First 9-Weeks: English Standards Pacing at a Glance

Phonemic Principles	Concepts of Print	Comprehension	Comprehension	Vocabulary	Independent Writ	ing Genre Target:
(K.4) b, e, f	(K.5) a, b, c, d	Fiction	Non-Fiction	(K.2) a, b, c, d, e, g	Fiction (Draw and Write) about Stories;	
	Phonics/Decoding	(K.9)	(K.10)	(K.8) a, b	Nonfiction (Draw and	Write) about Concepts
	(K.7) a	b, c, f	а		Composition	Usage & Mechanics
Phonemic Awareness	Concepts of Print	Listening Genre Targets	Listening Genre	Fluency	(K.12) a, b	(K.11) a (K.13)
Identify and produce	Develops Orientation of	Realistic Fiction &	Targets:	Oral Vocabulary	Shared/Interactive	Composing
words that rhyme	Print Materials:	Fantasy including	Concept Books &	Sorts objects and	Writing	Clear Topic
Identify rhyming pairs	Holds in Correct Position,	Traditional Tales	Informational Texts	pictures into categories	Write and Revise:	Together picture and
with pictures and orally	Identifies Front and Back Covers,	Story Vocabulary: title,	Understand difference	Developing Oral	Stories, Informational	writing carry meaning
Identify beginning	Distinguishes between	beginning/end	between Nonfiction	Vocabulary: Words for	Texts that describes,	Revises picture and/or
sound of spoken words	Pictures and Print,	Make Connections in	and Fiction	Numbers, to Name and	Rhyme/Poem, Functional	text to add detail or
Identify words with	Begins to Track Print (left	Texts Read by Adult: Text-Self and Text to Text	Note details in pictures	Describe People, Places,	Lists & Informational Charts	make more specific
shared beginning sound	to right/top to bottom)	Fantasy/Realistic:	Make and Explain	Things, to Name		Author's Voice
Segment one-syllable	Beginning to Develop	Distinguish silly stories	Predictions using Text Features: Title and	Location, Size, Color, and Shape, to Name and	Draw a picture of	Can "read" own writing
words Example: K - A - T	Concept of Sentence:	from those that could	Pictures	Describe Actions, for	personal experience/	Capitalization
	Begins with Capital Letter,	happen	Make Predictions based	Content Vocabulary and	event and write about it;	Beginning of Sentence
Begin to identify words in spoken sentence	Space Between Words,	Make Predictions using	on what has been read	from What is Read	Draw in response to a	Pronoun I
in spoken sentence	Ends with Period	pictures and use story to	Make connections to	Developing Oral	simple prompt/sentence	Punctuation
	Duint Conveys Magning	Confirm Predictions	previous knowledge	Language Arts	starter and then write about drawing	Period
	Print Conveys Meaning Explains Meaning of	Retell story using pictures	Give a personal	Academic Vocabulary:	about drawing	Spelling Temporary Spelling:
	signs and logos and own	Give a personal response	response	fiction, story, character;	Muiting About Dooding	May span Scribble
	drawing			nonfiction, information;	Writing About Reading Draw to show what	Writing, Pre-Phonetic,
	Reads: Name and	Comprehension Skills	Comprehension Skills	sentence, period,	happens in a story	and Emergent stages
	common sight words	Answer Right There	Identify Topic	question mark; naming word/noun; singular	write about drawing	Classroom Resources
	Match Sound to Print	questions (who and what questions)	Summarize using	(one)/plural (more than	<u>Draw a funny or</u>	e.g., Word Wall
	Beginning sound /s/ with		pictures	one)	important part of the	Beginning to match
	initial consonant Ss	Begin to explain why	Answer Right There questions (who and	Begin to explain how	story write to explain	letter to initial sounds
	Beginning sound /m/ with	Identify how stories are the same or different	what questions)	objects are alike and	the drawing	Student Developmental
	initial consonant Mm	Begin to summarize/tell	Note Important Details	different	Prewriting	Student Developmental Spelling Level Study
	Beginning sound /r/ with	what happens in own	Sequence Events	Reference Resource	Listen to Stories	Based on Words Their
	initial consonant Rr	words		Glossary in nonfiction	Hear Professional &	Way and Word Journeys
	Phonics Focus	Sequence Events	Contribute to Class		Peer Writing	Handwriting
	Identify and Name Upper		Graphic Organizers	Fluency with	Talk about Ideas for	Letter Formation
	and Lower Case Letters	Contribute to Class	Categorizing/Classifying	Familiar Texts Echo "reads" with	drawing and writing	Number Formation
	Match Upper and Lower	Graphic Organizers Beginning/Middle/End	<u>Chart</u> (may use pictures)	fluency and expression	Visualize based on prompt or sentence	Print First Name
	Case Letter Pairs (e.g., Aa,	Story Map of Events	pictures	Automatically Reads a	starter	Appropriate Pencil Grip
	Bb, Cc, Dd, Ee, Ff, Gg, Hh	<u>etery map</u> or Events		few Sight and High	Draw Pictures	Word Processing
				Frequency Words <i>(i.e., I,</i>		Scope and Sequence Skills
				see)		

Second 9-Weeks: English Standards Pacing at a Glance

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Phonemic Principles	Concepts of Print	Comprehension	Comprehension	Vocabulary	Independent Writing Genre Target:	
(K.4) a, b, d, e	(K.5) a, e	Fiction	Non-Fiction	(K.2) a, g	Fiction (Draw and W	/rite) about Stories;
	Phonics/Decoding	(К.9)	(K.10)	(K.8) a, b	Nonfiction (Draw and	Write) about Concepts
	(K.7) a, b, d	b, c, d, f, g	a, b		Composition	Usage & Mechanics
Phonemic	Concepts of Print	Listening Genre Targets	Listening Genre	Fluency	(K.12) a, c, d	(K.11) a, c, d (K.13)
Awareness	Develops Orientation of	Realistic Fiction & Fantasy	Targets:			
Identify words that	Print Materials:	including Traditional Tales	Concept Books &	Oral Vocabulary	Shared/Interactive	Composing
rhyme	Distinguish title page	Story Vocabulary: <i>title page</i> ,	Informational Texts	Categorizes Words for	Writing	Clear Topic
-	from other pages	character, event, setting	Understand difference	Numbers, to Name and	Write and Revise:	Together picture and
Discriminate	Track Print (left to	Story Structure:	between Nonfiction	Describe People, Places,	Stories, Informational	writing carry meaning
between spoken sentences and words	right/top to bottom)	beginning/middle/end	and Fiction	Things, to Name Location, Size, Color, and	Texts that describes, Rhyme/Poem, Functional	Revises picture and/or
		Make Connections in Texts	Note details in pictures		Lists & Informational	text to add detail or
Orally segment	Concept of Sentence:	Read by Adult: Text-Self and	Make and Explain	Describe Actions	Charts/Tables, Letter	make more specific
spoken sentences	Begins with Capital Letter,	Text to Text	Predictions using Text			Author's Voice
into words	Space Between Words,	Fantasy/Realistic:	Features: Title, Head-	Developing Vocabulary from Content and What	Independent Writing	Can "read" own writing
Identify words with	Ends with Period or	Distinguish silly stories from	ings, and Pictures	is Read	Draw a picture of personal experience/	Capitalization
shared beginning	Question Mark	those that could happen	Make Predictions		event and write about it;	Beginning of Sentence
sound		Make and Explain	based on what has	Developing Oral	Draw in response to a	Pronoun I
Segment and blend	Print Conveys Meaning	Predictions: use pictures and	been read	Language Arts Academic Vocabulary:	simple prompt/sentence	Punctuation
onset and rime	Explains Meaning of	story to Confirm Predictions	Make connections to		starter and then write	Period, Question Mark
Example: P - A T	signs and own labels or	Retell story using pictures	previous knowledge	Genre: fiction, story (beginning, middle, end),	about drawing	Spelling
Segment one-syllable	print Reads: Full Name and	, ,,	Give a personal		_	Temporary Spelling:
words into sounds	common Sight Words	Give a personal response	response	information, glossary	Writing About Reading	May span Scribble
Example: P - A - T	common signe words	Comprehension Skills	response	Concept of Print:	Draw to represent	Writing, Pre-Phonetic,
Blend short <i>a</i> words	Match Sound to Print	Answer Questions: Who,	Community Chille	sentence, period,	characters and/or	and Emergent stages
Isolate initial	Read meaningful,	Why, What, Where, When,	Comprehension Skills	question mark;	actions in a story write about drawing	Classroom Resources
consonants in single-	concrete words	How	Identify Topic	Grammar: naming	•	e.g., Word Wall
syllable words	Match spoke words to	Explain how characters are	Summarize using	word/noun; singular	Draw to represent information from	Beginning to match
Blend short a words	print in familiar text	alike and different	pictures	(one)/plural (more than	nonfiction text write	letter to initial sounds
		Identify how stories are the	Answer Questions:	one)	to explain the drawing	
	Phonics Focus	same or different	Who, Why, What,	Question words: who,		Student Developmental
	Rapidly Identify and	Begin to summarize/tell what	Where, When, How	what, where, when, why,	Prewriting	Spelling Level Study
	Name Upper and Lower	happens in own words	Note Important	how	Listen to Stories	Based on <u>Words Their</u>
	Case Letters	Sequence Events	Details	Explains how objects are	Hear Professional &	Way and Word Journeys
	Write Letter that	Discuss characters, events,	Sequence Events	alike and different	Peer Writing	Handwriting
	Corresponds to Sound	and setting	Discuss simple facts		Talk about Ideas for drawing and writing	Letter Formation
	Consonant Review: b, m,	Contribute to Class Graphic	and information	Fluency with	Visualize based on	Number Formation
	n, r, s, t	Organizers		Familiar Texts Echo "reads" with	prompt or sentence	Print First & Last Name
	Consonant Focus: h, v, c;	Beginning/Middle/End Story	Contribute to Class	fluency and expression	starter	Appropriate Pencil Grip
	p, g, f	Map of Events	Graphic Organizers		Draw Pictures	
	Vowel focus: short a	Cluster/Bubble Mat to	Categorizing/	Automatically Reads a		Word Processing
	words	Describe Person, Place, or	Classifying <u>Chart</u>	few Sight/High Frequency Words		Scope and Sequence Skills
		Thing				

Third 9-Weeks: English Standards Pacing at a Glance

Third 5 Weeks. Engli						
Phonemic Principles	Concepts of Print	Comprehension	Comprehension	Vocabulary	Independent Writing Genre Target:	
(K.4) a, b, d, e	(K.5) c <i>,</i> e + (K.9) a	Fiction	Non-Fiction	(K.2) c, d, e	Nonfiction (Dr	aw and Write)
	Phonics/Decoding	(K.9)	(K.10)	(K.8) a	Description, Explan	ation. Information
	(K.7) a, b, d	b, c, d, e, f, g	a, b		Composition	Usage & Mechanics
Dhanamia Aurananaa				Fluency	(K.12) a, b, c, d; (K.6) c	(K.11) a (K.13)
Phonemic Awareness	Concepts of Print	Genre Targets	Genre Targets			
Blend Phonemes	<u>Directionality</u> /Tracking Sentence and Return	Realistic Fiction &	Concept Books &	Oral Vocabulary	Shared/Interactive	Composing
Example Set 1: $/m/ \check{e} / /t/$	Sweep	Fantasy including	Informational Texts	Developing Oral	Writing	Clear Topic
(met) /ā/ /t/ (ate) /m/ /ā/ /d/ (made)	Word Boundary	Traditional Tales	Difference between	Language Arts	Write and Revise:	Sense of sequence, use
	Punctuation: Period,	Story Vocabulary:	Nonfiction and Fiction	Academic Vocabulary:	Stories, Informational	of order words
Example Set 2: /l/ ī/ /k/ (like)	Question Mark,	Character, Setting, and	Preview and Make	Genre: fiction, story	Texts, Rhyme/Poem,	Facts or information is
(snow), (look), (and)	Quotation Marks	Plot (events); Title; Title	Predictions using Text	(beginning, middle, end),	Functional Lists &	ordered
Example Set 3: /r/ā//n/	Print/Pictures: Identify	Page Baal va Maka Baliava (Features: Title,	character; nonfiction,	Informational Charts	Together picture and
(rain), (sun), (melt)	what author does and	Real vs. Make Believe/	Headings, Pictures	information, glossary	Independent Writing	writing carry meaning
Segment Phonemes	what illustrator does	Fantasy Make Connections:	Make Connections:	Concept of Print:	Draw a picture of personal	Revises picture and/or
Example Set 1: (lake) /l/ā/k/	Read and explain own	Text-Self, Text-Text	Text-Self, Text-Text	sentence, period, question mark;	experience/event and	text to add detail or
Example Set 2: (make)	writing and common	Story Structure:	Identify Topic/Main Idea	-	write about it;	make more specific
/m//ā/ /k/; (light), (look), (like)		Beginning, Middle, End	Summarize using pictures	Grammar: naming word/noun;	Draw and write a page	Author's Voice
Example Set 3: (rain) /r/ā/n/;	Match Sound to Print		Evaluate of Information	singular/plural	for a class informational	Natural Sounding
(sun), (hot), (snow)	Secure identification of	<u>Make Predictions</u> using pictures and use story	Comprehension Skills	Develop Oral	book/Make own informational book;	Some interesting word
Blend and Segment Phonemes	letter for each letter-	to Confirm Predictions	Monitor: Reread to	Vocabulary: Words to	Draw in response to a	choice
Example Set 1: /p/ ĭ/ /g/ (pig)	sound, including short	Retell events	clarify understanding	Describe and Name	prompt and then write	Capitalization
(home), (fat), (bun)	vowel sounds a, o, i	Express Opinions:	Locate Information	Feelings, Seasons,	about drawing;	Beginning of Sentence
Example Set 2: (up), (stop),	Phonics Focus	about pictures/what	Categorize/Classify	Places, Objects,	Draw and write science	Pronoun I
(go), (van), (bus); (bike),	Initial consonants: I, k, q;	they show; lesson	information	Classroom Items,	observations	Punctuation
(boat), (jet), (plane)	d, z; t, k, n, f, h	learned by character	Note Important Details	Animals, Actions	Writing About Reading	Period & Question Mark
<u>Example Set 3</u> : (dog), (cat),	Final consonants: x	Comprehension Skills	Gather Information	Written Vocabulary	Draw to show how a	Exclamation Mark
(hat), (got)	Blend Words with Short	Monitor	Make Inferences and Draw Conclusions using	High Frequency	character feels write	Sentences
	Vowel: a, e, and u	Comprehension:	pictures	Words/Grade Sight	about drawing or write	Complete Sentences
Blend and Segment Phonemes	Decoding Strategy	Reread to clarify	Sequence Events	Words	a speech bubble to	Spelling
Examples: /r/ ŭ/ /g/ (rug)	Look at Word	understanding	Ask and Answer Who,	Fluency with	show feelings	Picture Dictionary
(sand), (beach), (fun), (dog)	Look for Word Parts	Sequence Events	What, Where, When,	Familiar Texts	Draw a funny or	Familiar High Frequency
Phoneme Substitution	Think about Letter Sounds	Ask and Answer Who,	Why, How Questions	Automatically Read	important part of the	Words
Example Set 1: Take away	Blend the Sounds	What, Where, When,	Explain Cause & Effect	familiar Sight and High	story write to explain	Phonetic Spelling for
/r/, What's left? /ug/; Add	Check: Does it make	Why, How Questions	Summarize Using	Frequency Words	the drawing	unknown words
/m/ to /ug/, What's new	sense? Is it a word I know?	Note Important Details	Graphic Organizers	Use End Punctuation	Prewriting	Classroom resources
word?	Reread & Self-Correct	Draw Conclusions using	Categorizing/Classifying	to guide reading	Hear Professional &	Handwriting
Example Set 2: (roof), (bed),	Meaning: Does it make	pictures	<u>Chart</u> (may use pictures)	Spelling	Peer Writing	Letter Formation
(sofa), (step), (lamp)	sense?	Identify Cause & Effect	Comparison Chart:	Student	Talk about Ideas for	Word Spacing
Phoneme Substitution	Structure:	Compare and Contrast	Information/Features,	Developmental Level	drawing and writing	Left to Right/Top to
Change beginning of <i>cat</i>	Does it sound right?	Graphic Organizers	may use pictures	Based on Words	Draw Pictures	Bottom
and other words; new words	Visual:	Story Map of Events	Venn Diagram: compare		Orally List Ideas	Word Processing
may be nonsense words	Does it look right?	Venn Diagram	information from 2 books	<u>Journeys</u>	Talk with peer	Scope and Sequence Skills

Fourth 9-Weeks: English Standards Pacing at a Glance

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Phonemic Principles	Concepts of Print	Comprehension	Comprehension	Vocabulary	Independent Writing Genre Target:	
(K.4) a, c, d	(K.5) b, c, d, e	Fiction	Non-Fiction	(K.2) c, d, e	Nonfiction (Dr	aw and Write)
	Phonics/Decoding	(K.9)	(K.10)	(K.8) a	Description, Explar	nation, Information
	(K.7) b, c, d	b, c, d, e, f, g	a, b		Composition	Usage & Mechanics
Phonemic Awareness	Concepts of Print	Genre Targets	Genre Targets	Fluency	(K.12) a, b, c, d; (K.6) c	(K.11) a (K.13)
Clap and Count Syllables in	Directionality/Tracking	Realistic Fiction &	Concept Books &	Oral Vocabulary	Shared/Interactive	Composing
spoken one and two syllable	Sentence: Capital letter,	Fantasy including	Informational Texts	Understand meaning	Writing	Clear Topic
words/use picture cards for	space between words,	Traditional Tales	Difference between	of words used in	Write and Revise:	Sense of sequence, use
context/meaning	end punctuation	Story Vocabulary:	Nonfiction and Fiction	Phonemic Awareness	Stories, Informational	of order words
Example 1: jog/jogging;	Word Boundary: first &	Character, Setting, and	Preview and Make	Activities, Math,	Texts, Rhyme/Poem,	Facts or information is
want/wanted	last letter	Plot (Problem & Events)	Predictions using Text	Science, and Social	Functional Lists &	ordered
Example 2: (color words,	Punctuation: Period,	Real vs. Make Believe	Features: Title,	Studies, Fiction and	Informational Charts	Together picture and
animal words, common	Question Mark,	Characteristics	Headings, Pictures	Nonfiction Shared	Independent Writing	writing carry meaning
nouns) <u>use picture cards</u>	Exclamation Point,		Make Connections:	Stories	Draw a picture of personal	Revises picture and/or
(classroom objects)	Quotation Marks	Make Connections:	Text-Self, Text-Text	Develop Oral	experience/event and	text to add detail or
Example 4: words of familiar	Match Sound to Print	Text-Self, Text-Text		Vocabulary: Words to	write about it;	make more specific
poem, first name	Secure identification of	Story Structure:	Identify Topic/Main Idea	Describe and Name	Draw and write a page	Author's Voice
Orally substitute final	letter for each letter-	Beginning, Middle, End	Summarize using pictures	Feelings, Seasons,	for a class informational	
consonant phoneme in	sound, including short	Make Predictions using	Ask and Answer Who,	Places, Objects,	book/Make own	Natural Sounding Some interesting word
single-syllable words with	vowel sounds a, o, i	pictures and use story	What, Where, When,	Classroom Items,	informational book;	choice
short and long vowel sounds	Phonics Focus	to Confirm Predictions	Why, How Questions	Animals, Actions	Draw in response to a	
Example 1: /r/ /ă/ /n/ blend	Initial consonants: w, y	Retell	Evaluate of Information	Written Vocabulary	prompt and then write	Capitalization
to say <u>ram</u> ; substitute /t/ for	Final consonants: x	Ask and Answer Who,	Comprehension Skills	High Frequency	about drawing;	Beginning of Sentence
/n//r//a//t/ to blend to	Blend Words with Short	What, Where, When,	Monitor: Reread to	<u>Words</u>	Draw and write science	Pronoun I
say <u>rat</u> .	<u>Vowel</u> : e	Why, How Questions	clarify understanding	Grade Sight Words	observations	Punctuation
Example 2: /r/ /ō/ /z/ blend	Initial consonants: j, d, n,	Make Judgments:	Locate Information	Fluency with	Writing About Reading	Period & Question Mark
to say <u>rose</u> ; substitute /p/ for	w	about pictures/what	Categorize/Classify	Familiar Texts	Draw to show how a	Exclamation Mark
/z/ to blend to say <u>rope</u> .	Blend Words with Short	they show; lesson	information	Automatically Read	character feels write	Sentences
	<u>Vowel</u> : u	learned by character	Note Important Details	familiar Sight and High	about drawing or write	Complete Sentences
Orally Delete and Substitute	Decoding Strategy	Comprehension Skills	Gather Information	Frequency Words	a speech bubble to	Spelling
Example 1: $/p/\bar{e}//ch/$	Look at Word	Monitor: Reread to	Make Inferences and	Use End Punctuation	show feelings	Picture Dictionary
(<u>peach</u>) take away /p/ to say	Look for Word Parts	clarify understanding	Draw Conclusions using	to guide reading	<u>Draw a funny or</u>	Familiar High Frequency
each; substitute /b/ to say	Think about Letter Sounds	Sequence Events	pictures Sequence Events	Spelling	important part of the	Words
<u>beach</u>	Blend the Sounds	Note Important Details	Explain Cause & Effect	Build Pattern Words	story write to explain	Phonetic Spelling for
Orally substitute initial	Check: Does it make	Draw Conclusions using	•	Consonants & Rimes	the drawing	unknown words
consonant phoneme in	sense? Is it a word I know?	pictures	Summarize Using	Substitute Short	Prewriting	Classroom resources
single-syllable words with	Reread & Self-Correct	Identify Cause & Effect	Graphic Organizers Categorizing/Classifying	Vowels: a, e, i, o, u	Hear Professional &	Handwriting
short and long vowel sounds	Meaning:	Gather Information	<u>Chart</u> (may use pictures)	Student	Peer Writing	Letter Formation
Example 1: Change /h/ in	Does it make sense?	Identify Main Idea	<u>Comparison Chart:</u>	Developmental Level	Talk about Ideas for	Word Spacing
<u>hen</u> to /p/ to say <u>pen</u>	Structure:	Compare and Contrast	Information/Features,	Based on Words	drawing and writing	Left to Right/Top to
Example 2: Change /m/ in	Does it sound right?	Graphic Organizers	may use pictures	Their Way and Word	Draw Pictures	Bottom
mean to /b/ to say bean	Visual:	Story Map of Events	Venn Diagram: compare	Journeys	Orally List Ideas	Word Processing
,	Does it look right?	Venn Diagram	information from 2 books		Talk with peer	Scope and Sequence Skills
					l	