			Ą	Kindergarten Curriculum Map for Reading		
				Fall Semester		
Weeks	Resources	Days	Unit	Standards Covered		
		5	Lesson Topic: Families			
	Ŧ	2	Read aloud: Buliding With Dad (Realistic Fiction), What Makes a	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.		
	Journeys	3		RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.		
		5	Vocabulary words: cranes, crew, gleaming, mechanic, outlining, s	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.		
		1	Describing and Comparing Differences	RF.K.1 Demonstrate understanding of the organization and basic features of print.	T.	
		1	Describing and comparing Directness	RF.K.1a Follow words from left to right, top to bottom, and page by page.		
		2	Hear the rhyme	RFK2a Recognize and produce rhyming words.	Ι	
	RGR	1	First/Next/Last, Before/After: Directionality and Spacial Sequence	RF.K.1 Demonstrate understanding of the organization and basic features of print.	т	
		1		RF.K.1a Follow words from left to right, top to bottom, and page by page.		
					RF.K.1 Demonstrate understanding of the organization and basic features of print.	
		1	First/Next/Last: Temporal Sequence	RF.K.1a Follow words from left to right, top to bottom, and page by page.		
		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	Ι¢	
		10	Hearing and repeating words that rhyme. (1-2)	RFK2a Recognize and produce rhyming words.	Ι	
		10	Segmenting compound words into individual words. (1-2)	RF.K.2.B Segment Compound Words	I	
		10	Adding words to make compound words. (1-2)			
			Deleting words from compound words. (1-2)			
	Heggerty	15	Sentence repitition: Counting Words (1-3)			
		20		RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes),	I	
		20	Isolating initial consonant sounds in spoken words. (1-4)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	Ι	
			Substituting words in compound words. (1-2)			
		45	Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I	
		10	Blending individual words and adding words to make compound words (1-2)			
		5	Lesson Topic: Going to School/Rules at School	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.		

Describe overall unit objective in Plain English.

can show how to read a book. (left-right; topbottom; page-to-p

can recognize and make rhyming words.

can show how to read a book. (left-right; topbottom; page-to-p

can show how to read a book. (left-right; topbottom; page-to-p

can see and say all of the letters in the alphabet.

can recognize and make rhyming words.

can clap out the beats of a word. I can count out the beats in a v

can show that I know how words and their parts go together.

can find and say the beginning, middle and last sound in simple word

can find and say the beginning, middle and last sound in simple word

	Journeys		Dinosaurs Go to School? (Fantasy), My School Bus (Informational	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.		
		5	Vocabulary words: busy, company, container, job, scoop, tortoise	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read		
	DOD	5	Peel that sound (beginning sound), Sounds: /m/,/s/,/l/,/n/,/f/	RFK3a Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant. RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca I ca	
	RGR	5	Which Words Rhyme?	RFK2a Recognize and produce rhyming words.	I ca	
		5	Blend Compound words	RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	I ca	
		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	I ca	
			Adding words to make compound words. (1-2)			
Week 2			Deleting words from compound words. (1-2)			
		10	Hearing and repeating words that rhyme. (1-2)	RFK2a Recognize and produce rhyming words.	I ca	
	Heggerty	20	Isolating initial consonant sounds in spoken words. (1-4)	RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	I ca	
		20		RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca	
				RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca	
		15	Sentence repitition: Counting Words (1-3)			
				Substituting words in compound words. (1-2)		
			Segmenting compound words into individual words. (1-2)	RF.K.2.B Segment Compound Words	I ca	
		10	Blending individual words and adding words to make compound words (1-2)			
		5	Lesson Topic: Pets			
	Journeys	2	Books to Read to class: "I have a net!" "Please Punny Please"	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.		
	5			RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.		
		5	Vocabulary: cooperate, curious, interesting, slimy, smooth, vet	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.		
		5	Peel that sound and sort (begninning sound), Sounds: $/r/$ , $/v/$ , $/z/$ , $/p/$ , $/g/$	RFK3a Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant. RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca I ca	
	RGR			RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca	
			Creating Rhymes	RFK2a Recognize and produce rhyming words.	I ca	
					1	

can say the most common sound for each consonant in the alphabet. can find and say the beginning, middle and last sound in simple word can recognize and make rhyming words.

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		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	I	
Week 3		15	Sentence repitition: Counting Words (1-3)			
		20		RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	Ι	
		20	Isolating initial consonant sounds in spoken words. (1-4)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I	
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	Ι	
	Heggerty		Adding syllables to words or word parts. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I	
			Deleting syllables from spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	Ι	
			Blending syllables into spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I	
			Substituting syllables in words. (3-6)			
			Segmenting spoken words into syllables. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I	
		30	Rhyme recongition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I	
		5	Lesson Topic: Jobs			
		2	Decke to Deck to close: Dizzo et Sellula, Evendadu werke	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.		
		2	Books to Read to class: Pizza at Sally's, Everybody works	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.		
	Journeys		Comprehension Skills and Strategies:			
			Target Skill: Text and Graphic Features/Genre			
			Target Strategy: Analyze/Evaluate			
		5	Vocabulary: customers, dough, famous, perfect, sprinkled, stretchy	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.		
		2	Creating rhymes	RFK2a Recognize and produce rhyming words.	I	
			Peel that sound and sort (beginning sounds), Sounds: /d/, /t/, /k/, /b/,	RFK3a Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	T	
	RGR	5	/w/	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I	
				RF.K.2		
Week 4		3	Blending Sounds	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ι	
		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	Ι	
		20	Isolating initial consonant sounds in spoken words. (1-4)	RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	Ι	
			20	isolating initial consoliant sounds in spoken words. (1-4)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	Ι
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can see and say all of the letters in the alphabet.

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			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Adding syllables to words or word parts. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I ca
	Heggerty		Deleting syllables from spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I ca
			Substituting syllables in words. (3-6)		
			Sentence Completion: Counting Words. (4-6)		
			Segmenting spoken words into syllables. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I ca
			Blending syllables into spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I ca
		30	Rhyme recongition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I ca
		5	Lesson Topic: Helping		
		2		RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journeys	2		RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
			Comprehension Skills and Strategies:		
			Target Skill: Details/Cause and Effect		
			Target Strategy: Question		
		5	Vocabulary: admired, delicious, delight, doubt, fable, sigh	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
		5	Peel that sound and sort (beginning sounds), Sounds: /h/, /kw/, /j/, /y/,	RFK3a Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	I ca
		5	/ks/	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
	DOD	2		RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	I ca
	RGR	3	What's That Word?	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
Week 5		2		RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	I ca
		2	2 Blending Sounds	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	I ca
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Adding syllables to words or word parts. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	
			Adding syllables to words or word parts. (3-6)		I ca

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Itegerity         Substituting syllables in words. (3-6)         Image: second synthesis in synthese in a series of words. (3-6)           Image: second synthese in a series of words. (3-6)         RF X.2h Crunt, provounce, blend, and segment syllables in opeken words.         Image: second synthese in a series of words. (3-6)           Image: second synthese in the synthese in a series of words. (3-6)         RF X.2h Crunt, provounce, blend, and segment syllables in opeken words.         Image: second synthese in the synthese is the synthese in the synthese in the synthese is the synthe synthese in the synthese i		_				
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Week 6              in lingsing               is sentence Completion: Counting Works. (4-6)               is sentence Completion: Counting Works. (4-6)               is counting applicables in a social works. (3-6)               It counting applicables in a social works. (3-6)               It counting applicables in a social works. (3-6)               It counting applicables in a social works. (3-6)               RFX.2b Court, processore, blend, and segment syllables in qoken works.				Substituting syllables in words, (3-6)		
Week 6         Identifying same initial photeness in a series of words, (5-8)         Identifying same initial photeness in a series of words, (5-8)         Identifying same initial photeness in a series of words, (5-8)         Identifying same initial photeness in a series of words, (5-8)         Identifying same initial photeness in a series of words, (5-8)         Identifying same initial photeness in a series of words, (5-8)         Identifying words         Identifying wo		Heggerty				
Number         Image: split basis into spoken words, (3-6)         RFK.2b Count, pronounce, blend, and segment syllables in spoken words.         Image: split basis in split basis in spoken words.         Image: split basis in spoken wor						
Week 6         Image: syllables in los spoken words. (3-6)         RFK.2b Creat, promonece, blend, and segment syllables in spoken words.         responsibility           30         Rtyre recongition in word pairs (3-8)         RFK2a Recognitie and produce dryming words.         responsibility           30         Rtyre recongition in word pairs (3-8)         RFK2a Recognitie and produce dryming words.         responsibility           30         Books to Read to class: "Listen, Listen", "My Five Senses", and "Poema About Senses"         REX.13 Listen to high quality prose and poetry of appropriate comprisity for kindergaten.         REX.13 Listen to high quality prose and poetry of appropriate comprisity for kindergaten.         REX.13 Listen to high quality prose and poetry of appropriate comprisition in word pairs (3-8)         REX.14 Critery Engage in individual or group readings of informational lext with purpose and understanding.         REX.13 Listen to high quality prose and poetry of appropriate comprisition in word analysis skills in decoding words.         REX.14 Second and press sequired through bong readings.         REX.14 Second and press sequired through concerspondences by producing the primary sound or many of the most frequent sounds for each consonant.           1         Unit 6 Lesson 2 (part 1-peel and sort, 2- this letter or that, 3- RFX.3. About on apply grade-level plonics and word analysis skills in decoding words.         RFX.3. About on apply grade-level plonics and word analysis akills in decoding words.         RFX.3. About on many of the most frequent sounds (phonemes).           1         Unit 6 Lesson 4 (part 1- letters make sounds, 2- find th				Segmenting spoken words into syllables. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	Lca
Image: state in the set of the s				Blending syllables into spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I ca
Week 6			30		RFK2a Recognize and produce rhyming words.	I ca
Journeys         3         Books to Read of Usass. Existin, Listeri , Listeri , My Five Selises , and "Poems About Senses"         RLK.13 Actively Engage in individual or group readings of informational text with purpose and understanding.           5         Vocabulary: drift, ripen, scury, sizele, whisper, whistle         SLK.8 Use words and phrases acquired through conversations, reading, and through being read to.         RF.K.3.8 Now and apply grade-level phonics and word analysis skills in decoding words. RF.K.3.8. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.         RF.K.3.8. Down and apply grade-level phonics and word analysis skills in decoding words. RF.K.3.8. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.           RGR         1         Unit 6 Lesson 3 (part 1- peel and match, 2- this letter or that, 3- stretch those sounds)         RF.K.3.2. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.         RF.K.3.8. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.           Week 6         1         Unit 6 Lesson 3 (part 1- beel and match, 2- this letter or that, 3- stretch those sounds)         RF.K.3.8. Now and apply grade-level phonics and word analysis skills in decoding words. RF.K.3.8. Demonstrate Understanding of spoken words.         RF.K.1           1         Unit 6 Lesson 5 (part 1- connect the lette			5	Lesson Topic: Using Our Senses		
Week 6         Image: Imag		Iournova	2		RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
Week 6         Image: Solution of the solution		Journeys	5	"Poems About Senses"	purpose and understanding.	
Week 6         1         Im!/U /u!			5	Vocabulary: drift, ripen, scurry, sizzle, whisper, whistle		
Week 6       1       stretch those sounds)       RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.         Week 6       1       Unit 6 Lesson 3 (part 1- peel and match, 2- this letter or that, 3- stretch those sounds)       RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). phoneme (consonant-vowelconsonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)         Week 6       1       Unit 6 Lesson 4 (part 1- letters make sounds, 2- find that letter, 3- stretch those sounds)       RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.         1       Unit 6 Lesson 5 (part 1- connect the letter, 2- touch and say, 3- mystery bag: blending sounds)       RF.K.1.d Recognize and name all upper and lowercase letters of alphabet       Ic         1       Unit 6 Lesson 5 (part 1- connect the letter, 2- touch and say, 3- mystery bag: blending sounds)       RF.K.1.d Recognize and name all upper and lowercase letters of alphabet       Ic         1       Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)       RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.       Ic         2       Adding syllables to words or word parts. (3-6)       Deleting syllables from spoken words. (3-6)       Explain thore stress (3-60) <td></td> <td rowspan="2"></td> <td>1</td> <td><i>u</i> .</td> <td>RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by</td> <td></td>			1	<i>u</i> .	RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by	
Week 6       1       Unit 6 Lesson 3 (part 1- peel and match, 2- this letter or that, 3- stretch those sounds)       RF.K.2. Demonstrate understanding of spoken works, synables, and sounds (phonemes). phoneme (consonant-vowelconsonant, or CVC) words. (This does not include CVCs ending with <i>NL</i> , <i>IrV</i> , or <i>/xL</i> .)         Week 6       1       Unit 6 Lesson 4 (part 1- letters make sounds, 2- find that letter, 3-stretch those sounds)       RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.         1       Unit 6 Lesson 5 (part 1- connect the letter, 2- touch and say, 3-mystery bag: blending sounds)       RF.K.1.d Recognize and name all upper and lowercase letters of alphabet       Ic         1       Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)       RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.       Ic         2       Adding syllables to words or word parts. (3-6)       Deleting syllables from spoken words. (3-6)       Ic			1		RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by	
Week 6       1       stretch those sounds)       RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.         1       Unit 6 Lesson 5 (part 1- connect the letter, 2- touch and say, 3-mystery bag: blending sounds)       RF.K.1.d Recognize and name all upper and lowercase letters of alphabet       Ic         1       Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26       RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.       Ic         1       Joeleting syllables to words or word parts. (3-6)       Ic       Ic         2       Deleting syllables from spoken words. (3-6)       Ic       Ic         3       Substituting syllables in words. (3-6)       Ic       Ic		RGR	1		phoneme (consonant-vowelconsonant, or CVC) words. (This does not include CVCs ending	
1       Unit 6 Lesson 5 (part 1- connect the letter, 2- touch and say, 3-mystery bag: blending sounds)       RF.K.1.d Recognize and name all upper and lowercase letters of alphabet       Ic         175       Alphabet Knowledge (1-35)       RF.K.1.d Recognize and name all upper and lowercase letters of alphabet       Ic         Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26       RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.       Ic         Adding syllables to words or word parts. (3-6)       Deleting syllables from spoken words. (3-6)       Ic         Substituting syllables in words. (3-6)       Substituting syllables in words. (3-6)       Ic	Week 6		1	stretch those sounds)	RF.K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by	
Image: Construction of the initial problem in the initial phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26       RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.       I construction         Adding syllables to words or word parts. (3-6)       Deleting syllables from spoken words. (3-6)       I construction         Substituting syllables in words. (3-6)       Substituting syllables in words. (3-6)       I construction			1	Unit 6 Lesson 5 (part 1- connect the letter, 2- touch and say, 3-		
Mixed)     phoneme words.       Adding syllables to words or word parts. (3-6)       Deleting syllables from spoken words. (3-6)			175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
Deleting syllables from spoken words. (3-6)       Substituting syllables in words. (3-6)						I ca
Substituting syllables in words. (3-6)				Adding syllables to words or word parts. (3-6)		$\bot$
Heggerty Substituting syllables in words. (3-6)				Deleting syllables from spoken words. (3-6)		_
		Heggertv		Substituting syllables in words. (3-6)		

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can clap out the beats of a word. I can count out the beats in a word.
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can clap out the beats of a word. I can count out the beats in a word.
can recognize and make rhyming words.
our recognize une mane my ming veraci
can see and say all of the letters in the alphabet.

can find and say the beginning, middle and last sound in simple wore

I	110550117		1		-
			Sentence Completion: Counting Words. (4-6)		
			Identifying same initial phonemes in a series of words. (5-8)		
			Segmenting spoken words into syllables. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I ca
			Blending syllables into spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I ca
		30	Rhyme recongition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I ca
		5	Lesson Topic: Sounds and Language		
			Books to Read to class: "Amelia's Show and Tell Fiesta", "Mice	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journey's	3	Squeak, We Speak", "The Fort Worth Zoo"	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: foolish, frowns, ruffled, special, treasures, tropical	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
		1	Unit 7 Lesson 1 (part 1- stretch those sounds, 2- name that sound /a/, /c/, /h/, /i/, /m/, /p/, /s/, /t/, 3- which letter)	RFK3a Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	
		1	Unit 7 Lesson 2 (part 1- this or that, 2- this letter or that, 3- guess my word)	the primary of many of the most request sounds for each consonant	
		1	Unit 7 Lesson 3 (part 1- what's that word, 2- this letter or that, 3- find that letter)		
	RGR	1	Unit 7 Lesson 4 (part 1- peel and sort, 2- connect the letter, 3- which letter)		
		1	Unit 7 Lesson 5 (part 1- stretch those sounds, 2- touch and say, 3- unscramble this)	RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.	
Week 7		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I can
			Identifying same initial phonemes in a series of words. (5-8)		
			Reciting Nursery Rhymes (7-17)		
	Heggerty		Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Blending Body-Coda into spoken words. (7-8)		
			Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I cai
			Segmenting spoken words into Onset-Rime (7-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		30	Rhyme recongition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I cai
		5	Lesson Topic: Ways to Move		

can clap out the beats of a word. I can count out the beats in a word. can clap out the beats of a word. I can count out the beats in a word. can recognize and make rhyming words.

can find and say the beginning, middle and last sound in simple work can make new words for a word family. can make new words for a word family. can make new words for a word family. can say all the sounds in a word. can recognize and make rhyming words.

	Iourneys		Books to Read to class: "Jonathan and His Mommy", "Move!",	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journeys	3	"The Hare and the Tortoise"	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: backward, beat, leap, strange, wiggle, zigzag	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
		1	Unit 8 Lesson 1 (part 1- peel and say, 2- name that sound /d/, /f/, /r/, /o/, 3- look, think, say),	RFK3a Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	I ca
		1	Unit 8 Lesson 2 (part 1- stretch those sounds, 2- this letter or that, 3- guess my word)		
	RGR	1	Unit 8 Lesson 3 (part 1- where's that heart word, 2- this letter or that, 3- which letter)	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
		1	Unit 8 Lesson 4 (part 1- stretch those sounds, 2- find that letter, 3- unscramble this)		
		1	Unit 8 Lesson 5 (part 1- connect the letter, 2- pop up and 3 up, 3- touch and say)		
Week 8		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Identifying same initial phonemes in a series of words. (5-8)		
	Heggerty		Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Blending Body-Coda into spoken words. (7-8)		1 00
			Segmenting spoken words into Onset-Rime (7-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Reciting Nursery Rhymes (7-17)		
		30	Rhyme recongition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I ca
		5	Topic: Machines and Wheels		
			Books to Read to class: "Good Morning, Digger", "What Do	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journeys	3	Wheels Do All Day?", "Wheels Long Ago and Today"	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: cement, community, early, vacant, weeds, welding	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
		1	Unit 9 Lesson 1 (part 1- this letter or that, 2- look, think, say; pop up; 3 up, 3- which letter),		
		1	Unit 9 Lesson 2 (part 1- stretch those sounds, 2- find that letter, 3- unscramble this)		
	RGR	1	Unit 9 Lesson 3 (part 1- peel and match, 2- where's that heart word a, is, for, 3- where's my word)		
		1	Unit 9 Lesson 4 (part 1- count the sounds, 2- connect the letter, 3- build a word)	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	
		1	Unit 9 Lesson 5 (part 1- this letter or that, 2- pop up and 3 up, 3- touch and say)	writing	
L		1	······································		J

can say the most common sound for each consonant in the alphabet.

I can see and say all of the letters in the alphabet.

can find and say the beginning, middle and last sound in simple word

can make new words for a word family.

can make new words for a word family.

can make new words for a word family.

can say all the sounds in a word.

Week 9		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
			Isolating initial short vowel and consonant sounds in spoken words. (9- 12)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
	II		Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
	Heggerty		Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Blending onset-rime into spoken words. (9-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Segmenting spoken words into Onset-Rime (7-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Reciting Nursery Rhymes (7-17)	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
			Rhyme Recognition: Which word rhymes with *? (9-10)		
		5	Vocabulary: add, fluffy, fresh, grinned, moment, shyly	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
	Journeys	3	Books to Read to class: "David's Drawings", "Mouse Shapes",	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
		5	"Signs and Shapes"	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: add, fluffy, fresh, grinned, moment, shyly		
		1	Unit 10 Lesson 1 (part 1- this or that, 2 name that sound; 3 Look, Think, Say; Pop-up, 3 up (I, am, here)),		
		1	Unit 10 Lesson 2 (part 1 -touch and say, 2- This letter or that? ,3- Build a word)		
		1	Unit 10 Lesson 3 (part 1-connect the letter, 2- This letter or that?, 3-Where's that heart word)		
	RGR	1	Unit 10 Lesson 4 (part 1-find the letter, 2-Stretch those sounds, 3- Unscramble this)		
				RF.K.1. Demonstrate understanding of the organization and basic features of print.	
		1	Unit 10 Lesson 5 (part 1-count the sounds, 2-Pop-up, 3-up ( I, am, here), 3-phrase reading)	RF.K.1.a. Follow words from left to right, top to bottom, and page by page.	
Week 10				RF.K.1.c. Understand that words are separated by spaces in print.	
		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l c
			Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Isolating same final phonemes in a series of words or sentences.	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Isolating initial short vowel and consonant sounds in spoken word	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
	Heggerty		Blending onset-rime into spoken words. (9-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca

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I can find and say the beginning, middle and last sound in simple word

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I can say all the sounds in a word.

	neggeny		Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Segmenting spoken words into Onset-Rime (7-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Reciting Nursery Rhymes (7-17)		
			Rhyme Recognition: Which word rhymes with *? (9-10)	RFK2a Recognize and produce rhyming words.	I ca
		5	Lesson Topic: Seasons		
	Tanımarıa	3	Books to Read to class: "Every Season", "Jump into January",	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journeys	3	"Hollidays all year long"	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: bloom, peck, scatter, speckled, store, tracks	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
		1	Unit 11 Lesson 1 (part 1- peel and sort, 2 name that sound; 3 Look, Think, Say; Pop-up, 3 up (and, at, go)),		
		1	Unit 11 Lesson 2 (part 1 -guess my word, 2- This letter or that? ,3-which letter)		
	RGR	1	Unit 11 Lesson 3 (part 1-stretch those sounds, 2- This letter or that?, 3-Where's that heart word)		
		1	Unit 11 Lesson 4 (part 1-find the letter, 2-Touch and Say, 3- build a word)		
		1	Unit 11 Lesson 5 (part 1-count the sounds, 2-Pop-up, 3-up ( and, at, go), 3-phrase reading)		
Week 11		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
WCCK II			Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Isolating same final phonemes in a series of words or sentences.	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Isolating initial short vowel and consonant sounds in spoken word	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
	Heggerty		Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Reciting Nursery Rhymes (7-17)		
		10	Map initial Phonemes (11-12)		
			Rhyme Production with a nonsense word. (11-12)	RFK2a Recognize and produce rhyming words.	I ca

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				RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journeys	3	Books to Read to class: "Storm is coming", "Snow", "How water c	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: guard, huddle, nodded, pasture, silent, stampede	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
		1	Unit 12 Lesson 1 (part 1- this or that, 2 Look, think, say; Pop-up, 3 up (it, like, be); 3 touch and say),		
		1	Unit 12 Lesson 2 (part 1 -stretch that sound, 2- Find the letter ,3- unscramble this)		
	RGR	1	Unit 12 Lesson 3 (part 1-blending sounds, 2- Where's the heart word (it, like, be) 3 guess my word)		
		1	Unit 12 Lesson 4 (part 1-Count the sounds, 2-Connect the letter, 3- build a word)		
		1	Unit 12 Lesson 5 (part 1-this letter or that 2-Pop-up, 3 up (it, like, be), 3-phrase reading)		
Week 12		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
Week 12			Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Isolating same final phonemes in a series of words or sentences.	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
	Heggerty		Isolating initial short vowel and consonant sounds in spoken word	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Reciting Nursery Rhymes (7-17)		
		10	Map initial Phonemes (11-12)		
			Rhyme Production with a nonsense word. (11-12)	RFK2a Recognize and produce rhyming words.	I ca
		5	Lesson Topic: Animal Bodies		
	Journeys	3	Books to Read to class: "A Zebra's World", "What Do You Do	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	<i>vouncys</i>	5	With a Tail Like This?", "Poems About Animals"	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: daily, herd, muscles, pattern, several, usually	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
		1	Unit 13 Lesson 1 (part 1- peel and match, 2- name that sound /j/, /w/, /z/, 3- look, think, say; pop ups; 3 up)	RFK3a Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	
		1	Unit 13 Lesson 2 (part 1- add that sound, 2-this letter or that, 3-	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
	RGR		which letter)	RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	

I can see and say all of the letters in the alphabet.

can make new words for a word family.

can find and say the beginning, middle and last sound in simple word

I can find and say the beginning, middle and last sound in simple word

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can say all the sounds in a word.

I can say all the sounds in a word.

Number         1         Unit 13 (asson 3 (pain 1- fund in letter, 2- this islan or hal, 3-						
Week 14         1         5-built accord/since/2-pop up and 3 up, 3- phrase         Image: coding         Coding <thcoding< td="" th<=""><td></td><td>NON</td><td>1</td><td></td><td></td><td></td></thcoding<>		NON	1			
Wack 13         I reading			1			
Image: Probability of the standard	West 12		1			
week.14	week 13		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
Week 14         1         Caseson Topic: Animal Homes         RFK.21           Week 14         1         Adding initial phonemes in spoken words. (7-27)         RFK.21         RFK.22 <add (phonemes)="" in="" individual="" make="" new<="" one-syllable="" or="" simple,="" sounds="" substitute="" td="" to="" words="">         Image: Caseson Topic: Animal Homes         Image: Caseson Topic: Animal Home</add>		Heggerty		Substituting the initial phoneme(s) in spoken words. (7-27) Deleting initial phonemes from spoken words. (7-27) Isolating medial phonemes in spoken words. (13-22, 27-35) Blending phonemes into spoken words. (11-35) Segmenting spoken words into phonemes. (11-35) Reciting Nursery Rhymes (7-17)	<ul> <li>words.</li> <li>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li><b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b></li> <li>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul>	I ca I ca I ca I ca
Journeys         a         Books to Read to class: "Home for a Tiger", "Turtle Splash", Where Animals Live"         RL.K.13 Listen to high quality prose and poetry of appropriate compelsity for kindergarten.         R.           3         Books to Read to class: "Home for a Tiger", "Turtle Splash", Where Animals Live"         RL.K.13 Listen to high quality prose and poetry of appropriate compelsity for kindergarten.         Rl.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.         Rl.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.         Rl.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.         Rl.K.14 Use words and phrases acquired through conversations, reading, and through being read to.         Rl.K.14 Use words and phrases acquired through conversations, reading, and through being read to.         Rl.K.14 Use words and phrases acquired through conversations, reading, and through being read to.         Rl.K.14 Use words and phrases acquired through conversations, reading, and through being read to.         Rl.K.14 Use words and phrases acquired through conversations, reading, and through being read to.         Rl.K.14 Use words and phrases acquired through conversations, reading, and through being read to.         Rl.K.14 Use words and phrases acquired through conversations, reading, and through being read to.         Rl.K.14 Use words and phrases acquired through conversations, reading, and through being read to.         Rl.K.14 Use words and phrases acquired through conversations, reading, and through being read to.         Rl.K.14 Use words and phrases acquired through conversations for ach consonant.				Rhyme Production with a familiar word or rime. (13-17)	RFK2a Recognize and produce rhyming words.	I ca
Journeys     3     Books to Read to class: Home for a figer, furthe splash , "Where Animals Live"     RLK.13 Actively Engage in individual or group readings of informational text with purpose and understanding.       5     Vocabulary: burrow, desert, lodge, patient, shade, soaring     SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.     Image: SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.       1     Unit 14 Lesson 1 (part 1- this or that, 2- name that sound /kw/, /ks/, /yl, 3- look, think, say; pop up; 3 up)     RFK3a Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.     Image: SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.       1     Unit 14 Lesson 2 (part 1- such and sound, 2- this letter or that, 3- where's that heart word you, are, do)     Image: SL.K.1d Recognize and name all upper and lowercase letters of alphabet     Image: SL.K.1d Recognize and name all upper and lowercase letters of alphabet       Week 14     Image: SL.K.1d Recognize and name all upper and lowercase letters of alphabet     Image: SL.K.2e.Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.     Image: SL.K.2e.Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new			5	Lesson Topic: Animal Homes		
Week 14         Image: Ima		Journeys	3			
Week 14       15       Vocabulary: Burrow, desert, lodge, patient, shade, soaring to.						
Week 14       Image: second seco			5	Vocabulary: burrow, desert, lodge, patient, shade, soaring		
Week 14       1       which letter)       1       Unit 14 Lesson 3 (part 1- add that sound, 2- this letter or that, 3- where's that heart word you, are, do)       1       Unit 14 Lesson 3 (part 1- connect the letter, 2- unscramble this, 3- build a word)       1       Unit 14 Lesson 5 (part 1- connect the letter, 2- unscramble this, 3- build a word)       1       Unit 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase reading)       1       Unit 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 6 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 6 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 6 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 14 Lesson 6 (part 1- touch and say, 2- pop up and 3 up, 3- phrase       1       Init 1			1			
Week 14       1       where's that heart word you, are, do)       1       Unit 14 Lesson 4 (part 1- connect the letter, 2- unscramble this, 3- build a word)       1       Unit 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase reading)       1         Week 14       175       Alphabet Knowledge (1-35)       RF.K.1.d Recognize and name all upper and lowercase letters of alphabet       1 c.         Meek 14       175       Alphabet Knowledge (1-35)       RF.K.1.d Recognize and name all upper and lowercase letters of alphabet       1 c.         Meek 14       175       Alphabet Knowledge (1-35)       RF.K.1.d Recognize and name all upper and lowercase letters of alphabet       1 c.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.       Nords.       RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.       I c.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new       I c.       RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.       I c.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new       I c.       RFK.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new       I c.			1			
Week 14       1       3- build a word)       1       Unit 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase reading)       1       1       Unit 14 Lesson 5 (part 1- touch and say, 2- pop up and 3 up, 3- phrase reading)       1<		RGR	1			
Image: Construction of the initial phonemes in spoken words. (7-27)       If isolating medial phonemes in spoken words. (7-27)       RF.K.1e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.       Ican         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.       Ican       Ican         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.       Ican       Ican         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new       Ican       Ican         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new       Ican       Ican         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new       Ican       Ican         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new       Ican			1			
Adding initial phonemes to spoken words. (7-27)       RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.       I can be added and pronounce the initial, medial, vowel, and final sounds in three phoneme words.         Substituting the initial phoneme(s) in spoken words. (7-27)       RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new       I can be added and pronounce the initial, medial, vowel, and final sounds in three         Substituting the initial phoneme(s) in spoken words. (7-27)       RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new       I can be added and pronounce the initial, medial, vowel, and final sounds in three			1			
Adding initial phonemes to spoken words. (7-27)words.I canIsolating medial phonemes in spoken words. (13-22, 27-35)RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.I canSubstituting the initial phoneme(s) in spoken words. (7-27)RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make newI can	Week 14		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
Isolating medial phonemes in spoken words. (13-22, 27-35)       phoneme words.         Substituting the initial phoneme(s) in spoken words. (7-27)       I can be a substitute individual sounds (phonemes) in simple, one-syllable words to make new provide to make new provi				Adding initial phonemes to spoken words. (7-27)		I ca
Substituting the initial phoneme(s) in spoken words, $(7-27)$			1		REK2d Isolate and pronounce the initial medial yowel and final sounds in three	1
				Isolating medial phonemes in spoken words. (13-22, 27-35)		I ca

can see and say all of the letters in the alphabet.

can make new words for a word family.

can make new words for a word family.

can make new words for a word family.

I can find and say the beginning, middle and last sound in simple word

can say all the sounds in a word.

I can say all the sounds in a word.

can recognize and make rhyming words.

I can see and say all of the letters in the alphabet.

can make new words for a word family.

I can find and say the beginning, middle and last sound in simple wor

	Heggerty		Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
	neggenty		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Reciting Nursery Rhymes (7-17)		
			Map Final Phonemes (13-14)		
			Rhyme Production with a familiar word or rime. (13-17)	RFK2a Recognize and produce rhyming words.	I ca
		5	Lesson Topic: Up in the Sky		
	Ŧ	2	Books to Read to class: "How many stars in the sky?", "What a	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journeys	3	beautiful sky!", What will the weather be like"	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: dazzling, distance, gazing, leaned, planet, tunnel	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	T
		1	Unit 15 Lesson 1 (part 1- Blending sounds, 2 Look, think, say; Pop-up, 3 up(did, too, will); 3 Touch and say)		
		1	Unit 15 Lesson 2 (part 1 -Letter-sound review, 2- Find that letter ,3-unscramble this)	RF.K.1. Demonstrate understanding of the organization and basic features of print.	De fea
	RGR	1	Unit 15 Lesson 3 (part 1-which letter, 2- Where's the heart word (did, too, will) 3 phrase reading)	RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.	
		1	Unit 15 Lesson 4 (part 1-add that sound, 2-Connect the letter, 3- build a word)	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Week 15		1	Unit 15 Lesson 5 (part 1-touch and say, 2-Pop-up, 3 up (did, too, will), 3-phrase reading)		
		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
			Adding initial phonemes to spoken words. (7-27) Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new	I ca
			Deleting initial phonemes from spoken words. (7-27)	words. RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca I ca
	Heesetty		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
	Heggerty		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Reciting Nursery Rhymes (7-17)		
			Map Medial Phonemes (15-16)		

can make new words for a word family.

can say all the sounds in a word.

can say all the sounds in a word.

can recognize and make rhyming words.

Demonstrate understanding of the organization and basic eatures of print.

can see and say all of the letters in the alphabet.

can see and say all of the letters in the alphabet.

can make new words for a word family.

can make new words for a word family.

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I can find and say the beginning, middle and last sound in simple word

can say all the sounds in a word.

can say all the sounds in a word.

			Rhyme Production with a familiar word or rime. (13-17)	RFK2a Recognize and produce rhyming words.	I ca
		5	Lesson Topic: Testing Ideas		
	_		Books to Read to class: "Dear Mr. Blueberry", "What is science",	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journeys	3	"Benjamin Franklin, Inventor"	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: information, perhaps, pleased, pond, spurt, travel	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
		1	Unit 16 Lesson 1 (part 1- Blending sounds, 2 Look, think, say; Pop-up, 3 up(did, too, will); 3 Touch and say)		
		1	Unit 16 Lesson 2 (part 1 -Letter-sound review, 2- Find that letter ,3-unscramble this)	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
	RGR	1	Unit 16 Lesson 3 (part 1-which letter, 2- Where's the heart word (did, too, will) 3 phrase reading)	inake new words.	
		1	Unit 16 Lesson 4 (part 1-add that sound, 2-Connect the letter, 3- build a word)		
		1	Unit 16 Lesson 5 (part 1-touch and say, 2-Pop-up, 3 up (did, too, will), 3-phrase reading)	RF.K.1. Demonstrate understanding of the organization and basic features of print.	
Week 16				RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.	┝
	Heggerty	175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
			Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Reciting Nursery Rhymes (7-17)		
			Map Medial Phonemes (15-16)		
			Rhyme Production with a familiar word or rime. (13-17)	RFK2a Recognize and produce rhyming words.	I ca
		5	Lesson Topic: Nature all around		
	Journeys	3	Books to Read to class: "It is the wind", "From caterpillar to	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journeys	5	butterfly", "Anansi and grasshopper"	RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.	
		5	Vocabulary: creaks, hare, hinge, howling, path, sways	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	

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I can say all the sounds in a word.

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		1	Unit 17 Lesson 1: Vowel Vs. Consonants/ Letter names vs. sounds	Demonstrate understanding of the organization and basic features of print.	
		1	Unit 17 Lesson 2: Review what makes words	Demonstrate understanding of the organization and basic features of print.	
	RGR	1	Unit 17 Lesson 3: Review short vowel sounds and motions and finger stretching phonemes	RF.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
		1	Unit 17 Lesson 4: Review short vowel sounds and motions and finger stretching phonemes	RF.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
Week 17		1	Unit 17 Lesson 5: Review short vowel sounds and motions and finger stretching phonemes	RF.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
week 17		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
			Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
	Heggerty		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
			Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
			Reciting Nursery Rhymes (7-17)		
			Rhyme Production with a familiar word or rime. (13-17)	RFK2a Recognize and produce rhyming words.	I ca
		5	Lesson Topic: Oceans and Waterways		
	T	3	Books to Read to class: "One-dog canoe", "Atlantic", "Poems abc	RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.	
	Journeys	5	books to Read to class. One-dog canoe, Atlantic, Poenis abc	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
		5	Vocabulary: canoe, dew, glided, paddle, peered, crew	SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.	
		1	Unit 18 Lesson 1: Letter-sound review/(was, so, no)		
		1	Unit 18 Lesson 2: Introduce long vowel sounds	Associate the long and short sounds with common spellings (graphomes) for the five major volvels.	
	D C D	1	Unit 18 Lesson 3: Introduce vowel/consonant pattern (closed sylla		
	RGR	1	Unit 18 Lesson 4: Introduce build a word		
Week 18		1	Unit 18 Lesson 5: Introduce Spell it!	RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.	
		175	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
			Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca

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	Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	]
Heggerty	Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words. RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new	I
	Adding initial phonemes to spoken words. (7-27) Segmenting spoken words into phonemes. (11-35)	words. RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I
-	Connect Phonemes and Graphemes (18-35) Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I

I can make new words for a word family.

I can find and say the beginning, middle and last sound in simple word

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				Kindergarten Curriculum Map for Reading	
	8	_		Spring Semester	
Weeks	Resources	Days	Unit	Standards Covered	_
			Topic: Outdoor Adventures		
	Journeys		Books to Read to class: "Nicky and the Rainy Day", "Sheep Take a Hike", "The Three Billy Goats Gruff", "The Builder and the Oni"		
			Vocabulary: blizzards, boring, cliffs, impossible, jungle, meadows		
			Unit 19 Lesson 1 (Letter-Sound and Heart Word Fluency)		
			Unit 19 Lesson 2 (Short a vs Long a)		
	RGR		Unit 19 Lesson 3 (Nonsense Words)		
			Unit 19 Lesson 4 (Student Practice)		
			Unit 19 Lesson 5 (Wrap Up and Show What You Know)		
Week 19			Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	
			Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	
			Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	-
			Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
	Heggerty		Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
			Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
			Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	-
			Connect Phonemes and Graphemes (18-35)		
			Lesson Topic: Making Discoveries		
	Journeys		Books to Read to class: "Duck & Goose", Curious George's Dinosaur Discovery", "Exploring Land and Water"		
			Vocabulary: apologized, attention, confusion, notice, snooze, we	bbed	-
			Unit 20 Lesson 1 (Letter-Sound and Heart Word Fluency)		-
			Unit 20 Lesson 2 (Short i vs Long i)		-
	RGR		Unit 20 Lesson 3 (Digraph sh)		
			Unit 20 Lesson 4 (Student Practice)		-

Describe overall unit objective in plain English.
can say all the sounds in a word.
can say all the sounds in a word.
can see and say all of the letters in the alphabet.
can make new words for a word family.
can make new words for a word family.
can make new words for a word family.

I can find and say the beginning, middle and last sound in simple word

	I ſ	Unit 20 Lesson 5 (Wrap Up and Show What You Know)		
Week 20		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l c
		Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
	Heggerty	Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
		Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
		Connect Phonemes and Graphemes (18-35)		Τ
		Lesson Topic: Working Together		
	Journeys	Books to Read to class: "Simon and Molly Plus Hester", "Zin! Zin!		
		Zin! A Violin", "Poems About Music"		
		Vocabulary: idea, just, plain, teach, together, until		
		Unit 21 Lesson 1 (Letter-Sound and Heart Word Fluency)		
		Unit 21 Lesson 2 (Short u vs Long u)		
	RGR	Unit 21 Lesson 3 (Digraph th)		
		Unit 21 Lesson 4 (Student Practice)		
Week 21		Unit 21 Lesson 5 (Wrap Up and Show What You Know)		
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I c
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I c
		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	Ιc
	Heggerty —	Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
	neggenty	Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
		Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
		Connect Phonemes and Graphemes (18-35)		

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		Domain: Life Science Lesson Topic: Growing Up		
	Journeys	Books to Read to class: "A Tiger Grows Up", "Leo the Late Bloom		
	Journeys	Books to Read to class. A figer Grows op , Leo the Late Bloom		
		Vocabulary: blend, cub, den, pounces, prey, scraps		
		Unit 22 Lesson 1 (Letter-Sound and Heart Word Fluency)		
		Unit 22 Lesson 2 (Short o vs Long o)		
	RGR	Unit 22 Lesson 3 (Review Digraphs sh and th)		
		Unit 22 Lesson 4 (Student Practice)		
Week 22		Unit 22 Lesson 5 (Wrap Up and Show What You Know)		
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
	Heggerty -	Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
	Insperty	Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
		Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
		Connect Phonemes and Graphemes (18-35)		
	-	(Building With Dad, What Makes a Family?, Frere Jacques)		
	Journeys			
	-	Vocabulary: bank, gills, hatch, shrink, stared, tadpole		
		Unit 23 Lesson 1 (Letter-Sound and Heart Word Fluency)		
		Unit 23 Lesson 2 (Short e vs Long e)		
	RGR	Unit 23 Lesson 3 (Digraph ch and wh)		

I can say all the sounds in a word.

I can see and say all of the letters in the alphabet.

can make new words for a word family.

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I can make new words for a word family.

I can find and say the beginning, middle and last sound in simple word

		Unit 23 Lesson 4 (Student Practice)		
Week 23		Unit 23 Lesson 5 (Wrap Up and Show What You Know)		
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I
		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	1
	Hereitz		RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Ι
	Heggerty -	Substituting the initial phoneme(s) in spoken words. $(7-27)$	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I
		Detering initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I
			RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I
		Connect Phonemes and Graphemes (18-35)		
		Domain: Life Science Lesson Topic: Animal Colors		
	Journeys	Books to Read to class: "Red Eyes or Blue Feathers", "Chameleon, Chameleon", "Amazing Animal Bodies"		
		Vocabulary: communicate, mood, scent, sly, survive, temperature		
		Unit 24 Lesson 1 (Letter-Sound and Heart Word Fluency)		
		Unit 24 Lesson 2 (Review Short and Long Vowels)		
	RGR	Unit 24 Lesson 3 (Digraph ck)		
		Unit 24 Lesson 4 (Student Practice)		
Week 24		Unit 24 Lesson 5 (Wrap Up and Show What You Know)		
week 24		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I
			RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	1
	Heggerty	Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I
	noggoity	Substituting the initial phoneme(s) in spoken words $(/-//)$	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I
		Deleting initial phonemes from spoken words $(7-77)$	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I
			RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I

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		Connect Phonemes and Graphemes (18-35)		
	Journey's	Domain: Life Science Lesson Topic: Growing Food		
		Books to Read to class: "Bread Comes to Life", "Pie in the Sky", "From Apple Tree to Store"		
		Vocabulary: crop, golden, grind, patch, sprout, sturdy		-
		Unit 25 Lesson 1 (Letter-Sound and Heart Word Fluency)		
		Unit 25 Lesson 2 (2-Sound Consonant Blends)		T
	RGR	Unit 25 Lesson 3 (Digraph Review and Chunk All)		T
		Unit 25 Lesson 4 (Student Practice)		
Week 25		Unit 25 Lesson 5 (Wrap Up and Show What You Know)		
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
	Heggerty	Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l ca
			RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
		Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
			RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I ca
		Connect Phonemes and Graphemes (18-35)		
		Domain: Values Lesson Topic: Trying your best		T
	Journeys	Books to Read to class: "Curious George Makes Pancakes",		T
		"Kitten's first full moon", "Poems about trying and the moon"		
		Vocabulary: assistant, enormous, generous, mayor, shocked, volu	unteers	
	RGR	Unit 26 Lesson 1 (Letter-Sound Review: saw, own, please)		
		Unit 26 Lesson 2 (Sound buddies : 2-sound blends)		
		Unit 26 Lesson 3 (2 sound blends-initial and final)		$\bot$
		Unit 26 Lesson 4 (2 sound blends-initial and final)		

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Week 26	[	Unit 26 Lesson 5 (2 sound blends-initial and final)		Τ
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	Ιc
	Heggerty	Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
		Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
		Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
		Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	1
		Connect Phonemes and Graphemes (18-35)		l c
		Domain: Recreation and Travel Lesson Topic: Family Outing		┿
				+
	Journeys	Books to Read to class: "Someone bigger", "One of three" Cross-Country Trip"		+
		Vocabulary: creatures, firmly, kite, launched, light, replied		-
		Unit 27 Lesson 1 (Letter-Sound review: make, good, new)		
	RGR	Unit 27 Lesson 2 (syllable stomp and syllable blending)		
		Unit 27 Lesson 3 (Introduce terms: syllable and closed syllable)		
Week 27		Unit 27 Lesson 4 (Reading two syllable words with closed syllable)		
		Unit 27 Lesson 5 (Reading two syllable words with closed syllable)		
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I ca
		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	Ιc
		Adding initial phonemes to spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
	Heggerty	Substituting the initial phoneme(s) in spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
		Deleting initial phonemes from spoken words. (7-27)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Ica
		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	Ica
		Connect Phonemes and Graphemes (18-35)	p · · · · · · · · · · · · · · ·	
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	Journeys	Domain: Values Lesson Topic: Getting Help		
		Books to Read to class: "The little engine that could", "You can		
		do it, Curious George", "Poems about things you can do"		T
		Vocabulary: bellowed, dingy, rumbled, valley, waiters, weary		T
		Unit 28 Lesson 1 (Letter-Sound review : out, one, two)		
		Unit 28 Lesson 2 (Review syllable stomp and blending syllables)		
	RGR	Unit 28 Lesson 3 (reading two syllable words with closed syllables)		
		Unit 28 Lesson 4 (reading two syllable words with closed syllables)		
Week 28		Unit 28 Lesson 5 (reading two syllable words with closed syllables)		
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I c
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ιc
	Heggerty	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l c
		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I c
		Adding final phonemes to spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
		Deleting final phonemes from spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
		Substitute the final phoneme in spoken words. (28-31)		
		Connect Phonemes and Graphemes (18-35)		
		Domain: Social Relationships Lesson Topic: Learning New Things		
	Journeys	Books to Read to class: "Baby Brains", "Look at Us", "The three		
		little pigs"		Ī
		Vocabulary: certainly, embarrassed, languages, mumbled, popula	ar, study	
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ιc
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ιc
Week 29		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	l c
		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	Ιc
	Heggerty	Adding final phonemes to spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
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	Deleting final phonemes from spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Ιc
	Substitute the final phoneme in spoken words. (28-31)		
	Connect Phonemes and Graphemes (18-35)		Τ
	Domain: Civics Lesson Topic: Good Neighbors		
Journeys	Books to Read to class: "Pet Show!", "Miss Bindergarten Celebrates the Last Day of Kindergarten", "Schools Then and Now"		
	Vocabulary: announced, entrance, expect, favorite, independe	ent, judge	
	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ιc
	Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ιc
	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	Ιc
	Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I c
Heggerty	Adding final phonemes to spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
	Deleting final phonemes from spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
	Substitute the final phoneme in spoken words. (28-31)		
	Connect Phonemes and Graphemes (18-35)		
Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ιc
	Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ιc
	Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	١c
	Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I c
	Adding final phonemes to spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Ιc
	Deleting final phonemes from spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Ιc
	Substitute the final phoneme in spoken words. (28-31)		
	Connect Phonemes and Graphemes (18-35)		
	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ιc
	Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	
			l c
	Heggerty	Adding final phoneme in spoken words. (28-31)           Substitute the final phoneme in spoken words. (28-31)           Connect Phonemes and Graphemes (18-35)           Domain: Civics Lesson Topic: Good Neighbors           Books to Read to class: "Pet Show!", "Miss Bindergarten Celebrates the Last Day of Kindergarten", "Schools Then and Now"           Vocabulary: announced, entrance, expect, favorite, independed Blending phonemes into spoken words. (11-35)           Segmenting spoken words into phonemes. (11-35)           Alphabet Knowledge (1-35)           Isolating medial phonemes in spoken words. (28-35)           Deleting final phonemes from spoken words. (28-35)           Substitute the final phonemes (18-35)           Substitute the final phonemes in spoken words. (11-35)           Segmenting spoken words into phonemes. (11-35)           Substitute the final phonemes in spoken words. (28-31)           Connect Phonemes and Graphemes (18-35)           Blending phonemes into spoken words. (11-35)           Segmenting spoken words into phonemes. (11-35)           Alphabet Knowledge (1-35)           Isolating medial phonemes in spoken words. (28-35)           Deleting final phonemes from spoken words. (28-35)           Deleting	Image: Section prior main process works (28-3)         wwwks.           Substritute the final phrameme in spoken works. (28-31)         Image: Section phrameme (8-35)           Image: Section phrameme (8-35)         Image: Section phrameme (8-35)           Journame (5): Section phrame (8-35)         Image: Section phrameme (8-35)           Journame (5): Section phrame (8-35)         Image: Section phrame (8-35)           Journame (5): Section phrame (8-35)         Image: Section phrame (8-35)           Journame (5): Section phrame (8-35)         Image: Section phrame (8-35)           Journame (3): Section phrame (8-35)         Image: Section phrame (8-35)           Journame (3): Section phrame (8-35)         RE K.2: Blend and segment onsets and rimes of single-syllable spoken words.           Image: Section phrame (8-35)         RE K.2: Blend and segment onsets and rimes of single-syllable spoken words.           Image: Section phrame (8-35)         RE K.2: Blend and segment onsets and rimes of single-syllable spoken words.           Image: Section phrameme (8-35)         RE K.2: All or substritute individual sounds (phramemes) in simple, son-syllable words to make new words.           Image: Section phramemes in spoken words. (11-25)         RE K.2: All or substritute individual sounds (phramemes) in simple, son-syllable words to make new words.           Image: Section phramemes in spoken words. (11-35)         RE K.2: All or substritute individual sounds (phramemes) in simple, son-syllable words to make new words.

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W1. 22		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I c
Week 32	Heggerty	Adding final phonemes to spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
		Deleting final phonemes from spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
		Substituting the medial phoneme in spoken words. (32-35)		
		Connect Phonemes and Graphemes (18-35)		
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I c
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I c
		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	۱c
		Isolating medial phonemes in spoken words. (13-22, 27-35)	RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.	I c
Week 33	Heggerty	Adding final phonemes to spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
		Deleting final phonemes from spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c
		Substituting the medial phoneme in spoken words. (32-35)		
		Connect Phonemes and Graphemes (18-35)		
	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I c
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Ιc
		Alphabet Knowledge (1-35)	RF.K.1.d Recognize and name all upper and lowercase letters of alphabet	۱c
W. 1.24			RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three	
Week 34		Isolating medial phonemes in spoken words. (13-22, 27-35)	phoneme words.	I c
	Heggerty		•	
	Heggerty	Adding final phonemes to spoken words. (13-22, 27-35) Deleting final phonemes from spoken words. (28-35)	phoneme words.           RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.           RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new	I c
	Heggerty	Adding final phonemes to spoken words. (28-35)	phoneme words.           RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
	Heggerty	Adding final phonemes to spoken words. (28-35) Deleting final phonemes from spoken words. (28-35)	phoneme words.           RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.           RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new	I c
	Heggerty	Adding final phonemes to spoken words. (28-35) Deleting final phonemes from spoken words. (28-35) Substituting the medial phoneme in spoken words. (32-35)	phoneme words.           RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.           RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new	I c I c
	Heggerty	Adding final phonemes to spoken words. (28-35)         Deleting final phonemes from spoken words. (28-35)         Substituting the medial phoneme in spoken words. (32-35)         Connect Phonemes and Graphemes (18-35)	phoneme words.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I c I c
	Heggerty	Adding final phonemes to spoken words. (28-35)         Deleting final phonemes from spoken words. (28-35)         Substituting the medial phoneme in spoken words. (32-35)         Connect Phonemes and Graphemes (18-35)         Blending phonemes into spoken words. (11-35)	phoneme words.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.         RF.K.2e Blend and segment onsets and rimes of single-syllable spoken words.	I c I c I c
Week 35	Heggerty	Adding final phonemes to spoken words. (28-35)         Deleting final phonemes from spoken words. (28-35)         Substituting the medial phoneme in spoken words. (32-35)         Connect Phonemes and Graphemes (18-35)         Blending phonemes into spoken words. (11-35)         Segmenting spoken words into phonemes. (11-35)	phoneme words.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.         RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.         RF.K.2e Blend and segment onsets and rimes of single-syllable spoken words.         RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I c I c

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	Deleting final phonemes from spoken words. (28-35)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I ca
	Substituting the medial phoneme in spoken words. (32-35)		
	Connect Phonemes and Graphemes (18-35)		