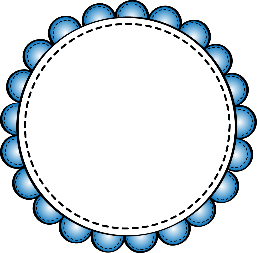
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Unit 1 | | | Unit 2 | | |
| Reading: Foundational Skills |  | | |  | | |
| Phonics | Rhyming words  Beginning sound  Words in oral sentences | |  | Letter /Sound a (short a), vowels and consonants  Letter/Sound t /t/, short a, long a | Letter/Sound c /k/  Letter/Sound p /p/  Review | |
| Fluency | Read with expression  Pause for punctuation  Reading rate | | | Pause for punctuation  Read with expression  Reading rate | | |
| Speaking and Listening;  Research/Media Literacy |  | | |  | | |
|  | Talk about jobs  Research a tool | | | Discuss daily activities  Have a conversation  Research an animal  Answer questions about (vehicles)  Talk about characters | | |
| Comprehension |  | | |  | | |
| Skills | SKIILS:  Main Ideas  Understanding characters  Story structure  Text and graphic features  Details | STRATEGIES:  Summarize  Infer/predict  Monitor/clarify  Analyze/evaluate  Question | | SKILLS:  Compare/contrast  Understanding characters  Details  Text and graphic features  Story structure | | STRATEGIES:  Monitor/clarify  Analyze/evaluate  Visualize  Question  Summarize |
| Spelling, Grammar, Writing |  | | |  | | |
| Grammar | Nouns for people  Nouns for places  Nouns for animals and things  Action verbs in the present tense | | | Sensory words  Adjectives for color  Adjectives for numbers  Adjectives for size and shape | | |
| Writing | Narrative:  Labels  Captions | FOCUS TRAITS:  Ideas  Word Choice  \*Conventions | | Informative:  Descriptive sentences  Captions  Descriptions | | FOCUS TRAITS:  Word Choice  \*Conventions |
| Performance Task | Narrative-caption” My friend’s name is \_\_\_\_\_\_\_\_.”  Narrative-Descriptive sentence of object. | | | Narrative-My Timeline (add captions)  Informative-“How Something Moves” descriptive sentence | | |
| Unit Concept | OBSERVATION | | | SEQUENCE | | |
| Essential Question: | How do my observations affect how I make sense of the world? | | | Why do things have to go in a logical order? | | |
| ELA Focus |  | | | Story elements  Beginning, middle, end  Story retell  Historical narrative | | |
|  | SCIENCE:  Five Senses  Investigations  Attributes of things: colors, size, shape  Sorting by attribute | SOCIAL STUDIES:  Rules: Classroom and School  Rules and responsibilities  Using Manners  Working together | | SCIENCE:  Weather and seasons  Forces of motion  Push/pull  Magnets, gravity, vibration  Simple investigation with forces/motion | | SOCIAL STUDIES:  Organizing time  Day of the week, months  Past/present/future |
| Math | Numbers to 5  Numbers to 10  Sorting by Attribute | | | Using a tens frame  Numbers beyond 10 (teen numbers)  Ordering sets and numerals  Simple place value | | |



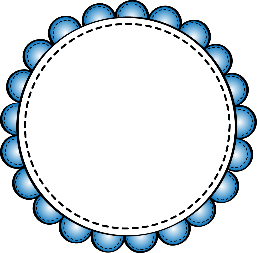
Kindergarten Scope and Sequence (Journeys)

\*Highlight specifics in social studies/science found in your standards.



Kindergarten Scope and Sequence (Journeys)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Unit 3 | | | Unit 4 | | |
| Reading: Foundational Skills |  | | |  | | |
| Phonics | Letter/Sound a (short a)  Letter/Sound n /n/  Letter/Sound f /f/ | | Letter/Sound b /b/  Review  Long vowel (long a/ a\_e | Letter/sound short i  Letter/sound g  Letter/sound r | Letter/sound d  Review  Long vowel I, Long vowel i\_e | |
| Fluency | Pause for punctuation  Read with expression  Reading rate | | | Pause for punctuation  Read with expression  Reading rate | | |
| Speaking and Listening;  Research/Media Literacy |  | | |  | | |
|  | Chat the weather  Compare texts  Animal fun facts  Animal habitats  Talk about the night sky | | | Share ideas about science  Make a poster  Compare bodies of water  Tell a story  Discuss curiosity | | |
| Comprehension |  | | |  | | |
| Skills | SKIILS:  Compare/contrast  Conclusions  Author’s purpose  Cause/effect  Sequence of events | STRATEGIES:  Question  Monitor/clarify  Visualize  Infer/predict  Analyze/evaluate | | SKILLS:  Details  Sequence of events  Author’s purpose  Cause and effect  Sequence of events | | STRATEGIES:  Summarize  Infer/predict  Analyze/Evaluate  Question  Visualize |
| Spelling, Grammar, Writing |  | | |  | | |
| Grammar | Sentence parts: subject  Sentence parts: verb  Complete sentences: capitalization and punctuation  Verbs in past tense  Statements | | | Questions  Proper nouns for places, people and pets  Verbs in the future tense  Verbs in the past tense  Verbs: past, present, future | | |
| Writing | Narrative:  Story sentences  Story | FOCUS TRAITS:  Word choice  Sentence fluency  \*Conventions | | Persuasive:  Opinion-writing a message  Thank you note  Friendly letter  Opinion sentences | | FOCUS TRAITS:  Voice  Organization  Word Choice  \*Conventions |
| Performance Task | Narrative: A Small Moment (personal narrative-special day in student’s life)  Narrative: Fiction story | | | Informative: Animal research project (label animal parts and tell their uses.)  Persuasive: The Best Job in the World | | |
| Unit Concept | EXPLORATION | | | CONNECTIONS | | |
| Essential Question: | How does exploring help us to understand something better? | | | Is it possible to find connections between things that seem very different? | | |
| ELA Focus | Character traits | | | Author’s Purpose (persuade, inform, entertain)  Making text connections | | |
|  | SOCIAL STUDIES:  What is history?  Family history  Famous people and celebrations  Simple biographies  How people celebrate  Holidays | SOCIAL STUDIES: (cont.)  Place where I live  Land/water (globe/map)  Models and maps  Shelters (homes in the US)  City and farm life | | SCIENCE:  Living/non-living things  Animal groups  What animals need  Animals and their parts  Animals alike and different  How animals move  Animal Survival skills  People and animals | | SOCIAL STUDIES:  Needs and wants of people  Goods and services  Jobs people do  Resources for people |
| Math | Compose numbers  Decompose numbers  Visual models  Simple story problems | | | Addition  Subtraction  Connecting addition and subtraction  Simple story problems  Addition sentences | | |



Kindergarten Scope and Sequence (Journeys)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Unit 5 | | | Unit 6 | |
| Reading: Foundational Skills |  | | |  | |
| Phonics | Letter/sound short o  Letter/sound x /ks/ and j  Letter/sound long e and short e | Letter/sound h, k  Review long o, o\_e, long e | | Letter/sound short u and long u  Letter/Sounds L and w  Letter/Sounds v, z | Letter/sounds y, q  Short vowel review, Long u spelled u\_e |
| Fluency | Read with expression  Reading rate  Pause for punctuation | | | Pause for punctuation  Read with expression  Reading rate | |
| Speaking and Listening;  Research/Media Literacy |  | | |  | |
|  | Research musical instruments  Talk about fiction and informational text  How living things grow  Play a guessing game  Favorite recipes | | | Talk about trying your best  Talk about a trip  Write about curious George  Simon James books  Good neighbors and good friends | |
| Comprehension |  | | |  | |
| Skills | SKIILS:  Details  Story structure  Sequence of events  Conclusions  Text and graphic features | | STRATEGIES:  Infer/predict  Analyze/evaluate  Visualize  Monitor/clarify  Summarize | SKILLS:  Conclusions  Compare/contrast  Story structure  Main idea and details  Understanding characters | STRATEGIES:  Visualize  Monitor/clarify  Infer/predict  Question  Summarize |
| Spelling, Grammar, Writing |  | | |  | |
| Grammar | Pronouns: he, she, we  Pronouns: they, it, I  Proper nouns for days and months  Questions (capitalization and punctuation)  Exclamations (capitalization and punctuation | | | Nouns: singular and plural  Subject-verb agreement (past, present, future)  Prepositions: for, to, with, from, of  Prepositions: in, on, out, off, by | |
| Writing | Informative:  Lists  Invitations  Report | | FOCUS TRAITS:  Organization  Ideas  \*Conventions | Persuasive:  Response to literature  Journal | FOCUS TRAITS:  Voice  Ideas  Sentence fluency  \*Conventions |
| Performance Task | Persuasive: The best poem is…”  Persuasive: Take Care of the Earth, Please! | | | Informative: How a See Grows expository  Narrative: A Special Celebration | |
| Unit Concept | ENVIRONMENTALISM | | | DIVERSITY | |
| Essential Question: | Why is taking care of the Earth important? | | | How do the difference between people and things make the world more beautiful? | |
| ELA Focus | Information text features  Poetry  Types of poems | | | Folklore from other countries: The Little Red Riding Hood  Comparing story versions | |
|  | SCIENCE:  Soil and its features  Rock characteristics  Plants and soil  Observing day and night  Changes in the moon  Sun and shadows  Sun as source of energy | | SOCIAL STUDIES:  Earth’s natural resources  (Conservation)  Harming the Earth  Recycle, reuse, reduce  Ways to help the Earth | SCIENCE:  Living/non-living things  What plants need  Plant parts  How plants grow  Different types of plants  Plants we use | SOCIAL STUDIES:  People around the world  (same/different)  Children like me  Families around the world  Celebrations around the world |
| Math | Composing and decomposing teen numbers  Measurement  Comparing length, height, weight  Compare capacity | | | Position  Two-dimensional shapes  Three-dimensional shapes | |