

**Grade K • Smart Start • Scope and Sequence**

	Phonological/Awareness	Phonics	High-Frequency Words
<p><b>Week 1</b></p> <p><b>We Are Special</b></p> <p><b>Essential Question:</b> How is everyone special?</p>	<p><b>Phonological Awareness:</b> Sentence Segmentation, Identify Rhyme</p>	<p><b>Letter Recognition:</b> <i>Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh</i></p>	<p><i>/</i></p>
<p><b>Week 2</b></p> <p><b>My Family and Me</b></p> <p><b>Essential Question:</b> Who is in your family?</p>	<p><b>Phonological Awareness:</b> Sentence Segmentation, Identify Rhyme</p>	<p><b>Letter Recognition:</b> <i>Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr</i></p>	<p><i>can</i></p>
<p><b>Week 3</b></p> <p><b>I Can!</b></p> <p><b>Essential Question:</b> What can you do?</p>	<p><b>Phonological Awareness:</b> Recognize Syllables, Blend Syllables</p>	<p><b>Letter Recognition:</b> <i>Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz</i></p>	<p><i>I, can</i></p>

## Grade K • Unit 1 • Scope and Sequence

<b>Unit 1: Take a New Step</b> <b>Big Idea:</b> What can we learn when we try new things?	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b> <b>Make New Friends</b> <b>Essential Question:</b> How can we get along with new friends? <b>Genre Focus:</b> Fiction	<b>Phonological Awareness:</b> Onset and Rime Blending <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Identity, Phoneme Categorization	<b>Phonics:</b> /m/m (initial/final) <b>Spelling:</b> Words with <i>m</i> ; <i>the</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Mm</i> <b>Decodable Readers</b> "I Can" "Can I?"	<i>the</i> <b>Build Your Word Bank:</b> <i>out</i>
<b>Week 2</b> <b>Get Up and Go!</b> <b>Essential Question:</b> How do baby animals move? <b>Genre Focus:</b> Fiction	<b>Phonological Awareness:</b> Identify Rhyme <b>Phonemic Awareness:</b> Phoneme Isolation (initial/medial), Phoneme Identity, Phoneme Blending	<b>Phonics:</b> /a/a (initial/medial) <b>Consonant Review:</b> /m/m <b>Spelling:</b> Words with <i>a</i> ; <i>we</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Aa</i> <b>Decodable Readers</b> "I Am" "We Can"	<i>we</i> <b>Build Your Word Bank:</b> <i>down</i>
<b>Week 3</b> <b>Use Your Senses</b> <b>Essential Question:</b> How can your senses help you learn? <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Onset and Rime Blending <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /s/s (initial) <b>Consonant/Vowel Review:</b> /a/a, /m/m <b>Spelling:</b> Words with <i>s</i> ; <i>see</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Ss</i> <b>Decodable Readers</b> "Sam Can See" "Sam"	<i>see</i> <b>Build Your Word Bank:</b> <i>will, jump</i>

## Grade K • Unit 2 • Scope and Sequence

<b>Unit 2: Let's Explore</b> <b>Big Idea:</b> What can you find out when you explore?	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b>  <b>Tools We Use</b>  <b>Essential Question:</b> How do tools help us to explore?  <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Identify Alliteration  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Categorization, Phoneme Blending	<b>Phonics:</b> /p/p (initial/ final) <b>Consonant/Vowel Review:</b> /a/a, /m/m, /s/s <b>Spelling:</b> Words with <i>p</i> ; <i>a</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Pp</i>  <b>Decodable Readers</b> "A Sap Map" "Pam Can See"	<i>a</i>  <b>Build Your Word Bank:</b> <i>there, our</i>
<b>Week 2</b>  <b>Shapes All Around Us</b>  <b>Essential Question:</b> What shapes do you see around you?  <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Onset and Rime Blending  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Identity	<b>Phonics:</b> /t/t (initial/ final) <b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s <b>Spelling:</b> Words with <i>t</i> ; <i>like</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Tt</i>  <b>Decodable Readers</b> "Tap the Mat" "I Am Pat"	<i>like</i>  <b>Build Your Word Bank:</b> <i>two, well</i>
<b>Week 3</b>  <b>World of Bugs</b>  <b>Essential Question:</b> What kind of bugs do you know about?  <b>Genre Focus:</b> Poetry	<b>Phonological Awareness:</b> Count and Segment Syllables  <b>Phonemic Awareness:</b> Phoneme Segmentation Phoneme Blending  <b>Long Vowel Awareness:</b> Long <i>a</i>	<b>Phonics:</b> Review /m/m, /a/a, /s/s, /p/p, /t/t <b>Spelling:</b> -at pattern <i>the, a, see, we, like</i> <b>Handwriting:</b> Write sentences with <i>Mm, Aa, Ss, Pp, Tt</i>  <b>Decodable Readers</b> "We See Tam" "Tap Tap Tap!"	<i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i>  <b>Build Your Word Bank</b> <i>out</i> <i>down</i> <i>will</i> <i>jump</i> <i>there</i> <i>our</i> <i>two</i> <i>well</i>

# Grade K • Unit 3 • Scope and Sequence

<b>Unit 3: Going Places</b> <b>Big Idea:</b> What can you learn by going to different places?	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b>  <b>Rules to Go By</b>  <b>Essential Question:</b> What rules do we follow in different places?  <b>Genre Focus:</b> Fiction	<b>Phonological Awareness:</b> Identify Rhyme  <b>Phonemic Awareness:</b> Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /i/i (initial and medial) <b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t <b>Extend the Lesson:</b> final double letters: ss, tt <b>Spelling:</b> Words with <i>i</i> ; <i>to</i> <b>Handwriting:</b> Uppercase and Lowercase <i>li</i>  <b>Decodable Readers:</b> “Tim Can Sit” “We Like It”	<i>to</i>  <b>Build Your Word Bank:</b> <i>her</i> <i>one</i> <i>say</i>
<b>Week 2</b>  <b>Sounds Around Us</b>  <b>Essential Question:</b> What are the different sounds we hear?  <b>Genre Focus:</b> Fiction	<b>Phonological Awareness:</b> Onset and Rime Blending  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /n/n <b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /p/p, /s/s, /t/t <b>Spelling:</b> Words with <i>n</i> ; <i>and</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Nn</i>  <b>Decodable Readers:</b> “Nat and Nan” “Nan and Nat See”	<i>and</i>  <b>Build Your Word Bank:</b> <i>then</i> <i>new</i> <i>saw</i>
<b>Week 3</b>  <b>The Places We Go</b>  <b>Essential Question:</b> What places do you go to during the week?  <b>Genre Focus:</b> Fiction	<b>Phonological Awareness:</b> Count and Segment Syllables  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation  <b>Long Vowel Awareness:</b> Long <i>i</i>	<b>Phonics:</b> /k/c <b>Consonant/Vowel Review:</b> /a/a, /i/i, /m/m, /n/n, /p/p, /s/s, /t/t <b>Spelling Pattern:</b> - <i>an</i> pattern <b>Handwriting:</b> Uppercase and Lowercase <i>Cc</i>  <b>Decodable Readers:</b> “Cam Cat” “See the Cat”	<i>go</i>  <b>Build Your Word Bank:</b> <i>could</i> <i>place</i> <i>white</i>

# Grade K • Unit 4 • Scope and Sequence

<b>Unit 4: Around the Neighborhood</b> <b>Big Idea:</b> What do you know about the people and the places in your neighborhood?	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b>  <b>Time for Work</b>  <b>Essential Question:</b> What do people use to do their jobs?  <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Onset and Rime Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation (initial, medial), Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /o/o (initial/ medial) <b>Consonant/Vowel Review:</b> / a/a, /k/c, /i/i, /m/m, /n/n, /p/p, /s/s, /t/t <b>Spelling:</b> Words with o; you <b>Handwriting:</b> Uppercase and Lowercase Oo <b>Decodable Readers:</b> “Tom Can” “Mom and Nan”	<i>you</i>  <b>Build Your Word Bank:</b> <i>all</i> <i>that</i> <i>four</i>
<b>Week 2</b>  <b>Meet Your Neighbors</b>  <b>Essential Question:</b> Who are your neighbors?  <b>Genre Focus:</b> Realistic Fiction	<b>Phonological Awareness:</b> Sentence Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation  <b>Long Vowel Awareness:</b> Long o	<b>Phonics:</b> /d/d (initial/ final) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t <b>Spelling:</b> Words with d; do <b>Handwriting:</b> Uppercase and Lowercase Dd <b>Decodable Readers:</b> “Did Dan?” “Did Sid See Don?”	<i>do</i>  <b>Build Your Word Bank:</b> <i>day</i> <i>long</i> <i>blue</i>
<b>Week 3</b>  <b>Pitch In</b>  <b>Essential Question:</b> How can people help to make your community better?  <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Identify Rhyme  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Segmentation	<b>Phonics:</b> Review /i/i, /n/n, /k/c, /o/o, /d/d, s-Blends (sn, sp, st) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t <b>Long Vowel Express (optional):</b> Long a (a_e) <b>Spelling Pattern:</b> -ot pattern <b>Handwriting:</b> Write sentences with i, n, c, o, d <b>Decodable Readers:</b> “Tip It” “Stop the Top!”	<i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i>  <b>Build Your Word Bank:</b> <i>her</i> <i>one</i> <i>say</i> <i>then</i> <i>new</i> <i>saw</i> <i>could</i> <i>place</i> <i>white</i> <i>all</i> <i>that</i> <i>four</i> <i>day</i> <i>long</i> <i>blue</i>

# Grade K • Unit 5 • Scope and Sequence

<b>Unit 5: Wonders of Nature</b> <b>Big Idea:</b> What kinds of things can you find growing in nature?	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b> <b>How Does Your Garden Grow?</b> <b>Essential Question:</b> What do living things need to grow? <b>Genre Focus:</b> Realistic Fiction	<b>Phonological Awareness:</b> Count and Blend Syllables <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /h/h (initial) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t <b>Extend the Lesson:</b> Final /z/s <b>Spelling:</b> Words with <i>h</i> ; <i>my</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Hh</i> <b>Decodable Readers:</b> “Hap Hid the Ham” “Hip Hop”	<i>my</i> <b>Build Your Word Bank:</b> <i>than</i> <i>his</i> <i>three</i>
<b>Week 2</b> <b>Trees</b> <b>Essential Question:</b> How do living things change as they grow? <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Onset and Rime Blending <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation	<b>Phonics:</b> /e/e (initial/medial) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t <b>Spelling:</b> Words with /e/e; <i>are</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Ee</i> <b>Decodable Readers:</b> “Not a Pet” “Ed and Ted Can Go On”	<i>are</i> <b>Build Your Word Bank:</b> <i>when</i> <i>which</i> <i>soon</i>
<b>Week 3</b> <b>Fresh from the Farm</b> <b>Essential Question:</b> What kinds of things grow on a farm? <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Identify Rhyme <b>Phonemic Awareness:</b> Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition <b>Long Vowel Awareness:</b> Long e: <i>ee</i>	<b>Phonics:</b> /f/f (initial/ final), /r/r (initial) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t <b>Spelling Pattern:</b> <i>-en</i> pattern <b>Handwriting:</b> Uppercase and Lowercase <i>Ff</i> and <i>Rr</i> <b>Decodable Readers:</b> “Ron Ram” “Red and Ron”	<i>with</i> <i>he</i> <b>Build Your Word Bank:</b> <i>many</i> <i>them</i> <i>eat</i>

# Grade K • Unit 6 • Scope and Sequence

<b>Unit 6: Weather for All Seasons</b> <b>Big Idea:</b> How do weather and seasons affect us?	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b>  <b>The Four Seasons</b>  <b>Essential Question:</b> How are the seasons different?  <b>Genre Focus:</b> Realistic Fiction	<b>Phonological Awareness:</b> Onset and Rime Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	<b>Phonics:</b> /b/b (initial/ final), /l/l (initial) <b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t <b>Extend the Lesson:</b> Final double letters: // <b>Spelling:</b> Words with <i>b, l; is, little</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Bb, Ll</i>  <b>Decodable Readers:</b> “Bob and Ben” “Ben, Deb, Lin”	<i>is</i> <i>little</i>  <b>Build Your Word Bank:</b> <i>by</i> <i>some</i> <i>brown</i>
<b>Week 2</b>  <b>What’s the Weather?</b>  <b>Essential Question:</b> What happens in different kinds of weather?  <b>Genre Focus:</b> Fantasy	<b>Phonological Awareness:</b> Identify Rhyme  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Segmentation	<b>Phonics:</b> /k/k (initial), /k/ck (final) <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t <b>Spelling:</b> Words with <i>k, ck; she, was</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Kk</i>  <b>Decodable Readers:</b> “Pack It, Kim” “Kick It, Nick”	<i>she</i> <i>was</i>  <b>Build Your Word Bank:</b> <i>now</i> <i>way</i> <i>under</i>
<b>Week 3</b>  <b>Stormy Weather</b>  <b>Essential Question:</b> How can you stay safe in bad weather?  <b>Genre Focus:</b> Realistic Fiction	<b>Phonological Awareness:</b> Identify Alliteration  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Addition	<b>Phonics:</b> Review /n/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck, /-Blends ( <i>bl, cl, fl, sl</i> ) <b>Long Vowel Express (optional):</b> Long <i>i</i> ( <i>i_e</i> ) <b>Spelling Pattern:</b> -ack pattern <b>Handwriting:</b> Write sentences with <i>h, e, f, r, b, l, k, ck</i>  <b>Decodable Readers:</b> “Rock Ken” “Flip, Flop, Flip!”	<i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i>  <b>Build Your Word Bank:</b> <i>than</i> <i>his</i> <i>three</i> <i>when</i> <i>which</i> <i>soon</i> <i>many</i> <i>them</i> <i>eat</i> <i>by</i> <i>some</i> <i>brown</i> <i>now</i> <i>way</i> <i>under</i>

# Grade K • Unit 7 • Scope and Sequence

<b>Unit 7: The Animal Kingdom</b> <b>Big Idea:</b> How do weather and seasons affect us?	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b>  <b>Baby Animals</b>  <b>Essential Question:</b> How are some animals alike and how are they different?  <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Onset and Rime Blending  <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion	<b>Phonics:</b> /u/u (initial/ medial) <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t <b>Spelling:</b> Words with <i>u</i> ; <i>for</i> , <i>have</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Uu</i>  <b>Decodable Readers:</b> “Sun Fun” “Pup and Cub”	<i>for</i> <i>have</i>  <b>Build Your Word Bank:</b> <i>from</i> <i>how</i> <i>pretty</i>
<b>Week 2</b>  <b>Pet Pals</b>  <b>Essential Question:</b> How do you take care of different kinds of pets?  <b>Genre Focus:</b> Realistic Fiction	<b>Phonological Awareness:</b> Identify and Produce Rhyming Words  <b>Phonemic Awareness:</b> Phoneme Isolation (initial/ final <i>g</i> ; initial <i>w</i> ), Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> /g/g (initial/ final), w/w (initial) <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u <b>Spelling:</b> Words with <i>g</i> , <i>w</i> ; <i>of</i> , <i>they</i> <b>Handwriting:</b> Uppercase and Lowercase <i>Gg, Ww</i>  <b>Decodable Readers:</b> “Wet Gus” “See a Bug?”	<i>of</i> <i>they</i>  <b>Build Your Word Bank:</b> <i>water</i> <i>these</i> <i>yellow</i>
<b>Week 3</b>  <b>Animal Habitats</b>  <b>Essential Question:</b> Where do animals live?  <b>Genre Focus:</b> Fantasy	<b>Phonological Awareness:</b> Onset and Rime Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation (initial <i>v</i> , final <i>x</i> ), Phoneme Blending, Phoneme Substitution  <b>Long Vowel Awareness:</b> Long <i>u</i> : <i>u_e</i>	<b>Phonics:</b> /ks/x, (final), /v/v (initial) <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /w/w <b>Spelling Pattern:</b> - <i>et</i> pattern <b>Handwriting:</b> Uppercase and Lowercase <i>Xx, Vv</i>  <b>Decodable Readers:</b> “Rex the Vet” “Fox Had a Big Box”	<i>said</i> <i>want</i>  <b>Build Your Word Bank:</b> <i>people</i> <i>work</i> <i>funny</i>

# Grade K • Unit 8 • Scope and Sequence

<b>Unit 8: From Here to There</b> <b>Big Idea:</b> Where can you go that is far and near?	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b>  <b>On the Move</b>  <b>Essential Question:</b> What can help you go from here to there?  <b>Genre Focus:</b> Realistic Fiction	<b>Phonological Awareness:</b> Syllable Addition  <b>Phonemic Awareness:</b> Phoneme Isolation (initial <i>j, qu</i> ), Phoneme Blending, Phoneme Segmentation	<b>Phonics:</b> /j/ (initial), /kw/qu (initial)  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x  <b>Spelling:</b> Words with <i>j, qu</i> ; <i>here, me</i>  <b>Handwriting:</b> Uppercase and Lowercase <i>Jj</i> and <i>Qq</i>  <b>Decodable Readers:</b> “Get It Quick!” “Jen Is Quick!”	<i>here</i> <i>me</i>  <b>Build Your Word Bank:</b> <i>about</i> <i>may</i> <i>away</i>
<b>Week 2</b>  <b>My USA</b>  <b>Essential Question:</b> What do you know about our country?  <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Identify and Produce Rhyming Words  <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> /y/y (initial), /z/z (initial)  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x  <b>Spelling:</b> Words with <i>y, z</i> ; <i>this, what</i>  <b>Handwriting:</b> Uppercase and Lowercase <i>Yy</i> and <i>Zz</i>  <b>Decodable Readers:</b> “Yes, Zack Can Go!” “Rex, Kim, and Zig”	<i>this</i> <i>what</i>  <b>Build Your Word Bank:</b> <i>or</i> <i>each</i> <i>please</i>
<b>Week 3</b>  <b>Look to the Sky</b>  <b>Essential Question:</b> What do you see in the sky?  <b>Genre Focus:</b> Fantasy	<b>Phonological Awareness:</b> Syllable Deletion  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Categorization, Phoneme Addition	<b>Phonics:</b> Review /u/u, /g/g, w/w, /ks/x, /v/v, /j/j, /kw/qu, /y/y, /z/z, <i>r-</i> Blends ( <i>br, cr, dr, gr, tr</i> )  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x, /y/y, /z/z  <b>Long Vowel Express (optional):</b> Long <i>o</i> ( <i>o_e</i> )  <b>Spelling Pattern:</b> <i>-it</i> pattern  <b>Handwriting:</b> Write sentences with <i>u, g, w, x, v, j, qu, z</i>  <b>Decodable Readers:</b> “Zig-Zag Jet Can Zip” “A Big Trip for Gram”	<i>for</i> <i>have</i> <i>they</i> <i>of</i> <i>said</i> <i>want</i> <i>here</i> <i>me</i> <i>this</i> <i>what</i>  <b>Build Your Word Bank:</b> <i>from</i> <i>how</i> <i>pretty</i> <i>water</i> <i>these</i> <i>yellow</i> <i>people</i> <i>work</i> <i>funny</i> <i>about</i> <i>may</i> <i>away</i> <i>or</i> <i>each</i> <i>please</i>

# Grade K • Unit 9 • Scope and Sequence

<b>Unit 9: How Things Change</b> <b>Big Idea:</b> How do things change?	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b>  <b>Growing Up</b>  <b>Essential Question:</b> How can you help out at home?  <b>Genre Focus:</b> Realistic Fiction	<b>Phonological Awareness:</b> Syllable Segmentation  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Deletion	<b>Phonics:</b> Long <i>a</i> : <i>a_e</i>  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z  <b>Extend the Lesson:</b> Digraph <i>sh</i>  <b>Spelling:</b> Words with long <i>a</i> : <i>a_e</i> ; <i>help, too</i>  <b>Handwriting:</b> Write sentences with <i>a_e</i> words  <b>Decodable Readers:</b> “Jake Made Cake” “We Help Make It”	<i>help</i> <i>too</i>  <b>Build Your Word Bank:</b> <i>other</i> <i>into</i> <i>more</i>
<b>Week 2</b>  <b>Good Citizens</b>  <b>Essential Question:</b> What do good citizens do?  <b>Genre Focus:</b> Fantasy	<b>Phonological Awareness:</b> Identify and Produce Rhyming Words  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Deletion	<b>Phonics:</b> Long <i>i</i> : <i>i_e</i>  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z  <b>Extend the Lesson:</b> Digraph <i>ch</i>  <b>Spelling:</b> Words with long <i>i</i> : <i>i_e</i> ; <i>has, play</i>  <b>Handwriting:</b> Write sentences with <i>i_e</i> words  <b>Decodable Readers:</b> “Lake Time Fun” “Pike Lane”	<i>has</i> <i>play</i>  <b>Build Your Word Bank:</b> <i>find</i> <i>over</i> <i>were</i>
<b>Week 3</b>  <b>Our Natural Resources</b>  <b>Essential Question:</b> How can things in nature be used to make new things?  <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Segment and Blend Syllables  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> Long <i>o</i> : <i>o_e, o</i>  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z  <b>Spelling Pattern:</b> <i>-oke</i> pattern  <b>Handwriting:</b> Write sentences with <i>o_e</i> words  <b>Decodable Readers:</b> “Jo Made It at Home” “Joke Note”	<i>where</i> <i>look</i>  <b>Build Your Word Bank:</b> <i>know</i> <i>would</i> <i>write</i>

# Grade K • Unit 10 • Scope and Sequence

<b>Unit 10: Thinking Outside the Box</b> <b>Big Idea:</b> How can new ideas help us??	<b>Phonological/Phonemic Awareness</b>	<b>Phonics/Spelling/Handwriting</b>	<b>High-Frequency Words</b>
<b>Week 1</b> <b>Problem Solvers</b> <b>Essential Question:</b> What can happen when we work together? <b>Genre Focus:</b> Fantasy	<b>Phonological Awareness:</b> Syllable Segmentation  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> Long u: u_e <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z <b>Spelling:</b> Words with long u: u_e; <i>good, who</i> <b>Handwriting:</b> Write sentences with u_e words <b>Decodable Readers:</b> “Tube Race” “The Sad Duke”	<i>good</i> <i>who</i> <b>Build Your Word Bank:</b> <i>part</i> <i>only</i> <i>words</i>
<b>Week 2</b> <b>Sort It Out</b> <b>Essential Question:</b> In what ways are things alike? How are they different? <b>Genre Focus:</b> Poetry	<b>Phonological Awareness:</b> Syllable Substitution  <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> Long e: e, ee, e_e <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z <b>Extend the Lesson:</b> Digraph <i>th</i> <b>Spelling:</b> Words with long e: e, ee, e_e; <i>come, does</i> <b>Handwriting:</b> Write sentences with words with e, ee, e_e <b>Decodable Readers:</b> “Pete and Eve” “Pete Can Fix It”	<i>come</i> <i>does</i> <b>Build Your Word Bank:</b> <i>first</i> <i>sound</i> <i>their</i>
<b>Week 3</b> <b>Protect Our Earth</b> <b>Essential Question:</b> What ideas can you suggest to protect the environment? <b>Genre Focus:</b> Informational Text	<b>Phonological Awareness:</b> Identify Alliteration  <b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> Long a, i, o, u, e; Final Blends: -nd, -nk, -st <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /k/k, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z <b>Spelling Pattern:</b> -eep pattern <b>Handwriting:</b> Write sentences with long a, i, o, u, e <b>Decodable Readers:</b> “We Can Save” “We Can Use It!”	<i>help</i> <i>too</i> <i>play</i> <i>has</i> <i>where</i> <i>look</i> <i>who</i> <i>good</i> <i>come</i> <i>does</i> <b>Build Your Word Bank:</b> <i>other</i> <i>into</i> <i>more</i> <i>find</i> <i>over</i> <i>were</i> <i>know</i> <i>would</i> <i>write</i> <i>part</i> <i>only</i> <i>words</i> <i>first</i> <i>sound</i> <i>their</i>