

Kindergarten	Foundational Literacy Curriculum Map	Second Semester (Quarters 3 & 4)
<b>Introduction</b>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></li> </ul> <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on <a href="#">page 2</a>).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the <a href="#">TN State Standards</a>, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including <a href="#">the instructional shifts</a>.</p>		
<b>How to Use the Curriculum Maps</b>		
<p>The curriculum maps are meant to <b>support effective planning and instruction</b>; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between <b>skills-based</b> and <b>meaning-based competencies</b>, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should <b>integrate practice of both competencies</b>, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> <li>● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning.</li> <li>● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. <a href="#">Research demonstrates</a> that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided.</li> </ul> <p>For additional information, visit the specified grade’s <a href="#">K-3 Journeys Foundational Skills Scope &amp; Sequence</a>.</p>		

Kindergarten	Foundational Literacy Curriculum Map	First Semester (Q 1 & 2)
<b>SCS Instructional Framework</b>		

*The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.*

*The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.*

#### **In our ELA classrooms, students will:**

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

#### **Effective ELA instruction requires research-based instructional practices which include:**

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

*Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.*

#### **ELA Coaching Guide**

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

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 <b>a total of 150 minutes</b> 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="#">K-2 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>.</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Led Small Group</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 the Teacher-led Small Group is to support students in using these strategies independently as they work to become 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

Teacher-led Small Group

Teacher-led small group 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 the small group is to support students in using these strategies independently as they work to become fluent, skilled readers.

SCS Early Literacy Team provides high quality literacy workstation ideas that correlate to the individual Journeys lesson. These workstation ideas are shared in the newsletter, **Focus on Foundations**. These workstation ideas can be accessed via the following link:

<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>

**Additional Workstation Resources**

<u>Reading Comprehension</u>	<u>Writing</u>	<u>Vocabulary</u>
<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, access the following link by clicking it, or copy and past the link into your web browser.</i></p> <p><a href="http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_3.pdf">http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_3.pdf</a></p>	<p>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:</p> <ul style="list-style-type: none"> <li>Writing journals</li> <li>Write in response to reading</li> <li>Informative Writing Organizer <a href="#">POW TIDE</a></li> <li>Opinion writing Organizer <a href="#">POW TREE</a></li> </ul> <p><i>For additional ideas regarding writing activities see the information found <a href="#">here</a>.</i></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>Word games</li> <li>Word sorts</li> <li>Words in Context</li> </ul> </li> </ul> <p><i>For additional ideas regarding vocabulary activities, access the following link by clicking on it, or copy and paste the link into your web browser.</i></p> <p><a href="http://www.fcrr.org/curriculum/pdf/GK-1/Archive/V_Final.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/Archive/V_Final.pdf</a></p>
<p><u>Fluency</u></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, access the following link by clicking it, or copy and past the link into your web browser.</i></p> <p><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></p>	<p><u>Independent Reading</u></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.                             <ul style="list-style-type: none"> <li>Read to self</li> <li>Read to a partner</li> <li>Listen to texts while tracking</li> </ul> </li> </ul> <p><i>For additional independent reading accountability activities, access the following link by clicking on it, or copy and paste the link into your web browser.</i></p> <p><a href="https://bit.ly/2uObEUp">https://bit.ly/2uObEUp</a></p>	<p><u>Phonics</u></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, access the following link by clicking it, or copy and past the link into your web browser.</i></p> <p><a href="http://www.fcrr.org/studentactivities/kg.htm">http://www.fcrr.org/studentactivities/kg.htm</a></p>

## Additional Foundational Literacy Resources

### Journey's Foundational Skills Scope and Sequence

[https://forms.hmhco.com/lp/downloads/93244/Journeys\\_2014\\_Phonics\\_S\\_and\\_S\\_10-8-13.pdf](https://forms.hmhco.com/lp/downloads/93244/Journeys_2014_Phonics_S_and_S_10-8-13.pdf)

Click here to access *Journeys* 2014 CCR Foundational Skills Scope and Sequence for K-3. This document can be used to support the Foundational Skills Outline.

### Foundational Literacy Resources

<http://www.scsk12.org/earlyliteracy/index>

SCS Early Literacy Team provides high quality resources for school leaders, Foundational Literacy Laureates, K-2 Teachers. These resources include a newsletter called, ***Focus on Foundations***, which features instructional strategies and workstation ideas.

<https://achievethecore.org/category/1206/ela-literacy-foundational-skills>

Student Achievement Partners, through Achieve the Core have provided a variety of resources regarding foundational skills. These resources include a Decodable Readers Protocol, foundational skills professional development, and a foundational skills instructional guidance document. Links to all these resources and more can be accessed through the url provided.

### Video Examples

[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)

TNDOE PBS Learning Media provides video examples of foundational skills instruction by grade band.

### Foundational Literacy Library

<http://www.readingrockets.org/strategies>

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.

### Articles to Build Background on Foundational Skills

<http://achievethecore.org/page/687/both-and-literacy-instruction>

*Both and Literacy Instruction* K-5 by David and Meredith Liben

<https://www.oregon.gov/ode/educator-resources/standards/ELA/Documents/foundations.pdf>

*K-5 Teachers Laying the Foundation*

**Kindergarten English Language Arts: Scope and Sequence  
Semester 2**

<u>Quarter</u>	<u>Foundational Literacy</u>	<u>Length</u>
<b>QUARTER 3</b>		
1	<b>Flex Week</b>	Week 1
1	<ul style="list-style-type: none"> <li>Lesson 14 Journeys Unit 3 Weekly Planner pp. T292-T293</li> </ul>	Week 2
1	<ul style="list-style-type: none"> <li>Lesson 15 Journeys Unit 3 Weekly Planner pp. T386-T387</li> </ul>	Week 3
1	<ul style="list-style-type: none"> <li>Lesson 16 Journeys Unit 4 Weekly Planner pp. T10-T11</li> </ul>	Week 4
1	<ul style="list-style-type: none"> <li>Lesson 17 Journeys Unit 4 Weekly Planner pp. T104-T105</li> </ul>	Week 5
1	<ul style="list-style-type: none"> <li>Lesson 18 Journeys Unit 4 Weekly Planner pp. T198-T199</li> </ul>	Week 6
1	<ul style="list-style-type: none"> <li>Lesson 19 Journeys Unit 4 Weekly Planner pp. T292-T293</li> </ul>	Week 7
1	<ul style="list-style-type: none"> <li>Lesson 20 Journeys Unit 4 Weekly Planner pp. T386-T387</li> </ul>	Week 8
1	<ul style="list-style-type: none"> <li>Lesson 21 Journeys Unit 5 Weekly Planner pp. T10-11</li> </ul>	Week 9
	<ul style="list-style-type: none"> <li>Lesson 22 Journeys Unit 5 Weekly Planner pp. T104-T105</li> </ul>	Week 10
<b>QUARTER 4</b>		
2	<ul style="list-style-type: none"> <li>Lesson 23 Journeys Unit 5 Weekly Planner pp. T198-T199</li> </ul>	Week 1
2	<ul style="list-style-type: none"> <li>Lesson 24 Journeys Unit 5 Weekly Planner pp. T292-T293</li> </ul>	Week 2
2	<ul style="list-style-type: none"> <li>Lesson 25 Journeys Unit 5 Weekly Planner pp. T386-T387</li> </ul>	Week 3
2	<ul style="list-style-type: none"> <li>Lesson 26 Journeys Unit 6 Weekly Planner pp. T10-T11</li> </ul>	Week 4
2	<ul style="list-style-type: none"> <li>Lesson 27 Journeys Unit 6 Weekly Planner pp. T104-T105</li> </ul>	Week 5
2	<ul style="list-style-type: none"> <li>Lesson 28 Journeys Unit 6 Weekly Planner pp. T198-T199</li> </ul>	Week 6
2	<ul style="list-style-type: none"> <li>Lesson 29 Journeys Unit 6 Weekly Planner pp. T292-T292</li> </ul>	Week 7
	<ul style="list-style-type: none"> <li>Lesson 30 Journeys Unit 6 Weekly Planner pp. T386-T387</li> </ul>	Week 8
2	<b>Flex Week</b>	Week 9

<b>Foundational Literacy</b>	<b>Flex Week-</b> This week is to be used reviewing and re-teaching foundational literacy skills addressed thus far.
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<b>Foundational Literacy</b>	<b>Unit 3 Lesson 14</b>
<b>Phonics Skill</b>	Letter/Sound: <i>b / b /</i> , Blending Words, Word Building
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Verbs in the Past Tense
<b>Foundational Literacy Standards</b>	<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.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>/l/, /r/, or /x/</i>.</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.6g-</b> Produce and expand complete sentences in shared language activities</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>L.K.2e-</b> Spell untaught words phonetically</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.7c -</b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<b>Decodable Texts:</b> <i>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</i>	<b>What Now?</b> , pp.140-143; <b>At Bat</b> , pp.144-147

## Kindergarten, Semester 2

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<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>	Review Letters <i>Bb</i> , T306-307	Review Letters <i>Bb</i> , T314-315	Words with <i>b</i> , T330-331, Word Building, T332		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, T326	Grammar: Verbs in the Past Tense, T338	Grammar: Verbs in the Past Tense, T348	Grammar: Verbs in the Past Tense, T354  Review and Assess
<p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find literacy workstation ideas that support this week's foundational skills focus. <a href="http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20Grade%20KK%20L13L14%20.pdf">http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20Grade%20KK%20L13L14%20.pdf</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<b>Foundational Literacy</b>	<b>Unit 3 Lesson 15</b>
<b>Phonics Skill</b>	Review Letter/Sounds: Short <i>a, b, n, f</i> , Blending Review, Word Building, Long Vowel / <i>ā / a_e</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Statements

<p><b>Foundational Literacy Standards</b></p>	<p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.  <b>K.FL.PC.1c-</b> Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.  <b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.  <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/.  <b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant  <b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.  <b>K.FL.PWR.3c-</b> Read common high-frequency words by sight  <b>K.FL.PWR.3e-</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ  <b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding  <b>K.FL.SC.6h-</b> Capitalize the first word in a sentence and the pronoun /  <b>K.FL.SC.6i-</b> Recognize and name end punctuation  <b>K.FL.WC.4b-</b> Write a letter or letters for consonant and short-vowel words  <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.  <b>L.K.2e-</b> Spell untaught words phonetically  <b>K.FL.VA.7aii-</b> Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word  <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>				
<p><b>Decodable Texts:</b>  <small>Note: Kindergarten's decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</small></p>	<p><b><i>Pam Cat pp.150-153; Come with Me, pp.154-157</i></b></p>				
	<p><b>DAY 1</b></p>	<p><b>DAY 2</b></p>	<p><b>DAY 3</b></p>	<p><b>DAY 4</b></p>	<p><b>DAY 5</b></p>
<p><b>Opening Routines</b></p>	<p>Opening Routines, T388-389  <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> </p>	<p>Opening Routines, T406-407  <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> </p>	<p>Opening Routines, T422-423  <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> </p>	<p>Opening Routines, T434-435  <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> </p>	<p>Opening Routines, T444-445  <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> <p>Review and Assess</p> </p>
<p><b>Phonemic Awareness</b></p>	<p>Phonemic Awareness, T400</p>	<p>Phonemic Awareness, T408</p>	<p>Phonemic Awareness, T424</p>		<p>Review and Assess</p>
<p><b>Phonics</b></p>	<p>Review Letters <i>Aa, Nn</i>, T400-401</p>	<p>Review Letters <i>Aa, Nn, Ff, Bb</i>, T408-409</p>	<p>Words with a, n, f, b, T424-425                      Word Building, T426</p>		<p>Long Vowel / <i>ā</i> / <i>a_e</i>, T470                      Review and Assess</p>

**Kindergarten, Semester 2**

<b>Fluency</b>	Model Fluency, T390	Model Fluency, T412		Fluency: Pause for Punctuation, T436	Review and Assess
<b>Word and Sentence Composition</b>	Grammar: Statements, T404	Grammar: Statements, T420	Grammar: Statements, T432	Grammar: Statements, T442	Grammar: Statements, T448  Review and Assess

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week’s foundational skills focus. <http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20FS%20Grade%20KK%20L15%20L16.pdf>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

<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> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	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> Note: Kindergarten's decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group)..	<b>What is It?</b> pp. 1-19; <b>Fit in My Cab</b> 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
<b>Word and Sentence Composition</b>	Grammar: Questions T28	Grammar: Questions, T44	Grammar: Questions T56	Grammar: Questions, T66	Grammar Questions T72  Review and Assess
<b>Workstation/Small Group Activities to Reinforce Foundational Skills</b> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find literacy workstation ideas that support this week's foundational skills focus. <a href="http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20FS%20Grade%20KK%20L15%20L16.pdf">http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20FS%20Grade%20KK%20L15%20L16.pdf</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<b>Foundational Literacy</b>	<b>Unit 4 Lesson 17</b>
<b>Phonics Skills</b>	Letter/Sound: <i>g /g/</i>
<b>Language/Grammar</b> Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence,	Proper Nouns

<p>teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</p>					
<p><b>Foundational Literacy Standards</b></p>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.  <b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text .  <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 //, /r/, or /x/.  <b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.  <b>K.FL.WC.4g -</b> Print upper – and lowercase letters.  <b>K.FL.SC.6g-</b> Produce and expand complete sentences in shared language activities.  <b>K.FL.WC.4b-</b> Write a letter or letters for consonant and short-vowel words.  <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.  <b>K.FL.VA.7ai -</b> Identify new meanings for familiar words and apply them accurately.</p>				
<p><b>Decodable Texts:</b>          Note: Kindergarten's decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</p>	<p><i>Can You Find It?</i>, pp.30-35; <i>Pam Pig</i>, pp.36-41</p>				
	<p><b>DAY 1</b></p>	<p><b>DAY 2</b></p>	<p><b>DAY 3</b></p>	<p><b>DAY 4</b></p>	<p><b>DAY 5</b></p>
<p><b>Opening Routines</b></p>	<p>Opening Routines, T106-107  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T124-125  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T140-141  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T152-153  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T162-163  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> <p>Review and Assess</p> </p>
<p><b>Phonemic Awareness</b></p>	<p>Phonemic Awareness, T118</p>	<p>Phonemic Awareness, T126</p>	<p>Phonemic Awareness, T142</p>		<p>Review and Assess</p>
<p><b>Phonics</b></p>	<p>Letters Gg, T118-119</p>	<p>Letters Gg, T126-T127</p>	<p>Letters Gg, T142-T143</p>		<p>Review and Assess</p>
<p><b>Fluency</b></p>	<p>Model Fluency, T108</p>	<p>Model Fluency, T130</p>		<p>Read with Expression, T154</p>	<p>Review and Assess</p>
<p><b>Word and Sentence Composition</b></p>	<p>Grammar: Proper Nouns, T122</p>	<p>Grammar: Proper Nouns, T138</p>	<p>Grammar: Proper Nouns, T150</p>	<p>Grammar: Proper Nouns, T160</p>	<p>Grammar: Proper Nouns, T166          Review and Assess</p>

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week’s foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20KK%20L17%20L18%20.pdf>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

<b>Foundational Literacy</b>	<b>Unit 4 Lesson 18</b>
<b>Phonics Skills</b>	Letter Sound: r /r/
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	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.</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>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</i>	<i>Will it be Big, pp.46-51; Rip is It, pp.52-57</i>

**Kindergarten, Semester 2**

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<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>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>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find literacy workstation ideas that support this week’s foundational skills focus. <a href="http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20KK%20L17%20L18%20.pdf">http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20KK%20L17%20L18%20.pdf</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</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> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Verbs in the Past Tense

<p><b>Foundational Literacy Standards</b></p>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.  <b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.  <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/.  <b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.  <b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.  <b>K.FL.PWR.3e-</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  <b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.  <b>K.FL.SC.6c-</b> Use frequently occurring nouns and verbs when speaking and in shared language activities.  <b>K.FL.SC.6g-</b> Produce and expand complete sentences in shared language activities.  <b>K.FL.VA.7aii-</b> Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word.  <b>K.FL.VA.7bii-</b> Demonstrate understanding of verbs and adjectives by relating them to their opposites.  <b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.  <b>K.FL.VA.7biv-</b> Distinguish shades of meaning among verbs describing the same general action.</p>				
<p><b>Decodable Texts:</b>  <small>Note: Kindergarten's decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</small></p>	<p><i>Go for It</i>, pp.62-67; <i>D is for Dad</i>, pp.68-73</p>				
	<p><b>DAY 1</b></p>	<p><b>DAY 2</b></p>	<p><b>DAY 3</b></p>	<p><b>DAY 4</b></p>	<p><b>DAY 5</b></p>
<p><b>Opening Routines</b></p>	<p>Opening Routines, T294-295  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T312-313  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T328-329  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T340-341  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T350-351  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> <p>Review and Assess</p> </p>
<p><b>Phonemic Awareness</b></p>	<p>Phonemic Awareness, T306</p>	<p>Phonemic Awareness, T314</p>	<p>Phonemic Awareness, T330</p>		<p>Review and Assess</p>
<p><b>Phonics</b></p>	<p>Letters <i>Dd</i>, T306-307</p>	<p>Letters <i>Dd</i>, T314-315</p>	<p>Letters <i>Dd</i>, T330-331</p>		<p>Review and Assess</p>
<p><b>Fluency</b></p>	<p>Model Fluency, T296</p>	<p>Model Fluency, T318</p>		<p>Fluency: Pause for Punctuation, T342</p>	<p>Review and Assess</p>
<p><b>Word and Sentence Composition</b></p>	<p>Grammar: Verbs in the Past Tense, T310</p>	<p>Grammar: Verbs in the Past Tense, T327</p>	<p>Grammar: Verbs in the Past Tense, T338</p>	<p>Grammar: Verbs in the Past Tense, T348</p>	<p>Grammar: Verbs in the Past Tense, T354                      Review and Assess</p>

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week’s foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20KK%20L19%20L20.pdf>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

<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> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	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>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</i>	<i>The Big Dig, pp.78-83; We Fit, pp.84-89</i>

## Kindergarten, Semester 2

	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, 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>Gg, Ii</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>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find literacy workstation ideas that support this week’s foundational skills focus. <a href="http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20KK%20L19%20L20.pdf">http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20KK%20L19%20L20.pdf</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<b>Foundational Literacy</b>	<b>Unit 5 Lesson 21</b>
<b>Phonics Skill</b>	Letter/Sound: Short o /o/ <i>Blending Words Long o, short o</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Pronouns: <i>he, she, we</i>

<p><b>Foundational Literacy Standards</b></p>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.  <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/.  <b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.  <b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.  <b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.  <b>K.FL.WC.4g</b> - Print upper – and lowercase letters.  <b>K.FL.SC.6h</b> - Capitalize the first word in a sentence and the pronoun /.  <b>K.FL.VA.7bii-</b> Demonstrate understanding of verbs and adjectives by relating them to their opposites.  <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>				
<p><b>Decodable Texts:</b>  <small>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</small></p>	<p><i>Make it Pop</i>, pp.94-99; <i>My Dog Tom</i>, pp.100-105</p>				
	<p><b>DAY 1</b></p>	<p><b>DAY 2</b></p>	<p><b>DAY 3</b></p>	<p><b>DAY 4</b></p>	<p><b>DAY 5</b></p>
<p><b>Opening Routines</b></p>	<p>Opening Routines, T12-13  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T30-31  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T46-47  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T58-59  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T68-69  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> <p>Review and Assess</p> </p>
<p><b>Phonemic Awareness</b></p>	<p>Phonemic Awareness, T24</p>	<p>Phonemic Awareness, T32</p>	<p>Phonemic Awareness, T48</p>		<p>Review and Assess</p>
<p><b>Phonics</b></p>	<p>Letters Oo, T24-25</p>	<p>Letters Oo, T32-33</p>	<p>Words with Oo, T48-49                      Long o, Short o T50</p>		<p>Review and Assess</p>
<p><b>Fluency</b></p>	<p>Model Fluency, T14</p>	<p>Model Fluency, T36</p>		<p>Fluency: Read with Expression, T60</p>	<p>Review and Assess</p>
<p><b>Word and Sentence Composition</b></p>	<p>Grammar: Pronouns <i>he, she, we</i>, T28</p>	<p>Grammar: Pronouns <i>he, she, we</i>, T44</p>	<p>Grammar: Pronouns <i>he, she, we</i>, T56</p>	<p>Grammar: Pronouns <i>he, she, we</i>, T66</p>	<p>Grammar: Pronouns <i>he, she, we</i>, T72                       Review and Assess</p>

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week’s foundational skills focus. <https://drive.google.com/file/d/1BQszLG5vmtD0eAMllzDHQ0GFwunnsRvv/view?usp=sharing>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

<b>Foundational Literacy</b>	<b>Unit 5 Lesson 22</b>
<b>Phonics Skill</b>	Letter/Sound: x / x /, j /j/
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Pronouns they, it, 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 /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 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</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>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group</i>	<b><i>A Good Job</i></b> , pp.110-115; <b><i>Fix It</i></b> , pp.116-121

(preferably in teacher-led small group).					
	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>	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</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</i> , T166  Review and Assess
<p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find literacy workstation ideas that support this week’s foundational skills focus. <a href="https://drive.google.com/file/d/1BQszLG5vmtD0eAMlIzDHQ0GFWunnsRvv/view?usp=sharing">https://drive.google.com/file/d/1BQszLG5vmtD0eAMlIzDHQ0GFWunnsRvv/view?usp=sharing</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</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> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Proper Nouns for Days and Months

<p><b>Foundational Literacy Standards</b></p>	<p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.  <b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.  <b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  <b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.  <b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.  <b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.  <b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.  <b>K.FL.WC.4g</b> - Print upper – and lowercase letters.  <b>K.FL.SC.6c</b> - Use frequently occurring nouns and verbs speaking and in shared language activities.  <b>K.FL.SC.6d-</b> Form regular plural nouns when speaking and in shared language activities.  <b>K.FL.VA.7ai</b> - Identify new meanings for familiar words and apply them accurately.  <b>K.FL.VA.7bi-</b> Sort common objects into categories to gain a sense of concepts the categories represent.  <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>				
<p><b>Decodable Texts:</b>  <small>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</small></p>	<p><i>My Pet Dog</i>, pp.126-131; <i>Ben and Jen</i>, pp.132-137</p>				
	<p><b>DAY 1</b></p>	<p><b>DAY 2</b></p>	<p><b>DAY 3</b></p>	<p><b>DAY 4</b></p>	<p><b>DAY 5</b></p>
<p><b>Opening Routines</b></p>	<p>Opening Routines, T200-201  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T218-219  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T234-235  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T246-247  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T256-257  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> <p>Review and Assess</p> </p>
<p><b>Phonemic Awareness</b></p>	<p>Phonemic Awareness, T212</p>	<p>Phonemic Awareness, T220</p>	<p>Phonemic Awareness, T236</p>		<p>Review and Assess</p>
<p><b>Phonics</b></p>	<p>Letters <i>Ee</i>, T212-213</p>	<p>Letters <i>Ee</i>, T220-221</p>	<p>Words with Short <i>e</i>, T236-237</p>		<p>Review and Assess</p>
<p><b>Fluency</b></p>	<p>Model Fluency, T202</p>	<p>Model Fluency, T224</p>		<p>Fluency: Pause for Punctuation, T248</p>	<p>Review and Assess</p>
<p><b>Word and Sentence Composition</b></p>	<p>Grammar: Proper Nouns for Days and Months, T216</p>	<p>Grammar: Proper Nouns for Days and Months, T232</p>	<p>Grammar: Proper Nouns for Days and Months, T244</p>	<p>Grammar: Proper Nouns for Days and Months, T254</p>	<p>Grammar: Proper Nouns for Days and Months, T260</p>

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week’s foundational skills focus.  
<https://drive.google.com/file/d/1Cjotem6wVXbOsCRdQArNHqirjDlrkrWz/view?usp=sharing>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

<u>Foundational Literacy</u>	<u>Unit 5 Lesson 24</u>
<b>Phonics Skill</b>	Letter/Sound: <i>h / h/; k /k/</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Questions (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.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>
<b>Decodable Texts:</b> <i>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group</i>	<i>Hog in a Hat, pp.142-147; Kid Hid, pp.148-153</i>

<i>(preferably in teacher-led small group).</i>					
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<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
<p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find literacy workstation ideas that support this week’s foundational skills focus. <a href="https://drive.google.com/file/d/1Cjotem6wVXbOsCRdQArNHgijrDlrkrWz/view?usp=sharing">https://drive.google.com/file/d/1Cjotem6wVXbOsCRdQArNHgijrDlrkrWz/view?usp=sharing</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<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> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Exclamations (Capitalization and Punctuation)
<b>Foundational Literacy</b>	<b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.

<p><b>Standards</b></p>	<p><b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.  <b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.  <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/.  <b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  <b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.  <b>K.FL.PWR.3b-</b> Associate the long and short phonemes with common spellings for the five major vowels.  <b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.  <b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.  <b>K.FL.SC.6h-</b> Capitalize the first word in a sentence and the pronoun <i>I</i>.  <b>K.FL.SC.6i-</b> Recognize and name end punctuation.  <b>K.FL.WC.4b-</b> Write a letter/letters for most consonant and short vowel sounds (phonemes).  <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.  <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>				
<p><b>Decodable Texts:</b>  <small>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</small></p>	<p><b>Six Pigs Hop</b> pp.158-163; <b>Play Kid Play</b>, pp.164-169</p>				
	<p><b>DAY 1</b></p>	<p><b>DAY 2</b></p>	<p><b>DAY 3</b></p>	<p><b>DAY 4</b></p>	<p><b>DAY 5</b></p>
<p><b>Opening Routines</b></p>	<p>Opening Routines, T388-389  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T406-407  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T422-423  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T434-435  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T444-445  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> <p>Review and Assess</p> </p>
<p><b>Phonemic Awareness</b></p>	<p>Phonemic Awareness, T400</p>	<p>Phonemic Awareness, T408</p>	<p>Phonemic Awareness, T426</p>		<p>Review and Assess</p>
<p><b>Phonics</b></p>	<p>Review Letters  Oo, Xx, Jj, T400-401</p>	<p>Review Letters <i>Ee, Hh, Kk,</i>  Oo, T408-409</p>	<p>Review Words with <i>o, x, j, e,</i>  <i>h, k,</i> T426-427</p>		<p>Review and Assess</p>
<p><b>Fluency</b></p>	<p>Model Fluency, T390</p>	<p>Model Fluency, T412</p>		<p>Fluency: Reading with Expression, T436</p>	<p>Review and Assess</p>
<p><b>Word and Sentence Composition</b></p>	<p>Grammar: Exclamation, T404</p>	<p>Grammar: Exclamation, T420</p>	<p>Grammar: Exclamation, T432</p>	<p>Grammar: Exclamation, T442</p>	<p>Grammar: Exclamation, T448</p>

<p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find literacy workstation ideas that support this week’s foundational skills focus.  <a href="https://drive.google.com/file/d/1bfwZwWQA52GW0B2_zW7VYXvF1unSATV3/view?usp=sharing">https://drive.google.com/file/d/1bfwZwWQA52GW0B2_zW7VYXvF1unSATV3/view?usp=sharing</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<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>
<p><b>Language/Grammar</b></p> <p><i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i></p>	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>
<p><b>Decodable Texts:</b></p> <p><i>Note: Kindergarten’s decodable texts should be used during whole</i></p>	<i>Fun, Fun, Fun</i> , pp.174-179; <i>Bug and Cat</i> , pp.180-185

group and/or during small group (preferably in teacher-led small group).					
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<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
<p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find literacy workstation ideas that support this week’s foundational skills focus. <a href="https://drive.google.com/file/d/1bfwZwWQA52GW0B2_zW7VYXvF1unSATV3/view?usp=sharing">https://drive.google.com/file/d/1bfwZwWQA52GW0B2_zW7VYXvF1unSATV3/view?usp=sharing</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<b>Foundational Literacy</b>	<b>Unit 6 Lesson 27</b>
<b>Phonics Skill</b>	Letter/Sound: / / /, w / w /
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Subject Verb Agreement

<p><b>Foundational Literacy Standards</b></p>	<p><b>K.FL.PC.1a-</b> Follow words from left to right/top to bottom/page by page.  <b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.  <b>K.FL.PC.1d-</b> Recognize and name all upper –and lowercase letters in isolation and in connected text.  <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/.  <b>K.FL.PA.2e-</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  <b>K.FL.PWR.3a-</b> Demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.  <b>K.FL.PWR.3c-</b> Read common high-frequency words by sight.  <b>K.FL.PWR.3e-</b> Distinguish between similarly spelled words by identifying the letters that differ.  <b>K.FL.F.5a-</b> Read emergent-reader texts with purpose and understanding.  <b>K.FL.SC.6c-</b> Use frequently occurring nouns and verbs when speaking and in shared language activities.  <b>K.FL.VA.7aii-</b> Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word.  <b>K.FL.VA.7biii -</b> Make real-life connections between words and their use.</p>				
<p><b>Decodable Texts:</b>  <small>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</small></p>	<p><i>Win a Cup</i>, pp.190-195; <i>Wes Can Help</i>, pp.196-201</p>				
	<p><b>DAY 1</b></p>	<p><b>DAY 2</b></p>	<p><b>DAY 3</b></p>	<p><b>DAY 4</b></p>	<p><b>DAY 5</b></p>
<p><b>Opening Routines</b></p>	<p>Opening Routines, T106-107  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T124-125  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T140-141  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T152-153  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>	<p>Opening Routines, T162-163  <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> <p>Review and Assess</p> </p>
<p><b>Phonemic Awareness</b></p>	<p>Phonemic Awareness, T118</p>	<p>Phonemic Awareness, T126</p>	<p>Phonemic Awareness, T142</p>		<p>Review and Assess</p>
<p><b>Phonics</b></p>	<p>Review Letters <i>Ll</i>, T118-119</p>	<p>Review Letters <i>Ww</i>, T126-127</p>	<p>Words with <i>l,w</i>, T142-143,</p>		<p>Review and Assess</p>
<p><b>Fluency</b></p>	<p>Model Fluency, T108</p>	<p>Model Fluency, T130</p>		<p>Fluency: Read with Expression, T154</p>	<p>Review and Assess</p>
<p><b>Word and Sentence Composition</b></p>	<p>Grammar: Subject Verb Agreement, T122</p>	<p>Grammar: Subject Verb Agreement, T138</p>	<p>Grammar: Subject Verb Agreement, T150</p>	<p>Grammar: Subject Verb Agreement, T160</p>	<p>Grammar: Subject Verb Agreement, T166  Review and Assess</p>

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week’s foundational skills focus. [https://drive.google.com/file/d/1xoy-GCLK0tnePXeXVb\\_2tfGlsT6FOtTY/view?usp=sharing](https://drive.google.com/file/d/1xoy-GCLK0tnePXeXVb_2tfGlsT6FOtTY/view?usp=sharing)
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

<b>Foundational Literacy</b>		<b>Unit 6 Lesson 28</b>				
<b>Phonics Skill</b>	Letter/Sound: v / v/, z /z/					
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	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>Note: Kindergarten’s decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</i>	<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>	

## Kindergarten, Semester 2

<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

### Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus.  
[https://drive.google.com/file/d/1xoy-GCLK0tnePXeXVb\\_2tfGlsT6FOtTY/view?usp=sharing](https://drive.google.com/file/d/1xoy-GCLK0tnePXeXVb_2tfGlsT6FOtTY/view?usp=sharing)
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

<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> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	Prepositions: <i>for, to, with, from, of</i>
<b>Foundational Literacy Standards</b>	<b>K.FL.PC.1b-</b> Recognize that spoken words are represented by specific sequence of letters.

	<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>				
<p><b>Decodable Texts:</b>  <small>Note: Kindergarten's decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</small></p>	<p><b>Not Yet</b> pp.222-227; <b>Can Not Quit Yet</b>, pp.228-233</p>				
	<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 <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul>	Opening Routines, T312-313 <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul>	Opening Routines, T328-329 <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul>	Opening Routines, T340-341 <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul>	Opening Routines, T350-351 <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, 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

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week’s foundational skills focus.  
[https://drive.google.com/file/d/1gQPQeyeuOv3\\_G9ctEzwbxT2TchmtEPvJ/view?usp=sharing](https://drive.google.com/file/d/1gQPQeyeuOv3_G9ctEzwbxT2TchmtEPvJ/view?usp=sharing)
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

<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> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable Kindergarten text and/or EL texts when applying grammar instruction in context.</i>	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>

	<b>K.FL.VA.7biv-</b> Distinguish shades of meaning among verbs describing the same general action.				
<b>Decodable Texts:</b> <i>Note: Kindergarten's decodable texts should be used during whole group and/or during small group (preferably in teacher-led small group).</i>	<b>Max is Up</b> pp.238-243; <b>A Fun Job</b> , 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  Review and Assess
<b>Workstation/Small Group Activities to Reinforce Foundational Skills</b>					
<ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find literacy workstation ideas that support this week's foundational skills focus. <a href="https://drive.google.com/file/d/1gQPQeyeuOv3_G9ctEzwbxT2TchmtEPvJ/view?usp=sharing">https://drive.google.com/file/d/1gQPQeyeuOv3_G9ctEzwbxT2TchmtEPvJ/view?usp=sharing</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations Toolkit</i> found on page 4 of the Foundational Literacy Map.</li> </ul>					

**Foundational Literacy**

**Flex Week-** This week is to be used reviewing and re-teaching foundational literacy skills addressed thus far.