|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Unit 1  Treasures books: 1 and 2 | | | Unit 2  Treasures books: 3 and 4 | | |
| Reading: Foundational Skills |  | | |  | | |
| Phonemic Awareness | Onset/Rime Blending  Phoneme Isolation (initial and final /m/\_  Phoneme Identify  Phoneme Categorization  Phoneme Isolation (/m/, /a/) | | Phoneme isolation  Phoneme categorization (inital and final /s/  Phoneme blending  Phoneme Isolation (initial and final /p/)  Phoneme identity (initial and final /p/) | Phoneme isolation (/t/  Phoneme categorization (/t/)  Phoneme blending  Phoneme identity | Phoneme isolation (/n/)  Phoneme categorization  Phoneme blending  Phoneme 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-Spellings  Word Automaticity  Echo-Reading  Choral reading | | | Build fluency: word automaticity  Echo-read  Choral read | | |
| Comprehension |  | | |  | | |
| Skills | SKIILS:  Make Predictions  Idetnify Setting  Identify character  Compare and contrast | STRATEGIES:  Recognize text structures  Recognize story structure  Ask questions | | SKILLS:  Make and confirm predictions  Classify and categorize  Identify character, plot  Identify sequence of events  Make inferences | | STRATEGIES:  Recognize story structure  Recognize text structure  Summarize |
| Spelling, Grammar, Writing |  | | |  | | |
| Grammar | Naming words  Lists  Sentences | | | Action words | | |
| Writing | Personal narrative  Descriptive sentences | FOCUS TRAITS:  Ideas  Word Choice  \*Conventions | | Narrative  Informative (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 Elements  Beginning, Middle, End  Story Retell  Historical Narrative | | |
|  | SCIENCE:  Five Senses  Investigations  Attributes of Things: colors, size, shape  Describing Things  Sorting by Attribute | SOCIAL STUDIES:  Rules: Classroom & School  Rules and Responsibilities  Using Manners  Working Together | | SCIENCE:  Weather & Seasons  Forces of Motion  Push/Pull  Magnets, Gravity, Vibration  Simple Investigation with Forces/Motion | | SOCIAL STUDIES:  Organizing Time  Days 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 | | |

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

Kindergarten Scope and Sequence (Treasures)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Unit 3  Treasures books: 5 and 6 | | | Unit 4  Treasures Books: 7 and 8 | | |
| Reading: Foundational Skills |  | | |  | | |
| Phonemic Awareness | Phoneme Isolation  Phoneme Segmentation  Phoneme Blending | | Phoneme isolation  Phoneme Blending  Phoneme Segmentation  Phoneme categorization | Phoneme Isolation  Phoneme Segmentation  Phoneme Blending | Phoneme Isolation  Phoneme blending  Phoneme segmentation  Phoneme deletion | |
| Phonics | Short o (initial and medial)  Consonant f  Word families –at, -an | | Consonant h  Consonant d (initial and final)  Word families: -ad, -at, -an, -ap, -am | Short e (initial and medial)  Consonant b  Short I (initial and medial)  Word families: -in, -ip, -id | Consonant k-initial k and final k as ck  Short u (initial and medial)  Word families: -ot, -op, -ick | |
| Fluency | Build fluency: Sound-spelling  Build fluency: word automaticity, echo-read, read for fluency, choral read | | | Build fluency: word automaticity  Eco-read, read for fluency  Choral read | | |
| Comprehension |  | | |  | | |
| Skills | SKIILS:  Make and confirm predictions  Classify and categorize  Identify plot and character  Identify main idea and details  Retell | STRATEGIES:  Recognize story structure  Recognize text structure  Summarize | | SKILLS:  Identify main idea and details  Identify setting  Distinguish between fantasy and reality | | STRATEGIES:  Visualize  Recognize text structures  Recognize story structure |
| Spelling, Grammar, Writing |  | | |  | | |
| Grammar | Sentences  Sentences; Lists, sentences, letters  Naming words | | | Describing words | | |
| Writing | Sentence  List, sentence, ABC Page  Sentences; Lists, sentences, letters  Dialogue  Directions  Naming words | FOCUS TRAITS:  Word Choice  Sentence fluency  \*Conventions | | Weather report  Sentence  Directions  Similes  Poem | | FOCUS TRAITS:  Voice  Organization  Word 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 History  Famous People & Celebrations  Simple Biographies  How People Celebrate  Symbols & Celebrations  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 & Subtraction  Simple story problems  Addition Sentences | | |

Kindergarten Scope and Sequence (Treasures)

Kindergarten Scope and Sequence (Treasures)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Unit 5  Treasures Books: 9 and 10 | | | Unit 6 | | |
| Reading: Foundational Skills |  | | |  | | |
| Phonemic Awareness | Phoneme isolation  Phoneme Blending  Phoneme segmentation  Phoneme Addition | | Phoneme Isolation  Phoneme Blending  Phoneme 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, z  Word families: -ug, -ut, -un |  | Review | |
| Fluency | Build Fluency: Word automaticity  Echo-Read, Read for Fluency  Choral Read | | |  | | |
| Comprehension |  | | |  | | |
| Skills | SKIILS:  Use illustrations  Identify cause and effect  Identify setting | STRATEGIES:  Monitor comprehension: Reread | | SKILLS: | | STRATEGIES: |
| Spelling, Grammar, Writing |  | | |  | | |
| Grammar | Pronouns | | |  | | |
| Writing | Questions and answers  Descriptive sentences  Story | FOCUS TRAITS:  Organization  Ideas  \*Conventions | |  | | FOCUS TRAITS:  Voice  Ideas  Sentence 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 paragraph  PERFORMANCE 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 Features  Poetry  Types of Poems | | | Folklore from Other Countries: 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 & 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 & Decomposing Teen Numbers  Measurement  Comparing Length, Height, Weight  Compare Capacity | | | Position  Two-Dimensional Shapes  Three-Dimensional Shapes | | |