|  |  |  |
| --- | --- | --- |
|  | Unit 1 | Unit 2 |
| Reading: Foundational Skills |  |  |
| Phonics | Rhyming wordsBeginning soundWords in oral sentences |  | Letter /Sound a (short a), vowels and consonantsLetter/Sound t /t/, short a, long a | Letter/Sound c /k/Letter/Sound p /p/Review |
| Fluency | Read with expressionPause for punctuationReading rate | Pause for punctuationRead with expressionReading rate |
| Speaking and Listening;Research/Media Literacy |  |  |
|  | Talk about jobsResearch a tool | Discuss daily activitiesHave a conversationResearch an animalAnswer questions about (vehicles)Talk about characters |
| Comprehension |  |  |
| Skills | SKIILS: Main IdeasUnderstanding charactersStory structureText and graphic featuresDetails | STRATEGIES: SummarizeInfer/predictMonitor/clarifyAnalyze/evaluateQuestion | SKILLS: Compare/contrastUnderstanding charactersDetailsText and graphic featuresStory structure | STRATEGIES: Monitor/clarifyAnalyze/evaluateVisualizeQuestionSummarize |
| Spelling, Grammar, Writing |  |  |
| Grammar | Nouns for peopleNouns for placesNouns for animals and thingsAction verbs in the present tense | Sensory wordsAdjectives for colorAdjectives for numbersAdjectives for size and shape |
| Writing  | Narrative:LabelsCaptions | FOCUS TRAITS: IdeasWord Choice\*Conventions | Informative:Descriptive sentencesCaptionsDescriptions | 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 elementsBeginning, middle, endStory retellHistorical narrative |
|  | SCIENCE: Five SensesInvestigationsAttributes of things: colors, size, shapeSorting by attribute | SOCIAL STUDIES:Rules: Classroom and SchoolRules and responsibilitiesUsing MannersWorking together  | SCIENCE: Weather and seasonsForces of motionPush/pullMagnets, gravity, vibrationSimple investigation with forces/motion | SOCIAL STUDIES:Organizing timeDay of the week, monthsPast/present/future |
| Math | Numbers to 5Numbers to 10Sorting by Attribute | Using a tens frameNumbers beyond 10 (teen numbers)Ordering sets and numeralsSimple 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/ReviewLong vowel (long a/ a\_e | Letter/sound short iLetter/sound gLetter/sound r | Letter/sound dReviewLong vowel I, Long vowel i\_e |
| Fluency | Pause for punctuationRead with expressionReading rate | Pause for punctuationRead with expressionReading rate |
| Speaking and Listening;Research/Media Literacy |  |  |
|  | Chat the weatherCompare textsAnimal fun factsAnimal habitatsTalk about the night sky | Share ideas about scienceMake a posterCompare bodies of waterTell a storyDiscuss curiosity |
| Comprehension |  |  |
| Skills | SKIILS: Compare/contrastConclusionsAuthor’s purposeCause/effectSequence of events | STRATEGIES: QuestionMonitor/clarifyVisualizeInfer/predictAnalyze/evaluate | SKILLS: DetailsSequence of eventsAuthor’s purposeCause and effectSequence of events | STRATEGIES: SummarizeInfer/predictAnalyze/EvaluateQuestionVisualize |
| Spelling, Grammar, Writing |  |  |
| Grammar | Sentence parts: subjectSentence parts: verbComplete sentences: capitalization and punctuationVerbs in past tenseStatements | QuestionsProper nouns for places, people and petsVerbs in the future tenseVerbs in the past tenseVerbs: past, present, future |
| Writing  | Narrative:Story sentencesStory | FOCUS TRAITS: Word choiceSentence fluency\*Conventions | Persuasive:Opinion-writing a messageThank you noteFriendly letterOpinion sentences | FOCUS TRAITS:VoiceOrganizationWord 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 historyFamous people and celebrationsSimple biographiesHow people celebrateHolidays | SOCIAL STUDIES: (cont.)Place where I liveLand/water (globe/map)Models and mapsShelters (homes in the US)City and farm life | SCIENCE: Living/non-living thingsAnimal groupsWhat animals needAnimals and their partsAnimals alike and differentHow animals moveAnimal Survival skillsPeople and animals | SOCIAL STUDIES:Needs and wants of peopleGoods and servicesJobs people doResources for people |
| Math | Compose numbersDecompose numbersVisual modelsSimple story problems | AdditionSubtractionConnecting addition and subtractionSimple story problemsAddition sentences |



Kindergarten Scope and Sequence (Journeys)

|  |  |  |
| --- | --- | --- |
|  | Unit 5 | Unit 6 |
| Reading: Foundational Skills |  |  |
| Phonics | Letter/sound short oLetter/sound x /ks/ and jLetter/sound long e and short e | Letter/sound h, kReview long o, o\_e, long e | Letter/sound short u and long uLetter/Sounds L and wLetter/Sounds v, z | Letter/sounds y, qShort vowel review, Long u spelled u\_e |
| Fluency | Read with expressionReading ratePause for punctuation | Pause for punctuationRead with expressionReading rate |
| Speaking and Listening;Research/Media Literacy |  |  |
|  | Research musical instrumentsTalk about fiction and informational textHow living things growPlay a guessing gameFavorite recipes | Talk about trying your bestTalk about a tripWrite about curious GeorgeSimon James booksGood neighbors and good friends |
| Comprehension |  |  |
| Skills | SKIILS: DetailsStory structureSequence of eventsConclusionsText and graphic features | STRATEGIES: Infer/predictAnalyze/evaluateVisualizeMonitor/clarifySummarize | SKILLS: ConclusionsCompare/contrastStory structureMain idea and detailsUnderstanding characters | STRATEGIES: VisualizeMonitor/clarifyInfer/predictQuestionSummarize |
| Spelling, Grammar, Writing |  |  |
| Grammar | Pronouns: he, she, wePronouns: they, it, IProper nouns for days and monthsQuestions (capitalization and punctuation)Exclamations (capitalization and punctuation | Nouns: singular and pluralSubject-verb agreement (past, present, future)Prepositions: for, to, with, from, ofPrepositions: in, on, out, off, by |
| Writing  | Informative:ListsInvitationsReport | FOCUS TRAITS: OrganizationIdeas\*Conventions | Persuasive:Response to literatureJournal | FOCUS TRAITS:VoiceIdeasSentence fluency\*Conventions |
| Performance Task | Persuasive: The best poem is…”Persuasive: Take Care of the Earth, Please! | Informative: How a See Grows expositoryNarrative: 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 featuresPoetryTypes of poems | Folklore from other countries: The Little Red Riding HoodComparing story versions |
|  | SCIENCE: Soil and its featuresRock characteristicsPlants and soilObserving day and nightChanges in the moonSun and shadowsSun as source of energy  | SOCIAL STUDIES:Earth’s natural resources(Conservation)Harming the EarthRecycle, reuse, reduceWays to help the Earth  | SCIENCE: Living/non-living thingsWhat plants needPlant partsHow plants growDifferent types of plantsPlants we use | SOCIAL STUDIES:People around the world(same/different)Children like meFamilies around the worldCelebrations around the world |
| Math | Composing and decomposing teen numbersMeasurementComparing length, height, weightCompare capacity | PositionTwo-dimensional shapesThree-dimensional shapes |