

**Communication • Grade Kindergarten *Trophies*©**  
**Pacing Guide for Core Curriculum and Benchmarks**

NYS Standard Code Key Idea/ Strand	Performance Indicators	Theme Big Books, Little Books	Pre- Decodable/Decodable Independent Readers	Reading and Writing Focus	Notes
		<i>Entry Level Assessments</i>		To Plan Instruction	Group Inventory A Phonemic Awareness Inventory Concepts of Print Inventory
ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: Letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 1 Week 1: <i>Getting To Know You- Moo Moo Brown Cow</i> <b>From Anne to Zack</b> <b>The Big Book of Rhymes</b>	<b>First Day at School Where’s My Teddy?</b>  <b>We Like School Where’s My Teddy?</b>	<b>Reading</b> <b>Phonics</b> alphabet introduction <b>Early Literacy Skill:</b> alphabet introduction <b>Phonemic Awareness Skills:</b> concept of word, word segmentation, rhyme awareness, syllable segmentation: <b>Writing</b> write names	
ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: Letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal Experiences to explain and clarify <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 1 Week 2; <i>Getting to Know You</i> <b>I Read Signs</b> <b>Look Out Kindergarten Here</b> <b>I Come</b> <b>Moo Moo Brown Cow</b> <b>Jazzbo &amp; Googy</b> <b>Where’s My Teddy</b>		<b>Reading</b> <b>Phonics</b> alphabet introduction <b>Early Literacy Skill:</b> listening <b>Phonemic Awareness Skills:</b> rhyme Recognition ock.,op, word segmentation, Syllable segmentation, concept of word Syllable segmentation <b>Writing</b> names	

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ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey Information <b>PI 10</b> use details and personal Experiences to explain and clarify <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 2 Week 1 <b>Mice Squeak We Speak</b> <b>Hello Toes Hello Feet</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Pet Day</b>	<b>Pet Day</b> <b>My Bus</b> <b>The Party</b>  <b>I Am Pat</b> <b>Max</b> <b>In Bed</b>	<b>Reading</b> <b>Phonics</b> /m/ s/ <b>High Frequency Words a</b> <b>Phonemic Awareness Skills:</b> phoneme Isolation, rhyme production <b>Writing</b> words, labels	
ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal experiences to explain and clarify <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 2 Week 2 <b>Mice Squeak We Speak</b> <b>The Body Book</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>The Bus</b>		<b>Reading</b> <b>Phonics</b> Rr <b>High Frequency Words</b> my <b>Phonemic Awareness Skills:</b> rhyme Production, phoneme isolation & matching, onset and rime blending <b>Writing</b> words, names	

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ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 2.1W, 1.4-1.6W, 3.1W  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter Sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal experiences to explain and clarify <b>PI 12</b> use the writing process to produce well constructed text  <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 2 Week 3 <b>The Body Book</b> <b>Read Aloud Anthology</b> <b>Mice Squeak We Speak</b> <b>Big Book of Rhymes &amp; Songs</b> <b>The Party</b>		<u><b>Reading</b></u> <b>Phonics</b> Tt; Rr <b>High Frequency Words</b> the <b>Phonemic Awareness Skills:</b> word segmentation, phoneme isolation, rhyme production <u><b>Writing</b></u> writing process	Class chart
ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal experiences to explain and clarify <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 3 Week 1 <b>Peanut Butter &amp; Jelly</b> <b>Read Aloud Anthology</b> <b>Bunny Cakes</b> <b>Big Book of Rhymes &amp; Songs</b> <b>The Salad</b>	<b>The Salad</b> <b>I Am</b> <b>The Mat</b>  <b>Hot Soup</b> <b>Happy Birthday</b> <b>The Big Carrot</b>	<u><b>Reading</b></u> <b>Phonics</b> Pp Cc <b>High Frequency Words</b> I, like <b>Phonemic Awareness Skills:</b> syllable segmentation, phoneme isolation, rhyme recognition <u><b>Writing</b></u> words, sentences	

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ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal experiences to explain and clarify <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 3 Week 2 <b>Peanut Butter &amp; Jelly</b> <b>Hold the Anchovies</b> <b>Read Aloud Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>I Am</b>		<b>Reading</b> <b>Phonics</b> short vowel Aa, Blending la/-m <b>High Frequency Words</b> <b>Phonemic Awareness Skills:</b> syllable Blending, phoneme isolation, phoneme blending, rhyme production, syllable segmentation <b>Writing</b> words, sentences	Sentences about words
ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 2.1W, 1.4-1.6W, 3.1W  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal experiences to explain and clarify <b>PI 12</b> use the writing process to produce well constructed text <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 3 Week 3 <b>Peanut Butter &amp; Jelly</b> <b>Hold the Anchovies</b> <b>Read Aloud Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>The Mat</b>		<b>Reading</b> <b>Phonics</b> consonant /t/ <b>Short vowel /a/,</b> blending /a/-/t/ <b>High Frequency Words</b> <b>Phonemic Awareness Skills:</b> phoneme isolation, onset and rime blending, syllable deletion <b>Writing</b> writing process	A story

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<p>ELA 1.2R, 2.1R, 2.1L, 1.1W</p> <p>ELA 1.2W, 1.3W 2.1W, 2.2W</p> <p>ELA 1.2W, 1.3W</p> <p>ELA 3.1R, 3.2R, 1.3W,</p> <p>ELA 2.1W, 1.4-1.6W, 3.1W</p> <p>ELA 1.2R, 2.1R, 3.1R, 3.2R</p>	<p><b>PI 5</b> construct meaning from print: letter sound relationships</p> <p><b>PI 7</b> present information in written form</p> <p><b>PI 9</b> use traditional structure to convey information</p> <p><b>PI 12</b> use the writing process to produce well constructed text</p> <p><b>PI 14</b> read a variety of literature of different genre picture books and poems</p>	<p>Theme 4 Week 1</p> <p><b>Warthogs in the Kitchen</b></p> <p><b>The Crayon Box That Talked</b></p> <p><b>Read Aloud Anthology</b></p> <p><b>We Go</b></p>	<p><b>We Go</b></p> <p><b>I Nap</b></p> <p><b>Tap, Tap, Tap</b></p> <p><b>Here We Come</b></p> <p><b>Fun at Camp</b></p> <p><b>A Tiger in My Box</b></p>	<p><b>Reading</b></p> <p><b>Phonics</b> Mm Dd</p> <p><b>High Frequency Words</b> go, we</p> <p><b>Phonemic Awareness Skills:</b> syllable segmentation, syllable deletion, onset and rime blending, phonemic matching</p> <p><b>Writing</b> Writing process</p>	<p>Charts, directions, descriptions</p>
<p>ELA 1.2R, 2.1R, 2.1L, 1.1W</p> <p>ELA 1.2W, 1.3W 2.1W, 2.2W</p> <p>ELA 1.2W, 1.3W</p> <p>ELA 3.1R, 3.2R, 1.3W,</p> <p>ELA 1.2R, 2.1R, 3.1R, 3.2R</p>	<p><b>PI 5</b> construct meaning from print: letter sound relationships</p> <p><b>PI 7</b> present information in written form</p> <p><b>PI 9</b> use traditional structure to convey information</p> <p><b>PI 10</b> use details and personal experiences to explain and clarify</p> <p><b>PI 14</b> read a variety of literature of different genre picture books and poems</p>	<p>Theme 4 Week 2</p> <p><b>Warthogs in the Kitchen</b></p> <p><b>I Took My Frog to the Library</b></p> <p><b>Read Aloud Anthology</b></p> <p><b>Big Book of Rhymes and Songs</b></p> <p><b>I Nap</b></p>		<p><b>Reading</b></p> <p><b>Phonics</b> reviewing Pp, Aa, blending /a/-/p/</p> <p><b>High Frequency Words</b></p> <p><b>Phonemic Awareness Skills:</b> phoneme blending, syllable segmentation, phoneme segmentation</p> <p><b>Writing</b> lists and numbers</p>	

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ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal experiences to explain and clarify <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 5 Week 1 <b>Off We Go</b> <b>A Birthday Basket</b> <b>For Tia</b> <b>Read Aloud Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>The Park</b>	<b>The Park</b> <b>Sit on My Chair</b> <b>My Pig</b>  <b>Pop-Pop</b> <b>Play Cake</b> <b>Too Little</b>	<b>Reading</b> <b>Phonics</b> Gg, Ff <b>High Frequency Words</b> on, to <b>Phonemic Awareness Skills:</b> Phoneme isolation and matching (initial) <b>Writing</b> naming words, lists	

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ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 2.1W, 1.4- 1.6W, 3.1W  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal experiences to explain and clarify <b>PI 12</b> use the writing process to produce well constructed text <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 5 Week 3 <b>Dear Juno</b> <b>Read Aloud</b> <b>Anthology</b> <b>Off We Go</b> <b>Big Book of Rhymes &amp; Songs</b> <b>My Pig</b>		<b>Reading</b> <b>Phonics</b> Gg, short vowel li, blending /i/-/g/ <b>High Frequency Words</b> <b>Phonemic Awareness Skills:</b> phoneme isolation (final), phoneme blending, phoneme Isolation and matching, phoneme counting <b>Writing</b> a story (writing process)	story

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ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal experiences to explain and clarify <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 6 Week 2 <b>Does a Kangaroo Have a Mother Too? A Time for Playing</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Soup</b>		<u><b>Reading</b></u> <b>Phonics</b> Pp, short vowel li, blending /i/-/p/ <b>High Frequency Words</b> <b>Phonemic Awareness Skills:</b> phoneme matching and isolation (final), phoneme blending, phoneme isolation (medial), syllable counting, phoneme counting <u><b>Writing</b></u> charts, lists, sentences	

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		Mid Year Monitoring of Progress Assessments		To Monitor Student Progress	Group Inventory Theme Tests Observational Checklists Phonemic Awareness Inventory
ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W,  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> construct meaning from print: letter sound relationships <b>PI 7</b> present information in written form <b>PI 9</b> use traditional structure to convey information <b>PI 10</b> use details and personal experiences to explain and clarify <b>PI 14</b> read a variety of literature of different genre picture books and poems	Theme 7 Week 1 <b>Look Closer Butterfly</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Kip the Ant</b>	<b>Kip the Ant</b> <b>The Big Ram</b> <b>What Can Hop?</b>  <b>Insects and Spiders</b> <b>A Bug Needs a Home</b> <b>Amazing Ants</b>	<u><b>Reading</b></u> <b>Phonics</b> Bb, Kk <b>High Frequency Words</b> do, what <b>Phonemic Awareness Skills:</b> phoneme matching and Isolation (initial) phoneme deletion <u><b>Writing</b></u> lists, naming words, charts, story map	Graphic organizer

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ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W  ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 14</b> students use a variety of different genre	Theme 7 Week 2 <b>Look Closer</b> <b>Wonderful Worms</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Bugs</b>		<u><b>Reading</b></u> <b>Phonics</b> blending /o/-/t/ <b>High Frequency Words</b> words with /o/&/t/ <b>Phonemic Awareness Skills:</b> short vowel /o/ o <u><b>Writing messages, questions, action words, sentences, dialogue</b></u>	
ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 2.1W, 1.4- 1.6W, 3.1W ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 12</b> use process writing, <b>PI 14</b> students use a variety of different genre	Theme 7 Week 3 <b>Look Closer</b> <b>Wonderful Worms</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>What Can Hop</b>		<u><b>Reading</b></u> <b>Phonics</b> blending /o/-/p/ <b>High Frequency Words</b> no, yes <b>Phonemic Awareness Skills:</b> /w/ w <u><b>Writing Interactive Writing – Writing Process</b></u>	
ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 25</b> students make decisions about quality of text and illustrations	Theme 8 Week 1 <b>Walking Through the Jungle</b> <b>Elmer</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>I Can See It</b>	<b>I Can See It</b> <b>What is in the Box?</b> <b>Hop on Top</b>  <b>See Me Play</b> <b>Little Red Hen Bakes a Cake</b> <b>The Ice Fair</b>	<u><b>Reading</b></u> <b>Phonics</b> consonant /ks/ x <b>High Frequency Words</b> no, see <b>Phonemic Awareness Skills:</b> /w/ w <u><b>Writing</b></u> word web, charts, messages, class book	

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ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 25</b> students make decisions about quality of text and illustrations	Theme 8 Week 2 <b>Walking Through the Jungle</b> <b>So Say the Monkey</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>What Is In the Box</b>		<b>Reading</b> <b>Phonics</b> /o/-/ks/ <b>High Frequency Words</b> /o/ and /ks/ Review blending /o/-/ks/ <b>Phonemic Awareness Skills:</b> review /ks/-x <b>Writing:</b> Interactive Writing - Writing Process	
ELA 1.2R, 2.1R, 2.1L, 1.1W  ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 2.1W, 1.4-1.6W, 3.1W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 12</b> use process writing, <b>PI 25</b> students make decisions about quality of text and illustrations	Theme 8 Week 3 <b>Walking Through the Jungle</b> <b>So Say the Monkey</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Hop on Top</b>		<b>Reading</b> <b>Phonics</b> phonogram <i>ox</i> <b>High Frequency Words</b> <b>Phonemic Awareness Skills:</b> phonogram <i>ot</i> <b>Writing:</b> Interactive Writing - Writing Process	
ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W  ELA 3.1R, 3.2R, 1.3W, ELA 1.2R, 2.1R, 3.1R, 3.2R ELA 4.1W, 4.2W, 4.3W	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre <b>PI 35</b> exchange friendly notes, cards	Theme 9 Week 1 <b>The Shape of Things</b> <b>Benny’s Pennies</b> <b>Read Aloud</b> <b>Anthology</b> <b>The Big, Big Van</b>	<b>A Big, Big Van</b> <b>Come In</b> <b>Hop In!</b>  <b>The Lost Dog</b> <b>Mack and Will Are Friends</b> <b>A Good Home</b>	<b>Reading</b> <b>Phonics</b> Vv jj <b>High Frequency Word</b> look, come <b>Phonemic Awareness Skills:</b> phonogram isolation: vv phoneme blending <b>Writing:</b> story, list, chart	

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ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre <b>PI 25</b> students make decisions about quality of text and illustrations	Theme 9 Week 2 <b>The Shape of Things</b> <b>Good-bye Hello</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Come In</b>		<b>Reading</b> <b>Phonics</b> /e/-/t/ <b>High Frequency Word</b> words with /e/ and /t/ <b>Phonemic Awareness Skills:</b> phonogram isolation: medial, segmenting phonemes, phoneme blending, phoneme segmentation. Rhyme awareness short vowel Ee <b>Writing:</b> instructions, new verse, description	
ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre <b>PI 25</b> students make decisions about quality of text and illustrations	Theme 9 Week 3 <b>The Shape of Things</b> <b>Good Bye Hello</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Hop In</b>		<b>Reading</b> <b>Phonics</b> blending /e/-/n/ <b>High Frequency Word</b> words with /e/ and /n/ <b>Phonemic Awareness Skills:</b> initial sounds, phoneme isolation: medial, phoneme blending, initial phoneme deletion, phoneme substitution <b>Writing:</b> writing process	

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ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R ELA 4.1W, 4.2W, 4.3W	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre <b>PI 35</b> exchange friendly notes, cards	Theme 10 Week 1 <b>The Big Yellow Bus</b> <b>Career Day</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Is It For Me</b>	<b>Is It For Me?</b> <b>We Can Fix</b> <b>A Hat I Like</b>  <b>The Fire Bell Rings</b> <b>Lots of Jobs</b> <b>Neighborhood Friends</b>	<b>Reading</b> <b>Phonics</b> Yy Zz <b>High Frequency Word</b> words with /e/ and /n/ <b>Phonemic Awareness Skills:</b> phoneme isolation:, initial, segmentation <b>Writing:</b> write about a job, thank you note, list, write about an animal, dialogue	
ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre,	Theme 10 Week 2 <b>Big Yellow Bus</b> <b>Guess Who</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>We Can Fix</b>		<b>Reading</b> <b>Phonics</b> blending /e/ and /d/ <b>High Frequency Word</b> <b>Phonemic Awareness Skills:</b> phoneme isolation:, medial, phoneme matching: initial, medial phoneme blending, segmentation <b>Writing: bus rules, class story, description, book of facts, make-believe bus</b>	

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ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre	Theme 10 Week 3 <b>The Big Yellow Bus</b> <b>Guess Who</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>A Hat I Like</b>		<b>Reading</b> <b>Phonics</b> phonograms –et, -en, -ed & build sentences <b>High Frequency Word</b> <b>Phonemic Awareness Skills:</b> rhyming words, phoneme substitution <b>Writing:</b> writing process	
ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R ELA 4.1W, 4.2W, 4.3W	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre <b>PI 35</b> exchange friendly notes, cards	Theme 11 Week 1 <b>Five Little Ducks</b> <b>Come Along Daisy</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Little Cat Bag Cat</b>	<b>Little Cat, Big Cat</b> <b>But I Can</b> <b>Up, Up, Up</b>  <b>Up the Hill</b> <b>Float on the Boat</b> <b>Silly Pig</b>	<b>Reading</b> <b>Phonics</b> Qq, Yy, Zz, Xx <b>High Frequency Word</b> one, little <b>Phonemic Awareness Skills:</b> phoneme isolation, initial, medial, phoneme counting, phoneme blending <b>Writing:</b> a letter describing words, directions, sentence and sound words	

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ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre	Theme 11 Week 2 <b>What’s What?</b> <b>Five Little Ducks</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>But I Can</b>		<b>Reading</b> <b>Phonics</b> short.u, blending /u/ - /t/, words with /u/-/t/ <b>High Frequency Word</b> one, little <b>Phonemic Awareness Skills:</b> phoneme isolation, initial, medial, phoneme deletion <b>Writing:</b> story, five senses, how to directions, questions, sentences	
ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R ELA 4.1W, 4.2W, 4.3W	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre <b>PI 35</b> exchange friendly notes, cards	Theme 11 Week 3 <b>Five Little Ducks</b> <b>What’s What</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Up Up UP</b>		<b>Reading</b> <b>Phonics</b> review consonant n, short vowel /u/, blending /u/-/n/, words with /u/ and /n/ <b>High Frequency Word</b> one, <b>Phonemic Awareness Skills:</b> phoneme blending phoneme deletion <b>Writing:</b> writing process	

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ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre	Theme 12 Week 2 <b>Splash in the Ocean</b> <b>Swimmy</b> <b>Read Aloud</b> <b>Anthology</b> <b>Big Book of Rhymes &amp; Songs</b> <b>Is It Fun</b>		<b>Reading</b> <b>Phonics</b> review consonant n, short vowel /u/, blending /u/-/n/, words with /u/ and /n/ <b>High Frequency Word</b> one, <b>Phonemic Awareness Skills:</b> phoneme blending phoneme deletion <b>Writing:</b> writing process	
ELA 1.2R, 2.1R, 2.1L, 1.1W ELA 1.2W, 1.3W 2.1W, 2.2W ELA 1.2W, 1.3W ELA 3.1R, 3.2R, 3.1W, 3.1-3.4L, 3.1-10S ELA 1.2R, 2.1R, 3.1R, 3.2R	<b>PI 5</b> use of strategies to construct meaning from print <b>PI 7</b> present information clearly in oral and/or written form <b>PI 9</b> use structures for conveying information <b>PI 10</b> use details, examples, anecdotes to explain <b>PI 14</b> students use a variety of different genre	Theme 12 Week 3 <b>Splash in the Ocean</b> <b>Swimmy</b> <b>Read Aloud</b> <b>Anthology</b> <b>In A Sub</b>		<b>Reading</b> <b>Phonics</b> review short a, e, i, o, u <b>High Frequency Word</b> one, <b>Phonemic Awareness Skills:</b> phoneme substitution, phoneme blending, phoneme deletion, phoneme addition <b>Writing:</b> writing process	
		Summative Assessments		To Assess Mastery of Content To Assess Ability to apply skills and strategies	Group Inventory C Observational Checklist