

Kindergarten	Foundational Literacy Curriculum Map	Second Semester (Quarters 3 & 4)
<b>Guidance for the ELA Block</b>		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:</p> <ul style="list-style-type: none"> <li>• <b>Building Foundational Literacy Skills (at least 60 minutes daily)</b> – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts.</li> <li>• <b>Working with High-Quality Texts (60 minutes daily EL lessons)</b> – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.</li> <li>• <b>A Volume of Reading (as much as possible)</b> – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation.</li> </ul> <p>These recommendations align to the <a href="#">TDOE recommendations</a> for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive a total of 150 minutes of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) and Foundational Literacy instruction (60-90 minutes-please see <a href="#">Suggested Foundational Skills Block Framework</a> document for guidance on how to structure your foundational literacy time).</p>		
<b>Guidance for Small Group Instruction</b>		
<p>Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with workstations. The teacher led guided group provides a context in which the teacher can provide additional support for students in working students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Most often students work independent of the teacher while in their workstations. Therefore, workstations are not used to introduce new knowledge or concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.</p> <p><b>Possible literacy workstations for KK – 2<sup>nd</sup> grade are listed below. For more information about these workstations, see the <a href="#">Resource Toolkit</a>. <a href="#">Resource Toolkit: K-2</a></b></p> <ul style="list-style-type: none"> <li>• <b>Guided Reading</b> - The teacher provides support for small, flexible groups of students, assisting them to use reading strategies, such as context clues, letter and sound knowledge, syntax, and word structure, to make meaning of texts. The teacher may support students in working with complex texts or decodable texts during guided reading. Along with decodable texts, the teacher should provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers.</li> <li>• <b>Reading Comprehension</b> – In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text (usually the anchor text or another related text), including using graphic organizers to summarize and make meaning from the text and writing or illustrating in response to reading.</li> <li>• <b>Vocabulary</b> – This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. Suggestions for vocabulary words are listed in the map, and possible activities include the <i>Journeys</i> flipbooks, word games, word sorts, and using words in context.</li> <li>• <b>Fluency</b> – In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. Practice materials can include student books, passages, leveled readers, and <i>Journeys</i> cold read passages.</li> <li>• <b>Phonics</b> – In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. This practice can occur through activities such as using magnetic/manipulative letters, picture sound sorts, letter tiles, sight word activities, word building activities, and using the <i>Journeys</i> flipchart.</li> <li>• <b>Independent Reading</b> - One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading.</li> </ul>		

Resource Toolkit: K-1 Literacy Workstations

**Guided Reading**

Guided reading is one component of the shared reading block during which the teacher provides support for small, flexible groups of beginning readers. The teacher helps students learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure. The teacher will provide instruction in the areas of phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers.

<p style="text-align: center;"><b><u>Reading Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• In this workstation students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text. These are some examples of activities that focus on reading comprehension:             <ul style="list-style-type: none"> <li>○ Using of graphic organizers to summarize, analyze parts of the text, describe characters, etc.</li> <li>○ Asking and answering questions</li> <li>○ Writing in response to reading</li> <li>○ Illustrating an important character or event in the story.</li> </ul> </li> </ul> <p><i>For additional ideas regarding reading comprehension activities see the information found <a href="#">here</a>.</i></p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Research shows that reading and writing develop hand in hand. Strengthening writing skills will help students develop their reading skills. In this station students should be given multiple opportunities and materials to practice and improve writing skills. These are some examples of activities that focus on writing:             <ul style="list-style-type: none"> <li>○ Journeys flipbook</li> <li>○ Writing journals</li> <li>○ Write in response to reading</li> <li>○ Use of basic <b>POW TIDE</b> organizer (informative writing)</li> <li>○ Use of <b>POW TREE</b> organizer (opinion writing)</li> </ul> </li> </ul> <p><i>For additional ideas regarding writing activities see the information found <a href="#">here</a>.</i></p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• This workstation should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. These are a few ideas for the vocabulary station:             <ul style="list-style-type: none"> <li>○ Journeys flipbook</li> <li>○ Word games</li> <li>○ Word sorts</li> <li>○ Words in Context</li> </ul> </li> </ul> <p><i>For additional ideas regarding vocabulary activities see the information found <a href="#">here</a>.</i></p>
<p style="text-align: center;"><b><u>Fluency</u></b></p> <ul style="list-style-type: none"> <li>• In this workstation students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. The following are examples of text that can be used to practice fluency:             <ul style="list-style-type: none"> <li>○ Student books</li> <li>○ Passages</li> <li>○ Leveled readers</li> <li>○ Journeys Cold Read passages</li> </ul> </li> </ul> <p><i>For additional ideas regarding fluency practice see the information found <a href="#">here</a>.</i></p>	<p style="text-align: center;"><b><u>Independent Reading</u></b></p> <ul style="list-style-type: none"> <li>• One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading. Here are some activities:             <ul style="list-style-type: none"> <li>○ Read to self</li> <li>○ Read to a partner</li> <li>○ Listen to texts while tracking via technology</li> </ul> </li> </ul> <p><i>For additional ideas see the independent reading contract information found <a href="#">here</a>.</i></p>	<p style="text-align: center;"><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>• In this workstation students will work with individual letter sounds, phonics patterns, and/or high frequency words. Activities often incorporate the following materials:             <ul style="list-style-type: none"> <li>○ Magnetic/manipulative letters</li> <li>○ Individual white boards</li> <li>○ Picture sound sorts</li> <li>○ Letter tiles</li> <li>○ Sight word activities</li> <li>○ Word building activities</li> <li>○ Texts (including decodables)</li> </ul> </li> </ul> <p><i>For additional ideas regarding phonics activities see the information found <a href="#">here</a>.</i></p> <p><i>Other suggestions:</i></p> <ul style="list-style-type: none"> <li>• Journeys Flipchart</li> <li>• <a href="http://www.fcr.org/studentactivities/01.htm">http://www.fcr.org/studentactivities/01.htm</a></li> </ul>

Additional Foundational Literacy Resources	
Journey’s Foundational Skills Scope and Sequence	
<a href="https://achievethecore.org/category/1206/ela-literacy-foundational-skills">https://achievethecore.org/category/1206/ela-literacy-foundational-skills</a>	Achieve the Core provides a variety of supports regarding foundational skills including a mini course that homes in on the teaching of phonological awareness.
Video Examples	
<a href="https://tn.pbslearningmedia.org/collection/professional-learning-tennessee-state-standards/?topic_id=1061">https://tn.pbslearningmedia.org/collection/professional-learning-tennessee-state-standards/?topic_id=1061</a>	TNDOE PBS Learning Media provides video examples of foundational skills instruction by grade band.
Foundational Literacy Library	
<a href="http://www.readingrockets.org/strategies">http://www.readingrockets.org/strategies</a>	The library provides teachers with effective, research-based classroom strategies to help build and strengthen literacy skills in print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Each strategy in the library includes instructions on how to use the strategy, downloadable templates, examples, recommended children's books to use with the strategy, differentiation for second language learners, students of varying reading skill, students with learning disabilities, younger learners and supporting research.
Phonemic Awareness/Phonics Resources	
<a href="http://www.mayersonacademy.org.previewdns.com/online-digital-solutions/orton-gillingham-card-deck-app/">http://www.mayersonacademy.org.previewdns.com/online-digital-solutions/orton-gillingham-card-deck-app/</a>	For each grapheme, this App offers the multisensory experience of: Hearing the corresponding phoneme and key word; Watching a video clip showing the articulation of the phoneme; Practicing the phoneme with a voice recording/playback option.
<a href="http://www.readingrockets.org/reading-topics/phonics-and-decoding">http://www.readingrockets.org/reading-topics/phonics-and-decoding</a>	This section provides information about how to teach children to sound out words, and what to do if a child is having difficulty linking letters and sounds.
Articles to Build Background on Foundational Skills	
<a href="http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/foundations.pdf">http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/foundations.pdf</a>	<i>K-5 Teachers Laying the Foundation</i>

Kindergarten English Language Arts: Scope and Sequence

Quarters 3 and 4

Semester 2

Quarter	Foundational Literacy	Length
3	<p><b>Flex Week</b></p> <ul style="list-style-type: none"> <li>• Lesson 16 Journeys Unit 4 Weekly Planner pp. T10-T11</li> <li>• Lesson 17 Journeys Unit 4 Weekly Planner pp. T104-T105</li> <li>• Lesson 18 Journeys Unit 4 Weekly Planner pp. T198-T199</li> <li>• Lesson 19 Journeys Unit 4 Weekly Planner pp. T292-T293</li> <li>• Lesson 20 Journeys Unit 4 Weekly Planner pp. T386-T387</li> </ul> <p><b>Flex Week</b></p> <ul style="list-style-type: none"> <li>• Lesson 21 Journeys Unit 5 Weekly Planner pp. T10-11</li> <li>• Lesson 22 Journeys Unit 5 Weekly Planner pp. T104-T105</li> </ul>	9 weeks
4	<ul style="list-style-type: none"> <li>• Lesson 23 Journeys Unit 5 Weekly Planner pp. T198-T199</li> <li>• Lesson 24 Journeys Unit 5 Weekly Planner pp. T292-T293</li> <li>• Lesson 25 Journeys Unit 5 Weekly Planner pp. T386-T387</li> </ul> <p><b>Flex Week</b></p> <ul style="list-style-type: none"> <li>• Lesson 26 Journeys Unit 6 Weekly Planner pp. T10-T11</li> <li>• Lesson 27 Journeys Unit 6 Weekly Planner pp. T104-T105</li> <li>• Lesson 28 Journeys Unit 6 Weekly Planner pp. T198-T199</li> <li>• Lesson 29 Journeys Unit 6 Weekly Planner pp. T292-T293</li> <li>• Lesson 30 Journeys Unit 6 Weekly Planner pp. T386-T387</li> </ul>	9 weeks

**Note: There is a flex week at the beginning of the semester and at the end of Units 4 and 5. The flex weeks are for teachers to use for reviewing and re-teaching previously taught skills that have been identified as an area of need.**

**Flex Week:** This is a flex week. It is to be used reviewing and re-teaching foundational literacy skills previously taught.

<b>Foundational Literacy</b>	<b>Unit 4 Lesson 16</b>				
<b>Phonics Skills</b>	Short <i>i</i> Blending words long <i>i</i> short <i>i</i>				
<b>Language/Grammar</b>	Questions				
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.SC.6e-</b> Understand and use question words (interrogatives) when speaking and in shared language activities.</p> <p><b>K.FL.SC.6g-</b> Produce and expand complete sentences in shared language activities.</p> <p><b>K.FL.SC.6i-</b> Recognize and name end punctuation.</p> <p><b>K.FL.VA.7bi-</b> Sort common objects into categories to gain a sense of concepts the categories represent.</p> <p><b>K.FL.VA.7biii-</b> Make real-life connections between words and their use.</p> <p><b>K.FL.VA.7c -</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>				
<b>Decodable Texts:</b>	<i>What is It?</i> pp. 1-19; <i>Fit in My Cab</i> pp. 20-25				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T12-13 • Phonemic Awareness • High Frequency Words	Opening Routines, T30-31 • Phonemic Awareness • High Frequency Words	Opening Routines, T46-47 • Phonemic Awareness • High Frequency Words	Opening Routines, T58-59 • Phonemic Awareness • High Frequency Words	Opening Routines, T68-69 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T24	Phonemic Awareness, T32	Phonemic Awareness, T48 Long <i>i</i> , Short <i>i</i> , T50		Review and Assess
<b>Phonics</b>	Letters <i>li</i> , T24-T25	Letters <i>li</i> , T32-33	Letters <i>li</i> , T48-49		Review and Assess
<b>Fluency</b>	Model Fluency, T14	Model Fluency, T36			Review and Assess

## Kindergarten, Semester 2

<b>Word and Sentence Composition</b>	Grammar: Questions T28	Grammar: Questions, T44	Grammar: Questions T56	Grammar: Questions, T66	Grammar Questions T72
					Review and Assess

### Literacy Station Activities to Reinforce Foundational Skills

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency station: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

<b>Foundational Literacy</b>	<b>Unit 4 Lesson 17</b>				
<b>Phonics Skills</b>	Letter/Sound: g /g/				
<b>Language/Grammar</b>	Proper Nouns				
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1a</b>- Follow words from left to right/top to bottom/page by page.</p> <p><b>K.FL.PC.1d</b>- Recognize and name all upper –and lowercase letters in isolation and in connected text .</p> <p><b>K.FL.PA.2d</b>- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PWR.3c</b>- Read common high-frequency words by sight.</p> <p><b>K.FL.WC.4g</b> - Print upper – and lowercase letters.</p> <p><b>K.FL.SC.6g</b>- Produce and expand complete sentences in shared language activities.</p> <p><b>K.FL.WC.4b</b>- Write a letter or letters for consonant and short-vowel words.</p> <p><b>K.FL.WC.4d</b>- Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.</p> <p><b>K.FL.VA.7ai</b> - Identify new meanings for familiar words and apply them accurately.</p>				
<b>Decodable Texts:</b>	<i>Can You Find It?</i> , pp.30-35; <i>Pam Pig</i> , pp.36-41				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T106-107 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>	Opening Routines, T124-125 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>	Opening Routines, T140-141 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>	Opening Routines, T152-153 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>	Opening Routines, T162-163 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>
					Review and Assess

**Kindergarten, Semester 2**

<b>Phonemic Awareness</b>	Phonemic Awareness, T118	Phonemic Awareness, T126	Phonemic Awareness, T142		Review and Assess
<b>Phonics</b>	Letters Gg, T118-119	Letters Gg, T126-T127	Letters Gg, T142-T143		Review and Assess
<b>Fluency</b>	Model Fluency, T108	Model Fluency, T130		Read with Expression, T154	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Proper Nouns, T122	Grammar: Proper Nouns, T138	Grammar: Proper Nouns, T150	Grammar: Proper Nouns, T160	Grammar: Proper Nouns, T166 Review and Assess

**Literacy Station Activities to Reinforce Foundational Skills**

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

<b>Foundational Literacy</b>	<b>Unit 4 Lesson 18</b>
<b>Phonics Skills</b>	Letter Sound: r /r/
<b>Language/Grammar</b>	Verbs in the Future Tense
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.</p> <p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight</p> <p><b>K.FL.WC.4g -</b> Print upper – and lowercase letters.</p> <p><b>K.FL.SC.6c-</b>Use frequently occurring nouns and verbs when speaking and in shared language activities.</p> <p><b>K.FL.SC.6h -</b> Capitalize the first word in a sentence and the pronoun I</p> <p><b>K.FL.SC.6i-</b> Recognize and name end punctuation.</p>

	<p><b>K.FL.VA.7biii</b> - Make real-life connections between words and their use.  <b>K.FL.VA.7c</b> -Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>				
<b>Decodable Texts:</b>	<i>Will it be Big</i> , pp.46-51; <i>Rip is It</i> , pp.52-57				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T200-201 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>	Opening Routines, T218-219 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>	Opening Routines, T234-235 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>	Opening Routines, T246-247 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>	Opening Routines, T256-257 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T212	Phonemic Awareness, T220	Phonemic Awareness, T236		Review and Assess
<b>Phonics</b>	Letters <i>Rr</i> , T212, T213	Letters <i>Rr</i> , T220-T221	Words with <i>r</i> , T236-T237 Vowel <i>li</i> , T238		Review and Assess
<b>Fluency</b>	Model Fluency, T202	Model Fluency, T224		Read with Expression, T248	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Verbs in the Future Tense, T216	Grammar: Verbs in the Future Tense, T232	Grammar: Verbs in the Future Tense, T244	Grammar: Verbs in the Future Tense, T254	Grammar: Verbs in the Future Tense,, T260  Review and Assess
<p><b>Literacy Station Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  <a href="http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf</a>  <a href="http://www.fcrr.org/studentactivities/kg.htm">http://www.fcrr.org/studentactivities/kg.htm</a>  <a href="https://www.literacycenter.net/">https://www.literacycenter.net/</a> </li> <li>Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording  <a href="http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf</a> </li> </ul>					

<b>Foundational Literacy</b>	<b>Unit 4 Lesson 19</b>
<b>Phonics Skill</b>	Letter/Sound: <i>d/d/</i>



<b>Language/Grammar</b>	Verbs in the Past Tense				
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.PWR.3e-</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.SC.6c-</b> Use frequently occurring nouns and verbs when speaking and in shared language activities.</p> <p><b>K.FL.SC.6g-</b> Produce and expand complete sentences in shared language activities.</p> <p><b>K.FL.VA.7aii-</b> Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p><b>K.FL.VA.7bii-</b> Demonstrate understanding of verbs and adjectives by relating them to their opposites.</p> <p><b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p> <p><b>K.FL.VA.7biv-</b> Distinguish shades of meaning among verbs describing the same general action.</p>				
<b>Decodable Texts:</b>	<i>Go for It</i> , pp.62-67; <i>D is for Dad</i> , pp.68-73				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T294-295 • Phonemic Awareness • High Frequency Words	Opening Routines, T312-313 • Phonemic Awareness • High Frequency Words	Opening Routines, T328-329 • Phonemic Awareness • High Frequency Words	Opening Routines, T340-341 • Phonemic Awareness • High Frequency Words	Opening Routines, T350-351 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T306	Phonemic Awareness, T314	Phonemic Awareness, T330		Review and Assess
<b>Phonics</b>	Letters <i>Dd</i> , T306-307	Letters <i>Dd</i> , T314-315	Letters <i>Dd</i> , T330-331		Review and Assess
<b>Fluency</b>	Model Fluency, T296	Model Fluency, T318		Fluency: Pause for Punctuation, T342	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Verbs in the Past Tense, T310	Grammar: Verbs in the Past Tense, T327	Grammar: Verbs in the Past Tense, T338	Grammar: Verbs in the Past Tense, T348	Grammar: Verbs in the Past Tense, T354  Review and Assess

**Literacy Workstation Activities to Reinforce Foundational Skills**

- Phonemic Awareness/Phonics/Word study station: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency station: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

<b>Foundational Literacy</b>	<b>Unit 4 Lesson 20</b>				
<b>Phonics Skill</b>	Blending Review, Word Building, Long Vowel /i/i - Long Vowel /i/i_e				
<b>Language/Grammar</b>	Verbs Past, Present, Future				
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.</p> <p><b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.SC.6c-</b> Use frequently occurring nouns and verbs when speaking and in shared language activities.</p> <p><b>K.FL.WC.4b-</b> Write a letter or letters for consonant and short-vowel words.</p> <p><b>K.FL.WC.4d-</b> Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.</p> <p><b>K.FL.VA.7ai -</b> Identify new meanings for familiar words and apply them accurately.</p> <p><b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p> <p><b>K.FL.VA.7biv-</b> Distinguish shades of meaning among verbs describing the same general action.</p> <p><b>K.FL.VA.7c -</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>				
<b>Decodable Texts:</b>	<i>The Big Dig</i> , pp.78-83; <i>We Fit</i> , pp.84-89				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T388-389 • Phonemic Awareness • High Frequency Words	Opening Routines, T406-407 • Phonemic Awareness • High Frequency Words	Opening Routines, T424-425 • Phonemic Awareness • High Frequency Words	Opening Routines, T436-437 • Phonemic Awareness • High Frequency Words	Opening Routines, T446-447 • Phonemic Awareness • High Frequency Words

**Kindergarten, Semester 2**

					Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T400	Phonemic Awareness, T408	Phonemic Awareness, T426		Review and Assess
<b>Phonics</b>	Review Letters <i>Gg, li</i> , T400-401	Review Letters <i>Dd, Rr</i> , T408-409	Review Letters <i>i,g,d,r</i> , T424-425		Review and Assess
<b>Fluency</b>	Model Fluency, T390	Model Fluency, T412		Fluency: Reading Rate, T436	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Verbs: Past, Present, Future ,T404	Grammar: Verbs: Past, Present, Future, T422	Grammar: Verbs: Past, Present, Future, T434	Grammar: Verbs: Past, Present, Future, T444	Grammar: Verbs: Past, Present, Future, T450  Review and Assess
<p><b>Literacy Station Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  <a href="http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf</a>  <a href="http://www.fcrr.org/studentactivities/kg.htm">http://www.fcrr.org/studentactivities/kg.htm</a>  <a href="https://www.literacycenter.net/">https://www.literacycenter.net/</a> </li> <li>Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording:  <a href="http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf</a> </li> </ul>					

**Flex Week/Unit Review-** This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 4.

<b>Foundational Literacy</b>	<b>Unit 5 Lesson 21</b>				
<b>Phonics Skill</b>	Letter/Sound: Short o /o/ <i>Blending Words</i> Long o, short o				
<b>Language/Grammar</b>	Pronouns: <i>he, she, we</i>				
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.WC.4g</b> - Print upper – and lowercase letters.</p> <p><b>K.FL.SC.6h</b> - Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><b>K.FL.VA.7bii-</b> Demonstrate understanding of verbs and adjectives by relating them to their opposites.</p> <p><b>K.FL.VA.7biii-</b> Make real-life connections between words and their use.</p> <p><b>K.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>				
<b>Decodable Texts:</b>	<i>Make it Pop</i> , pp.94-99; <i>My Dog Tom</i> , pp.100-105				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T12-13 • Phonemic Awareness • High Frequency Words	Opening Routines, T30-31 • Phonemic Awareness • High Frequency Words	Opening Routines, T46-47 • Phonemic Awareness • High Frequency Words	Opening Routines, T58-59 • Phonemic Awareness • High Frequency Words	Opening Routines, T68-69 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T24	Phonemic Awareness, T32	Phonemic Awareness, T48		Review and Assess
<b>Phonics</b>	Letters Oo, T24-25	Letters Oo, T32-33	Words with Oo, T48-49 Long o, Short o T50		Review and Assess
<b>Fluency</b>	Model Fluency, T14	Model Fluency, T36		Fluency: Read with	Review and Assess

				Expression, T60	
<b>Word and Sentence Composition</b>	Grammar: Pronouns <i>he, she, we</i> , T28	Grammar: Pronouns <i>he, she, we</i> , T44	Grammar: Pronouns <i>he, she, we</i> , T56	Grammar: Pronouns <i>he, she, we</i> , T66	Grammar: Pronouns <i>he, she, we</i> , T72  Review and Assess

**Literacy Workstation Activities to Reinforce Foundational Skills**

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording:  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

<b>Foundational Literacy</b>	<b>Unit 5 Lesson 22</b>
<b>Phonics Skill</b>	Letter/Sound: <i>x / x /, j /j/</i>
<b>Language/Grammar</b>	Pronouns <i>they, it, I</i>
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with <i>ll, /r/, or /x/</i>.</p> <p><b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight</p> <p><b>K.FL.PWR.3e-</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding</p> <p><b>K.FL.WC.4g -</b> Print upper – and lowercase letters</p> <p><b>K.FL.SC.6h-</b> Capitalize the first word in a sentence and the pronoun <i>I</i></p> <p><b>K.FL.SC.6i-</b> Recognize and name end punctuation</p> <p><b>K.FL.VA.7aii-</b> Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word</p> <p><b>K.FL.VA.7bii-</b> Demonstrate understanding of verbs and adjectives by relating them to their opposites.</p> <p><b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p>

<b>Decodable Texts:</b>	<i>A Good Job</i> , pp.110-115; <i>Fix It</i> , pp.116-121				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T106-107 • Phonemic Awareness • High Frequency Words	Opening Routines, T124-125 • Phonemic Awareness • High Frequency Words	Opening Routines, T140-141 • Phonemic Awareness • High Frequency Words	Opening Routines, T152-153 • Phonemic Awareness • High Frequency Words	Opening Routines, T162-163 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T118	Phonemic Awareness, T126	Phonemic Awareness, T142		Review and Assess
<b>Phonics</b>	Letters Xx, T118-119	Letters Jj, T126-127	Words with x,j, T142-143		Review and Assess
<b>Fluency</b>	Model Fluency, T108	Model Fluency, T130		Reading Rate, T154	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Pronouns: <i>They, It, I</i> , T122	Grammar: Pronouns: <i>They, It, I</i> , T138	Grammar: Pronouns: <i>They, It, I</i> , T150	Grammar: Pronouns: <i>They, It, I</i> , T160	Grammar: Pronouns: <i>They, It, I</i> , T166  Review and Assess
<b>Literacy Worktation Activities to Reinforce Foundational Skills</b>					
<ul style="list-style-type: none"> <li>Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  <a href="http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf</a>  <a href="http://www.fcrr.org/studentactivities/kg.htm">http://www.fcrr.org/studentactivities/kg.htm</a>  <a href="https://www.literacycenter.net/">https://www.literacycenter.net/</a> </li> <li>Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording:  <a href="http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf</a> </li> </ul>					

<b>Foundational Literacy</b>	<b>Unit 5 Lesson 23</b>
<b>Phonics Skill</b>	Short e /e/, Blending Words Long e, Short e

<b>Language/Grammar</b>	Proper Nouns for Days and Months				
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.</p> <p><b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.WC.4g -</b> Print upper – and lowercase letters.</p> <p><b>K.FL.SC.6c -</b> Use frequently occurring nouns and verbs speaking and in shared language activities.</p> <p><b>K.FL.SC.6d-</b> Form regular plural nouns when speaking and in shared language activities.</p> <p><b>K.FL.VA.7ai -</b> Identify new meanings for familiar words and apply them accurately.</p> <p><b>K.FL.VA.7bi-</b> Sort common objects into categories to gain a sense of concepts the categories represent.</p> <p><b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p> <p><b>K.FL.VA.7c -</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>				
<b>Decodable Texts:</b>	<i>My Pet Dog</i> , pp.126-131; <i>Ben and Jen</i> , pp.132-137				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T200-201 • Phonemic Awareness • High Frequency Words	Opening Routines, T218-219 • Phonemic Awareness • High Frequency Words	Opening Routines, T234-235 • Phonemic Awareness • High Frequency Words	Opening Routines, T246-247 • Phonemic Awareness • High Frequency Words	Opening Routines, T256-257 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T212	Phonemic Awareness, T220	Phonemic Awareness, T236		Review and Assess
<b>Phonics</b>	Letters <i>Ee</i> , T212-213	Letters <i>Ee</i> , T220-221	Words with Short <i>e</i> , T236-237		Review and Assess
<b>Fluency</b>	Model Fluency, T202	Model Fluency, T224		Fluency: Pause for Punctuation, T248	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Proper Nouns for Days and Months, T216	Grammar: Proper Nouns for Days and Months, T232	Grammar: Proper Nouns for Days and Months, T244	Grammar: Proper Nouns for Days and Months, T254	Grammar: Proper Nouns for Days and Months, T260  Review and Assess

**Literacy Workstation Activities to Reinforce Foundational Skills**

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording:  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

Foundational Literacy	Unit 5 Lesson 24				
Phonics Skill	Letter/Sound: h / h/; k /k/				
Language/Grammar	Questions (Capitalization and Punctuation)				
Foundational Literacy Standards	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.</p> <p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.</p> <p><b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.SC.6e-</b> Understand and use question words (interrogatives) when speaking and in shared language activities.</p> <p><b>K.FL.SC.6i-</b> Recognize and name end punctuation.</p> <p><b>K.FL.VA.7aii-</b> Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p><b>K.FL.VA.7bi-</b> Sort common objects into categories to gain a sense of concepts the categories represent.</p> <p><b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p> <p><b>K.FL.VA.7c -</b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>				
Decodable Texts:	<i>Hog in a Hat</i> , pp.142-147; <i>Kid Hid</i> , pp.148-153				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5



## Kindergarten, Semester 2

<b>Opening Routines</b>	Opening Routines, T294-295 • Phonemic Awareness • High Frequency Words	Opening Routines, T312-313 • Phonemic Awareness • High Frequency Words	Opening Routines, T328-329 • Phonemic Awareness • High Frequency Words	Opening Routines, T340-341 • Phonemic Awareness • High Frequency Words	Opening Routines, T350-351 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T306	Phonemic Awareness, T314	Phonemic Awareness, T330		Review and Assess
<b>Phonics</b>	Letters <i>Hh</i> , T306-307	Letters <i>Kk</i> , T314-315	Words with <i>h,k</i> , T330-331		Review and Assess
<b>Fluency</b>	Model Fluency, T296	Model Fluency, T318		Pause for Punctuation, T342	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Questions, T310	Grammar: Questions, T326	Grammar: Questions, T338	Grammar: Questions, T348	Grammar: Questions, T354  Review and Assess

### Literacy Workstation Activities to Reinforce Foundational Skills

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

<b>Foundational Literacy</b>	<b>Unit 5 Lesson 25</b>
<b>Phonics Skill</b>	Review Letters <i>Ee, Xx, Jj, Oo, Hh, Kk</i> Long vowel /o/ o; Long vowel /o/ o_e Long Vowel /e/ e
<b>Language/Grammar</b>	Exclamations (Capitalization and Punctuation)
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.</p> <p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p>

	<p><b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.</p> <p><b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.SC.6h-</b> Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><b>K.FL.SC.6i-</b> Recognize and name end punctuation.</p> <p><b>K.FL.WC.4b-</b> Write a letter/letters for most consonant and short vowel sounds (phonemes).</p> <p><b>K.FL.WC.4d-</b> Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.</p> <p><b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p> <p><b>K.FL.VA.7c -</b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
--	---

**Decodable Texts:** *Six Pigs Hop pp.158-163; Play Kid Play, pp.164-169*

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Opening Routines</b>	Opening Routines, T388-389 • Phonemic Awareness • High Frequency Words	Opening Routines, T406-407 • Phonemic Awareness • High Frequency Words	Opening Routines, T422-423 • Phonemic Awareness • High Frequency Words	Opening Routines, T434-435 • Phonemic Awareness • High Frequency Words	Opening Routines, T444-445 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T400	Phonemic Awareness, T408	Phonemic Awareness, T426		Review and Assess
<b>Phonics</b>	Review Letters Oo, Xx, Jj, T400-401	Review Letters <i>Ee, Hh, Kk,</i> Oo, T408-409	Review Words with <i>o, x, j, e,</i> <i>h, k,</i> T426-427		Review and Assess
<b>Fluency</b>	Model Fluency, T390	Model Fluency, T412		Fluency: Reading with Expression, T436	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Exclamation, T404	Grammar: Exclamation, T420	Grammar: Exclamation, T432	Grammar: Exclamation, T442	Grammar: Exclamation, T448  Review and Assess

**Literacy Workstation Activities to Reinforce Foundational Skills**

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>

- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

**Flex Week/Unit Review-** This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 5.

<b>Foundational Literacy</b>	<b>Unit 6 Lesson 26</b>				
<b>Phonics Skill</b>	Short <i>u</i> , Blending Words, Long <i>u</i> , Short <i>u</i>				
<b>Language/Grammar</b>	Nouns: Singular and Plural				
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.</p> <p><b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.SC.6c-</b> Use frequently occurring nouns and verbs when speaking and in shared language activities.</p> <p><b>K.FL.SC.6d-</b> Form regular plural nouns when speaking and in shared language activities.</p> <p><b>K.FL.VA.7aii-</b> Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p><b>K.FL.VA.7bii-</b> Demonstrate understanding of verbs and adjectives by relating them to their opposites.</p> <p><b>K.FL.VA.7biv-</b> Distinguish shades of meaning among verbs describing the same general action.</p> <p><b>K.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>				
<b>Decodable Texts:</b>	<i>Fun, Fun, Fun</i> , pp.174-179; <i>Bug and Cat</i> , pp.180-185				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>

## Kindergarten, Semester 2

<b>Opening Routines</b>	Opening Routines, T12-13 • Phonemic Awareness • High Frequency Words	Opening Routines, T30-31 • Phonemic Awareness • High Frequency Words	Opening Routines, T46-47 • Phonemic Awareness • High Frequency Words	Opening Routines, T58-59 • Phonemic Awareness • High Frequency Words	Opening Routines, T68-69 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T24	Phonemic Awareness, T32	Phonemic Awareness, T48		Review and Assess
<b>Phonics</b>	Review Letters <i>Uu</i> , T24-25	Review Letters <i>Uu</i> , T32-33	Words with Short <i>u</i> , T48-49, Word Building, T50		Review and Assess
<b>Fluency</b>	Model Fluency, T14	Model Fluency, T36		Fluency: Pause for Punctuation, T60	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Nouns: Singular and Plural, T28	Grammar: Nouns: Singular and Plural, T44	Grammar: Nouns: Singular and Plural,, T56	Grammar: Nouns: Singular and Plural, T66	Grammar: Nouns: Singular and Plural,, T72  Review and Assess

### Literacy Workstation Activities to Reinforce Foundational Skills

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

<b>Foundational Literacy</b>	<b>Unit 6 Lesson 27</b>
<b>Phonics Skill</b>	Letter/Sound: / / /, w / w /
<b>Language/Grammar</b>	Subject Verb Agreement
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.</p> <p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p>

	<p><b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.PWR.3e-</b> Distinguish between similarly spelled words by identifying the letters that differ.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.SC.6c-</b> Use frequently occurring nouns and verbs when speaking and in shared language activities.</p> <p><b>K.FL.VA.7aii-</b> Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p><b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p>
--	--

<b>Decodable Texts:</b>	<i>Win a Cup</i> , pp.190-195; <i>Wes Can Help</i> , pp.196-201
-------------------------	---

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Opening Routines</b>	Opening Routines, T106-107 • Phonemic Awareness • High Frequency Words	Opening Routines, T124-125 • Phonemic Awareness • High Frequency Words	Opening Routines, T140-141 • Phonemic Awareness • High Frequency Words	Opening Routines, T152-153 • Phonemic Awareness • High Frequency Words	Opening Routines, T162-163 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T118	Phonemic Awareness, T126	Phonemic Awareness, T142		Review and Assess
<b>Phonics</b>	Review Letters <i>Ll</i> , T118-119	Review Letters <i>Ww</i> , T126-127	Words with <i>l,w</i> , T142-143,		Review and Assess
<b>Fluency</b>	Model Fluency, T108	Model Fluency, T130		Fluency: Read with Expression, T154	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Subject Verb Agreement, T122	Grammar: Subject Verb Agreement, T138	Grammar: Subject Verb Agreement, T150	Grammar: Subject Verb Agreement, T160	Grammar: Subject Verb Agreement, T166  Review and Assess

**Literacy Workstation Activities to Reinforce Foundational Skills**

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording:  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

<b>Foundational Literacy</b>	<b>Unit 6 Lesson 28</b>				
<b>Phonics Skill</b>	Letter/Sound: v / v/, z /z/				
<b>Language/Grammar</b>	Subject Verb Agreement				
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.</p> <p><b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.SC.6c-</b> Use frequently occurring nouns and verbs when speaking and in shared language activities.</p> <p><b>K.FL.VA.7ai</b> - Identify new meanings for familiar words and apply them accurately.</p> <p><b>K.FL.VA.7biii</b> - Make real-life connections between words and their use.</p>				
<b>Decodable Texts:</b>	<i>Vet on a Job!</i> pp.206-211; <i>Roz the Vet</i> , pp.212-217				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T200-201 • Phonemic Awareness • High Frequency Words	Opening Routines, T218-219 • Phonemic Awareness • High Frequency Words	Opening Routines, T234-235 • Phonemic Awareness • High Frequency Words	Opening Routines, T246-247 • Phonemic Awareness • High Frequency Words	Opening Routines, T256-257 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T212	Phonemic Awareness, T220	Phonemic Awareness, T236		Review and Assess
<b>Phonics</b>	Review Letters Vv, T212-213	Review Letters Zz, T220-221	Words with v, z, , T236-237, Vowel Uu, T238		Review and Assess
<b>Fluency</b>	Model Fluency, T202	Model Fluency, T224		Fluency: Pause for Punctuation, T248	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Subject Verb Agreement, T216	Grammar: Subject Verb Agreement, T232	Grammar: Subject Verb Agreement, T244	Grammar: Subject Verb Agreement, T254	Grammar: Subject Verb Agreement, T260  Review and Assess

**Literacy Workstation Activities to Reinforce Foundational Skills**

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording:  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

<b>Foundational Literacy</b>	<b>Unit 6 Lesson 29</b>				
<b>Phonics Skill</b>	Letter/Sound: y / y /, q (qu) /kw/				
<b>Language/Grammar</b>	Prepositions: for, to, with, from, of				
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.</p> <p><b>K.FL.PC.1c-</b> Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2b-</b> Count, pronounce, blend, and segment syllables in spoken words.</p> <p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.PWR.3e-</b> Distinguish between similarly spelled words by identifying the letters that differ.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.SC.6f-</b> Use the most frequently occurring prepositions when speaking and in shared language activities.</p> <p><b>K.FL.SC.6h-</b> Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p> <p><b>K.FL.VA.7c -</b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>				
<b>Decodable Texts:</b>	<i>Not Yet</i> pp.222-227; <i>Can Not Quit Yet</i> , pp.228-233				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T294-295 • Phonemic Awareness • High Frequency Words	Opening Routines, T312-313 • Phonemic Awareness • High Frequency Words	Opening Routines, T328-329 • Phonemic Awareness • High Frequency Words	Opening Routines, T340-341 • Phonemic Awareness • High Frequency Words	Opening Routines, T350-351 • Phonemic Awareness • High Frequency Words

**Kindergarten, Semester 2**

					Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T306	Phonemic Awareness, T314	Phonemic Awareness, T330		Review and Assess
<b>Phonics</b>	Review Letters Yy, T306-307	Review Letters Qq, T314-315	Words with y, q, (qu), T330-331,		Review and Assess
<b>Fluency</b>	Model Fluency, T296	Model Fluency, T318		Fluency: Reading Rate T342	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Prepositions: <i>for, to, with, from, of</i> , T310	Grammar: Prepositions: <i>for, to, with, from, of</i> , T326	Grammar: Prepositions: <i>for, to, with, from, of</i> , T338	Grammar: Prepositions: <i>for, to, with, from, of</i> , T348	Grammar: Prepositions: <i>for, to, with, from, of</i> , T354  Review and Assess

**Literacy Workstation Activities to Reinforce Foundational Skills**

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording:  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)

<b>Foundational Literacy</b>	<b>Unit 6 Lesson 30</b>
<b>Phonics Skill</b>	Review Short Vowels; Blending Review: All Letters; Words with –s, -ing; Long Vowel /yoo/u_e
<b>Language/Grammar</b>	Prepositions: in, on, out, off, by
<b>Foundational Literacy Standards</b>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.</p> <p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.</p> <p><b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.</p> <p><b>K.FL.PA.2b-</b> Count, pronounce, blend, and segment syllables in spoken words.</p>



	<p><b>K.FL.PA.2d-</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.</p> <p><b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.</p> <p><b>K.FL.PWR.3e-</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.FL.SC.6c-</b> Use frequently occurring nouns and verbs when speaking and in shared language activities.</p> <p><b>K.FL.SC.6d-</b> Form regular plural nouns when speaking and in shared language activities.</p> <p><b>K.FL.SC.6f-</b> Use the most frequently occurring prepositions when speaking and in shared language activities.</p> <p><b>K.FL.SC.6g-</b> Produce and expand complete sentences in shared language activities.</p> <p><b>K.FL.SC.6h-</b> Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><b>K.FL.WC.4b-</b> Write a letter/letters for most consonant and short vowel sounds (phonemes).</p> <p><b>K.FL.WC.4d-</b> Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.</p> <p><b>K.FL.VA.7aii-</b> Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p><b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p> <p><b>K.FL.VA.7biv-</b> Distinguish shades of meaning among verbs describing the same general action.</p>				
<b>Decodable Texts:</b>	<i>Max is Up</i> pp.238-243; <i>A Fun Job</i> , pp.244-249				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T388-389 • Phonemic Awareness • High Frequency Words	Opening Routines, T406-407 • Phonemic Awareness • High Frequency Words	Opening Routines, T424-425 • Phonemic Awareness • High Frequency Words	Opening Routines, T436-437 • Phonemic Awareness • High Frequency Words	Opening Routines, T446-447 • Phonemic Awareness • High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T400	Phonemic Awareness, T408	Phonemic Awareness, T426		Review and Assess
<b>Phonics</b>	Review Letters <i>Aa, Ee, Ii</i> , T400-401	Review Letters <i>Oo, Uu</i> , T408-409	Blending Review Words with <i>-s, -ing</i> , T426-427		Long Vowel / <i>yoo / u_e</i> , T472  Review and Assess
<b>Fluency</b>	Model Fluency, T390	Model Fluency, T412		Fluency: Read with Expression, T438	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Prepositions: <i>in, on, out, off, by</i> , T404	Grammar: Prepositions <i>in, on, out, off, by</i> , T422	Grammar: Prepositions: <i>in, on, out, off, by</i> , T434	Grammar: Prepositions: <i>in, on, out, off, by</i> , T444	Grammar: Prepositions: <i>in, on, out, off, by</i> , T450

**Literacy Workstation Activities to Reinforce Foundational Skills**

- Phonemic Awareness/Phonics/Word Study Workstation: Journeys Word Study flip chart, match pictures with the same beginning/middle/ending sounds, substitute sound cards, additional optional activities:  
[http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)  
<http://www.fcrr.org/studentactivities/kg.htm>  
<https://www.literacycenter.net/>
- Fluency Workstation: Read words and phrases; focus on stress; read decodable reader with a partner; read along with a recording:  
[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)