182 an understanding of Oral Vocabulary (phonemes). Beginning Sounds/Words in Oral WTW spoken words. Phonemes CC.RF.K.2c Blend and segment onsets **Synonyms** Blend WJ Sentences I will demonstrate and rimes of single-syllable spoken Day 5 T374-T375 DL Segment an understanding of words. ORAL: T375 Beginning Sounds/Words in Onset syllables. (The vocabulary of this standard is not addressed in **VOCABULARY &** Rimes Oral Sentences this Journeys lesson.) I will demonstrate **STRATEGIES** AL: beginning sounds, an understanding of ORAL sentences, synonyms sounds. VOCABULARY: Introduce Oral Vocabulary I will segment and admired Day 1 T334-T335 blend onsets and delicious rimes of singledelight syllable spoken "The Little Red Hen" Fluency doubt Focus: Read with Expression words. fable sigh **FSPS** WTW (LN) Optional: Phonemic Awareness & Word Work/Phonics **Phonics Teacher Selected** Sort 10 CC.L.K.2 Demonstrate command of the **PPW**: p 44-50, p. 72-82: I will use. Capitalization Focus Short e Assessment conventions of standard English capitalization, Punctuation capitalization when punctuation, and spelling when writing. **Letter Names** WTW (WW) Spelling writing. CC.L.K.2c Write a letter or letters for Short e and Long e Sort 5 Consonant I will use most consonant and short-vowel sounds. Vowel punctuation when (The rigor of this standard is not addressed in this **High Frequency** Teacher Selected Materials for Journeys Lesson) Sounds writing. Words (RC:A: 2.3.4) Phonemic Awareness and Word I will use correct Are, now Work. spelling when *Follow FSPS writing. District handwriting I will write a letter(s) series for letter for most sounds.

	FORT SMITH	PUBLIC SCHO	OLS – Grade K Curricu	ılum: Literacy & Inte	grated Content	WEEK 25
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 13: Day 4 Vocabulary Strategies)	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.sheppardsoftw are.com/preschool/presch ool.htm http://www.readingrockets. org/strategies/concept_sor t/	formation and 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 five major vowels. (The entire standard is not addressed in this Journeys lesson.)	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			
(RC:A: 2,3,4)	Comprehension			Comprehension	Weekly Plan T246-T247 J – L 14	Optional
CC.RL.K.1 With prompting and support, ask and answer questions about key details in a text. (This standard is the Focus Wall target skill for the week.) (RC:A: 2,3,4) (Refer to FSPS Ongoing CCSS Grade K)	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: Cause and Effect Strategy: Infer/Predict Genre:	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:	Teacher Selected Assessment
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This is in the Wrap up section of <i>Journeys</i> with the Main Selection)	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	Concept Book	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	
CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). (Cover this standard in small group instruction and whole group.)	I will recognize common types of text.	Recognize Text	Poetry: PTTP http://www.readwritethink.org/cla ssroom-resources/lesson- plans/poetry-portfolios-ng-poetry- 152.html?tab=1#tabs		P.D. VOI.1, P.33 AL. CUIICIUSIOIIS	
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.)	I will describe the relationship between the illustrations and the story.	Describe Relationship Illustrations Story	STW: p. 141-142			

	FORT SMITH	PUBLIC SCHO	OLS – Grade K Curricu	ılum: Literacy & Inte	grated 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)	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) Level 1 Level 2 Level 3+ 2nd 3rd 4th	I will read and understand text.	Text Purpose	GR RWM RP STW 2			
	Grammar			Grammar	Weekly Plan T326-327 J – L 14	
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 rigor of this standard is not addressed in this Journeys 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/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_readhtml Name Activities: http://pinterest.com/kbus/name-activities-and-crafts/http://www.hubbardscupboard.org/Name_Activities_by_Difficulty.PDF	J – L 14 Verbs *Follow FSPS District handwriting series for letter formation and practice	Day 1 T260 Verbs in Past Tense Day 2 T276 Verbs in Past Tense (Big Book): "Turtle Splash" Projectable 14.2 (Verbs in Past Tense) Day 3 T284 Verbs in Past Tense Projectable 14.2 (Action Verbs in Present Tense) Day 4 T292 Verbs in Past Tense Day 5 T298 Verbs in Past Tense Flip Chart: p. 30 PB: Vol., p. 101	Teacher Selected Assessment
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).	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/educati on/frameworks/lal/chapt5s.pd f			
CC.L.K.5 With guidance and support form 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 entire standard is not addressed in this Journeys lesson.)	I will determine the meaning of verbs showing the same action.	Distinguish	GR RWR TRS AL http://www.state.nj.us/edu cation/frameworks/lal/chap t5s.pdf			

FORT SMITH PUBLIC SCHOOLS – Grade K Curriculum: Literacy & Integrated Content									
	Writing			<u>Writing</u>	Weekly Plan T246-T247 J - L 14	Optional Daily			
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, assessed students who received a N on RC for Quarter 4)	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 Organization Focus Story Essential Question: What causes events in a story to happen?	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	Writing Prompts T246 Optional Writing Prompt for the Week: Draw and write about animals that live in a pond.			

COMMON CORE STATE STA	ANDARDS	OBJE	ECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS	
	D	aily Languag	je/Vocabulary						
 Refer to FSPS Resear 	 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. 					Teacher selected materials for Vocabulary during Research Connections study.			
	Phonemic	Awareness	& Word Work/I	Phonics		Phonics			
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. TRS: Chapter 6 WJ: Chapter 4					Focus Letter Names Uu High Frequency Words 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 P and Word Wor			
	Compre	hension: Re	search Connec	ctions		now			
Teacher may choose s	standards that I	best match th				Research Connections			
Refer to FSPS ResearceRefer to FSPS Vocabu			(-6			Teacher S	Teacher Selected Materials for Research Connections.		
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) Grammar Common prepositions. I will use common prepositions. Prepositions.			sitions <u>h</u>	GR RWR TRS AL ttp://www.state.nj.us/educ tion/frameworks/lal/chapt5 .pdf	FSPS Grammar Focus Prepositions *Follow FSPS District handwriting series for letter formation and practice	Teacher Selected Materials for	Grammar Study.		
<u> </u>		Writ	ing			Correlate V	Research Connections Vriting Piece/Product to Resea	rch Topic	

W-28 FSPS Kindergarten District Assessment Week

WEEK 27

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			
CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (Rc:A: 2,3,4) (In order to meet this standard, the letter cards from Journeys must be used.) 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.	I will count syllables in spoke words. I will pronounce syllables in spoken words. I will blend and segment syllables in spoken words. I will add sounds to make new words. I will substitute sounds to make new		WTW WJ TRS p. 181-182 TRS: Chapter 3 http://www.readwritethin k.org/classroom- resources/lesson- plans/growing-readers- writers-with-	Phonemic Awareness Blending Review	Teacher Selected Materials an	nd Assessment			
	Awareness & Word Work I will decode words using my phonics skills. I will recognize short vowel sounds in common spellings. I will decode words using my phonics skills.	Decode Phonics Skills Short vowel Long vowel Decode Phonics Skills	writers-with- 83.htm/?tab=1#tabs http://www.readingrock ets.org/article/3398/ TRS: Chapter 6 WJ: Chapter 4	Phonemic Awareness Phonics Letter Names Xx High Frequency Words Review words *Follow FSPS District handwriting series for letter formation and practice	Teacher Selected Materials for Phonemic Awareness and Word Work.	Optional: Teacher Selected Assessment			

	Comprehension	Comprehension	Read Aloud		
CC.RL.K.3 With prompting and support,	I will identify	Characters	IRAK-1: p. 99-118	Skill:	<u>Kedu Aluuu</u>
identify characters, settings, and major events in a story. (This standard is the Focus Wall target strategy for the week.)	characters in the story. I will identify the setting in the story.	Setting Identify Story	AL GR RWM	Understanding Characters	Teacher Selected Read- Aloud (Fiction)
(RC:A: 1,2,3,4) <u>characters settings events all</u> 1st 2 nd 3 rd 4 th	I will identify important events in the story.			Strategy: Infer/Predict	
CC.RL.K.2 With prompting and support, retell familiar stories, including key details.	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.4 Ask and answer questions about unknown words in a text.	 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.readtenness ee.org/sites/www/Uploa ds/Grade%20K%20Unit %203%20Exploring%2 Owith%20Friends%20In %20The%20Neighborh ood-1.pdf		
CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	I will recognize common types of text.	Recognize Text	Poetry: PTTP http://www.readwritethin k.org/classroom- resources/lesson- plans/poetry-portfolios- ng-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).	I will describe the relationship between the illustrations and the story.	Describe Relationship Illustrations Story	STW: p.141-142		

	Grammar			Grammar Focus:	
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.	 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.k1 2.la.us/cc/writingco rner/sentences_nu mbersk.asp	Sentence Structure	Teacher Selected Materials and Assessments
	Writing		<u>Writing</u>		
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)	 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://2011elawork shop.wikispaces.c om/Writing+Resou rces+to+Support+ CCSS	Opinion	Teacher Selected Materials and Assessments
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)	 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/c ap_letters_stops/e ng/Introduction/Sta rterActivityPart2.ht m		

	FURT SWILL PUBLI	C 3CHOOL3 - (Staue K Curriculuii	n: Literacy & integrate	eu Content	WEEK 30
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Da	ly Language/Vocabulary			Phonemic Awareness	Weekly Plan T326-327 J – L 15	Optional Weekly
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, the letter cards from Journeys must be used.) CC.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. (RC:A: 2,3,4) (The entire standard is not addressed in this Journeys lesson.)	I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. I will count syllables in spoke words. I will pronounce syllables in spoken words. I will blend and segment syllables in spoken words.	Demonstrate Features Print Recognize Specific Count Syllables Pronounce Blend Segment	TRS: Chapter 3 http://www.readwritethi nk.org/classroom- resources/lesson- plans/growing-readers- writers-with- 83.html?tab=1#tabs http://www.readingrock ets.org/article/3398/ WTW WJ TRS p. 181-182	Phonemic Awareness J - L 15 Blend Phonemes Middle Sounds Fluency Pause for Punctuation Vocabulary Figurative Language Simile ORAL VOCABULARY & STRATEGIES ORAL VOCABULARY: admired	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	Vocabulary Assessment: Have students choose one or more of the oral vocabulary words to illustrate.
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 entire standard is not addressed in this Journeys lesson.)	 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 singlesyllable spoken words. 	Demonstrate Syllables Phonemes Blend Segment Onset Rimes	TRS: Chapter 5, p. 181-182 WTW WJ	delicious delight doubt fable sigh	"How Many Stars in the Sky" Fluency Focus: Pause for Punctuation	
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-, preful, -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> .)	I will use common occurring inflections. I will use common occurring affixes.	Infections Affixes	GR RWR TRS AL http://www.state.nj.us/ed ucation/frameworks/lal/c hapt5s.pdf			

	TORT SWITTI OBER	There's America		WEEK 3U		
Phonemic A	Awareness & Word Work	/Phonics		Phonemic Awareness	Teacher Selected Materials for	Optional Teacher Selected
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 2nd 8-14 2nd 15-21 4th	 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 Rr, Gg	Phonemic Awareness and Word Work.	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 <u>and short</u> sounds with common spellings (graphemes) for the five major vowels. (The <u>rigor</u> of this standard is not addressed in this <u>Journeys</u> lesson.) (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	High Frequency Words Come, me, with, my, you, what, are, now *Follow FSPS District handwriting series for letter formation and		
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.)	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	practice		
	Comprehension		1	Comprehension	Weekly Plan T326-T327 J - L 15	Optional:
CC.RL.K.1 With prompting and support, ask and answer questions about key details in a text (RC:A: 2,3,4) (Refer to FSPS Ongoing CCSS Grade K)	 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: Analyze	Day 1 T335 Main Selection "What a Beautiful Sky" (Big Book) Genre: Informational Text CLLG: p.66 Day 2 T346-T353 Introduce: Sequence of Events,	Teacher Selected Assessment
CC.RL.K.2 With prompting and support, retell familiar stories, including key details.	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	Genre: Narrative	Analyze/Evaluate Strategy Projectable S7 Develop Comprehension: T348- T353	
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (RC:A: 1,2,3,4) Characters settings events all all all all all all all all all al	 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		Wrap Up: T354-T355 Flip Chart: p.35 Retelling Cards 1-4 Day 3 T118 Sequence of Events PB: Vol.1, p.107 AL: Sequence of Events	

	TORT SWITTI ODEI	O DOTTO CED (Sidde it Gairlealan	i. Literacy & integrate	ca 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 illusion depicts).	I will describe the relationship between the illustrations and the story.	Describe Relationship Illustrations Story	STW: p. 141-142			
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 vocabulary of this standard is not addressed in this Journeys lesson.)	Grammar 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.l a.us/cc/writingcorner /sentences_numbers k.asp	J – L 15 Grammar Statements (Capitalization and Punctuation) *Follow FSPS District handwriting series for letter formation and practice	J – L 15 Weekly Plan T326-327 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	Optional: Teacher Selected Assessment
	Writing			·		
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)	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.	Dictating State	PPW p. 164-167, 182-185 Appendix C pg. 6-8 http://2011elaworksh op.wikispaces.com/ Writing+Resources+t o+Support+CCSS	Writing Focus Opinion	Teacher Selected Materials and	d Assessments

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

		FUR I SIVILI	PUBLIC SCHOO	L3 – GI	iaue K. Guillicululi	i: Literacy & integrate	eu Content	WEEK 32
COMMON CORE STATE STAN	NDARDS	OBJECTIV	E ESSENTI VOCABUL		RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	D	aily Language/Vo	cabulary					
Teachers may choose :Refer to FSPS Vocabul						Teacher selected materials for Vocabulary during Author Study.		
	Phonemic	Awareness & Wo	ord Work/Phonics			Phonemic	Teacher Selected Materials for	Optional
CC.L.K.2 Demonstrate command of the conventions of standard English capit: punctuation, and spelling when writing CC.L.K.2c Write a letter or letters consonant and short-vowel sound (The rigor of this standard is not addressed Journeys lesson.) (RC:A: 2,3,4)	talization, g. s for most ds.	I will use correspelling when I will write a leafor most sound	writing. Punctuati ter(s) Spelling	on 8 V	PPW: p 44-50, p. 72- 32 NP:	Awareness Phonics Letter Names Qq High Frequency Words	Phonemic Awareness and Word Work.	Teacher Selected Assessment
						ls, how		
		Comprehens				_		
• Tea	cher may ch		at best match their Au	thor Stud	dy.		ther Selected Materials for Author Stud	У
CC.L.K.1 Demonstrate command of	• I will wri	Grammar te in a complete	Complete sente	nce	http://www.kidzone	<u>Grammar</u> <mark>J – L 16</mark>	Weekly Plan T6-T7 J – L 16 Day 1 T20 Proper Nouns for	Optional:
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.)	sentenc	e. eak in a complete e. e nouns.	Nouns Verbs		.ws/dolch/kinderga rten.htm	Proper Nouns for People and Pets *Follow FSPS District handwriting series for letter formation and practice	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	Teacher Selected Assessment
	l .	Writing				Writing Focus		•
CC.W.K.1 Use a combination of dictating, and writing to compose pieces in which they tell a reader or the name of the book they are about and state an opinion or pre about the topic or book (e.g., My book is). (This standard was added to Journeys Less order to meet the report card.)(RC:A: 4) (Refer to FSPS Ongoing CCSS Grade K)	e opinion the topic writing eference favorite	• I will express my Opinion PPW p. 164-167, 182- Opinion		Teacher Selected Materials an	cher Selected Materials and Assessments			
CC.L.K.2b Recognize and name punctuation. (This standard was added to <i>Journeys</i> Less order to meet the <i>report card</i> .)(RC: A: 2,3,4) (1) (2) (1) (2 nd 3 rd 4 th	son 16 in	I will use punc when writing.	tuation Capitaliza Punctuati Spellinç Recogniz	on V	PPW: p. 72-82 WP GR AL	1		

			- Grade R Curricului	=		WLLK 33
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Da	ily Language/Vocabula	ry		Phonemic	Weekly Plan T86-87 J – L 17	Optional Weekly
CC.RF.K.1 Demonstrate understanding of the	I will demonstrate	Demonstrate	TRS: Chapter 3	Awareness	Day 1 T92-93 DL T96 Blend	Vocabulary
organization and basic features of print.	an understanding of	Features	http://www.readwritethi	<u>J – L 17</u>	Onset and Rime	Assessment:
CC.RF.K.1b Recognize that spoken words		Print	nk.org/classroom-		Day 2 T102-103 DL	A33C33IIICIII.
are represented in written language by	the basic features		resources/lesson-	Blend Onset and	T104 Blend Onset and Rime	
specific sequences of letters.	of print.	Recognize				Have students choose
	 I will recognize that 	Specific	plans/growing-readers-	Rime	<u>Day 3</u> T118-119 DL	one or more of the oral
	letters in a specific		writers-with-		T120 Blend Onset and Rime	vocabulary words to
	order make a word.		83.html?tab=1#tabs	<u>Fluency</u>	<u>Day 4</u> T126-127 DL	illustrate.
	order make a word.			Pause for	T128 Blend Onset and Rime	
			http://www.readingrock	Punctuation	<u>Day 5</u> T134-135 DL	
			ets.org/article/3398/		T136 Blend Onset and Rime	
			ets.org/urticle/3370/	Vocabulary	AL: blend, onset and rime,	
				Onset, rime	segment	
				011301, 111110	Read Aloud: Introduce Oral	
				ORAL	Vocabulary	
				VOCABULARY &		
					<u>Day 1</u> T102 – 103	
				STRATEGIES	"It Is the Wind"	
				ORAL	Fluency Focus: Read with	
				VOCABULARY:	Expression	
				Creaks		
				Hare		
				Hinge		
				Howling		
				Path		
				Sway		
	Awareness & Word Wo			<u>Phonemic</u>	Teacher Selected Materials for	<u>Optional</u>
CC.RF.K.3 Know and apply grade-level phonics	I will decode words	Decode	TRS: Chapter 6	<u>Awareness</u>	Phonemic Awareness and Word	Teacher Selected
and word analysis skills in decoding words.	using my phonics	Phonics	WJ: Chapter 4	<u>Phonics</u>	Work.	Assessments
CC.RF.K.3b Associate the long and short	skills.	Skills				
sounds with common spellings (graphemes)	I will recognize	Short vowel		Letter Names		
for the five major vowels.	· ·	Long vowel		Ff		
(RC:A: 2,3,4)	short vowel sounds	g				
	in common			High Frequency		
	spellings.			Words		
	I will recognize long			ls, how		
	vowel sounds in			15, 11044		
CC L K 2 Demonstrate as more and of the	common spellings.	0 '1 '1 '1	TD0 01 1 /	-		
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization,	I will use correct	Capitalization	TRS Chapter 6			
punctuation, and spelling when writing.	spelling when	Punctuation				
CC.L.K.2d Spell simple words phonetically,	writing.	Spelling				
drawing on knowledge of sound-letter	I will spell words by	Phonetically				
relationships.	the sounds I hear.	-				
(RC:A: 3,4)	une sounds i neal.					
(NO.A. 3,4)				1	<u>l</u>	

	- Grade K Curricului			WEEK 33		
	Comprehension	<u>Comprehension</u>	Weekly Plan T86-87 J – L 17	<u>Optional</u>		
CC.RL.K.2 With prompting and support, identify retell the familiar stories, including key details. (This standard is the <i>Focus Wall target skills</i> for the week.)	 I will retell familiar stories. I will retell key details of a story.	Main topic Retell Key details Text	CT: lessons 19 and 20	J – L 17 Skill: Conclusions	Main Selection "I Love Bugs " T106-115 (Big Book) Genre: Realistic Fiction CLLG: p. 72	Teacher Selected Assessment
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (The vocabulary of this standard is not addressed in this Journeys lesson.) (RC:A: 1,2,3,4) Characters settings events all all are a settings are a settings are a settings are a settings.	 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: Infer/Predict Genre: Realistic fiction/Folk tale and Trickster Tale (Traditional Tale)	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	
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 <u>Journeys</u> lesson.)	 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%20 K%20Unit%203%20Exploring %20with%20Friends%20In%2 OThe%20Neighborhood-1.pdf	Essential Question: What clues help me figure out things the author does not tell me?	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	
CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). (This standard is <i>only taught</i> in the "Connect To" section (Day 4) of <i>Journeys</i> .)	I will recognize common types of text.	Recognize Text	Poetry: PTTP http://www.readwritethink.org/c lassroom-resources/lesson- plans/poetry-portfolios-ng- poetry-152.html?tab=1#tabs		 Day 5Connect To "Anansi and Grasshopper" T130-T131 (Traditional Tales) 	
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.)	I will describe the relationship between the illustrations and the story.	Describe Relationship Illustrations Story	STW: p. 141-142		 Genre: Folk tale and Trickster Tale MC: T131 CLLG p. 73 Connect to Traditional Tale 	
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.	I will compare and contrast what happens to characters in familiar stories.	Characters Familiar Compare Contrast	http://ohiorc.org/Literacy_K5/st rategy/strategy_each.aspx?id= 000005			

	FURT SWITTING	PLIC SCHOOLS	- Grade K. Curricului	um: Literacy & Integrated Content WEEK 33			
	Grammar			Grammar	<u>Weekly Plan T86-T87 <mark>J – L 17</mark></u>	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 entire standard is not addressed in this Journeys lesson.)	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/d olch/kindergarten.htm	J – L 17 Proper Nouns for Places *Follow FSPS District handwriting series for letter formation and practice	Day 1 T100 Proper Nouns for Places Day 2T116 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	Teacher Selected Assessment	
	Writing		DDW 4/44/7 400	\A/-!!!			
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)	 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 <i>C</i> pg. 6-8 http://2011elaworkshop. wikispaces.com/Writing+ Resources+to+Support+ CCSS	Writing Opinion Focus Trait Organization Focus Message	Teacher Selected Material	s and Assessments	
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)	 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_let ters_stops/eng/Introducti on/StarterActivityPart2.h tm				
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) (1) 2nd (7) (10) 2nd (11) 2nd (12) (13)	 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				

WEEK 34

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

	1	ESSENTIAL	Total Carridatan		MATERIALS, EXPLANATIONS &	
COMMON CORE STATE STANDARDS	OBJECTIVE	VOCABULARY	RESOURCES	LESSON FOCUS	EXAMPLES	ASSESSMENTS
Daily	Language/Vocabula	ary		<u>Phonemic</u>	Weekly Plan T246-247	Optional Weekly
CC.RF.K.1 Demonstrate understanding of the	• I will	Demonstrate	TRS: Chapter 3	<u>Awareness</u>	<mark>J – L 19</mark>	Vocabulary
organization and basic features of print.	demonstrate an	Features	http://www.readwritethin	<mark>J – L 19</mark>	<u>Day 1</u> T252-253 DL T254 Blend	Assessment:
CC.RF.K.1b Recognize that spoken words are	understanding	Print	k.org/classroom-		Phonemes Segment Phonemes	Have students
represented in written language by specific	of the basic	Recognize	resources/lesson-	Blend Phonemes	Day 2 T262-263 DL T264 Blend	choose one or
sequences of letters.		C!ti	plans/growing-readers-	Segment	Phonemes Segment Phonemes	more of the oral
(In order to meet this standard, the letter cards from Journeys must be used.)	features of print.	- 1	writers-with-	Phonemes	Day 3 T278-279 DL T280 Blend	vocabulary
must be used.)	 I will recognize 		83.html?tab=1#tabs		Phonemes Segment Phonemes	words to
	that letters in a			<u>Fluency</u>	<u>Day 4 T286-287 DL T288 Blend</u>	illustrate.
	specific order		http://www.readingrocke	Read with	Phonemes Segment Phonemes	mastrate.
	make a word.		ts.org/article/3398/	Expression	Day 5 T294-295 DL T296 Blend	
			15.019/a111018/3390/	Expression	Phonemes Segment Phonemes	
				Vocabulary	AL: blend, segment	
				Classify and	7121 blend, segment	
				Categorize Shape	Read Aloud: Introduce Oral	
				Words	Vocabulary	
				Words	Day 1 T102 – 103	
				ORAL:		
				VOCABULARY &	"Nicky and the Rainy Day"	
				STRATEGIES	Fluency Focus: Pause for Punctuation	
				ORAL:		
				VOCABULARY:		
				Blizzards		
				Boring Cliffs		
				Impossible		
				Jungle		
				Meadow		
Dhonomic Au	rareness & Word Wo	rk/Dhonics		Phonemic		
CC.RF.K.2b Count, pronounce, blend, and	I will count	Count	WTW	Awareness		Optional
segment syllables in spoken words.		Syllables	WJ	Phonics	Teacher Selected Materials for	Optional
(RC:A: 2,3,4)	syllables in	Pronounce	TRS p. 181-182	FIIOIIICS	Phonemic Awareness and Word Work.	Teacher Selected
(10.71. 2,0,1)	spoke words.	Blend	1K3 p. 101-102	Letter Names	Filoriettiic Awaretiess allu Word Work.	Assessment
	• I will pronounce			Hh		Assessment
	syllables in	Segment				
	spoken words.			High Frequency		
	I will blend and			Words		
	segment			go, for		
	syllables in					
	,					
	spoken words.					

	JKT SIMITITITION	LIO 301100L3	- Grade K. Curricululi	i. Literacy & integr	utou oontont	WEEK 34
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 2nd 8-14 2nd 15-21 4th	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			
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.	I will read similarly spelled words	similarly	TRS: Chapter 6, Chapter 7			
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)	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.	Capitalization Punctuation Spelling Consonant Vowel Sounds	PPW: p.44-50, p. 72-82 WP	O	West Discovered	
	Comprehension		I	Comprehension	Weekly Plan T326-327 J – L 19	<u>Optional</u>
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the Focus Wall target strategy for the week.)	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	J – L 19 Skill: Cause and Effect Strategy: Visualize	Main Selection "Sheep Take a Hike" T268-273 (Big Book) Genre: Fantasy CLLG: p. 76 Day 2 T266-267	Teacher Selected Assessment
CC.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	I will compare and contrast what happens	Characters Familiar Compare	http://ohiorc.org/Literacy _K5/strategy/strategy_e		Introduce: Skill: Story Cause and Effect Projectable: 19.2a Strategy: Question Strategy Projectable S5	

	JKI SIVIITITI OD		- Grade R Curriculum			
(This standard is the <i>Focus Wall</i> target skill for the week.)	to characters in familiar stories.	Contrast	ach.aspx?id=000005	Genre: Fantasy/Traditional Tales	Day 2 Develop Comprehension: T268-T273 Wrap Up: T274-T275 Flip Chart: p. 69 Retelling Cards 1-4 Day 3 T283 Comprehension: Cause	
CC.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (RC:A: 1,2,3,4) characters settings events all 4th (The rigor of this standard is not addressed in this Journeys lesson.)	 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	Essential Question: What causes events in a story to happen?	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" T290—T291 Genre: Fairy Tales MC: T291 CLLG p. 59 Connect to Traditional Tales	
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.)	 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.readtenness ee.org/sites/www/Uploa ds/Grade%20K%20Unit %203%20Exploring%20 with%20Friends%20In %20The%20Neighborh ood-1.pdf			
CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems). (This standard is <i>only taught</i> in the "Connect To" section (Day 4) of <i>Journeys</i> .)	I will recognize common types of text.	Recognize Text	Poetry: PTTP http://www.readwritethin k.org/classroom- resources/lesson- plans/poetry-portfolios- ng-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.)	I will describe the relationship between the illustrations and the story.	Describe Relationship Illustrations Story	STW: p. 141-142			

	Grammar		- Grade R Curriculum			WLLN 34
	Grammar	Weekly Plan T246-247	Ontinual			
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 rigor of this standard is not addressed in this Journeys lesson.)	 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	J – L 19 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	Optional Teacher Selected Assessment
	Writing					
CC.W.K.1 Use a combination of drawing,	I will express	Opinion	PPW p. 164-167, 182-	<u>Writing</u>		
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	my opinion about a topic or	Topic Dictating State	185 Appendix <i>C</i> pg. 6-8 http://2011elaworkshop.	Opinion	Teacher Selected Materials and Assess	sments
state an opinion or preference about the topic	a book through	State	wikispaces.com/Writing	Focus Trait		
or book (e.g., <i>My favorite book is</i>).	drawing,		+Resources+to+Suppor	Word Choice		
(RC:A: 4)	dictating, and writing.		t+CCSS			
	I will state my			<u>Focus</u>		
	opinion about a topic or a book.			Description		
CC.L.K.2 Demonstrate command of the conventions of	I will use	Capitalization	PPW : p.72-82			
standard English capitalization, punctuation, and spelling when writing.	capitalization	Punctuation	WP			
CC.L.K.2a Capitalize the first word in a	when writing.	Spelling	http://www.ngfl-			
sentence and the pronoun I.	• I will use	Sentence	cymru.org.uk/vtc/cap_le tters_stops/eng/Introduc			
(RC:A: 2,3,4)	punctuation	Pronoun	tion/StarterActivityPart2.			
	when writing.		htm			
	• I will use					
	correct spelling when writing.					
CC.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	I will recognize	Capitalization Punctuation	PPW: p.72-82 WP			
spelling when writing.	end punctuation.	Spelling	GR			
CC.L.K.2b Recognize and name end punctuation.	I will name end	Recognize	AL			
(RC: A: 2,3,4)	punctuation.	J				
() (?) (!) 2nd 3rd 4th	F ====================================					

			Orauc R Curriculum	ii Eiteraej a iiitegi		WLLK 33
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Dai	ly Language/Vocabula	arv		Phonemic	Weekly Plan T86-87 J – L 22	
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, the letter cards from Journeys must be used.) 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)	I will demonstrate an understanding of the basic features of print. I will recognize that letters in a specific order make a word. I will use correct spelling when writing. I will spell words by the sounds I hear.	Demonstrate Features Print Recognize Specific Capitalization Punctuation Spelling Phonetically	TRS: Chapter 3 http://www.readwritethi nk.org/classroom- resources/lesson- plans/growing- readers-writers-with- 83.html?tab=1#tabs http://www.readingrock ets.org/article/3398/ TRS Chapter 6	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	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: Have students choose one or more of the oral vocabulary words to illustrate.
				Scraps		ļ
Phonomic A	wareness & Word Wo	ork/Phonics		Phonemic		Optional
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.	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#tabshttp://www.readingrockets.org/article/3398/	Pnonemic Awareness Blending Words Phonics Letter Names Kk High Frequency Words Said, good	Teacher Selected Materials for Phonemic Awareness and Word Work.	Uptional Teacher Selected Assessment

	FURT SWITH PUB	<u> </u>	· Grade K. Curriculun	i: Literacy & integi	rated Content	WEEK 35
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	 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			
	Comprehension			<u>Comprehension</u>	<u>Weekly Plan T86-87 <mark>J - L 22</mark></u>	<u>Optional</u>
CC.RL.K.2 With prompting and support, retell familiar stories, including key details. (This standard is the <i>Focus Wall</i> target strategy for the week.)	I will retell a familiar story. I will include details in my story I will identify.	Retell Familiar Details	STW: : p. 181-182, p. 198 CT: lessons 16-17	J - L 22 Skill: Story Structure	Main Selection "Leo the Late Bloomer" T106-113 (Big Book) Genre: Fantasy CLLG: p. 82 Day 2 T106-107 Introduce:	Teacher Selected Assessment
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 Focus Wall target skills for the week.)	 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: Analyze/Evaluate Genre: Fantasy/Informational Text Essential	Skill: Story Structure Projectable 22.2a Strategy: Analyze/Evaluate Strategy Projectable S7 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	
CC.RL.K.4 Ask and answer questions about unknown words in a text.	 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.or g/sites/www/Uploads/Grade %20K%20Unit%203%20Exp loring%20with%20Friends% 20ln%20The%20Neighborh ood-1.pdf	Question: How do the parts of a story work together?	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?" T130-T131 Genre: Informational Text-Science MC: T131 CLLG p. 83 Connect to Science	
CC.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	I will recognize common types of text.	Recognize Text	Poetry: PTTP http://www.readwritethink.or g/classroom- resources/lesson- plans/poetry-portfolios-ng- poetry-152.html?tab=1#tabs		SEED P. 03 Conflict to Science	
cc.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	I will compare and contrast what happens to characters in familiar stories.	Characters Familiar Compare Contrast	http://ohiorc.org/Literacy_K5 /strategy/strategy_each.asp x?id=000005			

	FORT SMITH PUB	LIC SCHOOLS -	- Grade K Curriculun	n: Literacy & Integ	rated 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) Level 1 Level 2 Level 3+ 4 th	I will read and understand text.	Text Purpose	GR RWM RP STW 2			
	Grammar			<u>Grammar</u>	Weekly Plan T86-T87 J - L 22	
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.)	I will understand and use question words. I will use pronouns.	Question Pronoun	GR RWM RP	J – L 22 Sentence Parts: Pronouns (Use Question Words) *Follow FSPS District handwriting series for letter formation and practice	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
	Writing			Writing		ı
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)	 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://2011elaworksho p.wikispaces.com/Writi ng+Resources+to+Su pport+CCSS	Opinion	Teacher Selected Materials and	Assessments
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)	 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_l etters_stops/eng/Intro duction/StarterActivity Part2.htm			

			Ciade it Garriediam: Eitera		MATERIALS,	WEEK 37			
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	EXPLANATIONS & EXAMPLES	ASSESSMENTS			
	Daily Language/Vocal								
 Teacher may choose standards that 	it best match their research								
 Refer to FSPS Research Connection 	Refer to FSPS Research Connections Criteria.					Teacher selected materials for Vocabulary during Research Connections			
 Refer to FSPS Vocabulary Instruction 				study.					
	emic Awareness & Word			<u>Phonemic</u>					
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. 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,	 I will add individual sounds to make new words. I will substitute sounds to make new words. I will use correct spelling when writing. I will spell words by 	Individual Add Substitute Capitalization Punctuation Spelling Phonetically	WTW WJ TRS Chapter 6	Awareness Blend Phonemes & Final Sounds Phonics Letter Names Vv, Ww High Frequency	Teacher Selected Materials for Phonemic Awareness and Word Work.	Optional: Teacher Selected Assessment			
drawing on knowledge of sound-letter relationships. (RC:A: 3,4)	the sounds I hear. Comprehension: Resea	,		<u>Words</u> you, what					
Teachers may choose standards the stand			Α		Research Connections				
Refer to FSPS Research Connection		on connections geni							
Refer to FSPS Vocabulary Instruction	Teacher Selected Materials for Research Connections								
,	Grammar			Grammar					
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)	I will use common prepositions.	Common Prepositions	GR RWR TRS AL http://www.state.nj.us/education /frameworks/lal/chapt5s.pdf	Prepositions	Teacher Selected Materials a	and Assessments			
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