

<b>1st Six Weeks</b>	
	Standards taught each six weeks will be reinforced throughout the year
K.1.R.4	Students will follow one and two step directions.
K.1.W.2	Students will work respectfully with others with guidance and support.
K.2.PA6	<b>Students will distinguish onset (beginning) sound(s) in spoken words.</b> [Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at)]
K.2.PC.2	Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.
K.2.PC.3	Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.
K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.
K.2.PC.5	Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).
<b>Academic Vocabulary</b>	
	respect, title page, front and back cover, spin, uppercase letters, lowercase letters, alphabet, sight words

<b>2nd Six Weeks</b>	
	Standards taught each six weeks will be reinforced throughout the year
K.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.
K.1.W.1	Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.
K.2.PA.6	<b>Students will segment one syllable words.</b> [Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at).]
K.2.R.2	Students will discriminate between fiction and nonfiction/informational text with guidance and support.
K.2.W.1	Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.
K.3.R.4	Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support
K.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.
K.5.R.1	Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.
K.5.R.4	Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.
	<b>Academic Vocabulary</b>
	complete sentence, fiction, nonfiction, who, what, where, when, up, down, before, after, beginning sound, syllable

<b>3rd Six Weeks</b>	
	Standards taught each six weeks will be reinforced throughout the year
K.2.PA.1	Students will distinguish spoken words in a sentence.
K.2.PA.2	Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.
K.2.PA.3	Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., “the puppy pounces”).
K.2.PC.1	Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.
K.2.PWS.1	Students will name all uppercase and lowercase letters.
K.2.PWS.3	Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).
K.2.PWS.4	Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g., VC words= at, in, up; CVC words = pat, hen, lot).
K.2.W.3	Students will begin to edit first drafts using appropriate spacing between letters and words.
K.3.R.1	Students will name the author and illustrator, and explain the roles of each in a particular story.
K.3.R.2	Students will describe characters and setting in a story with guidance and support.
K.3.R.3	Students will tell what is happening in a picture or illustration.
K.4.W.1	Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.
K.5.W.1	Students will capitalize, with guidance and support: <ul style="list-style-type: none"> <li>● their first name</li> <li>● the pronoun “I.”</li> </ul>
K.5.W.2	Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.
	<b>Academic Vocabulary</b>
	rhyming, vowel, consonant, spacing, author, illustrator, illustration, character, setting, capitalize

<b>4th Six Weeks</b>	
	Standards taught each six weeks will be reinforced throughout the year
K.2.F.1	Students will read first and last name in print.
K.4.R.3	Students will name and sort pictures of objects into categories based on common attributes with guidance and support.
K.4.W.2	Students will select appropriate language according to purpose with guidance and support.
K.7.W.2	Students will use appropriate props, images, or illustrations to support verbal communication.
	<b>Academic Vocabulary</b>
	(none)

<b>5th Six Weeks</b>	
	Standards taught each six weeks will be reinforced throughout the year
K.1.R.1	Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.
K.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.
K.2.F.2	Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).
K.2.PA.4	Students will recognize the short or long vowel sound in one syllable words.
K.2.PA.5	Students will count, pronounce, blend, segment, and delete syllables in spoken words.
K.2.PA.7	Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= fast)
K.2.PA.8	Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).
K.2.PA.9	Students will add, delete, and substitute phonemes in one syllable spoken words (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).
K.2.PWS.2	Students will sequence the letters of the alphabet.
K.2.R.1	Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.
K.2.R.3	Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.
K.2.W.1	Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.
K.2.W.2	Students will begin to develop first drafts by sequencing the action or details of stories/texts.
K.3.W	Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.
K.4.R.2	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.
K.6.R.2	Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.
K.6.W.1	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support
K.7.R.1	Students will recognize formats of print and digital text with guidance and support.
K.7.R.2	Students will explore how ideas and topics are depicted in a variety of media and formats.
K.8.R	Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.
K.8.W	Students will express their ideas through a combination of drawing and emergent writing with guidance and support.

<b>6th Six Weeks</b>	
Standards taught each six weeks will be reinforced throughout the year	
K.2.PC.6	Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.
K.5.R.2	Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support.
K.5.R.3	Students will recognize words as actions (i.e., verbs) with guidance and support.
K.6.R.1	Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.
K.6.W.2	Students will find information from provided sources during group research with guidance and support
K.7.W.1	Students will use appropriate technology to communicate with others with guidance and support.
<b>Academic Vocabulary</b>	
	noun, verb