

## Kindergarten Curriculum Map for Reading

### Fall Semester

Weeks	Resources	Days	Unit	Standards Covered	Describe overall unit objective in Plain English.
	Journeys	5	Lesson Topic: Families		
		3	Read aloud: Buliding With Dad (Realistic Fiction), What Makes a Family (informational text), Poems About Families (Poetry)	<b>RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary words: cranes, crew, gleaming, mechanic, outlining, s	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	1	Describing and Comparing Differences	RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1a Follow words from left to right, top to bottom, and page by page.	I can show how to read a book. (left-right; topbottom; page-to-p
		2	Hear the rhyme	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.
		1	First/Next/Last, Before/After: Directionality and Spacial Sequence	RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1a Follow words from left to right, top to bottom, and page by page.	I can show how to read a book. (left-right; topbottom; page-to-p
		1	First/Next/Last: Temporal Sequence	RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1a Follow words from left to right, top to bottom, and page by page.	I can show how to read a book. (left-right; topbottom; page-to-p
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		10	Hearing and repeating words that rhyme. (1-2)	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.
		10	Segmenting compound words into individual words. (1-2)	<b>RF.K.2.B Segment Compound Words</b>	I can clap out the beats of a word. I can count out the beats in a v
		10	Adding words to make compound words. (1-2)		
			Deleting words from compound words. (1-2)		
		15	Sentence repitition: Counting Words (1-3)		
		20	Isolating initial consonant sounds in spoken words. (1-4)	RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes), <b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can show that I know how words and their parts go together. I can find and say the beginning, middle and last sound in simple wor
			Substituting words in compound words. (1-2)		
		45	Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple wor
		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.	

Week 2	Journeys	3	Read alouds: FRIENDS AT SCHOOL (informational text), HOW DO Dinosaurs Go to School? (Fantasy), My School Bus (Informational text)	<b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary words: busy, company, container, job, scoop, tortoise	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	5	Peel that sound (beginning sound), Sounds: /m/,/s/,/l/,/n/,/f/	<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.</b> <b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can say the most common sound for each consonant in the alphabet. I can find and say the beginning, middle and last sound in simple words.
		5	Which Words Rhyme?	<b>RFK2a Recognize and produce rhyming words.</b>	I can recognize and make rhyming words.
		5	Blend Compound words	<b>RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</b>	I can show that I know how words and their parts go together.
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
			Adding words to make compound words. (1-2)		
			Deleting words from compound words. (1-2)		
		10	Hearing and repeating words that rhyme. (1-2)	<b>RFK2a Recognize and produce rhyming words.</b>	I can recognize and make rhyming words.
		20	Isolating initial consonant sounds in spoken words. (1-4)	<b>RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</b> <b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can show that I know how words and their parts go together. I can find and say the beginning, middle and last sound in simple words.
		Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.	
15		Sentence repetition: Counting Words (1-3)			
		Substituting words in compound words. (1-2)			
		Segmenting compound words into individual words. (1-2)	<b>RF.K.2.B Segment Compound Words</b>	I can clap out the beats of a word. I can count out the beats in a word.	
10		Blending individual words and adding words to make compound words (1-2)			
Journeys	5	Lesson Topic: Pets			
	2	Books to Read to class: "I have a pet!", "Please, Puppy, Please"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>		
	5	Vocabulary: cooperate, curious, interesting, slimy, smooth, vet	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>		
RGR	5	Peel that sound and sort (beginning sound), Sounds: /r/, /v/,/z/, /p/, /g/	<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.</b> <b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can say the most common sound for each consonant in the alphabet. I can find and say the beginning, middle and last sound in simple words.	
		What's That Word?	<b>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</b>	I can say all the sounds in a word.	
		Creating Rhymes	<b>RFK2a Recognize and produce rhyming words.</b>	I can recognize and make rhyming words.	

Week 3	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		15	Sentence repetition: Counting Words (1-3)		
		20	Isolating initial consonant sounds in spoken words. (1-4)	RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	I can show that I know how words and their parts go together.
				<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
			Adding syllables to words or word parts. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.
			Deleting syllables from spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.
			Blending syllables into spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.
			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 can clap out the beats of a word. I can count out the beats in a word.
30	Rhyme recognition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.		
Week 4	Journeys	5	Lesson Topic: Jobs		
		2	Books to Read to class: Pizza at Sally's, Everybody works	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b>	
				<b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
			Comprehension Skills and Strategies:		
			Target Skill: Text and Graphic Features/Genre		
			Target Strategy: Analyze/Evaluate		
	5	Vocabulary: customers, dough, famous, perfect, sprinkled, stretchy	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>		
	RGR	2	Creating rhymes	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.
		5	Peel that sound and sort (beginning sounds), Sounds: /d/, /t/, /k/, /b/, /w/	<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.</b>	I can say the most common sound for each consonant in the alphabet.
				<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
3	Blending Sounds	RF.K.2 RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.		
175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.		
20	Isolating initial consonant sounds in spoken words. (1-4)	RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	I can show that I know how words and their parts go together.		
		<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.		

Heggerty		Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		Adding syllables to words or word parts. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.
		Deleting syllables from spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.
		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 can clap out the beats of a word. I can count out the beats in a word.
		Blending syllables into spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.
	30	Rhyme recognition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.
Journeys	5	Lesson Topic: Helping		
	2	Books to Read to class: The little Red Hen, The handiest things in...	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		Comprehension Skills and Strategies:		
		Target Skill: Details/Cause and Effect		
		Target Strategy: Question		
	5	Vocabulary: admired, delicious, delight, doubt, fable, sigh	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
RGR	5	Peel that sound and sort (beginning sounds), Sounds: /h/, /kw/, /j/, /y/, /ks/	<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.</b> <b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can say the most common sound for each consonant in the alphabet. I can find and say the beginning, middle and last sound in simple words.
	3	What's That Word?	RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can show that I know how words and their parts go together. I can find and say the beginning, middle and last sound in simple words.
	2	Blending Sounds	RFK2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can show that I know how words and their parts go together. I can say all the sounds in a word.
	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		Adding syllables to words or word parts. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.
Week 5				

Heggerty		Deleting syllables from spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.	
		Substituting syllables in words. (3-6)			
		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 can clap out the beats of a word. I can count out the beats in a word.	
		Blending syllables into spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.	
	30	Rhyme recognition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.	
Week 6	Journeys	5	Lesson Topic: Using Our Senses		
		3	Books to Read to class: "Listen, Listen", "My Five Senses", and "Poems About Senses"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary: drift, ripen, scurry, sizzle, whisper, whistle	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	1	Unit 6 Lesson 1 (part 1- letter-sound introduction , 2- name that sound /m/ /t/ /a/ /p/, 3- peel and say)	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 2 (part 1- peel and sort, 2- this letter or that ,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 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/.)	
		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)		
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		Adding syllables to words or word parts. (3-6)			
		Deleting syllables from spoken words. (3-6)			
		Substituting syllables in words. (3-6)			

			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 can clap out the beats of a word. I can count out the beats in a word.
			Blending syllables into spoken words. (3-6)	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	I can clap out the beats of a word. I can count out the beats in a word.
		30	Rhyme recongition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.
Week 7	Journey's	5	Lesson Topic: Sounds and Language		
		3	Books to Read to class: "Amelia's Show and Tell Fiesta", "Mice Squeak, We Speak", "The Fort Worth Zoo"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary: foolish, frowns, ruffled, special, treasures, tropical	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	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)	<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.</b>	
		1	Unit 7 Lesson 2 (part 1- this or that, 2- this letter or that, 3- guess my word)		
		1	Unit 7 Lesson 3 (part 1- what's that word, 2- this letter or that, 3- find that letter)		
		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.	
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple wor
			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 make new words for a word family.
			Identifying same initial phonemes in a series of words. (5-8)		
			Reciting Nursery Rhymes (7-17)		
			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 can make new words for a word family.
			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 can make new words for a word family.	
		Segmenting spoken words into Onset-Rime (7-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.	
30		Rhyme recongition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.	
	5	Lesson Topic: Ways to Move			

Week 8	Journeys	3	Books to Read to class: "Jonathan and His Mommy", "Move!", "The Hare and the Tortoise"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b>	
				<b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary: backward, beat, leap, strange, wiggle, zigzag	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	1	Unit 8 Lesson 1 (part 1- peel and say, 2- name that sound /d/, /f/, /r/, /o/, 3- look, think, say),	<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.</b>	I can say the most common sound for each consonant in the alphabet.
		1	Unit 8 Lesson 2 (part 1- stretch those sounds, 2- this letter or that, 3- guess my word)		
		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)		
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		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 make new words for a word family.	
		Identifying same initial phonemes in a series of words. (5-8)			
		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 can make new words for a word family.	
		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 can make new words for a word family.	
		Blending Body-Coda into spoken words. (7-8)			
		Segmenting spoken words into Onset-Rime (7-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.	
		Reciting Nursery Rhymes (7-17)			
30		Rhyme recognition in word pairs (3-8)	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.	
Journeys	5	Topic: Machines and Wheels			
	3	Books to Read to class: "Good Morning, Digger", "What Do Wheels Do All Day?", "Wheels Long Ago and Today"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b>		
			<b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>		
	5	Vocabulary: cement, community, early, vacant, weeds, welding	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>		
RGR	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)			
	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 writing.		
	1	Unit 9 Lesson 5 (part 1- this letter or that, 2- pop up and 3 up, 3- touch and say)			

Week 9	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
			Isolating initial short vowel and consonant sounds in spoken words. (9-12)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
			Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
			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 make new words for a word family.
			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 can make new words for a word family.
			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 can make new words for a word family.
			Blending onset-rime into spoken words. (9-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
			Segmenting spoken words into Onset-Rime (7-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
			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)		
Week 10	Journeys	5	Vocabulary: add, fluffy, fresh, grinned, moment, shyly	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
		3	Books to Read to class: "David's Drawings", "Mouse Shapes", "Signs and Shapes"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary: add, fluffy, fresh, grinned, moment, shyly		
	RGR	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)		
		1	Unit 10 Lesson 4 (part 1-find the letter, 2-Stretch those sounds, 3-Unscramble this)		
		1	Unit 10 Lesson 5 (part 1-count the sounds, 2-Pop-up, 3-up ( I, am, here), 3-phrase reading)	RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.a. Follow words from left to right, top to bottom, and page by page. RF.K.1.c. Understand that words are separated by spaces in print.	
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
		Isolating same final phonemes in a series of words or sentences.	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.	
		Isolating initial short vowel and consonant sounds in spoken words.	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.	
		Blending onset-rime into spoken words. (9-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.	



	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 can make new words for a word family.
			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 can make new words for a word family.
			Segmenting spoken words into Onset-Rime (7-10)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
			Reciting Nursery Rhymes (7-17)		
			Rhyme Recognition: Which word rhymes with *? (9-10)	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.
Week 11	Journeys	5	Lesson Topic: Seasons		
		3	Books to Read to class: "Every Season", "Jump into January", "Holidays all year long"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary: bloom, peck, scatter, speckled, store, tracks	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	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)		
		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)		
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
			Isolating same final phonemes in a series of words or sentences.	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
			Isolating initial short vowel and consonant sounds in spoken words.	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple 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 words.	I can make new words for a word family.
			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 can make new words for a word family.
			Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.	
		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 can recognize and make rhyming words.		
	5	Lesson Topic: Weather			

Week 12	Journeys	3	Books to Read to class: "Storm is coming", "Snow", "How water c	<b>RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.</b>	
				<b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary: guard, huddle, nodded, pasture, silent, stampede	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	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)		
		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)		
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
			Isolating same final phonemes in a series of words or sentences.	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple word
			Isolating initial short vowel and consonant sounds in spoken word	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple word
			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 can make new words for a word family.
			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 can make new words for a word family.
			Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.	
		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 can recognize and make rhyming words.		
Journeys	5	Lesson Topic: Animal Bodies			
	3	Books to Read to class: "A Zebra's World", "What Do You Do With a Tail Like This?", "Poems About Animals"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate compelxity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>		
	5	Vocabulary: daily, herd, muscles, pattern, several, usually	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>		
RGR	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)	<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.</b>		
	1	Unit 13 Lesson 2 (part 1- add that sound, 2-this letter or that, 3- which letter)	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 13	RGR	1	Unit 13 Lesson 3 (part 1- find that letter, 2- this letter or that, 3- where's that heart word to, not, can)		
		1	Unit 13 Lesson 4 (part 1- touch and say, 2- stretch those sounds, 3- build a word)		
		1	Unit 13 Lesson 5 (part 1- add that sound, 2- pop up and 3 up, 3- phrase reading)		
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		Adding initial phonemes to spoken words. (7-27) 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) Map Final Phonemes (13-14)	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. <b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b> RF.K.2c 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 can make new words for a word family. I can make new words for a word family. I can make new words for a word family. I can find and say the beginning, middle and last sound in simple words. I can say all the sounds in a word. I 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 can recognize and make rhyming words.	
Week 14	Journeys	5	Lesson Topic: Animal Homes		
		3	Books to Read to class: "Home for a Tiger", "Turtle Splash", "Where Animals Live"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary: burrow, desert, lodge, patient, shade, soaring	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	1	Unit 14 Lesson 1 (part 1- this or that, 2- name that sound /kw/, /ks/, /y/, 3- look, think, say; pop up; 3 up)	<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.</b>	
		1	Unit 14 Lesson 2 (part 1- guess my word, 2- this letter or that, 3- 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 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)		
	Week 14	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
			Adding initial phonemes to spoken words. (7-27) Isolating medial phonemes in spoken words. (13-22, 27-35) 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. <b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b> RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	I can make new words for a word family. I can find and say the beginning, middle and last sound in simple words. I can make new words for a word family.

	Heggerty	Deleting initial phonemes from spoken words. (7-27) Blending phonemes into spoken words. (11-35) Segmenting spoken words into phonemes. (11-35) Reciting Nursery Rhymes (7-17) Map Final Phonemes (13-14)	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2c 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 can make new words for a word family. I can say all the sounds in a word. I 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 can recognize and make rhyming words.
Week 15	Journeys	5 Lesson Topic: Up in the Sky		
		3 Books to Read to class: "How many stars in the sky?", "What a beautiful sky!", "What will the weather be like"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5 Vocabulary: dazzling, distance, gazing, leaned, planet, tunnel	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	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. RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.	Demonstrate understanding of the organization and basic features of print. I can see and say all of the letters in the alphabet.
		1 Unit 15 Lesson 3 (part 1-which letter, 2- Where's the heart word (did, too, will) 3 phrase reading)		
		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.	
		1 Unit 15 Lesson 5 (part 1-touch and say, 2-Pop-up, 3 up (did, too, will) , 3-phrase reading)		
	Heggerty	175 Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
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 can make new words for a word family.	
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 can make new words for a word family.	
Isolating medial phonemes in spoken words. (13-22, 27-35)		<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.	
Blending phonemes into spoken words. (11-35)		RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.	
Segmenting spoken words into phonemes. (11-35)		RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.	
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 can recognize and make rhyming words.
Week 16	Journeys	5	Lesson Topic: Testing Ideas		
		3	Books to Read to class: "Dear Mr. Blueberry", "What is science", "Benjamin Franklin, Inventor"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>	
		5	Vocabulary: information, perhaps, pleased, pond, spurt, travel	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	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.	
		1	Unit 16 Lesson 3 (part 1-which letter, 2- Where's the heart word (did, too, will) 3 phrase reading)		
		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. RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.	
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
			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 can make new words for a word family.
			Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple 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.	I can make new words for a word family.
			Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
			Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		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 can recognize and make rhyming words.	
Journeys	5	Lesson Topic: Nature all around			
	3	Books to Read to class: "It is the wind", "From caterpillar to butterfly", "Anansi and grasshopper"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b> <b>RI.K.13 Actively Engage in individual or group readings of informational text with purpose and understanding.</b>		
	5	Vocabulary: creaks, hare, hinge, howling, path, sways	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>		

Week 17	RGR	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.	
		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.	
		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.	
	Heggerty	175	Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
			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 can make new words for a word family.
			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 can make new words for a word family.
			Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.	
	Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.		
	Reciting Nursery Rhymes (7-17)				
		Rhyme Production with a familiar word or rime. (13-17)	RFK2a Recognize and produce rhyming words.	I can recognize and make rhyming words.	
Week 18	Journeys	5	Lesson Topic: Oceans and Waterways		
		3	Books to Read to class: "One-dog canoe", "Atlantic", "Poems about the ocean"	<b>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for kindergarten.</b>	
		5	Vocabulary: canoe, dew, glided, paddle, peered, crew	<b>SL.K.8 Use words and phrases acquired through conversations, reading, and through being read to.</b>	
	RGR	1	Unit 18 Lesson 1: Letter-sound review/(was, so, no)		
		1	Unit 18 Lesson 2: Introduce long vowel sounds	RF.K.3. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
		1	Unit 18 Lesson 3: Introduce vowel/consonant pattern (closed syllable)		
		1	Unit 18 Lesson 4: Introduce build a word		
		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)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.	
		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 can make new words for a word family.	

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 can make new words for a word family.
	Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
	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 make new words for a word family.
	Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
	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 can say all the sounds in a word.

## Kindergarten Curriculum Map for Reading

### Spring Semester

Weeks	Resources	Days	Unit	Standards Covered	Describe overall unit objective in plain English.	
Week 19	Journeys		Topic: Outdoor Adventures			
			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			
	RGR		Unit 19 Lesson 1 (Letter-Sound and Heart Word Fluency)			
			Unit 19 Lesson 2 (Short a vs Long a)			
			Unit 19 Lesson 3 (Nonsense Words)			
			Unit 19 Lesson 4 (Student Practice)			
			Unit 19 Lesson 5 (Wrap Up and Show What You Know)			
	Heggerty			Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
				Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
				Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
				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 can make new words for a word family.
			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 can make new words for a word family.	
			Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.	
		Connect Phonemes and Graphemes (18-35)				
	Journeys		Lesson Topic: Making Discoveries			
			Books to Read to class: "Duck & Goose", Curious George's Dinosaur Discovery", "Exploring Land and Water"			
			Vocabulary: apologized, attention, confusion, notice, snooze, webbed			
	RGR		Unit 20 Lesson 1 (Letter-Sound and Heart Word Fluency)			
			Unit 20 Lesson 2 (Short i vs Long i)			
			Unit 20 Lesson 3 (Digraph sh)			
			Unit 20 Lesson 4 (Student Practice)			



Week 20		Unit 20 Lesson 5 (Wrap Up and Show What You Know)		
	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
		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 can make new words for a word family.
		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 can make new words for a word family.
		Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
	Connect Phonemes and Graphemes (18-35)			
Week 21	Journeys	Domain: Social Relationships Lesson Topic: Working Together		
		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		
	RGR	Unit 21 Lesson 1 (Letter-Sound and Heart Word Fluency)		
		Unit 21 Lesson 2 (Short u vs Long u)		
		Unit 21 Lesson 3 (Digraph th)		
		Unit 21 Lesson 4 (Student Practice)		
		Unit 21 Lesson 5 (Wrap Up and Show What You Know)		
	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
Alphabet Knowledge (1-35)		<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.	
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 can make new words for a word family.	
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 can make new words for a word family.	
Isolating medial phonemes in spoken words. (13-22, 27-35)		<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.	
	Connect Phonemes and Graphemes (18-35)			

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

Week 23		Unit 23 Lesson 4 (Student Practice)			
		Unit 23 Lesson 5 (Wrap Up and Show What You Know)			
	Heggerty		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
			Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
			Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
			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 can make new words for a word family.
			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 can make new words for a word family.
		Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.	
	Connect Phonemes and Graphemes (18-35)				
Week 24	Journeys	Domain: Life Science Lesson Topic: Animal Colors			
		Books to Read to class: "Red Eyes or Blue Feathers", "Chameleon, Chameleon", "Amazing Animal Bodies" Vocabulary: communicate, mood, scent, sly, survive, temperature			
	RGR	Unit 24 Lesson 1 (Letter-Sound and Heart Word Fluency)			
		Unit 24 Lesson 2 (Review Short and Long Vowels)			
		Unit 24 Lesson 3 (Digraph ck)			
		Unit 24 Lesson 4 (Student Practice)			
		Unit 24 Lesson 5 (Wrap Up and Show What You Know)			
	Heggerty		Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.	
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.	
		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 can make new words for a word family.	
		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 can make new words for a word family.	
		Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.	

		Connect Phonemes and Graphemes (18-35)		
Week 25	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		
	RGR	Unit 25 Lesson 1 (Letter-Sound and Heart Word Fluency)		
		Unit 25 Lesson 2 (2-Sound Consonant Blends)		
		Unit 25 Lesson 3 (Digraph Review and Chunk All)		
		Unit 25 Lesson 4 (Student Practice)		
		Unit 25 Lesson 5 (Wrap Up and Show What You Know)		
	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
		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 can make new words for a word family.
		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 can make new words for a word family.
		Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
Connect Phonemes and Graphemes (18-35)				
Journeys	Domain: Values Lesson Topic: Trying your best			
	Books to Read to class: "Curious George Makes Pancakes", "Kitten's first full moon", "Poems about trying and the moon"			
	Vocabulary: assistant, enormous, generous, mayor, shocked, volunteers			
	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)		
		Unit 26 Lesson 4 (2 sound blends-initial and final)		

Week 26		Unit 26 Lesson 5 (2 sound blends-initial and final)		
	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
		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 can make new words for a word family.
		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 can make new words for a word family.
		Isolating final phonemes in spoken words. (1-9, 23-24 Digraphs, 25-26 Mixed)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
	Connect Phonemes and Graphemes (18-35)			
Week 27	Journeys	Domain: Recreation and Travel Lesson Topic: Family Outing		
		Books to Read to class: "Someone bigger", "One of three", Cross-Country Trip"		
		Vocabulary: creatures, firmly, kite, launched, light, replied		
	RGR	Unit 27 Lesson 1 (Letter-Sound review: make, good, new)		
		Unit 27 Lesson 2 (syllable stomp and syllable blending)		
		Unit 27 Lesson 3 (Introduce terms: syllable and closed syllable)		
		Unit 27 Lesson 4 (Reading two syllable words with closed syllable)		
		Unit 27 Lesson 5 (Reading two syllable words with closed syllable)		
	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the 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.	I can make new words for a word family.
		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 can make new words for a word family.
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 can make new words for a word family.	
Isolating medial phonemes in spoken words. (13-22, 27-35)		<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.	
		Connect Phonemes and Graphemes (18-35)		

Week 28	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"		
		Vocabulary: bellowed, dingy, rumbled, valley, waiters, weary		
	RGR	Unit 28 Lesson 1 (Letter-Sound review : out, one, two)		
		Unit 28 Lesson 2 (Review syllable stomp and blending syllables)		
		Unit 28 Lesson 3 (reading two syllable words with closed syllables)		
		Unit 28 Lesson 4 (reading two syllable words with closed syllables)		
		Unit 28 Lesson 5 (reading two syllable words with closed syllables)		
	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		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 can make new words for a word family.
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 can make new words for a word family.	
Substitute the final phoneme in spoken words. (28-31)				
Connect Phonemes and Graphemes (18-35)				
Week 29	Journeys	Domain: Social Relationships Lesson Topic: Learning New Things		
		Books to Read to class: "Baby Brains", "Look at Us", "The three little pigs"		
		Vocabulary: certainly, embarrassed, languages, mumbled, popular, study		
	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		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 can make new words for a word family.

		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 can make new words for a word family.
		Substitute the final phoneme in spoken words. (28-31)		
		Connect Phonemes and Graphemes (18-35)		
Week 30	Journeys	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, independent, judge		
	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		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 can make new words for a word family.
		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 can make new words for a word family.
		Substitute the final phoneme in spoken words. (28-31)		
Connect Phonemes and Graphemes (18-35)				
Week 31	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		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 can make new words for a word family.
		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 can make new words for a word family.
		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.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.

Week 32	Heggerty	Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		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 can make new words for a word family.
		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 can make new words for a word family.
		Substituting the medial phoneme in spoken words. (32-35)		
		Connect Phonemes and Graphemes (18-35)		
Week 33	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		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 can make new words for a word family.
		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 can make new words for a word family.
		Substituting the medial phoneme in spoken words. (32-35) Connect Phonemes and Graphemes (18-35)		
Week 34	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		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 can make new words for a word family.
		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 can make new words for a word family.
		Substituting the medial phoneme in spoken words. (32-35) Connect Phonemes and Graphemes (18-35)		
Week 35	Heggerty	Blending phonemes into spoken words. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Segmenting spoken words into phonemes. (11-35)	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	I can say all the sounds in a word.
		Alphabet Knowledge (1-35)	<b>RF.K.1.d Recognize and name all upper and lowercase letters of alphabet</b>	I can see and say all of the letters in the alphabet.
		Isolating medial phonemes in spoken words. (13-22, 27-35)	<b>RFK2d Isolate and pronounce the initial, medial, vowel, and final sounds in three phoneme words.</b>	I can find and say the beginning, middle and last sound in simple words.
		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 can make new words for a word family.



		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 can make new words for a word family.
		Substituting the medial phoneme in spoken words. (32-35)		
		Connect Phonemes and Graphemes (18-35)		