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| **Date** | **1st 9 Week Unit 1** | **Date** | **2nd 9 Weeks Unit 2 and ½ of Unit 3** | **Date** | **3rd 9 Weeks ½ of Unit 3 and Unit 4** | **Date** | **4th 9 Weeks Units 5 and 6** |
|  | **RL K1:** With prompting and support, ask and answer questions about key details in a text. (fiction) |  | **RL K1:** With prompting and support, ask and answer questions about key details in a text. (fiction) |  | **RL K1:** With prompting and support, ask and answer questions about key details in a text. (fiction) |  | **RL K1:** With prompting and support, ask and answer questions about key details in a text. (fiction) |
|  | **RL K2:** With prompting and support, retell familiar stories, including key details. (fiction) |  | **RL K2:** With prompting and support, retell familiar stories, including key details. (fiction) |  | **RL K2:** With prompting and support, retell familiar stories, including key details. (fiction) |  | **RL K2:** With prompting and support, retell familiar stories, including key details. (fiction) |
|  | **RL K3:** With prompting and support, identify characters, settings, and major events in a story (fiction). |  | **\*RL K3:** With prompting and support, identify characters, settings, and major events in a story (fiction). |  | **RL K3:** With prompting and support, identify characters, settings, and major events in a story (fiction). |  | **RL K3:** With prompting and support, identify characters, settings, and major events in a story (fiction). |
|  | **RL K4**: Ask and answer questions about unknown words in a text (fiction). |  | **RL K4**: Ask and answer questions about unknown words in a text (fiction). |  | **RL K4**: Ask and answer questions about unknown words in a text (fiction). |  | **RL K4**: Ask and answer questions about unknown words in a text (fiction). |
|  | **RL K5**: Recognize common types of texts (e.g., storybooks, poems). |  | **RL K5**: Recognize common types of texts (e.g., storybooks, poems). |  | **RL K5**: Recognize common types of texts (e.g., storybooks, poems). |  | **RL K5**: Recognize common types of texts (e.g., storybooks, poems). |
|  | **RL 10**: Actively engage in group reading activities with purpose and understanding (fiction) |  | **RL K6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (fiction). |  | **RL K6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (fiction). |  | **RL K6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (fiction). |
|  | **RI K1**: With prompting and support, ask and answer questions about key details in a text. |  | **RL K7**: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (fiction) |  | **RL K7**: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (fiction) |  | **RL K7**: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (fiction) |
|  | **RI K2**: With prompting and support, identify the main topic and retell key details of a text. |  | **RL K9**: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |  | **RL K9**: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |  | **RL K9**: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories |
|  | **RI K3**: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |  | **RL K10**: Actively engage in group reading activities with purpose and understanding (fiction) |  | **RL K10**: Actively engage in group reading activities with purpose and understanding (fiction) |  | **RL K10**: Actively engage in group reading activities with purpose and understanding (fiction) |
|  | **RI K4**: With prompting and support, ask and answer questions about unknown words in a text (nonfiction). |  | **RI K1**: With prompting and support, ask and answer questions about key details in a text. (nonfiction) |  | **RI K1**: With prompting and support, ask and answer questions about key details in a text. (nonfiction) |  | **RI K1**: With prompting and support, ask and answer questions about key details in a text. (nonfiction) |
|  | **RI K7:** 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). (nonfiction) |  | **RI K2**: With prompting and support, identify the main topic and retell key details of a text. |  | **RI K2**: With prompting and support, identify the main topic and retell key details of a text. |  | **RI K2**: With prompting and support, identify the main topic and retell key details of a text. |
|  | **RI K10**: Actively engage in group reading activities with purpose and understanding (nonfiction). |  | **RI K3**: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |  | **RI K3**: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |  | **RI K3**: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
|  | **RF K1b**: Recognize that spoken words are represented in written language by specific sequences of letters. |  | **RI K4**: With prompting and support, ask and answer questions about unknown words in a text (nonfiction) |  | **RI K4**: With prompting and support, ask and answer questions about unknown words in a text (nonfiction) |  | **RI K4**: With prompting and support, ask and answer questions about unknown words in a text (nonfiction). |
|  | **RF K1c**. Understand that words are separated by spaces in print. |  | **RI K**6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text (nonfiction). |  | **RI K**6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text (nonfiction). |  | **RI K7:** 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) (nonfiction). |
|  | **RF K1d**: Recognize and name all upper- and lowercase letters of the alphabet. |  | **RI K7:** 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). (nonfiction). |  | **RI K7:** 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) (nonfiction). |  | **RI K9**: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
|  |  |  | **RI K8**: With prompting and support, identify the reasons an author gives to support points in a text. |  | **RI K8**: With prompting and support, identify the reasons an author gives to support points in a text. |  | **RI K10**: Actively engage in group reading activities with purpose and understanding (nonfiction). |
|  | **RF K4:** Read emergent-reader texts with purpose and understanding. |  | **RI K9**: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |  | **RI K9**: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |  | **RF K1b**: Recognize that spoken words are represented in written language by specific sequences of letters. |
|  | **W K1:** Use a combination of drawing, dictating, & writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about & state an opinion or preference about the topic or book (e.g., *My favorite book is...*) |  | **RI K10**: Actively engage in group reading activities with purpose and understanding (nonfiction). |  | **RI K10**: Actively engage in group reading activities with purpose and understanding (nonfiction). |  | **RF K2a**: Recognize and produce rhyming words. |
|  | **W K2**: 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. |  | **RF K1a**: Follow words from left to right, top to bottom, and page by page. |  | **RF K1b**: Recognize that spoken words are represented in written language by specific sequences of letters. |  | **RF K2b:** Count, pronounce, blend and segment syllables in spoken words. |
|  |  |  | **RF K1b**: Recognize that spoken words are represented in written language by specific sequences of letters. |  | **RF K1c**. Understand that words are separated by spaces in print. |  | **RF K2d**: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) |
|  | **W K5:** With guidance & support from adults, respond to questions and suggestions from peers & add details to strengthen writing as needed |  | **RF K1d**: Recognize and name all upper- and lowercase letters of the alphabet. |  | **RF K1d**: Recognize and name all upper- and lowercase letters of the alphabet. |  | **RF K2e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
|  | **W K8**: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  | **RF K2c:** Blend and segment onsets and rimes of single-syllable spoken words. |  | **RF K2c:** Blend and segment onsets and rimes of single-syllable spoken words. |  | **RF K1d**: Recognize and name all upper- and lowercase letters of the alphabet. |
|  | **SL K1a**: Follow agreed-upon rules for discussions (e.g., listening to others & taking turns speaking about the topics & texts under discussion). |  | **RF K3a**: Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. |  | **RF K2d**: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) | . | **RF K3a**: Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. |
|  |  |  | **RF K3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. |  | **RF K3a**: Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. **Assessment**: Check sheet |  | **RF K2a**: Recognize and produce rhyming words. |
|  | **SL K2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |  | **RF K3c**: Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). |  | **RF K3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels |  | **RF K2b: Count,** pronounce, blend and **segment** syllables in spoken words. |
|  | **SL K3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  | **RF K4:** Read emergent-reader texts with purpose and understanding. |  | **RF K3c**: Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). |  | **RF K3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. |
|  | **SL K4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |  | **W K1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about & state an opinion or preference about the topic or book (e.g., *My favorite book is...*) |  | **RF 3d**: Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |  | **RF K3c**: Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). |
|  | **SL K5**: Add drawings or other visual displays to descriptions as desired to provide additional detail. |  | **W K2**: 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. |  | **RF K4:** Read emergent-reader texts with purpose and understanding. |  | **RF 3d**: Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
|  | **SL K6**: Speak audibly and express thoughts, feelings, and ideas clearly. |  | **W K3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |  | **W K1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about & state an opinion or preference about the topic or book (e.g., *My favorite book is...*) |  | **RF K4:** Read emergent-reader texts with purpose and understanding. |
|  | **L K1a:** Print many upper- and lowercase letters**.** |  | **W K5:** With guidance & support from adults, respond to questions and suggestions from peers & add details to strengthen writing as needed |  | **W K3**: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |  | **W K1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about & state an opinion or preference about the topic or book (e.g., *My favorite book is...*) |
|  | **L K1b:** Use frequently occurring nouns and verbs. |  | **W K8**: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  | **W K5:** With guidance & support from adults, respond to questions and suggestions from peers & add details to strengthen writing as needed |  | **W K2**: 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.  **Assessment**: My favorite part… |
|  | **L K2b**: Recognize and name end punctuation. |  | **SL K1a**: Follow agreed-upon rules for discussions (e.g., listening to others & taking turns speaking about the topics & texts under discussion). |  | **W K8**: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  | **W K5:** With guidance & support from adults, respond to questions and suggestions from peers & add details to strengthen writing as needed |
|  | **L K2c:** Write a letter(s) for most consonant and short-vowel sounds (phonemes) |  | **SL K2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |  | **SL K1a**: Follow agreed-upon rules for discussions (e.g., listening to others & taking turns speaking about the topics & texts under discussion). |  | **W7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) |
|  | **L K5a:** With guidance and support from adults, explore word relationships and nuances in word meanings. **(a**) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |  | **SL K3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  | **SL K1b:**  Continue a conversation through multiple exchanges. |  | **W K8**: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
|  | **L K5d**: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |  | **SL K4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |  | **SL K2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |  | **SL K1a**: Follow agreed-upon rules for discussions (e.g., listening to others & taking turns speaking about the topics & texts under discussion). |
|  | **L K6:**  Use words and phrases acquired through conversations, reading, and being read to, & respond to texts. |  | **SL K5**: Add drawings or other visual displays to descriptions as desired to provide additional detail. |  | **SL K3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  | **SL K1b:**  Continue a conversation through multiple exchanges. |
|  |  |  | **SL K6**: Speak audibly and express thoughts, feelings, and ideas clearly. |  | **SL K4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |  | **SL K2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
|  |  |  | **L K1a:** Print many upper- and lowercase letters. |  | **SL K5**: Add drawings or other visual displays to descriptions as desired to provide additional detail. |  | **SL K3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
|  |  |  | **L K1b:** Use frequently occurring nouns and verbs. |  | **SL K6**: Speak audibly and express thoughts, feelings, and ideas clearly. |  | **SL K4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
|  |  |  | **L1 f:** Produce and expand complete sentences in shared language activities. |  | **L K1a:** Print many upper- and lowercase letters. |  | **SL K5**: Add drawings or other visual displays to descriptions as desired to provide additional detail. |
|  |  |  | **L2a:** Capitalize the first word in a sentence and the pronoun. |  | **L K1b:** Use frequently occurring nouns and verbs. |  | **SL K6**: Speak audibly and express thoughts, feelings, and ideas clearly. |
|  |  |  | **L K2b**: Recognize and name end punctuation. |  | **L K1c:**  Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). |  | **L K1a:** Print many upper- and lowercase letters. |
|  |  |  | **L K2c:** Write a letter(s) for most consonant and short-vowel sounds (phonemes) |  | **L K1d:** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). |  | **L K1b:** Use frequently occurring nouns and verbs. |
|  |  |  | **L4a:** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). |  | **L K1f**: Produce and expand complete sentences in shared language activities. |  | **L K1c:**  Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). |
|  |  |  | **\*L4b:** Use the most frequently occurring inflections and affixes (e.g., -*ed*, -*s*, *re*-, *un*-, *pre*-, -*ful*, -*less*) as a clue to the meaning of an unknown word. |  | **L2a:** Capitalize the first word in a sentence and the pronoun.  ? |  | **L K1d:** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). |
|  |  |  |  |  | **L K2b**: Recognize and name end punctuation. |  | **L K1e:** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*) |
|  | |  | **L K5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |  | **L K2c:** Write a letter(s) for most consonant and short-vowel sounds (phonemes) |  | **L K1f**: Produce and expand complete sentences in shared language activities. |
|  | |  | **L5c**: Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). |  | **L2d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |  | **L2a:** Capitalize the first word in a sentence and the pronoun. |
|  | |  | **L K6:**  Use words and phrases acquired through conversations, reading, and being read to, & respond to texts. |  | **L4a:** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). |  | **L K2b**: Recognize and name end punctuation. |
|  | |  |  |  | **L4b:** Use the most frequently occurring inflections and affixes (e.g., -*ed*, -*s*, *re*-, *un*-, *pre*-, -*ful*, -*less*) as a clue to the meaning of an unknown word. |  | **L K2c:** Write a letter(s) for most consonant and short-vowel sounds (phonemes) |
|  | |  |  |  | **L K5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |  | **L2d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
|  | |  |  |  | **L K5b**: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |  | **L4a:** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). |
|  | |  |  |  | **L K5c**: Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). |  | **L4b:** Use the most frequently occurring inflections and affixes (e.g., -*ed*, -*s*, *re*-, *un*-, *pre*-, -*ful*, -*less*) as a clue to the meaning of an unknown word. |
|  | |  |  |  | **L K5d:** Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings |  | **L K5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |
|  | |  |  |  | **L K6:**  Use words and phrases acquired through conversations, reading, and being read to, & respond to texts. |  | **L K5b**: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
|  | |  |  |  |  |  | **L K5c**: Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). |
|  | |  |  |  |  |  | **L K5d:** Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings |
|  | |  |  |  |  |  | **L K6:**  Use words and phrases acquired through conversations, reading, and being read to, & respond to texts. |