

Teacher: Core Reading Working with Words GradeK

Year: 2011-12

Course: Working with Words Grade K

Month: All Months

September	Phonemic Awareness-Sept: 4 Blocks is Framework ~		Four Blocks as Model of Instructional Delivery applied and month.				
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
	R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cupcake, s-at) (Local)		Two syllable words given orally (teacher given) summer = (student answer) summer)	Blending syllables into words (summer = summer) Tap/clap words in an orally given sentence			Great Leaps
	R.K.9.5- Recognizing pairs of rhyming words (Local)		Dictation sentences (up to 5 words) given orally				
	Phonemic Awareness-Sept: 4 Blocks is Framework ~		Four Blocks as Model of Instructional Delivery applied and month.				
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
	R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cupcake, s-at) (Local)		Two syllable words given orally (teacher given) summer = (student answer) summer)	Blending syllables into words (summer = summer) Tap/clap words in an orally given sentence			Great Leaps
	R.K.9.5- Recognizing pairs of rhyming words (Local)		Dictation sentences (up to 5 words) given orally				
	Word Wall Words (popcorn words)-Sept						

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)</p>		<p>List of these word wall words: I, a, is Names of students in the classroom</p>	<p>Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum</p>			<p>Fry, Ph.D., Edward Bernard., Kress Ed.D., Jacqueline E., Fountoukidis, Ed.D. Dona Le The Reading Teacher's Book of Lists. 4th. Sa Francisco: Jossey-Bass, 2000. Print. Cunningham, Patricia M.. Systematic Sequential Phonics They Use. For Beginning Readers of All Ages. Greensboro: Carson-Dellosa Publishing Company, 2000. Print. Hall , Dorothy P., Williams, Elaine., The Teacher's Guide to Building Blocks. A Developmental Appropriate, Multilevel Framework for Kindergarten. Greensboro: Carson-Dellosa Publishing Company, 2000. Print.</p>

						<p>Hall , Dorothy P.. Cunningham Patricia., Mont By-Month READING, WRITING, AND PHONIC . For Kindergarten. Greensboro: Carson-Dellosa Publishing Company, 199 2003. Print. Web Resources All Grades "Reading GLEs." Derry Cooperative School District Derry Cooperative School District 6 May 2009 .</p>
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Word Wall Words (popcorn words)-Sept

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these word wall words: I, a, is Names of students in the classroom	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum			Fry, Ph.D., Edward Bernard., Kress Ed.D., Jacqueline E., Fountoukidis, Ed.D. Dona Le The Reading Teacher's Book of Lists. 4th. Sa Francisco: Jossey-Bass, 2000. Print. Cunningham, Patricia M.. Systematic Sequential

						<p>Phonics They Use. For Beginning Readers of All Ages. Greensboro: Carson-Dellosa Publishing Company, 2000. Print. Hall, Dorothy P., Williams, Elaine., The Teacher's Guide to Building Blocks. A Developmental, Appropriate, Multilevel Framework for Kindergarten. Greensboro: Carson-Dellosa Publishing Company, 2000. Print. Hall, Dorothy P., Cunningham Patricia., Montoya, Patricia. By-Month READING, WRITING, AND PHONICS. For Kindergarten. Greensboro: Carson-Dellosa Publishing Company, 1997. 2003. Print. Web Resources: All Grades "Reading GLEs." Derry Cooperative School District</p>
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Decoding-Sept

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Ass
R.K.1.5- Recognizing and naming all upper and lower case letters (Local)		Suggested sequence of uppercase letters: T,A; M,D; P,N	Recognize uppercase letters				

Decoding-Sept

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Ass
R.K.1.5- Recognizing and naming all upper and lower case letters (Local)		Suggested sequence of uppercase letters: T,A; M,D; P,N	Recognize uppercase letters				

Word Meaning-Sept

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after,			

<p>basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)</p>			<p>behind) Organize words by category (body parts, foods)</p>			
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Word Meaning-Sept

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between</p>		<p>Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization</p>	<p>Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)</p>			

after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)						
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Phonemic Awareness-Oct						
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup- cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop') (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		Two syllable words given orally (teacher given) sum- mer = (student answer) summer) Dictation sentences (up to 5 words given orally Two syllable word given orally (pillow) Pairs of rhyming and non-rhyming words Words with the same beginning sounds	Blending syllables into words (sum- mer = summer) Tap/clap words in an orally given sentence Tap/Clap syllables into parts (pillow- two taps) Recognize if words are alike (rhyming) or different when given pairs of words Identify words that begin with the same beginning sound			Great Leaps

Phonemic Awareness-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop) (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		Two syllable words given orally (teacher given) summer = (student answer) summer) Dictation sentences (up to 5 words given orally Two syllable word given orally (pillow) Pairs of rhyming and non-rhyming words Words with the same beginning sounds	Blending syllables into words (summer = summer) Tap/clap words in an orally given sentence Tap/Clap syllables into parts (pillow-two taps) Recognize if words are alike (rhyming) or different when given pairs of words Identify words that begin with the same beginning sound			Great Leaps

Word Wall Words (popcorn words)-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.4- Reading high frequency words, including names, environmental		List of these Word Wall Words (WWW): the, you, no Names of students in the	Accurate, instant recognition of each word Demonstrate mastery of each word in			Teacher note Kindergarten Word Wall Words for the Year are posted under Assessments

print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		classroom	their writing across the curriculum Continuous review of previous months words and student names			in the month of September Additional Resources are posted in September. Teacher notes Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September.
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Word Wall Words (popcorn words)-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): the, you, no Names of students in the classroom	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words and student names			Teacher notes Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September. Teacher notes Kindergarten Word Wall Words for the Year are posted under

							Assessments in the month of September. Additional Resources are posted in September.
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Decoding-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.1.5- Recognizing and naming all upper and lower case letters (Local)		Suggested sequence for uppercase letters: E,B; S,L; C,K; I,G	Recognize uppercase letters				

Decoding-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.1.5- Recognizing and naming all upper and lower case letters (Local)		Suggested sequence for uppercase letters: E,B; S,L; C,K; I,G	Recognize uppercase letters				

Word Meaning-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts			

(Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind)			(over, between, after, behind) Organize words by category (body parts, foods)			
(Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups)						
(Local)						

Word Meaning-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts,			

position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)			foods)			
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November

Phonemic Awareness-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop) (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		Two syllable words given orally ((teacher given)-pillow = (student answer) pillow) Sets of 3 rhyming and non-rhyming words Words with the same beginning sounds	Segment syllables into parts (pillow=pillow) Identify two rhyming words from a set of 3 given words Identify words that begin with the same beginning sound			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print

Phonemic Awareness-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop) (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		Two syllable words given orally ((teacher given)-pillow = (student answer) pillow) Sets of 3 rhyming and non-rhyming words Words with the same beginning sounds	Segment syllables into parts (pillow=pil-low) Identify two rhyming words from a set of 3 given words Identify words that begin with the same beginning sound			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print

Word Wall Words (popcorn words)-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): to, be, he, for Names of students in the classroom	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words and student			Teacher note Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September. Teacher note

			names			Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September. Additional Resources are posted in September.
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Word Wall Words (popcorn words)-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): to, be, he, for Names of students in the classroom	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words and student names			Teacher note Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September. Additional Resources are posted in September. Teacher note Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September. Additional Resources are posted in September.

Decoding-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Ass
R.K.1.5- Recognizing and naming all upper and lower case letters (Local)		Suggested sequence for uppercase letters: V,H; F,W; O,Y	Recognizing uppercase letters				

Decoding-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Ass
R.K.1.5- Recognizing and naming all upper and lower case letters (Local)		Suggested sequence for uppercase letters: V,H; F,W; O,Y	Recognizing uppercase letters				

Word Meaning-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)			

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Word Meaning-Nov

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category (e.g., sorting pictures of objects into groups) (Local)						
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Phonemic Awareness-Dec

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R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop') (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		Sets of 3 rhyming and non-rhyming words Words with the same beginning sounds One and two syllable words One syllable words ((teacher) /c/ /at/ = (student) cat)	Identify two rhyming words from a set of 3 given words Identify words that begin with the same beginning sound Review syllabication (blending and segmenting syllables) Orally blend small parts of sounds into words (/c/ /at/=cat) (Onset/Rhyme)			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, Inc, 1997. Print

Phonemic Awareness-Dec

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
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cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop) (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		Words with the same beginning sounds One and two syllable words One syllable words (teacher) /c/ /at/ = (student) cat)	that begin with the same beginning sound Review syllabication (blending and segmenting syllables) Orally blend small parts of sounds into words (/c/ /at/=cat) (Onset/Rhyme)			Diarmuid, Inc, 1997. Print
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Word Wall Words (popcorn words) Dec

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): it, and, can Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words and student names			Teacher note Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September. Teacher note Kindergarten Word Wall Words for the Year are posted under Assessments in the month

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Word Wall Words (popcorn words) Dec

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R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): it, and, can Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words and student names			Teacher note Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September. Teacher note Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September.

Decoding-Dec

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Ass
R.K.1.5- Recognizing and naming		Suggested sequence for uppercase	Recognizes uppercase Letters				

all upper and lower case letters (Local)		letters: J,R; U,Z; Q,X					
Decoding-Dec							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Ass
R.K.1.5- Recognizing and naming all upper and lower case letters (Local)		Suggested sequence for uppercase letters: J,R; U,Z; Q,X	Recognizes uppercase Letters				
Word Meaning-Dec							
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Ass
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)				

words by category (e.g., sorting pictures of objects into groups) (Local)						
Word Meaning-Dec						
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
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Phonemic Awareness-Jan						
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R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., "tell me the first sound in 'mop', "" ""tell me the last sound in 'mop) (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		Set of three words, two with the same beginning sound, one different Set of three rhyming words, two that rhyme and one that is different One syllable words ((teacher) /c/ /at/ = (student) cat) Beginning, middle, and ending sounds of one syllable words ((teacher) /c/ /a/ /t/ = (student) cat)	Identify a word that does not begin with the same sound Identify a word that does not rhyme with a set of words Orally blend small parts of sounds into words (/c/ /at/=cat) (Onset/Rhyme) Orally blend individual sounds into words (Blending Phonemes)			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print

Phonemic Awareness-Jan						
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable		Set of three words, two with the same beginning sound, one different Set of three rhyming words, two that rhyme and one that is different	Identify a word that does not begin with the same sound Identify a word that does not rhyme with a set of words Orally blend small parts of sounds into words (/c/			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print

words (e.g., "tell me the first sound in 'mop', "tell me the last sound in 'mop') (Local) R.K.9.5-Recognizing pairs of rhyming words (Local)		One syllable words ((teacher) /c/ /at/ = (student) cat) Beginning, middle, and ending sounds of one syllable words ((teacher) /c/ /a/ /t/ = (student) cat)	/at/=cat) (Onset/Rhyme) Orally blend individual sounds into words (Blending Phonemes)			
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Word Wall Words (popcorn words)-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.4-Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): are, as, in Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student names, environmental print			Teacher notes Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September. Teacher notes Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September.

Word Wall Words (popcorn words)-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): are, as, in Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student names, environmental print			Teacher notes Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September. Teacher notes Kindergarten Word Wall Words for the Year are posted under Assessments in the month of September Additional Resources are posted in September.

Decoding-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.1.5- Recognizing and naming all upper and lowercase letters (Local) R.K.1.6- Identifying the primary sounds		Suggested sequence for lowercase letters: t,a,m; d,p,n; e,b,s	Recognize lowercase letters Matches upper and lowercase letters from suggested sequence				

represented by most letters (sound-symbol correspondence) (Local)			Produces primary letter sounds when presented with an uppercase letter				
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Decoding-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.1.5- Recognizing and naming all upper and lower case letters (Local) R.K.1.6- Identifying the primary sounds represented by most letters (sound-symbol correspondence) (Local)		Suggested sequence for lowercase letters: t,a,m; d,p,n; e,b,s	Recognize lowercase letters Matches upper and lowercase letters from suggested sequence Produces primary letter sounds when presented with an uppercase letter				

Word Meaning-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts			

(Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind)			(over, between, after, behind) Organize words by category (body parts, foods)			
(Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups)						
(Local)						

Word Meaning-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts,			

position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)			foods)			
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February

Phonemic Awareness-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop') (Local)		Beginning, middle, and ending sounds of one syllable words ((teacher) /c/ /a/ /t/ = (student) cat) One syllable words presented orally (teacher-cob, student-taps three times) One syllable word provided (teacher-time student-/t/)	Orally blend individual sounds into words (Blending Phonemes) Tap/clap out each sound in a one syllable word Orally provide the beginning sound in a given word Review syllabication (blending and segmenting syllables)			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, Inc 1997. Print

Phonemic Awareness-Feb

Standards	Enduring	Content	Skills	Lessons	Resources	Vocabulary
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Understandings						
R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local)		Beginning, middle, and ending sounds of one syllable words ((teacher) /c/ /a/ /t/ = (student) cat)	Orally blend individual sounds into words (Blending Phonemes) Tap/clap out each sound in a one syllable word			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print
R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop) (Local)		One syllable words presented orally (teacher-cob, student-taps three times)	Orally provide the beginning sound in a given word			
		One syllable word provided (teacher-time student-/t/)	Review syllabication (blending and segmenting syllables)			
		One and two syllable words				

Word Wall Words (popcorn words)-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	As
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): of, his, on Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student names,				

			environmental print				
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Word Wall Words (popcorn words)-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): of, his, on Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student names, environmental print				

Decoding-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.1.5- Recognizing and naming all upper and lower case letters (Local) R.K.1.6- Identifying the primary sounds represented by most letters (sound-symbol correspondence) (Local)		Suggested sequence for lowercase letters: l,c,k; i,g,v; h,f,w	Recognize lowercase letters Matches upper and lowercase letters from suggested sequence Produces primary letter sounds when presented with an uppercase				

			and/or lowercase letter			
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Decoding-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.1.5- Recognizing and naming all upper and lowercase letters (Local) R.K.1.6- Identifying the primary sounds represented by most letters (sound-symbol correspondence) (Local)		Suggested sequence for lowercase letters: l,c,k; i,g,v; h,f,w	Recognize lowercase letters Matches upper and lowercase letters from suggested sequence Produces primary letter sounds when presented with an uppercase and/or lowercase letter				

Word Meaning-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after,				

<p>knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)</p>			<p>behind) Organize words by category (body parts, foods)</p>			
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Word Meaning-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as:</p>		<p>Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization</p>	<p>Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)</p>			

over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)							
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Phonemic Awareness-March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop') (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		One syllable word provided (teacher-time student-/t/) One syllable words presented orally (teacher-cob, student-/c/ /o/ /b/) Identify two rhyming words from a set of 3 given words	Orally provide the beginning sound in a given word Orally provide each sound in a given word (segmenting) Review (as needed): Identify two rhyming words from a set of 3 given words			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print

Phonemic Awareness-March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last		One syllable word provided (teacher-time student-/t/) One syllable words presented orally (teacher-cob,	Orally provide the beginning sound in a given word Orally provide each sound in a given word (segmenting) Review (as			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print

sound in 'mop) (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		student-/c/ /o/ /b/) Identify two rhyming words from a set of 3 given words	needed): Identify two rhyming words from a set of 3 given words			
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Word Wall Words (popcorn words)-March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	As
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): at, am, that Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student names, environmental print				

Word Wall Words (popcorn words)-March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	As
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's		List of these Word Wall Words (WWW): at, am, that Names of students in the classroom Environmental Print (Walmart,	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous				

personal and classroom experiences) (Local)		McDonalds, Stop, etc.)	review of previous months words, student names, environmental print				
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Decoding-March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.1.5- Recognizing and naming all upper and lower case letters (Local) R.K.1.6- Identifying the primary sounds represented by most letters (sound-symbol correspondence) (Local)		Suggested sequence for lowercase letters: o,y,j; r,u,z; q,x	Recognize lowercase letters Matches upper and lowercase letters from suggested sequence Produces primary letter sounds when presented with an uppercase letter				

Decoding-March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.K.1.5- Recognizing and naming all upper and lower case letters (Local) R.K.1.6- Identifying the primary sounds represented by most letters		Suggested sequence for lowercase letters: o,y,j; r,u,z; q,x	Recognize lowercase letters Matches upper and lowercase letters from suggested sequence Produces primary				

(sound-symbol correspondence) (Local)			letter sounds when presented with an uppercase letter				
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Word Meaning-March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)			

Word Meaning-March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local)</p> <p>R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind) (Local)</p> <p>R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)</p>		<p>Words taken from content such as:</p> <ul style="list-style-type: none"> *Morning Message *Guided Reading Activities *Across the Curriculum Activities <p>that may be good examples of synonyms/antonyms/positions in space and time/categorization</p>	<p>Identify synonyms and antonyms (big/large; hot/cold)</p> <p>Demonstrate knowledge of basic concepts (over, between, after, behind)</p> <p>Organize words by category (body parts, foods)</p>			

April
Phonemic Awareness-April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup-		One syllable words presented orally (teacher-cob, student-/c/ /o/	Orally provide each sound in a given word (segmenting) Identify words that end with			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program.

cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop',"" ""tell me the last sound in 'mop) (Local)		/b/) Words with the same ending sounds (set of three: run, rap, sun) One and two syllable words	the same ending/final sound Review syllabication (blending and segmenting syllables)			Diarmuid, In 1997. Print
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Phonemic Awareness-April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.1- Blending and segmenting syllables and onset-rimes (e.g., cup- cake, s-at) (Local) R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop',"" ""tell me the last sound in 'mop) (Local)		One syllable words presented orally (teacher-cob, student-/c/ /o/ /b/) Words with the same ending sounds (set of three: run, rap, sun) One and two syllable words	Orally provide each sound in a given word (segmenting) Identify words that end with the same ending/final sound Review syllabication (blending and segmenting syllables)			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print

Word Wall Words (popcorn words)-April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	As
R.K.1.4- Reading high frequency words, including		List of these Word Wall Words (WWW): this Names of	Accurate, instant recognition of each word Demonstrate				

names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	mastery of each word in their writing across the curriculum Continuous review of previous months words, student names, environmental print				
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Word Wall Words (popcorn words)-April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	As
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): this Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student names, environmental print				

Decoding-April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.1- Demonstrating a basic understanding		words from Making Words Grade K Lesson	Demonstrates knowledge of left to right tracking			Hall , Doroth P., Cunningham Patricia.,

of how the letters of phonetically regular words (going from left to right), represent their sounds (Local)		1/Week 1 at; Lesson 2/Week 2 am; Lesson 3/Week 3 ad; Lesson 4/Week 4 ap	Apply knowledge of sound/symbol association to blend phonetically regular words (i.e. CVC-cat)			Making Words. Grad K. Greensboro: Carson-Dellosa Publishing Company, 2009. Print.
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Decoding-April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.1- Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds (Local)		words from Making Words Grade K Lesson 1/Week 1 at; Lesson 2/Week 2 am; Lesson 3/Week 3 ad; Lesson 4/Week 4 ap	Demonstrates knowledge of left to right tracking Apply knowledge of sound/symbol association to blend phonetically regular words (i.e. CVC-cat)			Hall , Dorothy P., Cunningham Patricia., Making Words. Grad K. Greensboro: Carson-Dellosa Publishing Company, 2009. Print.

Word Meaning-April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize			

(ie.: common words that describe position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)			words by category (body parts, foods)			
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Word Meaning-April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind)		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)			

(Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)						
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May

Phonemic Awareness-May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop') (Local) R.K.9.5- Recognizing pairs of rhyming words (Local)		One syllable words presented orally (teacher-cob, student-/c/ /o/ /b/) Words with the same ending sounds (set of three: run, rap, sun) One syllable word provided (teacher-bump student-/p/) Identify two rhyming words from a set of 3 given words	Orally provide each sound in a given word (segmenting) Identify words that end with the same ending/final sound Orally provide the ending sound in a given word Review (as needed): Identify two rhyming words from a set of 3 given words			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print

Phonemic Awareness-May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the		One syllable words presented orally (teacher-cob, student-/c/ /o/ /b/)	Orally provide each sound in a given word (segmenting) Identify words that end with			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program.

first sound in 'mop', "" ""tell me the last sound in 'mop) (Local) R.K.9.5-Recognizing pairs of rhyming words (Local)		/b/) Words with the same ending sounds (set of three: run, rap, sun) One syllable word provided (teacher-bump student-/p/) Identify two rhyming words from a set of 3 given words	the same ending/final sound Orally provide the ending sound in a given word Review (as needed): Identify two rhyming words from a set of 3 given words			Diarmuid, In 1997. Print
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Word Wall Words (popcorn words)-May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	As
R.K.1.4-Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): with Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student names, environmental print				

Word Wall Words (popcorn words)-May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	As
R.K.1.4-Reading high frequency		List of these Word Wall Words	Accurate, instant recognition of				

words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		(WWW): with Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student names, environmental print				
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Decoding-May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.1- Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds (Local)		words from Making Words Grade K Lesson 5/Week 5 an and Lesson 6/Week 5 Review at, am, ad, ap, and an; Lesson 7/Week 6 ed; Lesson 8/Week 7 et; Lesson 9/Week 8 en	Demonstrates knowledge of left to right tracking Apply knowledge of sound/symbol association to blend phonetically regular words (i.e. CVC-cat)			Hall , Dorothy P., Cunningham Patricia., Making Words. Grade K. Greensboro: Carson-Dellosa Publishing Company, 2009. Print.

Decoding-May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.1- Demonstrating a basic understanding of how the		words from Making Words Grade K Lesson 5/Week 5 an	Demonstrates knowledge of left to right tracking Apply			Hall , Dorothy P., Cunningham Patricia., Making

letters of phonetically regular words (going from left to right), represent their sounds (Local)		and Lesson 6/Week 5 Review at, am, ad, ap, and an; Lesson 7/Week 6 ed; Lesson 8/Week 7 et; Lesson 9/Week 8 en	knowledge of sound/symbol association to blend phonetically regular words (i.e. CVC-cat)			Words. Grad K. Greensboro: Carson-Dellosa Publishing Company, 2009. Print.
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Word Meaning-May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)			

	objects into groups) (Local)					
Word Meaning-May						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)		
J	Phonemic Awareness-June					
u	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
n	R.K.9.3-		Words with	Identify words		
e						Mercer, Ceci

Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop) (Local)		the 2 same ending sounds and 1 different ending sound (set of three: run, rap, sun) One syllable word provided (teacher-bump student-/p/)	that end with the different ending/final sound Orally provide the ending sound in a given word			D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print
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Phonemic Awareness-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.9.3- Isolating phonemes in single syllable words (e.g., ""tell me the first sound in 'mop', "" ""tell me the last sound in 'mop) (Local)		Words with the 2 same ending sounds and 1 different ending sound (set of three: run, rap, sun) One syllable word provided (teacher-bump student-/p/)	Identify words that end with the different ending/final sound Orally provide the ending sound in a given word			Mercer, Ceci D., Campbell Kenneth U. Great Leaps Reading Program. Diarmuid, In 1997. Print

Word Wall Words (popcorn words)-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	As
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): have Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student				

			names, environmental print				
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Word Wall Words (popcorn words)-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	As
R.K.1.4- Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (Local)		List of these Word Wall Words (WWW): have Names of students in the classroom Environmental Print (Walmart, McDonalds, Stop, etc.)	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum Continuous review of previous months words, student names, environmental print				

Decoding-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.1- Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds (Local)		words from Making Words Grade K Lesson 10/Week 9 ell; Lesson 11/Week 10 est and Lesson 12/Week 9 review ed, et, ed, ell, and est	Demonstrates knowledge of left to right tracking Apply knowledge of sound/symbol association to blend phonetically regular words (i.e. CVC- cat)			Hall , Doroth P., Cunningham Patricia., Making Words. Grad K. Greensboro: Carson- Delloso Publishing Company, 2009. Print.

Decoding-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.1.1- Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds (Local)		words from Making Words Grade K Lesson 10/Week 9 ell; Lesson 11/Week 10 est and Lesson 12/Week 9 review ed, et, ed, ell, and est	Demonstrates knowledge of left to right tracking Apply knowledge of sound/symbol association to blend phonetically regular words (i.e. CVC-cat)			Hall , Dorothy P., Cunningham Patricia., Making Words. Grade K. Greensboro: Carson-Dellosa Publishing Company, 2009. Print.

Word Meaning-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)			

words by category (e.g., sorting pictures of objects into groups) (Local)						
Word Meaning-June						
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.K.3.1- Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words (Local) R.K.3.2- Demonstrating knowledge of basic concepts (ie.: common words that describe position in space and time, such as: over, between after, behind) (Local) R.K.3.3- Organizing words by category (e.g., sorting pictures of objects into groups) (Local)		Words taken from content such as: *Morning Message *Guided Reading Activities *Across the Curriculum Activities that may be good examples of synonyms/antonyms/positions in space and time/categorization	Identify synonyms and antonyms (big/large; hot/cold) Demonstrate knowledge of basic concepts (over, between, after, behind) Organize words by category (body parts, foods)			