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| --- | --- | --- |
|  | Unit 1Treasures books: 1 and 2 | Unit 2Treasures books: 3 and 4 |
| Reading: Foundational Skills |  |  |
| Phonemic Awareness | Onset/Rime BlendingPhoneme Isolation (initial and final /m/\_Phoneme IdentifyPhoneme CategorizationPhoneme Isolation (/m/, /a/) | Phoneme isolationPhoneme categorization (inital and final /s/Phoneme blendingPhoneme Isolation (initial and final /p/)Phoneme identity (initial and final /p/) | Phoneme isolation (/t/Phoneme categorization (/t/)Phoneme blendingPhoneme identity | Phoneme isolation (/n/)Phoneme categorizationPhoneme blendingPhoneme isolation (c as /k/) |
| Phonics | Consonant /m/Short /a/ (Initial and Medial) | Consonant /s/ (initial and final)Consonant /p/ (initial and final) | Consonant /t/ | Consonant /n/Consonant c as /k/ |
| Fluency | Sound-SpellingsWord AutomaticityEcho-ReadingChoral reading | Build fluency: word automaticityEcho-readChoral read |
| Comprehension |  |  |
| Skills | SKIILS: Make PredictionsIdetnify SettingIdentify characterCompare and contrast | STRATEGIES: Recognize text structuresRecognize story structureAsk questions | SKILLS: Make and confirm predictionsClassify and categorizeIdentify character, plotIdentify sequence of eventsMake inferences | STRATEGIES: Recognize story structureRecognize text structureSummarize |
| Spelling, Grammar, Writing |  |  |
| Grammar | Naming wordsListsSentences | Action words |
| Writing  | Personal narrativeDescriptive sentences | FOCUS TRAITS: IdeasWord Choice\*Conventions | NarrativeInformative (descriptive sentence) | FOCUS TRAITS:Word Choice\*Conventions |
| Performance Task | PERFORMANCE TASK: Narrative-caption “My friend’s name is \_\_\_\_\_\_\_\_\_.”PERFORMANCE TASK: Narrative-Descriptive sentence of object. | PERFORMANCE TASK: Narrative-My Timeline (add captions)PERFORMANCE TASK: 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, shapeDescribing ThingsSorting by Attribute | SOCIAL STUDIES:Rules: Classroom & SchoolRules and ResponsibilitiesUsing MannersWorking Together | SCIENCE: Weather & SeasonsForces of MotionPush/PullMagnets, Gravity, VibrationSimple Investigation with Forces/Motion | SOCIAL STUDIES:Organizing TimeDays 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 |

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

Kindergarten Scope and Sequence (Treasures)

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|  | Unit 3Treasures books: 5 and 6 | Unit 4Treasures Books: 7 and 8 |
| Reading: Foundational Skills |  |  |
| Phonemic Awareness | Phoneme IsolationPhoneme SegmentationPhoneme Blending | Phoneme isolationPhoneme BlendingPhoneme SegmentationPhoneme categorization | Phoneme IsolationPhoneme SegmentationPhoneme Blending | Phoneme IsolationPhoneme blendingPhoneme segmentationPhoneme deletion  |
| Phonics | Short o (initial and medial)Consonant fWord families –at, -an | Consonant hConsonant d (initial and final)Word families: -ad, -at, -an, -ap, -am | Short e (initial and medial)Consonant bShort I (initial and medial)Word families: -in, -ip, -id | Consonant k-initial k and final k as ckShort u (initial and medial)Word families: -ot, -op, -ick |
| Fluency | Build fluency: Sound-spellingBuild fluency: word automaticity, echo-read, read for fluency, choral read | Build fluency: word automaticityEco-read, read for fluencyChoral read |
| Comprehension |  |  |
| Skills | SKIILS: Make and confirm predictionsClassify and categorizeIdentify plot and characterIdentify main idea and detailsRetell | STRATEGIES: Recognize story structureRecognize text structureSummarize | SKILLS: Identify main idea and detailsIdentify settingDistinguish between fantasy and reality | STRATEGIES: VisualizeRecognize text structuresRecognize story structure |
| Spelling, Grammar, Writing |  |  |
| Grammar | SentencesSentences; Lists, sentences, lettersNaming words | Describing words |
| Writing  | SentenceList, sentence, ABC PageSentences; Lists, sentences, lettersDialogueDirectionsNaming words | FOCUS TRAITS: Word ChoiceSentence fluency\*Conventions | Weather reportSentenceDirectionsSimilesPoem | FOCUS TRAITS:VoiceOrganizationWord Choice\*Conventions |
| Performance Task | PERFORMANCE TASK: Narrative-A Small Moment (special day in student’s life)PERFORMANCE TASK: Narrative: Fiction Story | PERFORMANCE TASK: Informative-Animal Research Project-labels animal parts and tell their uses.PERFORMANCE TASK: 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 Connection |
|  | SOCIAL STUDIES:What is History?Family HistoryFamous People & CelebrationsSimple BiographiesHow People CelebrateSymbols & CelebrationsHolidays | 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 & SubtractionSimple story problemsAddition Sentences |

Kindergarten Scope and Sequence (Treasures)

Kindergarten Scope and Sequence (Treasures)

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| --- | --- | --- |
|  | Unit 5Treasures Books: 9 and 10 | Unit 6 |
| Reading: Foundational Skills |  |  |
| Phonemic Awareness | Phoneme isolationPhoneme BlendingPhoneme segmentationPhoneme Addition | Phoneme IsolationPhoneme BlendingPhoneme Substitution |  |  |
| Phonics | Consonant g (hard g( (initial and final)Consonant w (initial)Consonant v (initial)Consonant x (ks) (final)Word families: -et, -ot, -ix, -ed, -en | Consonant j, q /kw/Consonant y, zWord families: -ug, -ut, -un |  | Review |
| Fluency | Build Fluency: Word automaticityEcho-Read, Read for FluencyChoral Read |  |
| Comprehension |  |  |
| Skills | SKIILS: Use illustrationsIdentify cause and effectIdentify setting | STRATEGIES:Monitor comprehension: Reread | SKILLS:  | STRATEGIES:  |
| Spelling, Grammar, Writing |  |  |
| Grammar | Pronouns |  |
| Writing  | Questions and answersDescriptive sentencesStory | FOCUS TRAITS: OrganizationIdeas\*Conventions |  | FOCUS TRAITS:VoiceIdeasSentence fluency\*Conventions |
| Performance Task | PERFORMANCE TASK: Persuasive-The best poem is….”PERFORMANCE TASK: Persuasive-Take Care of the Earth, Please1 | PERFORMANCE TASK: Informative-How a Seed Grows expository paragraphPERFORMANCE TASK: Narrative-A Special Celebration |
| Unit Concept | ENVIRONMENTALISM | DIVERSITY |
| Essential Question: | Why is taking care of the Earth important? | How do the differences between people and things make the world more beautiful? |
| ELA Focus | Informational Text FeaturesPoetryTypes of Poems | Folklore from Other Countries: Little Red Riding HoodComparing Story Versions |
|  | SCIENCE: Soil and its FeaturesRock CharacteristicsPlants and SoilObserving Day and NightChanges in the MoonSun & 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 & Decomposing Teen NumbersMeasurementComparing Length, Height, WeightCompare Capacity | PositionTwo-Dimensional ShapesThree-Dimensional Shapes |