

1st 9 Weeks ( 45 Days)

9 Weeks at a Glance	<b>1</b> August 8-12	<b>2</b> August 15-19	<b>3</b> August 22-26	<b>4</b> August 29 - Sept. 2	<b>5</b> September 6-9 (Sept. 5 Labor Day)	<b>6</b> Sept. 12-16	<b>7</b> Sept. 19-23	<b>8</b> September 26-30	<b>9</b> Oct.3-7
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<b>Knowledge</b>	<p><b>Phase-In Days</b> <b>Aug. 8 - 19</b></p>	<p><b>Domain 1:</b> <b>Nursery Rhymes and Fables</b> <b>(15 days)</b> 12 lessons + 3 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p>	<p><b>Domain 2:</b> <b>The Five Senses</b> <b>(10 days)</b> 8 lessons + 2 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Science: K.ETS1 Engineering Design</b></p>	<p><b>Domain 3:</b> <b>Stories</b> <b>(14 days)</b> 10 lessons + 4 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>**You may need to extend this into 2nd 9 weeks due to phase in days at the beginning.</b></p>
<b>Writing in Knowledge</b>	<p><b>Phase-In Days</b></p>	<p><b>Writing:</b> Students focus on the elements of literary texts, including main characters, events, and sequencing events for the beginning, middle, and end of stories. Students <b>draw</b> in response to questions and prompts about the texts. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>	<p><b>Writing:</b> Students <b>draw</b> to describe what they have learned about each of the five senses from the daily Read-Alouds. Students are introduced to graphic organizers to categorize words and ideas. Students complete the domain unit by drawing a scene from the lives of Ray Charles and Helen Keller. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>	<p><b>Writing:</b> Students participate in retelling literary text, including story elements and sequencing events. Students participate in a <b>shared writing activity</b> to retell a story using images as a guide and complete graphic organizers in other shared activities. Sentence frames are used to help students verbalize opinions about what makes a hero and about their favorite character. Pausing Points and Culminating Activities include additional opportunities for student writing.</p>

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<b>Skills</b>	<b>Phase-In Days Aug. 8-19</b>	<b>Unit 1 (13 days/ 10 lessons) BOY Assessments: Lessons 4,6,10</b>	<b>Unit 2 (10 days/10 lessons)</b>	<b>Unit 3 (16 days/14 lessons)</b>
		<p align="center"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of environmental sounds and words in sentences</li> <li>• Draw a number of writing strokes that are prerequisites for writing letters</li> <li>• Demonstrate spatial and body awareness</li> <li>• Hold writing utensils using the tripod grip</li> <li>• Describe the meaning of position words • Student Performance Assessment</li> </ul> <p align="center"><b>Social Studies:</b></p> <p><b>K.o8</b> Use personal directions</p>	<p align="center"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Orally blend syllables and two- and three-phonemes to form words</li> <li>• Identify beginning sounds of words</li> <li>• Use position words: left, right, top, bottom</li> <li>• Track left to right, top to bottom</li> <li>• Draw a number of writing strokes that are prerequisites for writing letters</li> <li>• Hold writing utensils using the tripod grip</li> <li>• Student Performance Assessment</li> </ul>	<p align="center"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Orally blend sounds to form words</li> <li>• Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ &gt;'c', /g/, /i/</li> <li>• Blend and read printed VC and CVC words</li> <li>• Change sounds in simple words to create new Words</li> <li>• Read Tricky Words one, two, three</li> <li>• Student Performance Assessment</li> </ul>

<b>Writing in Skills</b>		<p><b>Writing:</b> Prerequisite Skills Students learn and practice how to use writing instruments to form a range of writing strokes, including vertical lines, horizontal lines, circles, squares, and diagonal lines.</p>	<p><b>Writing:</b> Prerequisite Skills Students learn and practice to form a range of writing strokes, including cups, humps, zig-zags, wavy lines, spirals, canes, hooks, and symbols + and x. Students practice tracing their own names.</p>	<p><b>Writing:</b> In this unit, handwriting is integrated with the introduction of basic code sounds and the letter symbols. Students are also learning that letter symbols can be combined to form words, and that letters in a word are written from left-right. Students practice writing CVC words connected with daily phonics instruction.</p>
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**Grade K 2022-2023 School Year**

**2nd 9 Weeks (42 Days)**

<b>9 Weeks at a Glance</b>	<b>1</b> October 17-21	<b>2</b> October 24-28	<b>3</b> Oct. 31 - November 4	<b>4</b> November 7-11	<b>5</b> November 14-18	<b>6</b> November 21-22 (Nov. 23-25 Break)	<b>7</b> November 28 - Dec. 2	<b>8</b> December 5-9	<b>9</b> December 12-16
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<b>Knowledge</b>	<p align="center"><b>Domain 4: Plants</b> (15 days) 11 lessons + 4 for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Science: K.LS1 (1)</b> From Molecules to Organisms: Structures and Processes <b>K.LS3.1</b> Heredity: Inheritance and Variation of Traits <b>KESS3</b> Earth and Human Activity</p>	<p align="center"><b>Domain 5: Farms</b> (14 days) 9 lessons +5 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Science: K.LS1 (2)</b> From Molecules to Organisms: Structures and Processes</p>	<p align="center"><b>Domain 6: Native Americans</b> (12 days) 8 lessons + 4 for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Social Studies: K.02</b> Compare and contrast family traditions and customs. <b>K.03</b> Distinguish between wants and needs. <b>K.04</b> Identify and explain how basic human needs ... are met.</p>
<b>Writing in Knowledge</b>	<p><b>Writing:</b> Students provide words and ideas during <b>shared writing activities</b> that include comparing and contrasting types of plants and the life cycle of a plant. Students <b>draw</b> in response to text in Drawing the Read-Aloud activities. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>	<p><b>Writing:</b> Students <b>draw (and label if possible)</b> pictures of the animals and tools on a farm using details from the Read-Aloud text. Students continue to <b>contribute words and ideas to complete graphic organizers</b>, such as a K-W-L chart, in shared activities. Students draw in response to questions and prompts about the text adding one to two specific details. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>	<p><b>Writing:</b> Students begin writing or dictating informative texts with short sentences to accompany their drawings about topics in the text.</p> <p>Informal Writing: graphic organizers with short words and pictures, descriptions about environment, details from the text, Pausing Points, Culminating Activities.</p>

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<b>Skills</b>	<p style="text-align: center;"><b>Unit 4</b> <b>(17 days/15 lessons)</b></p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Orally blend and segment sounds in words</li> <li>● Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/</li> <li>● Blend and read printed VC and CVC words</li> <li>● Change sounds in words to create new words <ul style="list-style-type: none"> <li>● Write dictated words</li> <li>● Read Tricky Words a, the</li> <li>● Read phrases in a decodable text</li> <li>● Student Performance Assessment</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Unit 5</b> <b>(18 days/ 16 lessons)</b></p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Discriminate between vowel sounds in words <ul style="list-style-type: none"> <li>● Practice sound/letter correspondences</li> <li>● Recognize and write new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k'</li> </ul> </li> <li>● Change sounds in words to create new words <ul style="list-style-type: none"> <li>● Read and write simple VC and CVC words</li> <li>● Read Tricky Words blue, yellow, look</li> <li>● Read sentences in a decodable text</li> <li>● Student Performance Assessment</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Buffer Days</b> (7 days) for Reteaching and Reinforcing Skills/etc.</p>
<b>Writing in Skills</b>	<p style="text-align: center;"><b>Writing:</b></p> <p>Students continue to write letter symbols for the new sounds introduced in the unit, write CVC words, and begin to take dictation of sounds spoken aloud.</p>	<p style="text-align: center;"><b>Writing:</b></p> <p>Students continue to write letter symbols for the new sounds introduced in the unit, write CVC words and Tricky Words, and take dictation of sounds spoken aloud. Students are introduced to sentence writing conventions, such as writing the first word in a sentence with a capital letter and ending the sentence with punctuation.</p>	<p style="text-align: center;"><b>Buffer Days</b> (7 days) for Reteaching or Reinforcing Skills Mastery</p>

**Grade K 2022-2023 School Year**

**3rd 9 Weeks (50 Days)**

<b>9 Weeks at a Glance</b>	<b>1</b> January 4-6	<b>2</b> January 9-13	<b>3</b> January 17-20 (Jan. 16 MLK)	<b>4</b> January 23-27	<b>5</b> Jan. 30 - Feb. 3	<b>6</b> February 6-10	<b>7</b> February 13-17	<b>8</b> February 21-24 (Feb. 20 - Pres. Day)	<b>9</b> Feb. 27 - March 3	<b>10</b> March 6-10	<b>11</b> March 13-17
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<b>Knowledge</b>	<p><b>Domain 7: Kings and Queens</b> (12 days)</p> <p>8 lessons + 4 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed.</p>	<p><b>Domain 8: Seasons and Weather</b> (12 days)</p> <p>8 lessons + 4 days For PP, Domain Review, Domain Assessments, and Culminating Activities if needed.</p> <p><b>Science: K.LS1(3)</b> From Molecules to Organisms: Structures and Processes  <b>K.ESS2</b> Earth's Systems  <b>K.ETS2</b> Links Among Engineering, Technology, Science, and Society  <b>Social Studies: K.08</b> Use personal directions  <b>K.09</b> Explain what a map and globe represent.</p>	<p><b>Domain 9: Columbus and the Pilgrims</b> (14 days)</p> <p>9 lessons +5 days For PP, Domain Review, Domain Assessments, and Culminating Activities if needed.</p> <p><b>Social Studies: K.17</b> Use correct words and phrases related to chronology and time</p>	<p><b>Buffer Days</b> (13 days) In case of snow, sickness. etc. To reteach, reinforce, assess, etc..</p>
<b>Writing in Knowledge</b>	<p><b>Formal Writing: Narrative</b> Students write or dictate their own narratives about Old King Cole. Students share their writing with peers for teacher-led feedback and revise to add details.</p> <p><b>Informal Writing:</b> Drawing the Read-Aloud, graphic organizers in shared writing, Pausing Point, Culminating Activities.</p>	<p><b>Formal Writing: Opinion</b> Students observe, record, and track daily weather conditions and use the information to form an opinion about the next day's weather.</p> <p><b>Informal Writing:</b> Weather diary, storm safety drawing, Pausing Points, Culminating Activities</p>	<p><b>Formal Writing: Informative</b> Students draw and write about both Columbus' and the Pilgrims' journeys based on details from the text.</p> <p><b>Informal Writing:</b> Drawing in response to questions or prompts, Pausing Points, Culminating Activities</p>	<p><b>Buffer Days</b> In case of Snow, etc. To reteach, reinforce, etc. Work on skills, writing, etc.</p>

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<b>Skills</b>	<p align="center"><b>Unit 6</b> (18 days/17 lessons)</p> <p align="center"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Orally blend sounds to form words</li> <li>Identify sound pictures by their letter names <ul style="list-style-type: none"> <li>Identify and create rhyming words</li> </ul> </li> <li>Blend and read words with consonant clusters of up to five sounds</li> <li>Read words with Tricky Spelling 's' pronounced /z/ and Tricky Words I, are, and little <ul style="list-style-type: none"> <li>Read stories in the decodable Reader</li> </ul> </li> <li>Demonstrate comprehension by answering story questions <ul style="list-style-type: none"> <li>Student Performance Assessment</li> </ul> </li> </ul>	<p align="center"><b>Unit 7</b> (19 days/17 lessons) MOY Assessments: Lessons 11-12</p> <p align="center"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Orally segment words with consonant clusters <ul style="list-style-type: none"> <li>Read and spell consonant digraphs /ch/, /sh/, /th/, /th /, /qu/, /ng/</li> </ul> </li> <li>Read and spell words with consonant clusters <ul style="list-style-type: none"> <li>Read Tricky Words down, out, of</li> <li>Read stories in the decodable Reader</li> </ul> </li> <li>Demonstrate comprehension by answering story questions <ul style="list-style-type: none"> <li>Student Performance Assessment</li> </ul> </li> </ul>	<p align="center"><b>Begin Unit 8</b> (13 days/20 lessons) Continue 4th 9wks</p> <p align="center"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Review vowel sounds, digraphs, and other sounds and spellings</li> <li>Read and spell words with double-letter spellings</li> <li>Read Tricky Words funny, all, was, from <ul style="list-style-type: none"> <li>Read stories in the decodable Reader</li> </ul> </li> <li>Demonstrate comprehension by answering story questions <ul style="list-style-type: none"> <li>Student Performance Assessment</li> </ul> </li> </ul>
	<p align="center"><b>Writing:</b></p> <p>Students begin using Student Readers that act as models for word and sentence conventions, and how stories are conveyed in connected text. They are prompted to answer oral comprehension questions in complete sentences. Students write CVC, CCVC, and Tricky Words to complete sentences. Students also take dictation of CVC and CCVC words spoken aloud, and practice writing during chaining exercises.</p>	<p align="center"><b>Writing:</b></p> <p>Students continue to learn about writing conventions by reading the Student Reader stories. They focus on writing CVC CVCC (digraphs), and Tricky Words to complete sentences. Students also take dictation of CVC and CVCC words spoken aloud and practice writing during chaining exercises.</p>	<p align="center"><b>Writing:</b></p> <p>Demonstration stories are still used to highlight sentence writing conventions, including punctuation such as periods, question marks, and apostrophes to show possession. Word writing, word dictation, and sentence completion practice continues. Students also write the correct phrase to match pictures in labeling exercises.</p>

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**4th 9 Weeks (42 Days)**

<b>9 Weeks at a Glance</b>	<b>1</b> March 27-31	<b>2</b> April 3-6 (4/7 Good Friday)	<b>3</b> April 11-14 (April 10 In-service day)	<b>4</b> April 17-21	<b>5</b> April 24-28	<b>6</b> May 1-5	<b>7</b> May 8-12	<b>8</b> May 15-19	<b>9*</b> May 22-26 (May 25 Admin. Day)
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<b>Knowledge</b>	<p><b>Domain 10: Colonial Towns and Townspeople</b> (14 days) 10 lessons +4 days For PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Social Studies: K.17</b> Use correct words and phrases related to chronology and time</p>	<p><b>Domain 11: Taking Care of the Earth</b> (14 days) 10 lessons + 4 days For PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Science Standards:</b> <b>K.PS1</b> Matter and Its Interactions <b>K.ESS3</b> Earth and Human Activity <b>Social Studies:</b> <b>K.08</b> Use personal directions <b>K.09</b> Explain what a map and globe represent</p>	<p><b>Domain 12: Presidents and American Symbols</b> (13 days) 9 lessons + 4 days For PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Social Studies:</b> <b>K.12</b> Identify the following state and national symbols <b>K.13</b> Recognize and name the current President of the U.S. <b>K.14</b> Explain that the President is the leader of the U.S.</p>

<b>Writing in Knowledge</b>	<p><b>Writing:</b> Students <b>begin</b> to write short sentences and phrases and draw pictures based on details in the text. They participate in shared activities to complete graphic organizers such as Venn diagrams and K-W-L charts. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>	<p><b>Formal Writing: Narrative</b> Students use information from the text to write a narrative about composting/recycling.</p> <p>Informal Writing: shared writing, Drawing the Read-Aloud, opinion, graphic organizers, class book, Pausing Points, Culminating Activities</p>	<p><b>Writing:</b> Students retell the events of a president using words, sentences, and pictures. They use teacher-led feedback to add details to their drawings. The writing can be published using various digital tools if desired and compiled into a class book. Additional writing includes graphic organizers and Drawing the Read-Aloud. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>

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**4th 9 Week (42 Days)**

<b>9 Weeks at a Glance</b>	<b>1</b> March 27-31	<b>2</b> April 3-6 (4/7 Good Friday)	<b>3</b> April 11-14 (April 10 In-service day)	<b>4</b> April 17-21	<b>5</b> April 24-28	<b>6</b> May 1-5	<b>7</b> May 8-12	<b>8</b> May 15-19	<b>9</b> May 22-26 (May 25 Admin. Day)
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<p><b>Skills</b></p>	<p><b>Finish Unit 8</b> (10 days/20 lessons)</p> <p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Review vowel sounds, digraphs, and other sounds and spellings <ul style="list-style-type: none"> <li>● Read and spell words with double-letter spellings</li> <li>● Read Tricky Words funny, all, was, from</li> <li>● Read stories in the decodable Reader</li> </ul> </li> <li>● Demonstrate comprehension by answering story questions <ul style="list-style-type: none"> <li>● Student Performance Assessment</li> </ul> </li> </ul>	<p><b>Unit 9</b> (24 days/23 lessons)</p> <p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Orally blend two-syllable words</li> <li>● Read and spell words with previously taught sound/letter correspondences</li> <li>● Read new and previously learned Tricky Words <ul style="list-style-type: none"> <li>● Write uppercase letters</li> <li>● Write dictated phrases</li> </ul> </li> <li>● Identify correct end mark punctuation in complete sentences <ul style="list-style-type: none"> <li>● Read stories in the decodable Reader</li> <li>● Answering story questions by drawing/writing <ul style="list-style-type: none"> <li>● Student Performance Assessment</li> </ul> </li> </ul> </li> </ul>	<p><b>(Unit 10 if possible/20 lessons)</b></p> <p>EOY Assessments: Lessons 26-28 Source of data for the Grade 1 teachers)</p> <p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Orally segment two-syllable words</li> <li>● Read new and previously learned Tricky Words ● Divide syllables in words ● Read and spell words with long vowels and separated digraphs (cvce)</li> <li>● Recognize apostrophes that show possession or used in contractions ● Use punctuation marks while reading connected text ● Answer story questions during discussions and in Writing ● End-of-the-Year Assessment.</li> </ul>
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<p><b>Writing in skills</b></p>	<p><b>Writing:</b> Demonstration stories are still used to highlight sentence writing conventions, including punctuation such as periods, question marks, and apostrophes to show possession. Word writing, word dictation, and sentence completion practice continues. Students also write the correct phrase to match pictures in labeling exercises.</p>	<p><b>Writing:</b> Students begin to independently write short answers to story comprehension questions. They draw illustrations to demonstrate the meaning of words and phrases from the text. Handwriting practice continues with uppercase and lowercase letters. Punctuation is reviewed. Students continue to take word dictation and write words to complete sentences.</p>	<p><b>Writing:</b> Students independently write short answers to comprehension questions. They draw illustrations to demonstrate the meaning of words and phrases from the text. Handwriting practice continues with uppercase and lowercase letters. Students continue to take word dictation and write words to complete sentences.</p>
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